

BLACK OSTRACISM FROM INTANGIBLE SPACES

By

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## DEDICATION

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## Abstract

While American society purports to be open, democratic, and egalitarian, its exclusionary practices impede racialized people from entering White spaces (Johnson, 2000). This exclusion of People of Color from White spaces results in segregated spaces in American society. Black occupancy in White spaces directly challenges White ideals of their supremacy over others, self-entitlement, and unconscious aggression toward perceived challenges to the self-identity of White Americans. Everything from desegregation and civil rights to upward social mobility and media portrayals of Black people have reshaped the borders of White spaces and, in doing so, defined new ways that Blackness is unacceptable within them. Although Black people have made inroads into settings previously occupied only by Whites, ostracism remains a reality for Black people in all spatial dimensions. This is overwhelmingly true in actual physical places like White neighborhoods, schools, universities, workplaces, courtrooms, and other public spaces. Black people, however, are also barred from non-material, arbitrary and intangible spaces (hereinafter collectively, “intangible spaces”). Intangible spaces are not geographical physical places, but socially constructed spaces that are present in all aspects of American life, including education. This critical discourse analysis (CDA) will use a critical race theory (CRT) perspective to examine the racial power imbalances that exist for Black people through ostracism, anti-Blackness, color evasiveness and segregation within a non-geographical space – the policymaking arena. Further, this CDA will analyze how White supremacy culture (WSC) coalesce around education policies that segregate Black students and exclude Black parents from the metaphoric policy table and from decision-making arenas in America’s educational system.

## Chapter 1

### Black Ostracism from Intangible Spaces

There is an adage that says, all our problems come down to education. Ultimately, freedom is obtained through education. I was told as a child that education is one thing no one can ever take from you. From our cultural knowledge, epistemology, heritage, and history we learn to cook, who to trust and how to survive in foreign environments. From education, we learn better nutrition equals better health. We learn financial management can improve our future and future generations. We learn best practices to improve child rearing. We learn through scientific research ways to improve our way of life. Through medical advancements we learn how to increase our life expectancy. We gain opportunity through education, but in American society not everyone has equal access to quality education (Burton, 2018). Research has shown that the cultural capital and assets Black people bring into White spaces, particularly socially constructed spaces, are not valued. Moore (2008) used a reflexive methodology to theorize systemic racism in White institutional spaces. Moore's ethnographic research collected data that articulated how systemic patterns and modes of discrimination operated in institutions are characterized by White supremacy (Moore, 2020). Moore's (2020) research substantiates my position that Black people are ostracized from White spaces.

It is vitally important to understand the etymology of ostracism. The prefix "ost" means bone and the root word is racism. I posit that racism was the (back) bone on which American society was constructed and therefore ostracism is embedded in the foundations of American institutions and policies. Ostracism is intangible – a silent, invisible abuse. Indeed, Ostracism is a harmful event, which may lead to long-term psychological trauma and pain (Waldeck, 2015). When people experience social isolation - any type of deleterious interpersonal encounter that

prompts feelings of physical or emotional exclusion from others —their need for affiliation is endangered (Riva & Eck, 2016). Social exclusion is equal to ostracism, which is defined as rejection and abandonment (Williams, 2009). DeSouza (2019) connects ostracism with racial discrimination (which is illegal in education in the United States) by suggesting both are social exclusion. He further suggests that both are forms of racism – Black ostracism and racial discrimination are behavioral expressions rooted in one’s biases against members of a specific racial group (DeSouza et al., 2019). Minoritized groups often experience subtle expressions of racism called microaggressions. Black people experience racial microaggressions regularly, often daily. They are brief, ordinary, and common verbal and behavioral indignities and affronts that can be intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color (Sue et al., 2007). Microaggressions can even come in the form of an organizational process like policymaking. This type of microaggression was designed to put up barriers for marginalized groups to participate or advance like the dominate culture - White culture - in the American educational system.

Microaggressions can be so egregious that they evoke feelings of social exclusion, similar sensations also occur when someone is ostracized. A qualitative study by Sue et al. (2007) used focus groups to identify three types of racial microaggressions – microassaults (intentional verbal racial epithets or nonverbal racist action), microinsults (rude and racially demeaning comments), and microinvalidations,(making people from other ethnicities feel devalued or invisible). Microaggressions often attempt to discredit or minimize the experiences of a person from a marginalized group.

Nadal (2011) expanded on the above taxonomy, identifying six categories of racial microaggressions:

1. Assumptions of inferiority (e.g., assuming someone is poor or has a lower cognitive ability because of one's race).
2. Second-class citizen and assumptions of criminality (e.g., physically avoiding someone or showing signs of fear because of one's race).
3. Microinvalidations (e.g., claiming that people do not experience racism anymore).
4. Exoticization/assumptions of similarity (e.g., objectifying a person based on racial traits or assuming that all racial minority members look alike).
5. Environmental microaggressions (e.g., negative media portrayals of one's race).
6. Workplace/school microaggressions (e.g., being treated differently at school or work because of one's race).

Each of these microaggression categories correlates with recipients' perceptions of experiencing racial discrimination and Black ostracism in their daily lives leading to racial trauma. Being segregated or ostracized is an unseen form of intimidation and bullying that does not mar physically or leave bruises, and therefore we often underestimate the harshness and impact of its continued intangible and non-material effects (Goodwin et al., 2010). Williams (2002), a professor of psychological sciences, hypothesized that, when a person is ostracized, the brain's dorsal anterior cingulate cortex, which registers physical pain, also feels this social injury. The study further theorizes that the process of ostracism includes three stages:

1. Initial act of being ignored – Being excluded is painful because it threatens fundamental human needs, such as belonging and self-esteem (Williams, 2002).
2. Coping – A desire to meet those fundamental human needs can materialize in the ostracized person trying harder to be included. Some of those who are ostracized may be

more likely to engage in behaviors that increase their future inclusion by mimicking, complying, obeying orders, cooperating, or expressing attraction (Williams, 2002).

3. Resignation – Ostracism causes some people to be less helpful and more aggressive to others in general. It also increases anger and sadness, and long-term ostracism can result in alienation, depression, helplessness, and feelings of unworthiness (Williams, 2002).

Individuals' own feelings of self-esteem are heavily intertwined with their feelings of being socially accepted or rejected (Petsnik, & Vorauer, 2020). Humans are acutely preceptive, responsive and discerning to how others perceive, assess, and regard them (Richman & Leary, 2009). Both positive and negative reactions from others can affect how one feels about themselves and can affect the quality of their interpersonal relationships (Richman & Leary, 2009).

Ostracism can manifest both psychological and physical. Over time, other people's responses and reactions towards others wield a powerful impact on people's physical health, thoughts, emotions, and behavior.

Before evaluating ostracism in intangible spaces, a framework for understanding the connection between spatialization and segregation needs to be established through an evaluation of ostracism in tangible spaces. Intangible spaces exist as a particular gathering together of influences, including those of people, things, locations, and technologies. The idea of intangibility conjures a sense of being without physical presence, and indeed intangible spaces are not simply there, locatable in the physical world. This does not mean they are invisible; such spaces exist, but only at an intersection of influences (Wood, 2015). The new mobilities paradigm – the movement of people, ideas and things and their social implications (Urry, 2007) - contested the idea of space as a container for the ways groups interact and develop social

relations, thereby describing space as an intangible and dynamic production of social theory and how we think about the movement of ideas across racial boundaries (Sheller, 2016).

Historically, entry into physical White spaces in America has been, and continues to be, fraught with institutional barriers and both threatening and dangerous encounters, as well as overt ostracism. Anderson (2015) calls this a new form of racism “symbolic racism”. Symbolic racism makes all Black people uniquely vulnerable to implicit bias in police stops, school suspension hearings and other forms of racial discrimination in our country (Anderson, 2015). Anderson (2015) further noted that when anonymous Black people enter these physical spaces, White people often stigmatize them by associating them with the putative danger, crime, and poverty of the iconic ghetto, typically leaving Black people with much to prove before being accepted.

The White/Black spatial binary goes beyond navigating racial integration within indoor public spaces and urban locales. Carolyn Finney’s book, *Black Faces, White Space* asks the question, why are Blacks so underrepresented when it comes to interest in nature, outdoor recreation, and environmentalism? Finney (2014) looks beyond the discourse of the environmental justice movement to examine how the natural environment has been understood, commodified, and represented by both White and Black Americans. Bridging the fields of environmental history, cultural studies, critical race studies, and geography, Finney (2014) argues that the legacies of slavery, Jim Crow, and racial violence have shaped cultural understandings of the “great outdoors” and determined who should and can have access to natural spaces.

The association of Blacks in White space is referred to as othering – a way of negating Black people’s identity, humanity, and individualism to diminish the appropriateness of an

individual's inclusion in both physical and intangible spaces (Marzorati, 2013). Underscored by the phenomenon of othering – Black people being labeled or defined as not aligning within a social group's norm (Puwar, 2004) – ostracism of Blacks from White spaces resulted in *Brown v. Board of Education* (History –*Brown v. Board of Education Re-Enactment*, n.d.) having had little impact on the desegregation of America's public schools. Although the court-ordered school desegregation decision did successfully stimulate the civil rights movement that gave Blacks better access to many facets of American society, it was least successful in integrating education, which was the policy's aim. Instead, it created exclusivity in the form of private and restrictive educational spaces.

Exclusive spaces are centers of power, influence, and privilege that beget exclusive advantages and opportunities for the occupants. The blog *Why Your Space ≠ My Space* by April Hatchcock (2016) suggests, exclusive spaces for dominate identities (Whites, men, middle to upper class, the educated, the cisgendered, the heterosexual, the able-bodied, etc.) results in sites of power where decisions are made, and business conducted that reach far beyond the location of that space. Action takes place in those exclusive spaces that affect all of us: business deals finalized, money exchanged, societies transformed, political alliances cemented, neoliberal reforms implemented, and policies conceptualized. The problem with all-White, all-men country clubs, or any restrictive and segregated social organization, is not that those sites are exclusive. The problem is that those spaces are exclusive bigoted and exist as sites of power over the entirety of society (Hatchcock, 2016). Long-lasting and far-reaching societal actions begin and end in those exclusive sites of power. There are no equivalent power spaces for the Black community, even in the post Obama and Black Lives Matter era.

Because Blacks as a whole wield very little real decision-making power in intangible policy spaces, it is manifested within society's tangible places. This leads to behavior, language and discourse that ostracize Blacks. Recent highly publicized incidents highlight Black students being ostracized and othered, thereby deemed less worthy of dignity and respect when entering public White spaces on college campuses:

- White Yale student calls police on Black schoolmate napping in common area (Caron, 2018).
- An employee at Smith College called campus police on a Black graduate student eating lunch in the cafeteria because the employee thought the student looked “out of place” (Whitford, 2018).
- A Ball State University professor called the police on a Black student after he refused to move seats (Burke, 2020).
- Professor at University of Texas at San Antonio called police on a Black student for putting her feet up on one of the classroom chairs (Martinez & Imam, 2018).
- Baylor University police were called on a group of Black students studying and socializing in school library (Cousins, 2021).
- A White professor at the College of Charleston assumed a Black student was on a scholarship. After the student told the professor they were offended by the comment, the professor said, “Calm down ... I don't see color.”
- A professor at Georgia State University called campus police to the classroom to remove two Black who arrived two minutes late to class and refused to leave at the professor's insistence (Miller & Russell-Brown, 2022).

This ostracism is explained by Puwar's (2004) statement that women and ethnic minorities are defined as "space invaders". The victims in the above examples invaded the space of the naturally accepted occupants, which according to Puwar, are predominantly White people. Space invaders interrupt the normative order, which is resisted by the natural occupants who use different dynamics to maintain power imbalances that are favorable to them (Puwar, 2004). Space, race, and power dynamics have created a burden of insecurity for marginalized students by allowing the hegemony of invisibility, silence, and resource hoarding to be the norm in the American educational system. Although contemporary social media has given place and voice to Black students by allowing them to share their experiences with microinvalidations and institutional racism, many times these incidents are legitimized by the natural occupants in leadership positions allowing the natural occupants who committed the offense to go unpunished – clearly a conflict of interest. This practice ostracizes and resegregates Black students by creating self-doubt, reinforcing the perceptions of themselves as deviant from the norm.

Systemic racial segregation is not a contemporary or unfamiliar practice and game-plan, but a continued colonial ideology. Over the years, government-sponsored displacement, exclusion, and segregation have exacerbated racial inequalities in the United States. Federal, state, and local public policies have systematically removed people of color from their homes, schools, and communities (Systemic Inequality, 2019).

Native Americans have long been the primary target of government-sponsored land redistribution. The United States enacted the Indian Civilization Act in 1819. This law and policy were proposed and passed to establish and support Native American Boarding Schools. The goal was to "civilize" Native Americans, Alaska Natives and Native Hawaiians according to what White people deemed to be civilized. The negative impacts of this policy of cultural genocide

persist today – the trauma of shame, fear and anger has passed from one generation to the next, and manifests itself in the rampant alcoholism, drug abuse, and domestic violence that plague Indian country (*Let All That Is Indian Within You Die*, 2013).

Japanese Americans were court sanctioned in 1942 to be displaced into internment camps. Japanese Americans endured dehumanizing conditions including poor housing and food, a lack of privacy, inadequate medical care, and substandard education. Feelings of helplessness emerged under the racially segregated colonial conditions where White administrators wielded power and set policy (Arellano-Bover, 2021).

The displacement and subjugation of Africans in the Trans-Atlantic slave trade is a well-documented American tragedy (Marques, 2016). Although American chattel slavery legally came to an end in 1865 with the ratification of the 13<sup>th</sup> amendment, slavery's long legal existence created the American caste system that endures today, one that maintains a false White superiority and Black inferiority built on an unfair education system, unfair employment system and the infringement of Black's basic human and civil rights (Riley, 2018). Neoliberal policies that limit social services, privatize schools, and gentrify Black communities continue to displace Blacks in the 21<sup>st</sup> century.

Alexander (2020) argued that, although we have made some progress, we have not achieved post-racialism. Alexander (2020) further argued that the racial caste system in America is not dead but has morphed and been redesigned, constituting a carceral continuum. This is evidenced in urban Black communities where disingenuous public policies have been enacted under the guise of creating new public spaces, bettering schools, combating urban blight, or bolstering economic development (Chapin, 2020, p. 516). Over time, however, these policies

have stripped Black communities of the wealth and financial stability found in property ownership, affordable housing, quality schools, and higher education.

As referenced in the preceding paragraphs, racial exclusionary strategies are not new. Racial segregation is however ever evolving. Goldberg (1998) stated that there has emerged since the 1960s new forms of racial segregation in the United States. Placing this claim in context of earlier historical shifts in the manifestation of segregation – the north-south segregation of post-Reconstruction and the dramatic urban neighborhood segregation emerging in the first half of the twentieth century (Goldberg, 1998, p. 29), recent scholarship in Black spatial imaginary suggests this new form of racial segregation also includes the exclusion of Black people from intangible spaces.

The concept of space is one of the most fundamental geographical concepts. Nevertheless, geography has not yet formulated an explicit and unambiguous definition of geographical space (Mazur et al, 1983). Geographers like Mazur speak of the concept of space as being relational to one's body, being in a physical, material, and tangible environment like a classroom, office, or business. This is congruous with the value society puts on tangible materials— they can be viewed, measured, bought, owned, and sold. While that is neat, tidy, and easy to understand, interpretations of the concept of space can vary considerably.

Connection with tangible spaces is associated with how our instinct senses interact with our surroundings, and this shapes our boundaries and informs our existing worldviews. For example, in their research, scholars Khalifa, Gooden and Davis (2016) conducted a qualitative study to synthesize the literature on culturally responsive school leadership. They highlighted practices, actions, mannerisms, policies, and discourses that influence school climate, school structure, teacher efficacy, and student outcomes. They concluded, that, when marginalized

students feel (intangible material) their culture capital (intangible material) is valued in a classroom (tangible space), they perform better in school and have a positive perception of education. Like intangible materials of feelings and cultural capital. I posit that there are intangible spaces – spaces without a physical location, walls or boundaries that are metaphoric, figurative, allegoric or symbolic – such as policy tables, political arenas, parent and teacher associations, task forces, think tanks, advisory committees, student councils, board rooms, school councils and achievement gaps for which this is also true because within these intangible spaces, there are intangible materials that are ethereal – thoughts, ideas, feelings, emotions, passions, experiences, and memories. It is in these conceptions of intangible space that I explore Black ostracism.

Agustina (2017) described physical or tangible spaces as spaces that can be physically captured by the senses while nonphysical or intangible space is a space that is not caught by the senses. This definition allows a different perspective on spatial arrangements and how our senses shape the world around us. The sense of proprioception, which refers to how your brain understands where your body is in space, can produce a visceral effect when Black people experience ostracism and microaggressions (Agustina, 2017). Although exclusion might happen in a non-physical space, it produces emotions and feelings that force a physical response and trauma can ensue. Thus, understanding that the psychological effect of ostracism in intangible spaces causes racial trauma is essential because it can adversely impact the way young people see themselves (Center for American Progress, 2019). Teenagers are just starting to establish critical aspects of their identity within the various tangible and intangible environments, influences, and exposures that surround them. How they adapt to the forces of space and the power that builds these structures can influence their future pathways.

Velez & Solórzano's (2007) study argued that denied access to places was consciously designed by the people in power to maintain control over their spaces.

Certain parts of the city were designed to keep certain other people out, even if there was no physical fence separating the north from the south, the barriers were just as real and even more vicious in the ways they shaped people's experiences and life opportunities (Velez & Solórzano, 2017, p. 3).

This is especially true for intangible spaces – there are no material barriers, but “Blacks perceive such settings as the white space” (Anderson, 2015, p.1) which acts as a boundary to forbidden spaces. Ostracism from White intangible spaces is constructed through symbolically violent anti-Black policy exclusions that are emblematic of broader colonial practices and neoliberal reforms.

While White people have the luxury to avoid Black spaces, Black people are required to navigate White spaces as a condition of their existence (Anderson, 2015). As a result, People of Color, especially Black people, continue to endure exclusion and discrimination in intangible spaces, particularly in educational policymaking. Understanding the discursive nature of public policies within the context of space and place in the United States is imperative to making our public spaces truly open and welcoming to all. This will also effectively dismantle White, colonial, and anti-Black spatial imaginaries.

Although W.E.B. DuBois first articulated his notion of the color-line more than 115 years ago, his words bear contemporary significance. His words highlight the way space comes to be defined and experienced as the conceived and constructed reality of a racist society (Du Bois, 1903). The color-line was a non-physical space constructed by White people to create boundaries of control and to maintain power. Just like civil rights leaders of the past had to cross that arbitrary line to invade White only spaces, racialized people must make their presence known and their essence felt in today's intangible decision-making spaces.

In the American educational system, ostracism is perpetrated and legitimized through policymaking and policy implementation (Brathwaite, 2017). Black ostracism in intangible spaces occurs when racially biased school code of conduct policies is developed and enacted with Blacks in absentia from the policymaking table and consequently implemented with minimal understanding and consideration of how race and class impact our educational system. This disregard of cultural capital in schools results in racial disparities in discipline rates between White and Black students that are not based on higher rates of discipline infractions by Blacks (National Center for Educational Statistics, 2019). For students of color, this systemic bias results in: higher dropout rates, lower graduation rates, lower attendance rates, lower standardized test scores and increased court and police involvement (Peguero, 2011). These statistics are all major factors contributing to barriers to educational resources, knowledge attainment and ultimately success post high school. Education quality directly correlates to students' quality of life as adults and shapes their future (Rivera & Ward, 2008). The introduction of neoliberal policy reforms, such as student codes of conduct policies have resulted in the implementation of zero-tolerance discipline policies, discriminatory dress codes and systematic exclusion from advanced learning experiences like Advanced Placement (AP), Gifted and Talented Education (GATE) and honors courses (Shahjahan, 2011). Brathwaite (2017) argued that education policy reform within neoliberal paradigms not only fails to reduce disparities but exacerbates and reproduces existing class and race inequalities in schooling.

This perpetuation of school inequalities is both a cause and consequence of enduring Black ostracism in America. Using a foundational framework of critical race theory coupled with a theoretical framework of ostracism, this paper will explore the impact Black ostracism in the intangible spaces of educational policymaking has on the American educational system.

To better understand how Black students are ostracized from intangible education spaces, this study will be an adjudication of educational policies – investigating the strength of words, the power of rhetoric, the absence of culture and the invisibility of color in policymaking. Because words matter, language therefore becomes hegemonic. Educational policies that skillfully use language can be and are routinely used to impose values and define beliefs that are inconsistent with the cultural capital of students of color. Additionally, these policies subtly denigrate communities of color, and assert cultural hegemony over others. This linguistic framework then becomes the standard and perpetuates White dominance in America’s educational system. Bonilla-Silva (2011) argued that language is something akin to a grammar – a racial grammar if you will – that structures cognition, vision, and even feelings on all sort of racial matters. This grammar normalizes the standards of White supremacy as the standards for most social events and transactions in America. It is especially prevalent in American classrooms. This practice exacerbates racial ostracism for Blacks, making it imperative for them to inculcate themselves into intangible spaces by participating in the policymaking arena.

To provide further evidence of the existence of Black student ostracism and the positive benefits of student of color participation, research has shown that when schools, classrooms and educators are inclusive and embrace the cultural capital students bring to their spaces, students feel a sense of belonging and the odds of educational attainment for marginalized populations are greatly increased (Hampden-Thompson, 2008). Indeed, Hampson et al. (1998) early action research piloted a program in an inner-city fourth grade class called Project SELF. They celebrated students’ cultural identity with the knowledge of the greatness of their ancestors. Students participated in the development of the program which focused on their individual talents and gifts. Students were empowered to affect their own futures and

participated in community-relevant problem solving. Project SELF produced dramatic improvements in children's knowledge of the curriculum and as a result, in their self-esteem, self-efficacy and social problem-solving skills (Hampson et al., 1998).

Another action-based qualitative study by Bertrand and Demps' (2018) used formative research to provide information as an action plan for an intervention program— Youth-led Participatory Action Research (YPAR). YPAR has merit due to its innovative approach to positive student and community development based in social justice principles in which youth are trained to conduct systematic research to improve their lives, their communities, and their school (Anyon et al., 2018). Formative interventions are promising because they have the potential to disrupt structural and systemic educational racism (Bertrand & Demps 2018). Bertrand and Demps' 2018 research showed that formative intervention cannot effectively represent a comprehensive account of educational issues without participation from youth of color who are most affected by school policies and exclusionary discipline practices that silence their voices and undervalues their lived experiences, once again proving student inclusion leads to better educational outcomes.

### **Purpose of Study**

The purpose of this study is to interrogate how policy shapes educational spaces for Black students. In addition, this study will disrupt traditional and conventional policy analyses and increase imperative understandings of how Black ostracism is discursively constructed in public school's student code of conduct policies. Finally, this study will look to uncover effective strategies to reduce racial disparities in school discipline.

### **Research Question**

As I consider the many aspects of racial inequalities and imbalances in the educational policies to be explored and the language used in school discipline policymaking, the overarching questions driving my specific inquiries are:

RQ: How does White supremacy operate through student codes of conduct in TUSD to maintain Black student ostracism and antiblack schooling environments?

### **Significance of Study**

In an effort to produce new knowledge and perspective, I will examine and synthesize a representative body of educational policies focused on student codes of conduct literature and documents. This study's findings will redound to the educational community's benefit, considering that it will disrupt traditional and conventional policy analyses and raise imperative understandings of how Black ostracism is discursively constructed in federal, state, and local student code of conduct guidelines and policies. Thus, this study calls for new ways to think about how educational spaces are constructed and how student code of conduct policies creates barriers to educational attainment. Specifically, investigating the role that racially biased policies may play in ostracizing Black students from educational opportunities.

### **Researcher Position**

My positionality is determined by my ontology, epistemology and the many identities that make up my self-concept. According to Spreckels & Kotthoff (2009), our identities can be separated into three main categories: Personal, social, and cultural. My personal identities are connected to my life experiences, and they express who I am. My social identity is formed from my membership and involvement in social groups. They are derived in part from my wife, family, friends, workplace, church, fraternity, and other social affiliations. My cultural identity

is based on my African American heritage and history. Although racial identity is socially constructed, many times it signifies power and value in our society. I am personally most influenced by African American culture, but since the death of George Floyd and the inception of the Black Lives Matter movement, my views are shifting. I relate more to my Blackness in America rather than simply just my American citizenship. I am deeply connected to the ideal of a Black diasporic identity.

Some of my identities are considered socially dominate, such as cis-gender, heterosexual, American, and male. Some are considered subordinate such as my ethnicity, race, and social class. Some are fixed like my skin color and culture. Others are unfixed such as my gender, geographical location, political affiliation, philosophy, and religious denomination, but all these identities influence my position as a researcher – how I will conduct my research, its outcomes, and results (Holmes, 2020). All researchers begin data collection with certain assumptions about the phenomenon being investigated, situations to be observed, and people to be interviewed (Merriam et al., 2001) because it is impossible to completely separate your views from the research.

In 1978 the Tucson Unified School District (TUSD) elementary school where I attended was one of six schools that was considered to be vestiges of prior segregation and was closed. My neighborhood school had Black and Brown teachers, staff and even a Black librarian, all of whom I would see in the community at church, the grocery store or walking their dog. My entire neighborhood was bussed across town to a predominately White school in an effort of desegregation (interestingly, White flight over the years has severely impacted the schools' segregation efforts). My lived experiences during this time of upheaval and change were both

positive and negative and continue to shape my ever-shifting views about integration, education, and learning.

Another influence is my insider status within a large, diverse, and urban public school district where I have held several positions - Dropout Prevention Specialist at both the middle and high school levels, Student Success Specialist for the African American Student Services Department and as a Student Success Coach for the Equity, Diversity, and Inclusion Department – that will be part of my view of the research. One of my particular duties as an advocate for African American students and parents during long-term suspension hearings has afforded me an insider's view of the application of discipline via the student codes of conduct rubric and policy.

For my research on racial ostracism from intangible spaces, my position as an African American with limited influence predisposes my point of view of race, space, and power. My parents from an early age made my siblings and I aware of our Blackness, so I was always cognizant of race, but did not always recognize how power imbalances influenced spaces. I recall my mom sharing a story from her difficult childhood: When she was a pre-teenager, her younger brother drowned. The town in Texas where they lived did not have a mortuary for Blacks, so his lifeless body was placed on the storeroom floor at a hardware store. My mother retrieved him and on foot, carried his lifeless body to the next town that offered funeral services for Blacks. She said it was at that moment she realized education was essential to escaping degradation and poverty. She taught herself how to read and was determined to be educated. She instilled that same determination in each of her six children (of which I am the youngest) all of whom went to college.

I will seek to develop reflexivity by journaling along with the data coding processes. Reflexivity will allow me to gain a nuanced perspective of racial ostracism through my

truthful reporting, firsthand knowledge, and being as open as possible about the sources of my thinking as I embark on my research. The journaling process will provide space to identify any significant impacts of my identities or individual circumstances of my (the researcher's) life events at the time of the coding process (Alston, 2021). It will also aid in my being objective the majority of policymakers are White individuals who hold and wield the power and authority in society and determine who gets a quality education, who gets the best jobs, whose history will be taught in school, and whose culture will be validated by society. I am prepared to question my own assumptions, accept the facts, and attempt to diminish unintentional influences.

Considering positionality in research will not only help me recognize and account for the direct influences the chosen methods and methodologies carried out in the research, but it will also help determine the prevailing outcomes and results—whose voices will be represented in the final reports or decisions regardless of their identities.

My goal will be to continually decenter my feelings about the policies themselves given my insider status at the public school district to be studied and focus on the words, phrases and concepts contained in the student code of conduct documents that I will analyze in order to best reflect the discourse reflected in the policies reviewed.

## Chapter 2

### Literature Review

Institutional racism encroaches Black spaces and creates inequities for people of color in every arena of society. Racial domination, like all forms of domination, works best when it becomes hegemonic - difficult to distinctly recognize, normal in American society. That is, when it accomplishes its goal without much fanfare (Bonilla-Silva, 2011). Whiteness is still exemplified as the ideal through intricate networks of social interaction, restrictive clubs, private schools, school curriculums, and other configurations that effectively keep Black people on the outside, explicitly, or implicitly, overtly or covertly (Utt, 2012). This power dynamic is not a singular entity employed by the dominant to oppress the other. It is a negotiated interaction between parties as they form and inform policy discourses (Cahill, 2015). Ball (2006, p. 44) quotes Codd (1988, p. 239) who defines policy as “both contested and changing, always in a state of ‘becoming’, of ‘was’ and ‘never was’ and ‘not quite’”. Therefore, we must remain vigilant to the fact that interpretation is always subject to situated contextualization in time, space, and place (Cahill, 2015).

This study will look at what the language of student codes of conduct policies says compared to what they are doing or what the policies are suggesting they are doing. Then this study will think about discourse in connection to race and examining policy and policymaking either in the absence or presence of race. To do that, part of the foundational framework necessarily requires an understanding of the historical context and foundational terms.

#### ***TUSD Historical Context***

In 1909, TUSD adopted the separate-but-equal (*Plessy v. Ferguson* 1896) federal legislation that segregated Black students into a separate school, Dunbar School (Cooper, 1967).

Black students remained segregated until 1951, three years prior to *Brown v. Board of Education* (1954). TUSD was the first school district in Arizona to integrate Black students (Brousseau, 1993). In 1974, the National Association for the Advancement of Colored People (NAACP) and the Mexican American Legal Defense and Educational Fund (MALDEF) filed separate lawsuits against TUSD on the behalf of African American and Mexican American parents alleging segregation and discrimination. The two cases were consolidated in 1975 and went to trial in 1977 (*Fisher-Mendoza v. TUSD*, 1978). In its 1978 decision, the District Court found that *de jure* discriminatory segregation practices existed in TUSD. The court ruled that TUSD failed to remedy vestiges of segregation and discrimination for African American students (but found there was not a dual school system for Mexican American students). The federal court order gave TUSD almost \$64 million annually to not only address racial integration, but to also address equal learning opportunities, student discipline disparities, updating facilities and technology in low-income area schools, transportation, and parent, family, and community engagement among other issues to level the playing field for Black and Hispanic students.

After more than 40 years of court oversight, in 2022, U.S. District Court Judge David C. Bury issued the order granting TUSD unitary status. The court found the district had eliminated the vestiges of past discrimination. Moving forward, as required by the court, the district must follow a court-approved post-unitary status plan that details and outlines how the district plans to ensure continued equity and equality for the students it serves.

### ***Black Geographies***

Understanding the significance of Black geographies is crucial to understanding the value and power of space. Places have stories and histories that help us understand our spatial awareness and define the shape, boundaries, and parameters of that space. In the Frith and

Richter (2021) article, they suggested that to the same extent places are defined by their histories, they are shaped by the histories that are forgotten, or far too often, actively suppressed through dominant narratives. Black geographies are spaces Black people create for themselves to help define and shape their spatial awareness and provide a powerful counter narrative to the dominate narrative. Black geographies emphasize the importance of Blackness to spatial imagination. Black geographies dispute the dominate assertion that Black people are aspatial or have no legitimate claim to space (McKittrick, 2006). Black geographies also refer to the ways geography can be used to understand the complex, overlapping spatiality of Black life and the stretching of geographical knowledge that takes place when scholars consciously center questions on race and Blackness.

Katherine McKittrick wrote, “black lives are necessarily geographic, but also struggle with discourses that erase and de-spatialize their sense of place” (McKittrick, 2006, p. xiii). We especially see this in educational policymaking spaces. Schools were designed to serve as the primary institution and location to disseminate knowledge. In America, education has become the conduit for the dominant culture to reproduce prevailing social and economic orders, customs, and belief systems, often with total disregard to the epistemology of racialized communities. Through a Black geographic lens, scholars uncover how the social identity of one’s body can operate as a spatial indicator (McKittrick, 2006). Race, class, gender, and sexuality determine patterns of habitation wherein Black people must negotiate spaces of denial and resistance by White people. Analyzing Black geography provides insights into how ideas of geographic organization shape both tangible and intangible spaces.

### ***Black Fatigue***

Black fatigue is essentially the pain and anguish of daily living with racism brought on by a continuum of colonial thinking and practices. As such, Black fatigue is not a new societal ill, Blacks are just no longer denying the trauma or suppressing the emotional toll of living in Black skin. It is about being fatigued by those who are surprised and express outrage (with no action) that such inequities still exist. It is about the constant fatigue of not knowing whether you or a loved one will come home alive. It is about enduring the ravages of intergenerational racism (Winters, 2020). Mary-Frances Winters (2020) declared Black fatigue is a failure on the part of many White people to “get it” – to get how their White identity represents the normalized dominant culture and abnormalizes every other identity.

Black fatigue reiterates that racism happens at several levels: interpersonal, internalized, institutional, and structural. Intra- and interpersonal solutions for Black people to address racism, such as resistance, healing, restoration, faith, rest, and resilience induce fatigue. They are important but not end-game remedies because they do not solve the root cause; they only treat the symptoms and dull the pain. On intra- and interpersonal levels, White people can help mitigate Black fatigue by acknowledging their Whiteness and thus privilege, doing their own education on the history of racism, and becoming anti-racist allies who challenge White supremacy. At the institutional and structural levels, we also need those in power to abolish racist legislation, policies, and practices.

In a study conducted at seven predominately White Institutions (PWIs) by Smith et al. (2016), Black men on White campuses reported they experienced hypervisibility and that they were the targets of hyper surveillance. Two themes emerged: (a) anti-Black men stereotyping and marginality and (b) hyper surveillance and control directed at Black men by Whites. Participants reported stereotyping and increased surveillance by police on and off campus. They

also reported being defined as ‘out of place’ and ‘fitting the description’ of illegitimate members of the campus community. As a result, students reported psychological stress responses symptomatic of racial battle fatigue (e.g., frustration, shock, anger, disappointment, resentment, anxiety, helplessness, hopelessness, and fear). This study highlighted the existence of Black ostracism and the mental damage it inflicts on Black students.

### ***Color Blindness / Neutrality***

Deliberate, systemic suppression and exclusionary practices in American society are used to ostracize Black people socially, politically, and economically from intangible spaces to further keep them segregated as a means of maintaining the White community’s status quo. While many upper-middle class White people assert that Black people have equal access to schooling, employment, and wealth, they yet use their Whiteness to reify their privilege to practice ostracism through resource, opportunity, and economic hoarding (Hyttén & Warren, 2003). When speaking about race, place, and power, Lipsitz posits that White people argue that, in a time when civil rights laws clearly ban discrimination, the persistence of racial inequality demonstrates that Black people have been unable to take advantage of the opportunities afforded them (Lipsitz, 2010). White people further imagine that unequal outcomes are the result of Black people being deficient in their work ethic and application. These pervasive notions of meritocracy, individualism and a belief in political neutrality underpin an ideology of color blindness, making it unacceptable for many to consider race as a meaningful concept in education. Lewis-McCoy (2014) states:

Race scholars have argued that whites’ ability to be “de-raced” has allowed them to maintain power by not acknowledging the privileges that they enjoy as a function of their skin color and not acknowledging the consequences that others suffer on account of their gains. The invisibility of whiteness, in part, is what endows it with its social power. (p.104)

Indeed, this idea of Whites being color evasive speaks to a wider pattern, one in which People of Color have historically been both directly and indirectly excluded from the benefits of public space, regardless of whether those spaces are material or non-material, because of Whites imagined deficiencies in Black people.

Highlighting specific cases of Black exclusion from intangible and non-material spaces, this study challenges assumptions that dominant society makes about universal values, individualism, and agency, arguing that exclusionary practices are not justified by deficiencies in Black people but instead reflect a class-based and racial power structure that denies racialized people participation in non-physical spaces, including the implementation and operationalization of student code of conduct policies.

### *Color-Evasiveness*

As stated above, race neutrality is the concept that White people do not need to see themselves as raced because it is rendered the norm and the default (thus neutral), which fuels racism without cognition (Bell Jr., 1980; Bergerson, 2003; Ladson-Billings 1998). Color-evasiveness, as an extension, is the refusal to acknowledge or address race and racism (Annamma et al., 2016) and is similar to the ideologies of color-blind racism, often referred to as “racism lite” (Bonilla-Silva, 2003, p. 3). Color-evasiveness is used by White people to avoid the ableist implications of the language of color-blindness. Color-evasiveness allows for the justification that we are all the same, which allows the continued normalization of Whiteness (Bonilla-Silva, 2003; Annamma et al., 2016).

White people, have a pervasive mentality that color-evasiveness is an ideal approach to racial equity. They may equate seeing race as synonymous with being racist (Bonilla-Silva,

2003). The narrative that White people do not see color is problematic and inaccurate when, in actuality, it serves to maintain White dominance and White supremacy.

### *Neoliberalism*

Neoliberalism is defined as, the various policies, forces, and values that advocate for a decentralized government, globalization, deregulation, privatization, free trade, and a market-based economy (De Lissovoy, 2013). Larner (2009) defines its key policy structures as privatization, deregulation, and a shift in the role of the state toward these ends. This phenomenon relies on the naturalization of the free market within economic policy and practice, which in turn encourages and legitimizes the privatization of all sectors and the creation of markets in diverse settings where they previously did not exist (such as prisons, water and other natural resources, and schooling).

In neoliberal discourse, a lazy government monopoly on schooling leads to antiquated, inefficient systems that are subject to stifling bureaucracy and the complications created by democratic politics (Chubb & Moe, 1990). The purported racial project of privatization is to create racial justice by removing the bureaucratic and systemic barriers that are inherent in a democratic system. The theory of action is that removing these barriers will bring entrepreneurial freedom to schools, teachers, and students, creating access to more organized, efficient, innovative schools, thereby creating racial justice in the form of better functioning schools for marginalized students.

Critical education researchers, however, provide another narrative grounded in social and economic reproduction: they argue that school and district restructuring under neoliberalism has generally served to reproduce the interests of capital while sorting and socializing new generations into their intended economic and social roles. This process includes reshaping both

pedagogical and management practices to fit with macro-level changes in political economy (Lipman, 2004; Anyon, 2005). Neoliberalism in education is the shift towards what Brathwaite (2017) describes as the commodification of access to education, wherein students are redefined simply as customers. Institutions, such as universities and schools, are forced to compete with one another to secure funding. Principals and deans are forced to become managers trying to reduce costs whilst also marketing their school/institution to attract potential fee-paying students or additional funding. Teachers are forced into competition with one another by virtue of the fact that students' results on standardized tests are used to assess their performance. Students are forced into competition with one another through the use of these same standardized tests. In the end, all these characteristics of neoliberal education reform favors White students and put-up institutional hurdles for marginalized students.

### *Spatiality*

Agustina (2017) described physical or tangible spaces as spaces that can be physically captured by the senses while nonphysical or intangible space is a space that is not caught by the senses. This definition allows a different perspective on spatial arrangements and how our senses shape the world around us. Geographers are concerned with space. They study the locations of things, the conditions at different places, and the connections between places. Frith and Richter (2021) detailed how their project at Clemson University examined how using technology through digital space and place making can be deployed to reappropriate, reimagine, and remap dominant spatial narratives and make places polyvocal in substantial and meaningful ways. Aligning with "Black Geographies", they examined how locative storytelling applications can help students intervene in traditional narratives of place to engage with social justice and alternative histories.

## ***CRT***

CRT focuses on the experiential knowledge of ethnic minorities and their communities of origin with respect to race and race relations (Delgado and Stefancic 2001). CRT can be used to scrutinize the ways in which race and racism directly and indirectly affect ethnic minorities (Yosso 2005). While no single definition exists for CRT, many scholars agree on the centrality of seven tenets:

1. Racism is a normal part of American life, often lacking the ability to be distinctively recognized, and thus is difficult to eliminate or address (Delgado, 1995; Delgado & Stefancic, 2001; Ladson Billings, 2000; Solórzano, 1998).
2. CRT rejects the notion of a “colorblind” society. Colorblindness leads to misconceptions concerning racial fairness in institutions; tends to address only the most blatant forms of inequality and disadvantage; and hides the commonplace and more covert forms of racism. (Crenshaw, 1997). These ideas camouflage the socially constructed meanings of race and present it as an individualistic and abstract idea instead of addressing how racial advantage propels the self-interests, power, and privileges of the dominant group (Solórzano, 1998).
3. CRT gives voice to the unique perspectives and lived experiences of people of color. According to Solórzano (1998), CRT recognizes that the experiential knowledge of women and men of color is legitimate, appropriate, and critical to understanding, analyzing, and teaching about racial subordination in the field of education.
4. CRT recognizes interest-convergence, the process whereby the white power structure will tolerate or encourage racial advances for Blacks only when they also promote white self-interests (Ladson-Billings, 2000)

5. Revisionist History is another tenet of CRT. According to Delgado and Stefancic (2001). Revisionist history reexamines America's historical record, replacing comforting majoritarian interpretations of events with ones that square more accurately with minorities' experiences.
6. CRT also relies on Racial Realists, or individuals who not only recognize race as a social construct, but also realize that racism is a means by which society allocates privilege and status (Bell, 2005).
7. CRT continuously critiques claims of meritocracy that sustain white supremacy (Bergerson, 2003).

Essentially, CRT examines racism as both a group and individual phenomenon that functions on many levels, and it offers a means by which to identify the functions of racism as an institutional and systematic phenomenon (Stovall 2005).

### ***Black Crit***

While CRT is a theory of race and racism more broadly, it enters the fields of both legal studies and education as a Black theorization of race (Dumas & Ross, 2016). In other words, in its initial formulation, CRT specifically attempts to make sense of and respond to anti-Black racism. Black Crit was birthed out of a desire to do a deep dive into exploring the way blackness continues to matter, and to highlight how a theory of race alone cannot account for what it means to be racialized Black in an anti-Black world. Dumas and Ross (2016) note that, CRT in education functions much more as a critique of White supremacy and the limits of the hegemonic liberal multiculturalism (McLaren, 1995; Melamed, 2011), which guides policy, practice, and research in education. Black Crit takes it a step beyond by looking at the Black experience of racism.

### ***Anti-Blackness***

Anti-Blackness investigates the ways in which the dehumanization of Black people has been foundational to the establishment of society today. Research has demonstrated that any analysis of White supremacy that does not contend with anti-Blackness is incomplete (Dumas & Ross, 2016). Anti-Black racism and White supremacy continue to have a dire impact on the lives and educational outcomes of Black people and students in educational spaces. Examining ways in which this form of racism is disrupted, confronted, and challenged in education and schooling is important not only to Black students, scholars, practitioners, and staff, but to all People of Color (Lopez & Jean-Marie, 2021). It is also beneficial to White people as allowing all people to add value to the educational system will produce a better educational system for them too. Jenkins' (2021) research aim was to make explicit the unspoken grammar of place by exposing how spatial imaginaries rooted in anti-Blackness created boundaries for Blacks that have existed since America's inception. Anti-Blackness has stood as the dominant societal logic that has shaped the configuration and character of American social intuitions, including K-12 schools, colleges, and universities (Jenkins, 2021). This research focused on the influence of spatial, social and political factors that foster and exacerbate inequalities for Black populations as well as the approaches that school leaders take to disrupt and transform these dynamics. Jenkins' use of an interdisciplinary approach to tackling complex and challenging problems of racial equity in schools is informed by Black critical theory, critical spatial theory, Black geographies, critical policy studies and justice-oriented leadership frameworks.

### ***White Supremacy Culture (WSC)***

White supremacy is a racist ideology. It is defined as collective beliefs, ideas and systems that allow for the opinion that White people are a superior race and consequently should hold

power and dominate society, typically to the exclusion or detriment of other racial and ethnic groups (Saad, 2020). White supremacy can manifest in many subtle ways. Either through individual behaviors, group norms, or organizational standards. White supremacy is more than just a personal attitude or particular way of thinking (Jones & Okun, 2001). Okun (2021) explains, when White supremacy expands into the structures of systems, organizations, and institutions to uphold white power and dominance, it is called White supremacy culture (WSC) .

Jones and Okun (2001) outlined the tenets of WSC as 15 identified characteristics - perfectionism, paternalism, power hoarding, worship of the written word, sense of urgency, belief in one right way, defensiveness and denial, fear of open conflict, objectivity, qualified, either/or and the binary, individualism, quantity over quality, fear, and right to comfort. WSC characteristics are nested in the fabric of our organizations and embedded in the plan and design of our institutions. It establishes the norms, dictates the processes, and decrees the practices that most just readily accept and replicate as standard procedure (Callwood et al., 2022). Due to its widespread, pervasive, and ubiquitous nature, WSC is difficult to see and name, making it difficult to address. WSC is systemic oppression that perpetuates and maintains the social, political, and historical White domination.

### ***Exclusion from Policymaking in Education***

Educational policymaking in America is a deliberate act of White domination – exclusionary, devoid of diversity, steeped in colonial ideology, and permeated with neoliberalism. Anderson (2015) calls this “White space” the racialized spaces in which Black people are typically absent or not expected. When they are present, it is usually through the lens of negative stereotypes – othering. The presence of Black people in White spaces is usually perceived by White people as out of the ordinary, threatening, dangerous, or criminal.

Policies are the tools that governments use to achieve change and establish norms. In education, those responsible for policy implementation at the state level are State Legislatures, Governors, State Boards of Education, and State Education Agencies. At the local level, policies are created by local school boards, teacher unions and bargaining units. Policymakers play a significant role in the educational system as every component of the system is implemented based on their decisions. However, as Hayden (2001) states,

“Education policy is not confined to the formal relationships and processes of government nor only to schools and teachers and legislation affecting them. The broad definition [of policy] requires that we understand it in its political, social, and economic contexts, so they also require study because of the ways in which they shape education.” (p.113)

The role of a policymaker includes the monitoring of school size, class size, school choice, extra-curricular activities, program funding, school privatization, tracking, teacher education and certification, teacher pay, teaching methods, curriculum, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model. A historical examination of policies can inform the decisions we make today. Policy failures, for example, may demonstrate that we need to rethink the strategies we choose in our long-term attempts to solve the problems of school and student achievement in urban districts (Anyon, 2005). When People of Color are excluded and ostracized from the metaphoric policy table, decisions are made without a racial lens that questions the efficacy and purpose of education policies that concern and impact Black students. Determinations are made about Black people in absentia.

To critically theorize the relationship between policymaking, space, and race, particularly the role of educational policy as an intangible space and the lack of Black voices in this process, we must first investigate the genesis of Whiteness in America’s educational policies. In 1845, the

term “manifest destiny” emerged to describe the commonly held belief that White settlement and expansion across North America was inevitable and even divinely ordained. This ideology provided the justification for ethnic cleansing and systematic displacement (Center for American Progress, 2019) of non-Whites. In many ways, it continues to inform policymaking in the 21<sup>st</sup> century. Jenkins (2021) further corroborates the intentional construction of America’s White, biased educational system, and policies by explaining that the explicit design of public education was to advance the knowledge and skills of White children and to repress and contain literacy among enslaved Americans – Black children. American public educational policies have intentionally displaced Black people for centuries. CRT suggests, systemic racist ideology is congruent in all educational spaces and is an act of White supremacy that has shaped America’s racist public policy (Delgado et al, 2017). Analyzing education through a CRT lens allows a deeper understanding of how the American educational system was founded on White supremacy and why institutional bias continues to thrive through the enactment of neoliberal policy reforms.

When undoing any policy, Koyama suggests analyzing and disrupting the policy assemblage (2014). Koyama further posits that assemblage can be a useful analytical method for examining how people, their material objects, and their discursive practices are brought together to enact policy in productive ways. The system that allows for invisibility in intangible spaces can be disrupted or undone by the introduction of new unauthorized policy actors like Black community leaders, allied Whites, Black educators, and Black parents. These stakeholders need to challenge the practices of so-called experts and question the motives and progress of racist policies by requesting current research studies and the data be used to make policy decisions. In many instances, when Black people attempt to insert themselves into intangible spaces related to

these policy decisions, they encounter institutional racism and resistance leading to them becoming conditioned to believe that their efforts are futile and leading to increased invisibility.

### ***Student Codes of Conduct***

Student codes of conduct are designed to serve both the classroom and the individual (Atteberry, 2021). They outline students' rights, ensuring that no student will be penalized or singled out based on anything but a violation of established rules. They also outline students' responsibilities, thus letting individual students know that they need to meet certain standards for their own sake and that of the entire class. The term conduct covers such a wide variety of behaviors which makes establishing a formal code within a school system a complicated matter. A violation of conduct rules can be anything from passing notes in class to carrying a concealed weapon into the building. It is up to the school administration, often working in conjunction with parents and students, to set rules and to enforce them (Newsome-Dent, 2020).

A typical school code of conduct begins with an outline of rights and responsibilities for both the students and the faculty. It then lists different infractions (often categorized at different levels of severity) and prescribes appropriate disciplinary measures. It should also explain the student's right to appeal any disciplinary action.

### **Summary**

The aim of my study is to show how violation of Blacks in public spaces is much more than displacement in physical locales such as housing, school, and work. It also occurs in non-material and intangible spaces through exclusion and rejection from the metaphorical policymaking table. This literature review endeavors to connect racial concepts with the understanding of conceptual definitions, all in an effort to understand the exclusion that is being evaluated and how ostracism from both tangible and intangible spaces creates feelings of anti-

Blackness which can lead to cultural and racial trauma in Black students through the experience of institutional bias and daily microaggressions (McGee & Stovall, 2015). White supremacy, anti-Blackness and neoliberal reforms challenge Black student's worth, intelligence, and humanity leaving behind mistrust and anxiety that perpetuate negative cycles that further ostracize Black students and removes them from educational spaces.

### **Theoretical Framework**

Critical race theory (CRT) provides the theoretical framework for this study (Tate, 1997; Ladson-Billings & Tate, 1995; Howard & Navarro, 2016). CRT "offers a proactive framework that can be used in the ongoing battle to provide equal educational access and opportunity to historically underrepresented students" (Yosso et al., 2004, p.18). Thus, CRT is offered as a tool to analyze race and racism in general, however in education, it is an attempt to make sense of and respond to institutionalized racism, as this racism is experienced and endured by Black people in the form of systemic ostracism.

CRT provides an understanding of the meaning of ostracism as it pertains to Black students. Vega et al. (2015) conducted a study in which it was perceived that limited safety was present in neighborhoods and school policies, and teachers were barriers to the educational success of Black students (as cited in DePouw, 2017, p. 26). Allowing these perceived notions and perceptions into the classroom continues to be a catalyst for administrators, teachers, and other personnel to label Black students as troublemakers (DePouw, 2017, p. 26). "Black students are troublemakers because they receive increased suspensions and expulsions subsequently results in the continued concerns with the achievement gap" (DePouw, 2017, p. 26). This result in consequences - biased student code of conduct policies.

CRT is a race-based epistemology. It is especially useful in this education policy analysis study because it provides a lens through which to question, critique, and challenge the manner and methods in which race, space, power, and racist ideologies have shaped ostracism and undermined efforts to invite Blacks to the policymaking table. This power and resource hoarding has historically (re)produced disparities, increased academic learning gaps and decreased educational opportunities for Black students through policy.

In terms of policymaking and policy implementation, CRT will provide an analytical framework through which to consider how ostracism via racial inequality is maintained by student code of conduct policies that systematically discriminate against Black students. (Yosso, 2005; Mitchell, 2010). Often, these discipline policies are constructed and touted as colorblind or neutral and meritocratic, but their enactment in practice has worked to systematically exclude and segregate marginalized groups. As House succinctly puts it, the “operation of the system as a whole has racial consequences even if those administering it do not have that in mind” (House, 1999, p. 11). This suggests that assertions of ignorance are not a viable excuse when Blacks are excluded from the intangible space of the policy-making table. CRT begins with a number of basic understandings. One is that racism is normal in American society. Lynn & Parker (2006) assert that because racism is entrenched in the fabric of our society, it looks natural to American people. This, however, does not justify Black ostracism from the policy making table.

Another CRT tenet that has been used extensively to critique the formulation of policies that appear to remedy racial injustices (Gilborn, 2010) is interest convergence (Tyack, 1995). Interest convergence whereby White dominance is maintained through power hoarding tolerates or encourages racial advancements only when it is also in the self-interest of White elites. For

example, laws mandated to desegregate schools has improved educational attainment for Black students. However, these statutes have also improved academic achievement for White students as well, so the racial achievement gaps yet remain wide. The principle of interest convergence provokes an analysis of policy based on a recognition that policy is always a compromise between competing interests (Bell, 1992). This has been used extensively to critique the formulation of policy which appears to remedy racial injustices (Gillborn, 2010).

Using a CRT lens, the methodologies for this framework will be critical discourse analysis (CDA) and critical policy analysis (CPA) of Tucson Unified School District's student codes of conduct policies. Critical discourse analysis is a research method which involves examining communication in order to gain new insights (Alvesson & Kärreman, 2011). CDA of educational policy can either strive to dismantle systemic racism or look for ways forward by improving the educational lived experiences for students of color. CPA refers to a form of education policy studies where the focus is upon exposing inconsistencies between what policy says and what policy does, particularly in terms of power relationships in society (Diem, Young, Welton, Mansfield, & Lee, 2014). Together, this qualitative analytical approach will critically describe, interpret, and explain the ways in which discourses construct, maintain, and legitimize social inequalities (Van Dijk, 1993). CDA rests on the notion that the way we use language is purposeful, regardless of whether discursive choices are conscious or unconscious (Mullet, 2018). This CPA will focus on exploring how Black students come to be ostracized through policy articulation and discourse, leading to how unequal distribution of discipline can be maintained through policy.

### **Goal of Research**

In relation to other researchers and theorists, the aim of this literature review is to analyze the relationship between intangible spaces and resegregation in America's educational system. America is founded on the ideals of freedom and equality as defined by our White forefathers. These principles are even embedded in the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness"(U.S. Declaration of Independence, Paragraph 2). However, those words contradict the lived experiences of Americans of Color who throughout history and still today are regularly victimized by systematic ostracism, exclusion, and segregation.

My research will attempt to address a gap in research on equitable policy implementation and contribute to the debate that neoliberal policies like student codes of conduct policies have allowed American schools to become increasingly more discriminatory and resegregated. As a result, achievement and opportunity gaps between White and Black students continue to widen. What is particularly disturbing, however, are the government policies that deliberately ostracize and displace racialized people in an effort to prevent them from fully participating in the decision making in both tangible and intangible spaces. By promoting educational policies and practices that facilitate inclusion, we can address the barriers to equal access and equitable distribution to a quality education for all marginalized students.

## **Chapter 3**

### **Methodology**

Critical discourse analysis serves as the methodology of this multi-modal study to critically analyze discipline policies. CRT is the theoretical perspective that grounds this study. CRT, combined with the tools from CDA with a critical policy analysis (CPA) perspective, will be used to build a framework for a CRT focused discipline policy analysis based on a set question about the relationship between student code of conduct policies and racial inequalities. CDA has been widely used for policy analysis by academic researchers because it can be employed to identify dominant, marginal, oppositional, or alternative discourses within policy texts, such as policy documents (Fairclough 2001). My qualitative research and analytical method was devised from several different CDA approaches (Fairclough and Van Dijk's methods are elaborated in the next chapter) to best challenge educational policies from seeing language as intangible to seeing text as having historical, political and social meaning. Analyzing the discourse in the TUSD student code of conduct was meant to not only provide a higher awareness of the hidden messages within the document, but also to uncover the hidden motivations of school discipline policies.

By employing a CRT theoretical lens combined with CDA methodologies, I will seek to unveil the ways various visual and textual forms of ostracism that may be manifested in policy documents, despite the insistence and espousal of institutions that equity, diversity, inclusion, and social justice are respected and observed values within their organizations as governed by their policy positions.

### **Research Question**

This qualitative multi-modal study will outline the principles behind critical

race theory and its appropriate use in grounding my study. Critical discourse analysis will serve as the overarching strategy of my study to answer the following research question:

RQ: How does white supremacy operate through student codes of conduct in TUSD to maintain Black student ostracism and antiblack schooling environments?

### **Critical Discourse Analysis**

I adopted and developed a multi-modal methodology using Fairclough's (2001) method to look to uncover any ideological assumptions hidden in the visual imaginary in conjunction with Van Dijk's (2006) method of analysis and exploration of discourse language to uncover opaque and transparent structures of White supremacy manifested in the policy language. The aim of my qualitative study was to critically describe, interpret, and explain the ways in which discourses construct, maintain, and legitimize social inequalities (Fairclough 1995) - CDA rests on the notion that the way we use language is purposeful, regardless of whether discursive choices are conscious or unconscious (Mullet, 2018). The main tenets of CDA are:

- CDA addresses social problems
- Power relations are discursive
- Discourse constitutes society and culture
- Discourse does ideological work
- Discourse is historical
- The link between text and society is mediated
- Discourse analysis is interpretative and explanatory
- Discourse is a form of social action.

(Fairclough, Mulderring, & Wodak, 2011)

The rationale for the use of CDA is its ability to focus on social problems and the role that discourse plays in the (re)production of power and domination within school discipline policies. CDA establishes a relational dynamic between written language and power and domination that can lead to Black ostracism. In that sense, Wodak (2001) regards it as fundamentally concerned with analyzing opaque as well as transparent structural relationships of dominance, discrimination, power, and control as manifested in policy language.

### **Critical Policy Analysis**

Critical policy analysis (CPA) encompasses several different perspectives and developments that aim to critique and offer alternative strategies for examining educational policy issues. “Critical policy researchers engage in critique, interrogate the policy process, the epistemological roots of policy work, examine the players involved in the policy process, and reveal policy constructions.” (Diem & Young, 2015, p. 841).

CPA can assist in uncovering structures of oppression and inequality (Lugg & Murphy, 2014) because:

- CPA examines the difference between policy rhetoric and practiced reality.
- CPA interrogates the roots and development of educational policy.
- CPA explores the distribution of power, resources, and knowledge and the creation of “winners” and “losers”.
- CPA is concerned with social stratification and the impact of policy on relationships of privilege and inequality.
- CPA is interested in the nature of resistance to or engagement in policy by members of historically underrepresented groups (Diem et al., 2014; Young & Diem, 2017).

The rationale for the use of CPA is its belief that it is absolutely essential to understand the complex connection between education and dominance in society, and the movements that are trying to interrupt these relations (Apple, 2019).

### **Summary**

I believe that my proposed qualitative analysis of student code of conduct policies aligns with the CDA framework with a CPA perspective. This method and perspective allow for a greater understanding of student code of conduct policies and how discipline policy may discursively construct and (re)produce Black ostracism from the educational policymaking arena.

### **Data collection and Analysis**

The source of my data was the TUSD website. TUSD's student code of conduct document is publicly available at [https://www.tusd1.org/\\_theme/files/counseling/22-23/Code-of-Conduct.pdf](https://www.tusd1.org/_theme/files/counseling/22-23/Code-of-Conduct.pdf). (See Appendix 1). The information for TUSD's school discipline was contained in the SY2021-22 Annual Report Narrative and is publicly accessible at [https://deseg.tusd1.org/\\_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf](https://deseg.tusd1.org/_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf). (See Appendix 2)

Based on the qualitative design of this study, this will be an iterative process of continuous meaning-making by generating, labeling, and refining codes and examining rhetoric from student codes of conduct policies. Reflexive iteration is at the heart of visiting and revisiting the data and connecting them with emerging insights, progressively leading to refined focus and understandings (Saldaña, 2016; Srivastava, 2009). To organize my thoughts when journaling after a coding session, I will employ the model based on Srivastava & Hopwood's (2009) simplified questions: what are the data telling me? what is it I want to know? and, what is the dialectical relationship between what the data are telling me and what I want to know (Alston, 2021)?

This reflexive approach will enable me to hone in on patterns and categories led by a visual analysis and inductive approach. Inductive analysis means that the visual and textual analysis looked for the patterns, themes, and categories revealed from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis (Patton, 1980).

Semiotics is the study of visual language and signs (Fairclough, 1995). It looks at how words and images create meaning. This study's first data collection process used semiotics as prescribed by Fairclough's (1995) three dimensions of CDA to visual analysis. This visual analysis examined the multicultural values represented in eight images on the TUSD student code of conduct policy document cover. Themes were generated from the images. Inductive coding was used to further analyze the themes using Fairclough's (2001) three-dimensional framework of critical discourse analysis: textual analysis, process analysis, and social analysis to discern the meaning, influence, and effectiveness of the visual imagery.

Inductive coding was applied to thoroughly examine the data, policies, and practices with an anti-racist lens (looking for an appreciation of student's cultural capital) and to search for policy language that allowed for a biased application of discipline. Most codes of conduct are written with enough flexibility to allow teachers and administrators some leeway when choosing disciplinary action. However, these discretionary decisions have historically discriminated against Black students.

The textual analysis of the TUSD student code of conduct document was performed using Van Dijk's CDA analysis. I first coded the text of the TUSD student code of conduct policy using hypothesis coding (Miles et al., 2014), supported by an *a priori* code (Johnson & Christensen, 2017) framing the characteristics of WSC defined by Okun (2021). The *a priori*

codes were developed before examination of the data, including indicators that are operationalized in TUSD student code of conduct.

- One Right Way: Okun (2021)
- Qualified: Okun (2021)
- Either/Or: Okun (2021)
- Defensiveness & Denial: Okun (2021)
- Fear of Conflict: Okun (2021)
- Individualism: Okun (2021)
- Quantity Over Quality: Okun (2021)
- Urgency: Okun (2021)
- Progress is Bigger and More: Okun (2021)

Okun's characteristics (2021) of power hoarding, worship of the written word, objectivity, right to comfort, paternalism and perfectionism and their student disciplinary operations are further analyzed and discussed in Chapter 4. Using Okun's definitions as a guide, I examined and scrutinized TUSD's student code of conduct and highlighted words, phrases and concepts that reflected these characteristics. This coding process set the foundational basis for how student code of conduct policies may (re)inforce and (re)produce the characteristics of WSC in their actionable verbiage and language leading to anti-Black schooling practices.

The next phase of my data collection is thematic analysis. Datum is secondarily coded to discern and label the meaning of the text. Theming is a subtle and tacit process of describing a phrase or sentence (Rossman and Rallis, 2003). The goal of my thematic analysis is to detect unfair processes, positive behaviors, intentions, restorative practices, tensions, explanations,

causes, contradictions, consequences, and /or conclusions from the language in student code of conduct policies. The final round of coding will consist of evaluation coding to assign judgments about the merit, worth and significance of WSC in the discipline policies (Patton, 2008).

Evaluation coding evaluates by answering three simple questions. What? So what? Now what? (Saldaña, 2016). Table 1 outlines the structure for CDA data collection and coding of student code of conduct policies.

**Table 1.**

*Phases of Data Collection and Analysis*

Phase I	Phase II	Phase III
Search and collection of data	Visual semiotic analysis	Hypothesis coding analysis
Organization of data	Thematic coding analysis	Thematic coding analysis
Journaling	Inductive coding analysis	Evaluation coding analysis
	Journaling	Journaling

When evaluating policy, it is crucial to identify the different levels of communication and how they will be analyzed (see Table 2). The data analysis phase consists of gaining an understanding of the complexities and power relations of educational policies and practices, then employing critical approaches to document the interruptions, actions, and movements that continually challenge the dominant forms of policy and practice that generate and/or reproduce inequalities (Apple, 2019).

**Table 2.*****Critical Policy Data Analysis***

<b>Data Analysis</b>	
<b>Level of communication</b>	<b>What is analyzed?</b>
<b>Vocabulary</b>	Words, phrases, and images can be analyzed for ideological associations, formality, and euphemistic and metaphorical content.
<b>Grammar</b>	The way sentences are constructed (e.g., verb tenses, active or passive construction, and the use of imperatives and questions) can reveal aspects of intended meaning. How a visual image is constructed can also be analyzed to determine what message the images is communicating
<b>Structure</b>	The structure of a text can be analyzed for how it creates emphasis or builds a narrative. The structure of a visual image can be analyzed in terms of signs and patterns of symbolism
<b>Genre</b>	Texts and images can be analyzed in relation to the conventions and communicative aims of their genre (e.g., political speeches or tabloid newspaper articles).

While analyzing the policies and the discourses in the different levels of communication, I will yet be cognizant of the following questions while performing my assessments:

- Are there restorative practices imbedded in student code of conduct policies?
- Are students' rights and responsibility the primary objective and are they clearly outlined in student code of conduct policies?
- Are Black students negatively impacted by code of conduct policies?

- Does the data present that Black students are ostracized and suspended at a significantly higher rates than non-Black students? If so, is there just cause for this disparity?
- Do any of the policies benefit one group and place other groups at a disadvantage?
- Do the policies consider culture when addressing, dress code and physical appearance infractions?
- Are there neoliberalism and colonialism present in the policies?
- Is the discipline matrix and infraction rubric applied equally and equitably written?

### **Limitations**

While the findings provide a comprehensive analysis of the discipline policies, a limitation of my chosen methodology of critical discourse analysis is my individual bias. My analysis provides me the privilege to make personal descriptions, analysis and explanations of my findings. The interpretation of all documents depended on my perspective as the sole researcher and analyst. Thus, my biases and assumptions due to my insider status in the Tucson Unified School District limited the data analysis, results, and findings.

Another limitation is my decision to code using hypothesis/*a priori* to detect the presence of WSC characteristics (Okun, 2021). This impacted my study as the findings were specific to my particular context of WSC. This limited the generalizability of the findings that allowed me to uncover the expected findings making it difficult to apply insights from other contexts. These assumptions were negotiated through journaling.

### **Summary**

This multi-modal research study connected my CRT theoretical framework to the methodological framing of Fairclough and Van Dijk's CDA models. This methodology will

further allow for the interrogation of student code of conduct policies to identify the presence of WSC that I hypothesis is the culprit for discipline disparities for Black students. In the following chapter, I will provide the findings from this investigation of how educational policies discursively construct and (re)produce Black ostracism from educational policy making spaces.

## Chapter 4

### Introduction

This qualitative study was a multimodal Critical Discourse Analysis (CDA) involving Norman Fairclough's Critical Discourse Analysis Model (2011) of visual semiotics and CDA of written text methods in line with Van Dijk's methodology (2004). Historically, CDA has mainly focused on verbal and written texts and has ignored (or at least relegated) the visual as secondary to verbal or written texts (Wang, 2014). This study, however, was informed by a multimodal approach using Fairclough's and Van Dijk's CDA methods to attempt to connect the micro-structure of language to the macro structure of society (Kintsch & Van Dijk, 1978). For this study, Fairclough's method was used to analyze the role discourse played in the construction of knowledge and power in visual images and Van Dijk's method was used to focus on social cognition as the arbitrator between text and schools via TUSD's Student Code of Conduct policy (see Appendix A) and its adjoining discipline policies (see Appendix B) JK-R1, JK-R2, JK-R3, and JK-R4 (collectively, "TUSD's student code of conduct policies").

Critical race theory (CRT) was my theoretical framework due to the accepted assumption that its tenets can help explain Black exclusion and several disturbing practices and trends in educational policy implementation: The endemic nature of institutional racism; the adoption of neoliberal policy reform; the presence of White supremacist ideology; the maintenance of White privilege; and the color evasive approach in student codes of conduct and discipline policies.

My research used CRT to understand the presence of White Supremacy Culture (WSC), as theorized by Okun (2021) and described in chapter 2 of my Literature Review, embedded within TUSD's student code of conduct policies and to both make visible and problematize the construction of how Black ostracism is (re)enforced and (re)produced in TUSD's student code of

conduct policies. My research design was informed by both the tenets of CRT and characteristics of WSC as well as my interest in interpreting and deconstructing student code of conduct policy discourse, context, participants and meaning making in the application of educational discipline for Black students.

In accordance with the ideological framing in previous chapters, qualitative coding cycles were applied to TUSD's student conduct policies to address the research question: How does White supremacy operate through student codes of conduct in TUSD to maintain Black student ostracism and anti-Black schooling environments? To answer the research question, several strategies were employed in this CDA. Data was collected and coded through an iterative process and examined for themes. Emerging themes were used to address the study's research question.

A visual methodology was used to understand and interpret images (Barbour, 2014). The thematic content analysis approach was used to investigate the visual text by adopting Fairclough's (2001) three-dimensional framework of critical discourse analysis: textual analysis (description), process analysis (interpretation), and social analysis (explanation). Fairclough defines each step in the visual semiosis CDA process. The first step is the description stage which is the initial descriptive coding cycle (Miles et al., 2014). This process generated meanings of the eight images on the cover of the student code of conduct document. The second step is the interpretation stage. This second cycle of descriptive coding (Miles et al., 2014) generated themes and analyzed the role that visual language plays in the social practice and construction of knowledge, ideology, and power in the student code of conduct policy and its relationship to the text within the code (Fairclough, 2001). The last step is the explanation stage. This final step examined the relationship between the images to define the social relation between power and ideologies.

Following the visual analysis, I conducted a written analysis of the text of the student code of conduct policies using hypothesis coding cycles (Miles et al., 2014) which was designed to evaluate the hypothesis that Blacks are often ostracized from the policymaking arena (Diem & Berson, 2017). The hypothesis coding cycle (Miles et al., 2014) using theoretical deduction of an *a priori code* (Johnson & Christensen, 2017) was framed by the characteristics of WSC as theorized by Okun (2021) and effectuated within the student code of conduct policy. Okun (2021) posited WSC characteristics reinforce and favor whiteness and its privileges, create a hierarchy of racialized value, are commonly invisible and normalized in American institutions, and reinforce anti-Blackness and Black ostracism.

The following section identifies the findings from my CDA research that looked to uncover the presence of WSC in TUSD's student discipline processes and policies. I started by exploring the TUSD federal desegregation order to gain a historical context. I then examined the 2020-21 TUSD Data Discipline Report (see Appendix C) to determine whether racial disproportionality in discipline practices existed in TUSD. I determined that simply monitoring the data discipline for indicators of racial disparities alone would not reveal the presence of inequitable procedures in TUSD discipline policies. I then sought to ascertain if school discipline applications were equitable across all student groups. This led me to conduct a critical analysis of the discourse in TUSD's student code of conduct policies, starting with thematic cycles of coding the images on the document's cover using Fairclough's (2011) three-dimensional CDA model as described above. This visual analysis looked to identify the signals and messages the TUSD student code of conduct intended to communicate to the reader – through symbolism – about the equitability of their discipline policies. I concluded the research by using Van Dijk's methodology of hypothesis coding (2004) to analyze the TUSD student

code of conduct for text that protected Whiteness through WSC. The hypothesis coding was designed to determine if Okun's (2021) WSC characteristics were present and operationalized in TUSD's student code of conduct policy and implemented by school officials. Finally, evaluation coding was used to interpret the statistical data, uncover patterns, and seek deeper insights.

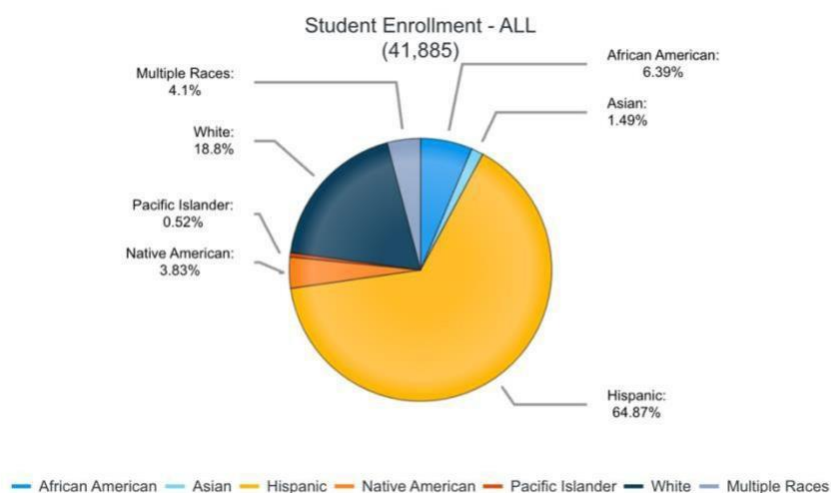
### TUSD Discipline Data

TUSD is a large urban school district with a diverse population of students representing multiple ethnicities that span the spectrum of socio-economic backgrounds. According to the Arizona Department of Education (ADE, 2022), for the SY 2021-22, TUSD enrolled approximately 41,200 students, of whom approximately 65% were Hispanic, 6% were African American, 19% were White, 4% were Native American, 2% were Asian/Pacific Islanders, and 4% were multi-racial (See Figure 1).

[https://deseg.tusd1.org/\\_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf](https://deseg.tusd1.org/_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf)

### Figure 1

#### *TUSD 2021-22 Student Enrollment by Ethnicity*

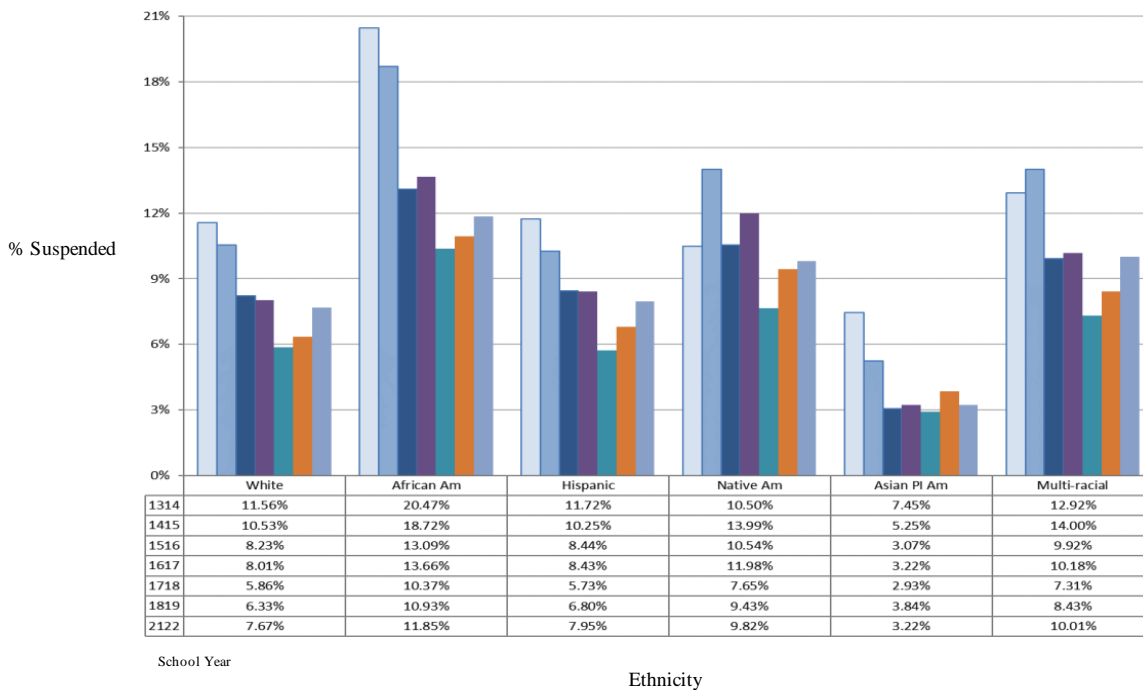


For historical context, in 1974, Black American and Mexican American students filed a class-action lawsuit alleging TUSD schools were segregated (Lopez, 2018). In 1978, the federal court ruled in favor of the plaintiffs, finding discriminatory segregation existed in TUSD (Lopez, 2018). The federal court order required TUSD to not only address racial integration and disparities in the quality of education for students of color, but also student discipline disparities among other issues. According to the 2020-2021 TUSD Data Discipline Report examining the last seven years, Black students are still disciplined at a much higher rate than all other ethnicities 46 years later. (See Graph 1).

[https://deseg.tusd1.org/\\_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf](https://deseg.tusd1.org/_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf)

## Graph 1

*Total Discipline Rates by Ethnicity 2021-22 and Prior Years*



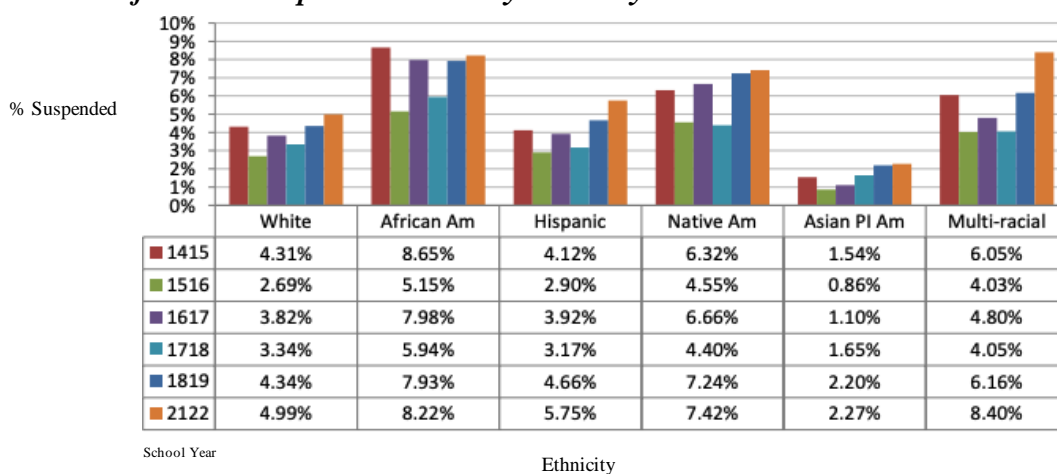
The above discipline data suggests racial disparities in student discipline is both a cause and a consequence of TUSD's student code of conduct policies that allow for enduring colonialism, structural racisms, race neutral and neoliberal discipline policies, and racial inequality all working together to increase Black student ostracism in TUSD. McCain's (2015) research suggested that disparate disproportionality in discipline rates between Black students and their White counterparts is typically the consequence of several different institutional racist barriers. School officials are either influenced by their personal racially bias perceptions of the discipline policies, a color evasive discipline process that denies racial differences by stressing sameness, or school officials do not employ progressive discipline consequences evenly across the continuum of discipline violations for all ethnicities (coincidentally the opposite of color evasiveness and sameness). Graph 1 shows that Black students in TUSD are more likely to be ostracized through discipline than any other ethnicity. Aud's (2011) and Yeager's (2017) research using national administrative databases and longitudinal samples indicated Black students are also more likely to receive harsher punishments and stiffer consequences for minor infractions (Gregory, 1995, Skiba, 2011). Teachers are more likely to view misbehavior from a White student as benign, but that same behavior from a Black student as being indicative of a long-term problem and deserving of exclusionary discipline (Okonofua, 2015). These disparities are especially damaging as they are associated with life-long detrimental effects, including less job and career prospects (Pager, 2009), and involvement in the criminal justice system (Hirschfield, 2009). All these negative school outcomes perpetuate a viscous cycle of poverty and incarceration that have a long-term ostracizing effect on Black communities.

The following narrative looked at how TUSD used a major disciplinary tool – out of school suspensions – to further increase Black student ostracism through exclusionary practices. (See Graph 2).

[https://deseg.tusd1.org/\\_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf](https://deseg.tusd1.org/_theme/files/Deseg/Docs/AR22/SY2021-22%20Annual%20Report%20Narrative%20-%20Final.pdf)

## Graph 2

### *TUSD Out of School Suspension Rates by Ethnicity*



The data collected from TUSD’s website presented in Graph 1 and Graph 2 are indications that the disproportional use of discipline referrals and suspensions adversely impacts BIPOC students. Even as early as preschool, Black children are subjected to increased scrutiny and receive harsher punishment for similar actions than their peers (Skiba et al., 2014). Research further suggests that preschool teachers perceive Black children as older than their actual age, less innocent than their classmates, more culpable and aggressive, and more deserving of severe punishment than White children (Epstein, 2017; Staats, 2014). The intersection of race and gender in school discipline is also extremely disturbing. Black male students are disciplined more than any other school demographic (Okonofua, 2015). Black boys are more likely to be

penalized, surveilled, and chastised for school behavior, even when that behavior is comparable to their White counterparts who are not disciplined (Gullo, 2018). The U.S. Department of Education (2014), however, cited nationally that Black girls were suspended six times more than White girls, while Black boys were suspended three times as often as White Boys. In her TEDTALK (2016), Kimberle Crenshaw stated that race, gender, and class overlap to create inequalities that criminalize being Black and female in schools. This results in Black girls being overpoliced and under protected by the U.S. education system.

- 2007, a 6-year-old Black girl was arrested in a Florida classroom for having a tantrum (Herbert, 2007).
- 2007, a 16-year-old Black girl was arrested in a California school for dropping cake and failing to pick it up to a school officer's satisfaction (Watson, 2007).
- 2013, a 12-year-old girl was threatened with expulsion from an Orlando private school unless she changed the look of her natural hair (Kim, 2013).
- 2014, a Black honors student in Detroit was suspended for her entire senior year for accidentally bringing a pocketknife to a football game (Klein, 2014).
- 2014, a 12-year-old girl in Georgia faced expulsion and criminal charges after writing "hi" on a locker room wall (Logan, 2014).

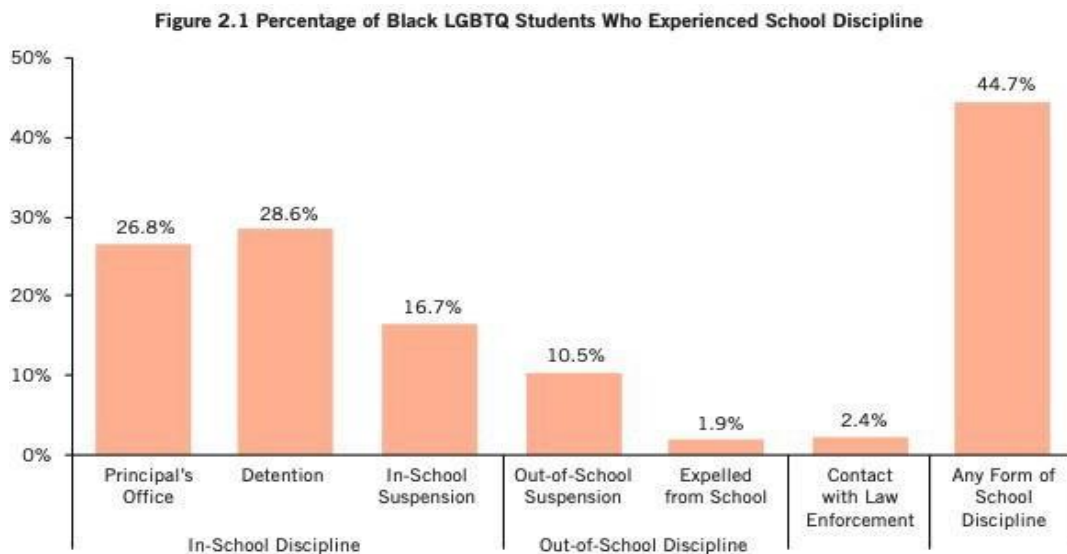
In each of these scenarios, school officials were empowered with the authority to ostracize Black girls by giving them excessive punitive consequences for minor behavioral infractions. When WSC characteristics like power hoarding, fear, objectivity, either/or, and right to comfort are operationalized in student code of conduct and discipline policies, the actions of school officials subject Black girls to violence, arrest, and exclusionary discipline.

Additional studies indicate that lesbian, gay, bisexual, transgender, queer, and/or questioning (LGBTQ) students are also disproportionately targeted for school disciplinary action (Poteat et al., 2015). Thus, Black students who are queer and trans people of color (QTPOC) are at even higher risk of being inappropriately or disproportionately ostracized and targeted for disciplinary action. The statistic for this demographic is staggering. Per the National Black Justice Coalition, nearly half of Black LGBTQ students (44.7%) experienced some form of school discipline, such as detention, out-of-school suspension, or expulsion (Poteat et al., 2015).(See Graph 3)

<https://www.glsen.org/sites/default/files/2020-06/Erasure-and-Resilience-Black-2020.pdf>

### Graph 3

#### *Percentage of Black LGBTQ Students Who Experience School Discipline*



A lack of cultural sensitivity and respect for differing belief systems allows for discriminatory practices and victimization of Black LGBTQ students. Studies have found that, in general, LGBTQ students are often disciplined when in fact they are the victim of harassment or assault (Snapp, 2016). This is especially true for Black LGBTQ students who experience higher rates

of victimization based on sexual orientation and gender expression, and also experienced higher rates of disciplinary actions (Truong et al., 2020).

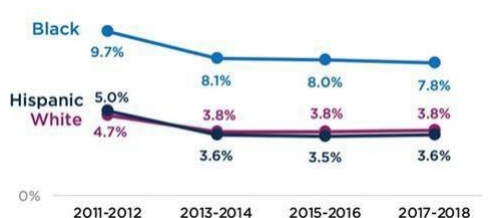
As aforementioned, Black students are disciplined at shockingly higher rates than White students. Like Black LGBTQ students, Black students with disabilities are disciplined at a greater rate despite the Individuals with Disabilities Education Act (IDEA) which is a federal law mandated to safeguard their rights and protect students with disabilities against biased treatment (Lipkin & Okamoto, 2015). According to the U.S. Department of Education Office of Civil Rights (2014), one out of four Black boys with disabilities are suspended each year, compared to only one out of ten White boys with disabilities. To put this in further perspective, Losen (2013) from The Civil Rights Project at UCLA reported that nationwide for every 100 students with a disability in 2016, White students lost 43 days to suspension, while Black students lost 121 days. This loss of instructional time is nearly insurmountable to overcome and achieve academic success.

Upon further disaggregation of the data in Graph 1 and Graph 2, it shows Black students are much more likely to be disciplined or suspended than White or Hispanic students. In contrast, according to the Office of Civil Rights (2014) there is very little difference between White and Hispanic discipline rates, which is on trend nationally. National statistics suggest that White and Hispanic students experience similar rates of exclusionary discipline (Costenbader and Markson, 1998; Gordon et al. 2000; OCR 2014; Zhang et al. 2004). (see Graph 4).

<https://www.childtrends.org/publications/despite-reductions-black-students-and-students-with-disabilities-remain-more-likely-to-experience-suspension>

## Graph 4

### *National Suspension Rates by Ethnicity*



Thus, when it comes to discipline disparities, the nation, and specifically TUSD, does not have a BIPOC student ostracism issue, but a Black student ostracism issue.

Anti-Black racism and White supremacy are profoundly rooted in American institutions policies and practices that adversely impact the educational attainment of Black students in learning spaces. Examining ways in which WSC and its insidious characteristics can be disrupted, confronted, and challenged in education and schooling is important not only to Black students, but to all BIPOC students (Lopez & Jean-Marie, 2021). Dismantling the dominant narrative about the inherent inferiority of BIPOC students and the normative superiority of White students will break down the walls of structural and institutional bias for all marginalized students.

The below CDA will use the above data to examine the relationship between what the data presents and the discourse of the discipline policy. It will critique the ways that policy language is communicated to control and manipulate the reader. It will investigate how power and hegemony operate to control and constrain opposing views and philosophies. Lastly, it will analyze the intersection between space, race, power, and WSC ideology, exploring the dominant discourses and discursive practices in TUSD's student code of conduct.

## Findings

The interdisciplinary study of language and linguistics is more than a tool of communication. As a cultural product that is ever evolving, language as discourse is profoundly rooted in sociocultural, ideological, political, and historical processes that are conditioned and cofounded by power and differences as well as authority and control (Thorborrow, 2007). Language is our most important form of communication, language is not merely linguistic, we connect, relay information, and create meaning in other ways as well, such as images (O'Halloran, 2004). The discipline of visual semiotics was used to focus on how to comprehend or attribute meaning through images while textual discourse analysis was used to analyze the structure of text, looking beyond the literal meaning of language – a written semiotic event.

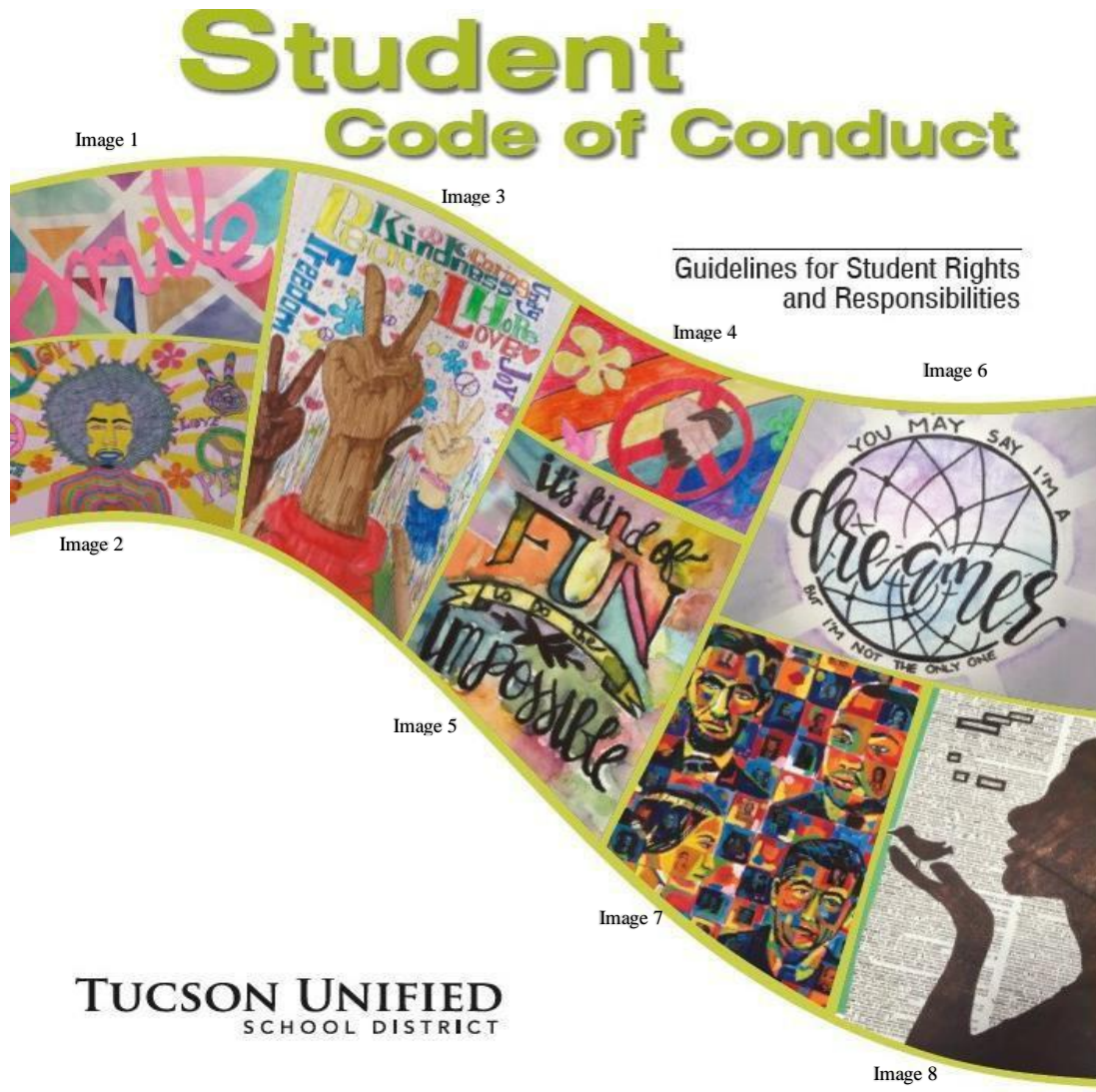
### **White Supremacy Culture (WSC) Features Identified in Student Code of Conduct**

According to Okun (2021) WSC is the widespread ideology ingrained into the beliefs, values, norms, and standards of our society. It instructs us both overtly and covertly in the value of Whiteness. It further instructs us that Blackness has no value and is dangerous and threatening. It teaches anti-Blackness. Several of Okun's (2021) WSC characteristics were identified and analyzed in both the image on the cover of the TUSD student conduct policy document and the text within the document.

### **Critical Discourse Analysis - Visual Semiotic Analysis**

The cover of TUSD's Student Code of Conduct consists of 8 images (see Figure 2). [https://www.tusd1.org/\\_theme/files/counseling/22-23/Code-of-Conduct.pdf](https://www.tusd1.org/_theme/files/counseling/22-23/Code-of-Conduct.pdf). Students submitted their original works of art, and a committee chose those 8 works seemingly to represent the contents within the student code of conduct document. Fairclough's CDA model (1996) accepts that any case of language (including visual) is a communicative event, and this event may be worded in an order of discourse (Durmaz & Yoguun, 2022).

Figure 2

*TUSD Student Code of Conduct Cover***Fairclough's Dimension One – Textual Analysis (Description)**

The textual analysis was accomplished through visual semiotic descriptive coding. Codes were generated from each image that used words to summarize the description of each visual analysis. The goals of the descriptive coding were to summarize extracts from the visual images by using a single word or noun that encapsulated the general idea of the data – the images

(Miles, 2014). Discourse at the word level, is a collection of the words selected to describe the images and analyze the content to determine the author's agenda. (See Table 3).

**Table 3**

*First Cycle Coding, Descriptive Coding*

<b>Image 1</b>	<b>Image 2</b>	<b>Image 3</b>	<b>Image 4</b>	<b>Image 5</b>	<b>Image 6</b>	<b>Image 7</b>	<b>Image 8</b>
Smile	Culture	Peace	Unity	Achievement	Immigration	Abraham Lincoln	Enlightenment
Happy	Edgy	Love	Together	Learning	Dreamers	Martin Luther	Reading
Colorful	Modern	Joy	Peace	Enjoyment	Hope	King Jr.	Feminism
Light-hearted	Love	Unity	Love	Dream big	America	Delores Huerta	Flight
	Peace	Diversity	Anti-racism	Possibilities	Land of free	Cesar Chavez	Gentleness
	Anti-racism	Freedom	Harmony		Opportunity	Booker T.	Freedom
	Black joy	Safety			I have a dream	Washington	Kindness
		Black				WEB DuBois	Caring
		White				Muslim	
		Brown				Asian	
						Jewish	
						Arabic	
						Barrack Obama	
						John F. Kennedy	
						Indigenous people	
						Mahatma Gandhi	
						Coretta Scott King	
						Jimmy Carter	
						Sonia Sotomayor	
						Yasser Arafat	
						Eleanor Roosevelt	
						Geronimo	
						Malala Yousafzai	
						Harvey Milk	
						Sojourner Truth	
						Amanda Gorman	

Descriptive words are used to provide meaning, give details, and relay more information

(Merriam-Webster, n.d.). This study encouraged the examination of imagery through descriptive coding. Understanding the contextual qualities, properties, and characteristics of imagery provided me with the analytical skills needed to decipher the meaning and messages that were invisibilized within the underlying details. I posit that words generated by the images were

deliberate communication TUSD used to convey safety and fairness through the reinforcement of principles, expectations, and rules those who had decision-making authority set for students governed by TUSD's student conduct policy.

### **Fairclough's Dimension Two – Process Analysis (Interpretation)**

Fairclough (1989) explored how language overlaps with social structures of power. He concluded that language and power are used to create, change, and maintain authority, and influence in society. Discourses do not simply describe the social world but categorize it; they bring phenomena into sight (Parker. 1990). The process analysis conceptualized the codes in the second cycle of coding – pattern coding, into themes (Miles, 2014), which were analyzed to create meaning of the 8 visual images and the messages they communicated. (See Table 4).

**Table 4**

#### *Second Cycle Coding, Pattern Coding*

<b>Theme</b>	<b>Signifiers from images</b>
Anti-Racist	Embraces multiculturalism and diversity by displaying different races and ethnicities in a unifying peace gesture (Image 3), a White and Black hands clasped together (Image 4), prominently displaying (Abraham Lincoln, Martin Luther King Jr., Delores Huerta and Cesar Chavez) those who have championed equality and opposed racism and injustice (Image 7),
Cultural Capital	Acknowledges immigrants (Image 6), and displays a diversity of values, experiences, ideas, and attitudes (Images 1,3,5). Inclusion of not only multiple races, ethnicities, and genders, but also various cultures, religions, and backgrounds (Image 7)
Welcoming	Displays symbols of unity, peace, and love (Images 2,3,4) and suggests meaningful opportunities for all (Images 5,6,8)
Safety	Heavy emphasis on peace, kindness, and unity (Images 2,3,4) all helpful components in maintaining a safe and orderly school campus. A bird in the hand suggests being thankful for what you have, and not risk losing your educational privileges by violating the code (Image 8)
Fairness	Conveys friendliness and hope with a smile. Smiling is a signal for openness and entreaty to engage in communication (Image 1).

The aim of the pattern coding was to analyze the text through the exploration of the relationship of how race, space, power, and ideology are mediated through the images. An additional aim of this qualitative coding was to interpret the themes to reveal the visual stories in an effort to unravel and peel back the layers of the images. The themes and signifiers gleaned from the images uncovered the hidden messages TUSD wanted to convey to students and parents/guardians through the visual text. The discursive level analyzed the stories the student code of conduct authors wanted to tell through the images – stories meant to persuade students and families that TUSD policies are unbiased, race and cultural conscious, and that they protect the safety of all students.

### **Fairclough's Dimension Three– Social Analysis (Explanation)**

Researchers must use a philosophical approach to question others' perceptions and interpret meanings and messages in terms of signs and patterns of imagery and symbolism. The concepts of imagery and symbolism are important neoliberal tools in marketing and advertising. A distinctive character of marketing and advertising discourse is its function, which is usually to persuade people to buy a particular product (Ahmed, 2000). In the case of the images on the TUSD student code of conduct cover, "buy" equates to giving credence, validity, and credibility to the purported fair and unbiased application of student discipline as prescribed by the text within. Here, the TUSD student conduct policy document cover has several images of the symbols for peace and love (Images 2, 3 and 4). These symbols are universal representations of harmony, unity, and kindness that in this case were meant to control students by establishing that the document embodied these attributes, remind students that contrary actions are aberrant and a departure from the accepted behavioral standards of educational institutions, and establish the mindset that all students are equal and thus must immediately assimilate and act the same

regardless of their different understanding and background. Some may assert that readers failed to understand the images on the cover of TUSD's student code of conduct document as intended by the authors. Arguably, the crux of that argument is that readers "are not operating within the 'dominant' or 'preferred' code" (Hall, n.d., pg. 50). Commonly recognized symbols such as a peace sign may appear to have universal meaning, however Hall states, "evidence remains that even apparently 'natural' visual codes are culture-specific" (Hall, n.d., pg. 55). Peace to the drafters and implementers of TUSD's student code of conduct policy may refer to their Right to Comfort while peace to Black students may mean freedom to be who they are in a space that retains the vestiture of WSC. Okun (2021) also takes Umbridge with universal symbols by suggesting that race neutral interpretation of love and peace is the intersection of three WSC characteristics – paternalism – people in power define the standards; fear of open conflict – people in power eschew expressed disagreements; and a right to comfort – people in power believe they have a right to emotional and psychological solace.

The general impression and interpretation of these symbols for peace and love establish normative Whiteness and a European model of consent without considering the customs, beliefs and lived experiences of Black students. Okun (2021) explains this as the right to comfort and fear of conflict characteristics of WSC. It is a disconnection between the White definition of peace and love and the differences of ancestral life experiences of slavery, Jim Crow laws, Civil Rights battles, etc. experienced by Blacks and a complicated history and understanding of peace and love. The practice of ignoring the existence of systemic racism and other forms of oppression, not confronting difficult issues, and shunning uncomfortable conversations enlarges intangible ideological spaces that invisibilize Black student voices and reinforce Black student ostracism.

The authority, imagination, and emotional involvement of the images on the TUSD code of conduct policy document cover is representative of a typical tool used by White supremacists: Weaponizing language to hoard power through deception, misinformation, and misdirection (Giroux, 2019). Ambiguity is also a powerful tool that often uses sympathetic, genial, and benign visual depictions in deceptive and misleading ways (Levy, 1999). Okun (2021) explained another way White supremacy weaponizes words. Academia defines “the classics” as Roman, Greek, and male. Merriam-Webster defines “classic” as “a work of enduring excellence (Merriam-Webster, n.d.). With the simple use of a word like classic to describe a certain literary genre, a whole category of knowledge assigns superiority to a very limited body of knowing and being, consigning other ways of knowing and being as “less than” while often disregarding the epistemology of other backgrounds and their cultural and community-based ways of knowing. The images on the TUSD student code of conduct policy document cover weaponizes words like peace, harmony, and unity by implying that the document established the standard and boundaries for peace, harmony, and unity. Thus, anyone who does not conform to the standards established by the policymakers is an enemy of peace, harmony, and unity and is consequently subject to exclusionary discipline practices.

Research has determined that mental stimulation and mental imagery evoked by image visuals enhance message effectiveness (Krishna et al., 2016). Visual integrity is the use of visual media that neither intentionally distort the integrity of a message nor promote a false impression or interpretation, which impacts the credibility of the author (Tutfe, 2020). Images that are strategically constructed to promote an agenda, manipulated to advance a particular point of view or invoke a certain feeling or sensation, or are carefully chosen to convey an impression are tools

of power hoarding due to their ability to alter perceptions by tapping into their resonant power to stir emotions.

Here, images 5 and 6 are not so subtle messages of hope to marginalized students. *If you adhere to our guidelines of rights and responsibilities anything is possible.* This neoliberal meritocratic message is a treasured mythology in the U.S. Arizona's Superintendent of Public Instruction Tom Horne, has introduced legislation that prohibit the consideration of race, ethnicity or sex in public school instruction. He stated that all students should be judged by what they know, what they can do and their character. "Race is irrelevant to anything" (Arizona Department of Education, 2023). A major issue with this logic is the interpretation of knowledge, ability and character are solely defined through the lens of Whiteness without the consideration and appreciation of the cultural capital diverse students bring to learning spaces. The theory that hustle, talent, and grind is all one needs to succeed is not a reality for Black students. For meritocracy to work, there must be a level-playing field – same opportunities for all, comparable resources, and similar starting points. However, in TUSD, according to the aforementioned reported data, Black students are starting from a deficit position since they are more likely to be long-term suspended than all other races. Furthermore, correlational, and longitudinal research has shown that suspended students are more likely to be truant, miss instructional time, have lower grades, drop out of high school, and have a negative attitude towards school in the future (Arcia, 2006). Thus, *anything is possible* for Black students in TUSD only when those in power chose to operationalize the policy in an equitable manner. This is because schools' disproportionate exclusionary discipline practices of Black students are a persistent racial and social justice issue that ostracizes Black Students from educational spaces. This racial bias negates Black students from the opportunity for hard work and isolates them from educational

resources thereby limiting their ability to succeed as specified by the theory and definition of meritocracy.

The message in Image 6 speaks specifically to undocumented immigrants by using the word “dreamer.” This visual cue is closely related to metonym, in which a word like “dreamer” with one original meaning to some is used to refer to something else connected to it.

The Development, Relief, and Education for Alien Minors Act, known as the DREAM Act, is a legislative proposal to provide a pathway to U.S. citizenship for certain undocumented students. The mainstream narrative surrounding immigration primarily focuses on Latinx people crossing the U.S.’s southern border from Mexico and other Central and South American countries. However, many Black and Afro-Latino immigrants also come from these countries, as well as from the Caribbean and from Africa. They comprise a significant and increasing share of the narrative of immigration in the Americas. The word “dreamer” could also give reference to the fulfillment of Martin Luther King Jr.’s *I Have a Dream* speech that spoke of the unalienable rights to life, liberty, and the pursuit of happiness for all people, thus creating equality for Black students through TUSD’s student code of conduct policy.

Okun (2021) defined paternalism as those with power believing they know what is best for the individual or organization regardless of the harm it might cause others. This characteristic is often paired with Okun’s (2021) characteristic of qualified which is defined as people in power believe they are the most capable and should be allowed to make decisions for the masses. Taken together these WSC tenets not only give Whites the power and access to the policy and decision-making arena but also anoints them with the gatekeeping authority to decide who else is invited to the metaphoric table.

Image 7 is the pivotal image to the student code of conduct's primary message of inclusion. The pictorial images of historical freedom advocates like Abraham Lincoln, Martin Luther King, Jr., Delores Huerta, and Cesar Chavez are particularly potent due to their ability to evoke a sense of color consciousness, inclusion, and anti-racism. Due to their connection to power and their ability to sway popular opinions, the addition of political figures like John F. Kennedy, Barack Obama, and Jimmy Carter adds credibility to the document's agenda of authority and order. Pictures of Mahatma Gandhi, Chief Justice Sotomayor, Yasser Arafat, Geronimo, Eleanor Roosevelt, and Coretta Scott King strongly suggest diversity of race, gender, ethnicity, and religion were important to the document and that the beliefs of these individuals are embodied in the document.

Several individuals portrayed in Image 7 also convey messages of the "White savior". For example, Abraham Lincoln as the Great Emancipator and John F. Kennedy (JFK) as a civil rights champion. Generations of American school children are taught that Abraham Lincoln was the Great Emancipator, The Liberator, Honest Abe, the president who signed the 14<sup>th</sup> Amendment into law, ending slavery. Lincoln is depicted as liberating, rescuing, and uplifting the helpless negro. The great White savior, right? Many believe so because the dominant culture writes their version of history (Rice & Mundel, 2018). Okun (2001) describes how WSC operates in the dominant culture by the assertion of their norms, standards, and version of events without being pro-actively named, chosen, or challenged by the wider society. CRT names this tenet The Centrality of Racism. This tenet contends that racism is not only based on the actions of individuals, but rather the real power in racism comes from it being embedded in America's culture, society, and institutions (Bergerson, 2003). Applying this tenet to Lincoln, the history of Lincoln expressed in American institutions often fails to include the fact that he expressed his

opposition to racial equality and his belief in White supremacy and the superiority of White people during his 1858 debate with Stephen A. Douglas, stating:

I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races - that I am not nor ever have been in favor of making voters or jurors of negroes, nor of qualifying them to hold office, nor to intermingling with white people; and I will say in addition to this that there is a physical difference between the white and black races which will ever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together, there must be the position of superiority. I am as much as any other man in favor of having the superior position assigned to the white race. (Chicago Daily Press, October 15, 1858)

We are taught that Abraham Lincoln issued the 14<sup>th</sup> Amendment because of his belief that American democracy should include equal rights and equality of opportunity. However, his 1858 debate speech made a distinction between believing in basic rights for Blacks such as freedom from slavery and Blacks having political and civil rights like voting. The WSC belief in the inferiority of Blacks was embedded in the American Constitution and is yet prevalent in American institutions today.

History recalls the legacy of JFK as a champion for civil rights, in fact when he took office in 1961, he vowed to do more for equality and civil rights. This promise came to be viewed by Black activist as lip service and they viewed him as noncommittal in the battle for equal rights against segregationists (JFK and Civil Rights, n.d.). Civil rights activists implored JFK to issue an executive order ending housing discrimination and prejudicial Federal mortgage loan practices. He stalled and delayed action only to release a weak and diluted order in November of 1962 (JFK and Civil Rights, n.d.). Although the executive order marked an important symbolic step in curbing de facto segregation in U.S. housing, the policies JFK enacted were not promptly executed (JFK and Civil Rights, n.d.). His order left the enforcement in local control where individual housing and funding agencies were permitted to police

themselves without oversight. Noncompliance was rampant in states and localities with violent histories of racial segregation. In 1963, JFK issued a civil rights package to Congress which included legislation to insure Black voting rights. However, the bill failed to address access to public voting facilities, which was a major barrier and a significant point of contention for civil rights activists. The president did little to promote the bill's passage and it quickly expired (JFK and Civil Rights, n.d.).

Because history is written from the point of view of the dominant culture, the construct of a White savior breeds its own mythology and epistemology by persistent stereotypes and false narratives. The myth of the White savior aligns with Okun's (2021) WSC characteristics of paternalism and qualified. Those with power think they are best suited to making decisions for and in the best interest of those without power. Vera and Gordon (2003) argued the myth of the White savior as the redeemer of the weak, the great leader who saves Blacks from slavery and oppression, and rescues Blacks from poverty and illiteracy is a trope from our colonizing history. Visual imagery in the TUSD student code of conduct presented pictures that exemplified the CRT tenet of interest convergence mixed with White saviorism. Powerful White men who outwardly spoke of support when it benefited their agenda, but their actions had less substance. This renegeing was mirrored in the promise of the visual message of the TUSD code of conduct compared to the action in the textual message.

Taken as a whole, the collage of images not only depicted, but instructed me about, social norms such as love, peace, unity, and happiness that are normalized through Whiteness and steeped in White supremacy yet shape our attitudes about social justice, define Black students' roles in school, and decide whose culture has value. Depending on one's subjective interpretation, the individual images have a synecdochical quality in that they appear to show a

comprehensive knowing about the subject matter by bringing focus to a part – the color neutral, color evasive text of the policy – rather than the whole – the implementation and operationalization of the policy. My experience encourages a measure of skepticism. Seldom are images as they appear at first glance or without some context.

To wit, the TUSD Data Discipline Report seemed incongruous to the TUSD student code of conduct cover. The data showed glaring Black student inequities in behavioral consequences, while the cover suggested a simpatico relationship between policy and race. This incompatibility will be discussed in Chapter 5.

### **Van Dijk’s Critical Discourse Analysis Method**

The use of CDA is a powerful tool to analyze policy from a critical point of view. According to Van Dijk (2006), critical discourse analysis is a research tool that primarily investigates the way social power abuse, supremacy, authority, dominance, and inequality are enacted, reinforced, reproduced, and resisted by text and talk in societal and political contexts. This study used CDA as a framework and methodology to analyze the written text in the TUSD student code of conduct. It investigated how language triggers and preserves WSC by giving immunity to non-Black student behavior and creating anti-Black school environments as evidenced by the overrepresentation of Black students in the aforementioned TUSD data report.

Van Dijk’s model was used to vigorously assess policy language. Hypothesis coding was performed using *a priori* codes to describe and explain the meaning of language and to identify Okun’s (2021) WSC characteristics within the TUSD student code of conduct policy. A summary of each WSC characteristic’s “Definition/Description” with examples from policy are shown in Table 3. Findings are further substantiated in the table under the column “Anchor

examples extracted from Student Code of Conduct” showing the specific language that is ingrained and normalized in school policies and used to excluded Black students.

### **WSC Characteristics**

#### ***Power Hoarding***

Power hoarding was the strongest feature identified in the TUSD Student Code of Conduct policy. Okun (2021) defines power hoarding as those in power seek to preserve it, and view power as a limited resource. They see little or no value in shared power, collaboration, or collective decision making. Power hoarding is very common in society and very present in schools. Often this power goes unchecked and unquestioned. It is maintained through neoliberal reform policies that amplify power imbalances by placing the majority of the decision-making in the prevue of school authorities and capitalist without inclusion from the parents or community. Power hoarding as a tool of White supremacy is particularly harmful when it is combined with opportunity hoarding and sustained through narratives that frame marginalized students as unmotivated, undeserving, unworthy, or contemptable. The influence of language and words in policy settings have the power to inspire, manipulate, pressure, and elicit emotions from the intended audiences for the purpose the decision-makers are seeking. Power hoarding in the TUSD student code of conduct is most illustrated in language where the imbalanced power relations between school leaders and students perpetuate exclusionary discipline practices. (See Table 5).

**Table 5*****Summary of WSC Characteristic – Power Hoarding***

<b>WSC Characteristic</b>	<b>Definition/Description</b>	<b>Anchor examples extracted from TUSD Student Code of Conduct</b>
Power Hoarding	<ul style="list-style-type: none"> <li>• <i>Little if any value around sharing power</i></li> <li>• <i>Those with power feel threatened when anyone suggests changes in how things should be done</i></li> <li>• <i>Those with power assume they have the best interests of the school and students at heart</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discipline at TUSD is monitored by TUSD’s Student Relations Department which is made up of a Director, Coordinator, and a Compliance Liaison. <i>“The Team reviews and approves requests for elevated consequences, jointly reviews suspensions with principals/assistant principals, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.”</i> (pg.1)</li> <li>• Restorative practices to implement interventions, address issues, resolve problems, discuss concerns or offer feedback are facilitated by <i>“district staff including, but not limited to: teachers, principals/assistant principals, counselors and/or Restorative and Positive Practice Facilitators.”</i> The Student Code of Conduct then states, <i>“Only those trained in formal conferences can facilitate a formal conference.”</i> (pg.2)</li> <li>• <i>“Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site must understand school rules; reinforce appropriate student behavior; and use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe, inclusive, and supportive learning environments for all students”</i> (pg.2).  Discipline policy JK-R4 states, <i>“An Administrator may offer to hold a suspension in abeyance, that is, to not immediately impose a suspension for certain offenses, if (1) the administrator believes it is in the best interests of the student and the school community, (2) the student and parent/legal guardian agree to certain conditions, and (3) the student and parents sign an abeyance contract”</i> (pg.1).</li> </ul>

Policymakers readily use the power of words as a tactic to sway opinions and to reaffirm their agenda. The use of modal verbs like “may” which is used 80 times in the TUSD student code of conduct document gives discretionary power to school authorities. Modal verbs show possibility, intent, ability, or necessity (Merriam-Webster, n.d.). Discursive excerpts from the TUSD student code of conduct document reveal the leeway that teachers and administrators have that may lead to overt or covert over application of the rules of discipline in a discriminatory

way. Some examples of power hoarding in the policy are the following uses of the modal verb “may”.

- “A teacher *may* send a disruptive student out of the classroom” (p. 4)
- “Principals *may* immediately remove a student...” (p. 4)
- “An Abeyance Contract *may* be offered to a student” (p. 4)
- “Principals *may* impose non-exclusionary discipline or short-term suspension” (p. 5)
- “Principals *may* begin the process for a long-term suspension or expulsion” (p. 5)
- “Principals *may* exercise reasonable discretion in deciding which violation occurred” (p. 7)
- “Principals *may* request an elevated consequence” (p. 7)
- “The chart below lists actions that *may* be taken by school administration” (p. 7)
- “Multiple actions *may* be applied to a single violation” (p. 7)
- “Principals and APs *may* apply an action that is one level higher than that listed” (p. 8)
- “A consequence *may* be elevated one level” (p. 8)
- “The District *may* reassign a student to an alternative educational setting” (p. 8)
- “Law Enforcement *may* be contacted” (p. 8)

Per the TUSD data report, I surmise power hoarding is an ostracizing issue for Black students. Starting with the discipline referring teacher whose definition of vague and subjective terms such as “disrespectful, unruly, disruptive, and abusive” has the power to attribute negative meaning to student behavior and to remove a student from their class (pg.6) thereby giving teachers power to ostracize Black students from learning spaces. According to TUSD policy regulation JK-R1, principals have the power to immediately suspend a student whose behavior they deem to be a “clear and present danger” or an ongoing threat of (not the actual act of) disrupting the academic process (pg.6). Regulation JK-R3 anoints the hearing officer, an individual who is paid by the district, with the power to determine whether a violation of the student code of conduct was committed. These decisions to remove students from educational spaces are usually by a single person (hoarding the power to ostracize) and although the appeals process is monitored by the Student Relations Department (hoarding power to determine

appropriateness of district actions) – the policy lens is created by the school district in which they are employed.

Power hoarding also shows up in how we disseminate information and to whom. The student code of conduct states that it is the parent’s responsibility to “read and ask questions to understand the information in this Code” (pg16). This is a demonstration of the power of information that schools use to anoint those they judge deserving of knowledge and ostracize those deemed unworthy. The procedures (referral, feedback, appeals, suspension hearings, etc.) outlined in the TUSD student code of conduct policy allow school official to hoard information by making assumptions about what people need to know or choosing the most convenient channels in which communication is acceptable.

Furthermore, alternatives to exclusionary consequences such as restorative practices which are intended to build community and maintain healthy relationships (Eaton, 2022), In-School Intervention (ISI) programs where students continue to receive classroom instruction, and abeyance contracts which withhold implementation of a disciplinary action are solely meted out at the discretion of school administrators (hoarding the power to ostracize) which opens the opportunity for racially biased decision-making. Although alternatives to long-term discipline programs are intended to insulate students from the harmful consequences of exclusionary discipline, power hoarding is a necessary component of these alternatives. For example, abeyance contracts are objectionable because they coerce students and their parents to give up their rights to fair treatment guaranteed by due process by allowing those in authority to decide whether to suspend a consequence (hoarding discretionary power) in exchange for an agreement that a single violation of the contract (hoarding discretionary power) will result in the implementation of the original consequence.

The student code of conduct states that one of the guiding principles of discipline in TUSD is partnering with students, parents, and guardians. This collaboration does not seem to be reflected in how TUSD engages in discipline policy setting, implementation, or engagement. The TUSD student code of conduct states that discipline in TUSD is monitored by the Student Relations Department which is made up of a Director, Coordinator and Compliance Liaison. There is no parent/guardian or community member input. The TUSD student code of conduct gives the authority strictly to teachers, principals, school officials and hearing officers (all TUSD paid) to make student discipline decisions. It does not provide students, parents, or guardians with any power to determine when a conduct violation has occurred or in the appeals process.

### ***Worship of The Written Word***

Okun (2021) describes this WSC characteristic of worship of the written word as an organization's prioritization of documentation and written communication skills over the ability to relate to others. It is also the belief that if it is not grammatically correct to the King's English (meaning White and a nod towards colonialism) it has no value. It is the refusal to acknowledge the broad range of ways that we individually and collectively learn and know that is a departure from the written word. Worship of the written word in the TUSD student code of conduct policy is largely present in language related to procedural steps, the appeals process and written documentation of discipline referrals and violations. (See Table 6). Although the TUSD student code of conduct prioritizes written communication, it does however have some language that provides for verbal communication.

The characteristics of worship of the written word are damaging because they are used as norms and standards without being pro-actively named or chosen by the group or organization. They are damaging because they promote White supremacy thinking. They are damaging to both

people of color and to White people. Organizations that are people of color led or have a majority of people of color can also demonstrate many damaging characteristics of White supremacy culture (Okun, 2001).

**Table 6**

*Summary of WSC Characteristic – Worship of the Written Word*

WSC Characteristic	Definition/Description	Anchor examples extracted from TUSD Student Code of Conduct
Worship of The Written Word	<ul style="list-style-type: none"> <li>• <i>If it's not in a memo, it doesn't exist</i></li> <li>• <i>The organization does not take into account or value other ways in which information gets shared</i></li> <li>• <i>Those with strong documentation and writing skills are more highly valued, even in organizations where ability to relate to others is key to the mission</i></li> </ul>	<ul style="list-style-type: none"> <li>• Written communication is favored. Document/documented/documentation is mentioned 12 times in the Student Code of Conduct Policy.</li> <li>• Although written communication is favored, the Student Code of Conduct attempts to consider, oral and verbal communication options. The administrator, “<i>must make a responsible attempt to communicate verbally to the parent/guardian and student about the content of the notice</i>” (pg.6). However, who defines and monitors a “responsible attempt”?</li> <li>• Under Rights and Responsibilities (p.20). Students have the right to “<i>receive appropriate accommodations to meet individual's needs (as supported by documentation)</i>.” The Student Code of Conduct favors teachers who have “proper documentation” of student misconduct and further favors the school when it has documented interventions (pg.7). Students may receive a higher infraction level if the school presents “supporting documentation” (pg.8). The student is disadvantaged by the Student Code of Conduct Policy. Regulations Related to Due Process on pg. 18 reference Regulation JK-R2, a school discipline policy. “<i>The student may appeal a decision imposing a long-term suspension by filing a written appeal with the Department of Elementary or Secondary Leadership within three school days after the date notice of suspension was given</i>” (pg.18). Parents/Guardians are disadvantaged by The Student Code of Conduct due to lower legalese literacy comprehension. Parents/guardians are responsible to “<i>read and ask questions to understand the information in this Code.</i>”(pg.20)</li> </ul>

As with many White norms, writing and documentation does not seem inherently ominous, sinister, or tyrannical. The issue is more about the lack of power, authority, influence, or belief held in non-written forms of communication. In my experience, school administrators feel they can only determine discipline consequences based on explicitly

collected data and they place a higher value on written documentation as opposed to being open to alternative ways of communication that might provide more equitable results.

Worship of the written word is the embodiment of how WSC normalizes the expectation that sending and accepting official communication means the communication must be in written form in proper English. With “proper” being a coded message for White and educated. Conservative and neoliberal ideologues use grammar as a measure of intelligence and a means of fighting their war on culture (Rufo et al., 2022) This practice privileges those whose primary/only language is English, thereby marginalizing those who speak non-standard spoken grammar (Ebonics, and other non-standard accents, dialects, drawls, and vernaculars) and English language learning students for whom English is their second language. It also sends the message that parents who are not fluent or do not speak English at all are not welcome at the educational space or to represent their children’s needs or position in the disciplinary process. When we only focus on the written word, we miss other voices. It devalues oral histories and ignores the value various cultures place in storytelling and other forms of communication. Valuing documentation and written communication skills over other forms of sharing information creates a stumbling block for Black students and parents who just gained equal access to public schools in 1954 through the US Supreme Court’s decision in *Brown v the Board of Education* (347 U.S. 483 (1954)), 319 years after the first public school was founded in the United States, and many of whom are still experiencing a deficit as evidenced in the academic achievement gap.

### ***Objectivity***

Okun (2021) identifies this WSC characteristic as the belief that being objective and neutral is obtainable. This can lead to the belief that there is an ultimate truth, and that alternative

viewpoints or emotions are bad. (See Table 7). It also invalidates people who show emotion. Objectivity indicators in the TUSD student code of conduct are influential in shaping student discipline policy language. In fact, the word “appropriate” is used 40 times. It is used to denote, appropriate behavior, consequences, and level of action, implying the TUSD student code of conduct and those who monitor disciplinary consequences are the gate keepers of objectivity. The legal framing of language related to ‘reasonable’, ‘emotional’, ‘fair’ and ‘appropriate’ as cosigned in the TUSD student code of conduct attempts to declare prohibited behavior is determined by inquiries and investigations that have been predetermined to evaluate the facts accurately without implicit or explicit bias.

**Table 7**

***Summary of WSC Characteristic – Objectivity***

WSC Characteristic	Accomplishment	Anchor examples extracted from TUSD Student Code of Conduct
Objectivity	<ul style="list-style-type: none"> <li data-bbox="544 1123 868 1207">• <i>The belief that there is such a thing as being objective and neutral. Colorblindness</i></li> <li data-bbox="544 1312 868 1438">• <i>The belief that emotions are inherently destructive, irrational and should not play a role in decision-making</i></li> <li data-bbox="544 1554 868 1638">• <i>Require linear thinking. Ignoring or invalidating those who think otherwise</i></li> </ul>	<ul style="list-style-type: none"> <li data-bbox="950 1123 1550 1291">• <i>“When considering actions, schools strive to implement Restorative Practices and to keep students in their classrooms whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student’s misbehavior” (pg.7).</i></li> <li data-bbox="950 1312 1550 1522">• <i>The Code uses disciplinary policy language that suggests emotions are bad and seeks to reduce emotional expressions. “Restorative practices are strategies for resolving problems and building relationships by addressing the social and emotional issues created by conflict and restoring students to supportive learning environments after making amends for poor choices” (pg.2).</i></li> <li data-bbox="950 1543 1550 1711">• <i>The Code adheres to objective standards of harm and decision-making that are framed around reasonability. “Principals may exercise reasonable discretion in deciding which violation occurred and may request an elevated consequence based on campus safety concerns”(pg.7).</i></li> </ul> <p data-bbox="998 1732 1534 1816">The code states, the District has, “school rules that are enforced in a consistent, fair, and reasonable manner” (pg. 20).</p>

Objective and neutral policy language within the student code of conduct reinforces a colorblind ideology that negates power, privilege, emotions, and cultural differences. TUSD student code of conduct states that disciplinary actions must be non-discriminatory. Meaning discipline is considered without bias based on race, color, sex, language, religion etc. In theory this objective rhetoric is great if everyone had the ability to set aside their individual cultural conditioning. When school officials claim to be objective and not see race, they are also averting their eyes from the ways well-meaning teachers and school leaders engage in exclusionary discipline practices that (re)produce large racial disparities for Black students.

Okun defines objectivity as the belief that there is an ultimate truth, and that alternative viewpoints and emotions are bad and not welcome. In my experiences, the difference in individual student viewpoints and emotional responses are frequently cultural. Often Black students are labeled as loud, oppositional, or even “ghetto” when they express their emotions when in reality it is merely a difference in values, beliefs, customs, and traditions that are dissimilar or in opposition to Whiteness. It is imperative that student codes of conduct recognize this paradigm because emotions are the cause of most student code of conduct violations. Emotions are a response (anger, fear, sadness disgust, and even happiness) to an event. That event might be towards another student and is manifested in a physical altercation. Other times an event is triggered by an educator and the student responds by being “defiant”. In both examples the solution may be found in reflectively exploring the emotion behind the action.

The TUSD student code of conduct makes the claim that the district uses restorative practices to address social and emotional issues, but nowhere in the Action Levels or Violation Charts do they consider the social and emotional competencies of the student when issuing consequences for behavioral violations. Instead, their disciplinary approach is establishing

control and their view of order to prevent or correct what they deem to be behavioral problems. This practice of punishment and incapacitation is counterintuitive to the practice of being restorative and does little to uplift the social and emotional well-being of students. When school leaders fall into the trap of objectivity and fail to orient their discipline policies around multiculturalism, they ignore how personal beliefs and structural bias can lead those in power – district employees – to respond more severely to student actions that fall outside a White cultural frame of reference.

### ***Right to Comfort***

Okun (2021) explains this WSC characteristic as the belief that those with power deserve not to be made to feel uncomfortable and that their emotional and psychological comfort should be prioritized over the abuses that persons of color or other equity deserving groups are facing. Further to this, if a person of color makes someone in power uncomfortable, they will be scapegoated, becoming the focus rather than the actual racism or oppressive behavior. Racial discomfort is currently being debated in the Arizona Legislation. House Bill 2112 which prohibits instruction that suggests any blame or judgement based on race, ethnicity or sex (Arizona HB2112, n.d.). This is an attempt to insulate White people from the discomfort surrounding the subjugation of marginalized people throughout America's history of racialization. The right to comfort also speaks to the cries of reverse racism because that's, "equating individual acts of unfairness against White people with systemic racism which daily targets people of color" (Okun, 2021). The right to comfort in the TUSD student code of conduct policy is largely present in language related to exclusionary practices that target and isolate students who cause discomfort through violations of the rules and guidelines. (See Table 8)

**Table 8*****Summary of WSC Characteristic – Right to Comfort***

<b>WSC Characteristic</b>	<b>Accomplishment</b>	<b>Anchor examples extracted from TUSD Student Code of Conduct</b>
Right to Comfort	<ul style="list-style-type: none"> <li>• <i>Belief that those in power deserve emotional and psychological comfort</i></li> <li>• <i>Scapegoating those who cause discomfort</i></li> <li>• <i>Targeting those who name racism rather than addressing the racism being named</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>“TUSD is committed to ensuring that consequences that remove students from the classroom, where learning happens, are always used as a last resort and are only applied after classroom level interventions have been attempted and failed” (pg. 3).</i></li> <li>• <i>Exclusionary consequences are permitted “Where student misbehavior is ongoing and escalating and the District has first attempted and documented the types of interventions(s) used in PBIS and/or Restorative Practices” (pg. 3).</i></li> <li>• <i>The Student Code of Conduct mentions the student has a right to, “Learn in a safe, clean, orderly, and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats, and abuse” (pg.20). However, it is silent on the process of reporting these ostracizing behaviors and incidents.</i></li> </ul>

In my experience, the Right to Comfort embedded in the TUSD code of conduct policy (re)produces Black student ostracism by using language that describes exclusionary practices and prohibited behaviors. The right to comfort is expressed through ostracizing language that removes students from school campuses for the alleged overarching objective of protecting the school community. The overuse of words like suspension and expulsion in the TUSD student code of conduct can send a signal to school discipline administrators to implement exclusionary practices. (See Table 9). Excessive school discipline of Black students speaks to the underlying school norms, district values, and personal belief systems that influence referring teachers and suspending administrators. The right to comfort can create a toxic climate and culture within the school district by centering on the emotional and psychological well-being of school officials over the needs of the students.

**Table 9***Ostracizing Discursive Language in TUSD Student Code of Conduct*

<b>Ostracizing Words</b>	<b>Number of times mentioned</b>
Suspension	82
Expulsion	26
Harassment	21
Abeyance	15
Exclusion/Exclusionary	14
Discrimination/Discriminatory	12
Remove/Removal	6
Prohibits/Prohibited	6
Sent home	1

Although the TUSD code of conduct states TUSD is committed to using exclusionary practices as a last resort, the high volume of ostracizing language contained in the TUSD code of conduct leads and instructs those in power to linear actions that further banish Black students which is the group that receives the highest percentage of out of school suspensions and is almost twice as likely as their White peers to receive exclusionary discipline. The right to comfort for those in power, causes lasting and harmful impacts on Black students. According to a recent UC Irvine study (Davidson et al., 2022), students who are subjected to exclusionary consequences are more likely to earn less income, are less like to pursue higher education and are highly likely to have police involvement – the so-called school to prison pipeline. The National Association for the Advancement of Colored People (NAACP) Legal Defense Fund depicts the pipeline as a cycle of funneling students out of school and into the streets and the juvenile correction system.

Black students in TUSD are ostracized at a disproportionate rate due to over-representation in school discipline. Educational research predicts students will fare worse post high school due to the impact of school punishments (Davidson et al., 2022).

The WSC characteristic of the right to comfort values logical (code word for White) over emotional (code word for irrational) responses and thinking causing emotional abuse and psychological trauma for Black students (Sanchez-Hucles, 1999). By scapegoating those students who cause discomfort through challenging presumptively White rules and regulations of school discipline, they deprive Black children and youth of meaningful opportunities for education, future employment, and participation in our democracy (Fenning & Rose, 2007).

### *Paternalism*

Okun (2021) describes this WSC characteristic as those with power often do not think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions. (See Table 10). Paternalism in the TUSD student code of conduct policy is mostly exhibited in language related to institutionalism, systems, and processes. Paternalism is characterized by the attitudes and behaviors of school officials who know the suspension hearing procedures and the appeals process and therefore believe they are qualified to decide the immediate future of students. This is particularly harmful in the Black community who struggle with trusting TUSD after years of court ordered desegregation (Bury, 2007) only to see little change in the disproportionality in school discipline between Blacks and non-Blacks.

**Table 10****Summary of WSC Characteristic – Paternalism**

WSC Characteristic	Definition/Description	Anchor examples extracted from TUSD Student Code of Conduct
Paternalism	<ul style="list-style-type: none"> <li>• <i>Those with power know the systems they are using, and these are unclear to those without power</i></li> <li>• <i>Those holding power control decision making and define the standards</i></li> </ul>	<ul style="list-style-type: none"> <li>• For more information on TUSD’s system of discipline, parents/guardians and students are told to go to the websites listed below, however neither hyperlink was operational until I raised the concern by bringing it to their attention on 2/2/23. <i>“Governing Board Policies and Regulations related to discipline are available for review in the principal’s office at every school and online at <a href="http://www.tusd1.org/Information/Resources/Student-Guidelines">http://www.tusd1.org/Information/Resources/Student-Guidelines</a>. Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the school principal, assistant principal, Student Relations at 225-6486, or online at <a href="http://deseg.tusd1.org">http://deseg.tusd1.org</a> (pg.1).</i></li> <li>• Those with policymaking power define policy conformity, the level of adherence, and decide who is in observance of said conformity. <i>“The Team (Student Relations Department) reviews and approves requests for elevated consequences,</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Those with power assume they are qualified and entitled to define the standards and make decisions in the interest of those without power</i></li> </ul>	<p><i>jointly reviews suspensions with principals/assistant principals, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.”</i></p> <p>Those with policymaking power who authored the Student Code of Contact included the exception, although students must carry out all parts of the Code, <i>“Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate”</i> (pg.8).</p> <ul style="list-style-type: none"> <li>• School administrators have the option to upgrade student violations. <i>“Principals and APs may apply an action that is one level higher than that listed”</i> (pg.8).</li> </ul>

Paternalism is steeped in slavery and shaped by colonialism. For example, as Genovese (2011) stated, “Slaveholders’ paternalism had little to do with ostensible benevolence, kindness, and good cheer. It grew out of the necessity to discipline and morally justify a system of exploitation” (pp. i-vi).

In my experience, paternalism today is reminiscent of colonial ideologies of the past in that it is still the differential between power and knowledge. Those with power know the school and legal systems they are using, and the intricacies of these systems are unclear and unfamiliar to those without power, though they are impacted by the decisions resulting from these systems (Okun, 2021). Opacity and ambiguity are policy formation strategies that intersect WSC characteristics paternalism and power hoarding to maintain authority and privilege. Specific manifestations of paternalism in the TUSD student code of conduct show up in Regulation-Code-JK-R1- Short-Term Suspension, Regulation-Code-JK-R2 - Long-Term Suspension, Regulation-Code-JK-R3 – Expulsion, and Regulation-Code-JK-R4- Suspension Abeyance Contract, including the appeals process for each. Without specific knowledge and legalese familiarity, these regulations are difficult to comprehend, leading students and parents to rely on school authorities to interpret the regulations and make decisions. This reinforces the implication that the school and its officials are the experts, and they know best.

Another aspect of paternalism is, the school and District have the right to interfere with a student if it is motivated by the claim that the student will be better off due to the interference. Paternalism becomes controversial when a parent's judgement of what is right for their child conflicts with the school's judgments. There is no language in the TUSD student code of conduct that addresses the issue of shared authority and decision-making between parents and the school. The TUSD student code of conduct does mention the student's responsibilities and the parent's responsibilities, but it is silent concerning the school, teacher, administrator, or District's responsibilities. It abdicates its responsibility without relinquishing its power.

TUSD’s student code of conduct policies are inherently paternalistic, because it involves various actors (teachers, administrators, hearing officers, policymakers) acting on judgments about what is good for students, and judgments that students will be better off if they conform to the system that is steeped in White supremacy that those actors prescribe. The issue now becomes disproportionate punishment practices. Black students are disciplined according to a more subjective standard and criterion that is predicated on the lens of the disciplinarian’s racialized perceptions

### ***Perfectionism***

Okun (2021) identifies this WSC characteristic as giving undue focus to the shortcomings in someone or their work or viewing them as a personal flaw. Perfectionism is manifested in TUSD student code of conduct policy language that criminalizes student misconduct which leads to the overuse of punitive disciplinary practices often for level one and two offenses and exclusionary discipline consequences for level three, four and five offenses. (See Table 11)

**Table 11**

### ***Summary of WSC Characteristic – Perfectionism***

WSC Characteristic	Definition/Description	Anchor examples extracted from TUSD Student Code of Conduct
Perfectionism	<ul style="list-style-type: none"> <li>• <i>Mistakes are reflections of personal inadequacy instead of errors</i></li> <li>• <i>Cultural focus on what is going wrong as opposed to going well</i></li> <li>• <i>Making a mistake is confused with being a mistake. Doing wrong with being wrong</i></li> </ul>	<ul style="list-style-type: none"> <li>• A teacher may send a disruptive student out of the class if the teacher has determined and documented that the student has interfered with teacher’s ability to communicate or the student’s behavior is unruly, disruptive, or abusive (pg.4).</li> <li>• The District Alternative Education Program (DAEP) is an alternative to the long-term suspension program. Students continue their education with the agreement to, “<i>reflect on the underlying behaviors and circumstances that led to the inappropriate behavior.</i>” (pg.4)</li> <li>• Terms like, “<i>reinforce appropriate behavior</i>”, “<i>redirect disruptive behavior</i>”, “<i>providing corrective and appropriate consequences</i>”, Student violations such as, “<i>Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions, a Principal/Assistant Principal may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words)</i>” (pg.11).</li> </ul>

In my experience, students exhibiting bad behaviors are labeled bad kids. Zero-tolerance policies in the TUSD student code of conduct dictates predetermined consequences in response to student misconduct, regardless of the conduct's context or rationale. Studies have found that such policies adversely affect Black Students and can increase suspensions and exacerbate racial discipline disparities (Cohen et al., 2023). Welsh & Little (2018) dispelled the misconception that the disproportionality in school discipline rates between Black and non-Black students is due to higher rates of involvement in misconduct or more severe misconduct among Black students. Another widespread misconception is that student socioeconomic level is a leading factor in the discrepancies in who receives exclusionary discipline (Welsh & Little, 2018). Yet studies have shown that student poverty is not the sole indicator. At all socioeconomic levels, Black students are more likely to receive exclusionary discipline than Non-Black students (Okonofua, 2015). Instead, disproportionality in discipline rates in schools is better explained by perfectionist ideologies of teachers and school leaders than student misconduct and economic level.

One contributing factor is that schools rarely deal with the underlying issue of misconduct. When a student makes a mistake, it is not a reflection of their overall character, yet the TUSD code of conduct frames it as a personal inadequacy. There is no provision in the TUSD code of conduct to account for cultural differences or circumstantial situations. My experience also has been that student framing in the TUSD student code of conduct is almost always from a deficit instead of an asset basis – A toxic focus on those things that are inadequate, rather than appreciating and acknowledging what is right. A key education component is learning by trial and error. Psychologist Janet Metcalfe (2017) argues that students may actually benefit from making and correcting mistakes rather than avoiding them.

## **Unexpected Less Represented Characteristics**

### ***Urgency***

Okun (2021) states the WSC urgency characteristic is the application of exigency to normal life functions in ways that perpetuate power imbalance while disconnecting us from the need to pause and reflect. It was my belief that the TUSD student code of conduct policy was fraught with the language of urgency owing to its giving students and families time limits and deadlines to respond to official school documents and communication, thus reducing the opportunity for informed decision making. There is some language in the TUSD code of conduct that expresses urgency through expressions of deadlines and timeframes. However, the TUSD student code of conduct also has built in time for student reflections (pg. 2) that may alter future misbehavior and Positive Intervention Centers (PICs) that provide students a short time to de-escalate and includes a reflection component. Positive Behavioral Interventions and Supports (PBIS) which is a proactive framework is also an option that can be used to address misbehavior.

### ***Individualism***

Okun (2021) connects this WSC characteristic as the idea that individual responsibility and accountability take preference over teamwork. This not only connects to the prioritization of systems over an individual's voice, but it also shifts accountability from those systems to the people in an organization/community (Alston, 2021). Besides the failure to acknowledge any of the ways dominant identities are informed by belonging to a dominate group that shapes cultural norms and behaviors (Okun, 2021), the TUSD student code of conduct had very little language that attempted to shift blame from the dominant identities towards individuals.

### *Defensiveness*

Okun (2021) describes this characteristic as the attitude of preserving power as it exists and frowning on criticism of those in power. They take offense to critique of policies and decisions, viewing such behavior as inappropriate. The TUSD student code of conduct does display some defensiveness by framing student behaviors as unruly, disruptive, or abusive. I assumed, however, that I would uncover structures of oppression and inequality but instead found that the TUSD student code of conduct has an appeal process for long-term suspensions that is governed by an impartial outside contracted administrator who has the power to overturn the principal's decision. This was contrary to the characteristic that defined defensiveness as the people in power being dismissive of new ideas solely for the fear that they might disrupt the status quo.

### **Conclusion**

This chapter presented findings from a multimodal critical discourse analysis of Tucson Unified School District's student code of conduct to address the research question: *How does White supremacy operate through student codes of conduct in TUSD to maintain Black student ostracism and antiblack schooling environments?* The study found that where WSC abounds, Black student ostracism abounds more. Blacks are ostracized from the micro-analytical level as policy implementors (e.g., how policy implementors orient to and make sense of policy within a given organizational context) (Lester, et.al, 2016) and the macro-analytical level as policy actors, (e.g., how formalized actors espouse and reproduce ideologies) (Lester, et.al, 2016).

By analyzing the TUSD student code of conduct the findings discovered a widespread intertextuality that influenced the epistemological roots of the policies. The TUSD student code of conduct draws its power from other TUSD Governing Board policies as well as state and

federal laws governing school discipline (power hoarding). The amount of legalese and cross-referenced regulations and policies is considerable (worship of the written word). This presents a real barrier and challenge for parents who might not be a skilled reader and/or writer of English text and proficient in English language nuances making the policy inaccessible to them (worship of the written word). Therefore, because the discourse of the TUSD student code of conduct cannot truly be accessed by all to whom it applies – statistically higher involvement for Black students percentagewise (Fenning & Rose, 2007), the TUSD student code of conduct works to reproduce and reinforce Black student ostracism. Systemic racism using the norms of Whiteness embedded in the American educational system reinscribes WSC through practices like meritocracy that believes students who are deserving and worthy of education come to school having already achieved the assumed standards of the middle class (one right way). These English language expectations are often assumed in the curriculum without consideration of the student's culture – race neutrality. The TUSD student code of conduct, then, codifies that some students do not deserve the right to be in school, and furthermore, that all adult actors within the district (paternalism, qualified) are rightfully duty-bound to participate in the discipline process (power hoarding) of students until behavioral expectations and compliance is achieved (one right way, perfectionism) or (either/or) documentation (worship of written word) of interventions failed to reach compliance, upon which individuals must be excluded in order to not disrupt the academic process for those other students who do conform to the standards determined by those in power (power hoarding). Chapter Five will fully discuss these findings in a broader context along with possible applications to address school discipline policy reforms.

There is an incongruousness between the TUSD Data Discipline Report and the TUSD student code of conduct policy. The data presented evidence proving the presence of anti-Black school environments

while the discourse in the TUSD student code of conduct is characterized by those at the policymaking table as being restorative. Furthermore, the joyful and inclusive attitude of the images on the cover are not shared with the language of the text. The cover suggests a celebration of multiculturalism that is silent if not completely absent within the actual TUSD student code of conduct policies. This inharmoniousness will be discussed in the next chapter.

## Chapter 5

### Discussion

The purpose of this study was to examine how structural bias and systemic racism are conceptualized in school discipline policy in relation to Black students and how school leaders' perceptions and utilization of discipline interventions (particularly exclusionary discipline) serve to ostracize Black students. The researcher critically reviewed Tucson Unified School District's discipline data and the student code of conduct policies using the tenets of Critical Discourse Analysis (CDA) to investigate the presence of White Supremacy Culture (WSC) characteristics.

Black ostracism from intangible spaces is a reality in the educational policymaking arena particularly concerning school discipline, I suggest that educators and school leaders need to be hyper-vigilant in how they filter and perceive student conduct. Part of that mindfulness must include a theory I have developed - Racial Courtesy (RC). RC in schools (although it can be adapted to broader societal issues as well as interdisciplinary studies) is the consideration of cultural differences when dealing with every aspect of the educational setting. RC is not the equivalent of teachers giving a pass or being lenient to marginalized students. It is a pathway to building community through mutual respect to improve educational outcomes for all students. I developed RC to be the vehicle to achieve sustainable success in lessening discipline disparities. Simply, the RC framework is the consideration of race and identity to combat systemic WSC and institutional and structural bias.

The CDA data revealed the existence of the following ostracizing WSC indicators: power hoarding, worship of the written word, objectivity, right to comfort, paternalism and perfectionism. These characteristics were prominently contained within TUSD student code of conduct policies as evidenced in the student rules, regulations, and consequences as well as in

the different discipline processes, especially in the referral, suspension hearings and appeals processes. Racial disparities in discipline rates, in and of themselves, could constitute evidence of unlawful discrimination and the presence of WSC. Racial disparities in the discipline rates of Black students and other marginalized students indicate that irrespective of race neutral policies, racial courtesy as a means of combating segregation and exclusion must be taken into consideration when developing, implementing, and applying student code of conduct policies. The strong presence of power hoarding and worship of the written word in TUSD student code of conduct policies may impact students' ability to engage in and navigate the discipline process because of individual variations in decision-making processes rooted in how one staff member might decide as opposed to another creating a dual rubric for administering discipline as surmised by the TUSD data report.

This research study adds to the literature on school disciplinary processes and policies. Further, it informs school leaders and policymakers of inequities that exist for Black students and marginalized student populations. Finally, it provides policymakers with a framework to help create more equitable student code of conduct policies that are inclusive of all students, regardless of their race or identity.

### **Dualism**

Broadly, dualism is the division of something conceptually intangible into two separate and opposing aspects (Merriam Webster, n.d.). It is the state of being divided, segregated, and separated. Throughout U.S. history, dualism in the policymaking arena has prompted strife in marginalized communities— slavery, Jim Crow laws, women's suffrage, red lining, don't ask don't tell, neoliberal education reforms and many others. White supremacy is at the cornerstone of U.S. society and has created, maintained, and eternalized the dual polity, politics, and culture

of America. In 1896, The U.S. Supreme Court, in its *Plessy v. Ferguson* decision (Rauf & Fireside, 2016), created the separate but equal legal doctrine that divided America by condoning and ushering in an era of widespread, legally justified segregation according to race. The Plessy decision created separate public facilities such as restaurants, restrooms and schools for Whites and Blacks as long as they were “equal” – noticeably, the dominate race determined what was equal without the benefit of marginalized persons at the policy table. The Plessy doctrine was a fallacy. The “equal” facilities for Blacks were always substandard and inferior to the White facilities.

In 1968, Martin Luther King Jr., in his “The Other America” speech, spoke of there being two Americas as he described the difference in what life was like for people of different races and social classes in America. Examining how Black youth are disciplined in schools in comparison to their White peers evidenced the continued existence of two America’s. This is evidenced by school practices that knowingly and/or unknowingly over-refer Black students to law enforcement and juvenile court for minor offenses - the so-called school to prison pipeline that denotes a direct cause and effect between school discipline and adult incarceration (Marchbank et.al, 2016). Black men particularly are victimized by high incarceration and recidivism rates stemmed from systemic and institutionalized racism (Boothe, 2007). In Black America, traffic stops result in the death of Blacks for non-violent offenses (Brooks, 2020), Blacks experience labor discrimination in loss of employment opportunities (Bertrand & Mullainathan, 2004), when they do secure a job it pays Black employees less for the same work as their White counterparts further expanding the wealth gap (Aliprantis, 2019), and housing discrimination and past red-lining practices that were used to segregate Blacks communities still impact Black students’ accessibility to better schools, adequate healthcare, and greater

opportunities in general (Orfield, 2013). As King noted in his “Other America” speech, “There are literally two Americas. Every city in our country has this kind of dualism, this schizophrenia, splint at so many parts...There are two Americas.” (Gowman, 2014, p.1). King was challenging America’s racist policies that provided privilege and advantages for Whites while prohibiting freedom and restricting prospects and opportunities for Blacks.

Following the 1967 racial riots in urban America, President Lyndon B. Johnson established the National Advisory Commission on Civil Disorders (known as The Kerner Commission) in 1968. The Kerner Commission’s report declared that America was shifting further in the direction of different societies, one Black and one White (Siegel, 1969). It stated that “bad policing practices, a flawed justice system, unscrupulous consumer credit practices, poor or inadequate housing, high unemployment, voter suppression, and other culturally embedded forms of racial discrimination, all converged to propel violent upheaval on the streets of African American neighborhoods in American cities” (Mitchell, 2020, para. 2). White America blamed the upheaval on Black men; however, the Kerner Commission declared the racial riots were due to “White racism and not Black anger” (Siegel, 1969). Unfortunately, President Johnson disregarded the Commission’s findings and did not act on the report’s conclusions, preserving racial hierarchy and colonialism that is still in practice today.

Duality in education is further manifested in discipline policies that are seemingly one in rhetoric but dual in practice. This supposed oneness in rhetoric is also referred to as color evasiveness which neutralizes race, making it irrelevant and therefore suggesting race should be disregarded (Annamma et al., 2016), ignoring the reality marginalized individuals experience in America. Neoliberal education reforms have embraced color evasive educational policy. Neoliberal reformers claim the acknowledgement of racial differences is synonymous with being

racist (Bonilla-Silva, 2006). Because of this, educators and school leaders have been reluctant to embrace culturally conscious, enriching, relevant and sustaining curriculum and pedagogy in their classrooms and schools ( Tan, 2019). Annamma (2016) declared race does matter when examining achievement and discipline as illustrated by lagging educational outcomes for Black students. As reported by the 2017-18 Civil Rights Data Collection, Black students accounted for 40% of suspensions, but only 16% of enrollments. Researching the intersectionality of race and gender concerning discipline, according to the African American Policy Forum, Black girls and other girls of color experience discriminatory disciplinary policies, and disproportionately high suspension and expulsion rates compared to their peers (Black Girls Matter, n.d.). The disparity in disciplinary consequences between Black girls and White girls is greater than the one between Black and White boys (Black Girls Matter, n.d.).

In 2009, TUSD publicly acknowledged the existence of ethnic and racial disparities in discipline (Bodfield, 2009). For the 2007-08 school year, 16.3 percent of Black high school students were given an out-of-school suspension, even though Black students made up about 7 percent of TUSD's student population. Approximately 4 percent of the student population were Indigenous Native American but accounted for 20 percent of out-of-school suspensions in middle schools (Bodfield, 2009). This prompted TUSD to embark on reforming what was then called the Guideline for Students Rights and Responsibilities (GSSR) to reduce suspension rates for minority students. The media and White lawmakers were concerned that there would be two tiers of discipline – one for White students and another for minority students (Bodfield, 2009). District administration stated any reading of the new GSSR as a two-tiered system was “far-fetched” (Bodfield, 2009), and that the new practice of being restorative instead of punitive would be an opportunity for all students regardless of race. Ironically, I believe the current

TUSD student of code of conduct is two-tiered, but not in the way the media suggested in 2009. The 2009 concerns were based on fears that Black students might receive better discipline outcomes than White students. As suggested by the CRT tenet of interest convergence, dual America is only acceptable to the dominate cultural if they reap the benefits of the dualism. I posit that dualism is present in the TUSD student code of conduct policy document because it favors behaviors and actions that align with the norms of Whiteness and White adjacency over the cultural capital and cultural differences of Black and other marginalized students.

White adjacency is the perceived benefits that marginalized people receive due to their proximity to Whiteness and White norms (Bueno-Hansen & Montes, 2019). Sometimes individuals from marginalized populations are not aware of these benefits and other times individuals recognize and actively seek the advantages of assimilating to Whiteness by changing their physical appearance, altering their mannerisms, modifying their behaviors, and varying the way they speak. While many believe code switching – adjusting one’s self-presentation to be accepted through mirroring the attributes of the dominate culture (McCluney et al., 2021) – is necessary, mimicry of White norms can socially enhance anti-multi-cultural views and behaviors that promote internalized negative images of oneself created and propagated by oppressive ideals of Whiteness also called internalized racism – the acceptance of negative stereotypes and racial and social hierarchies that ranks Whiteness above all other races (David et al., 2019). The concept of passing in society as a dominant identity for fear of being labeled an outsider also causes great harm especially in Black trans youth who are often doubly ostracized (Nicolazzo, 2016). In addition, a high prevalence of internalized racism has been linked to a higher propensity for violence among Black young men, an increased domestic violence among Indigenous Native American communities (Bryant, 2011; Pourpart, 2003) and a raising rate of

suicidal ideation and attempts in the Hispanic community (Elhman, 2022). Combating internalized racism through valuing and integrating student cultural capital in schools could factor in closing the disproportionate gap in school discipline rates for these racial populations. The mono-culturalism in the TUSD code of conduct policy is an example of the WSC characteristic of either/or and the binary (Okun, 2021). The contrast between the differing cultural aspects of Whiteness versus all other racial cultures creates dualism where students of color feel they must choose to either assimilate and conform to Whiteness or disregard their own culture and constantly be at risk for ostracization.

The particular manor of dualism uncovered in the TUSD student code of conduct resulted because the discourse in the policy did not produce the stated outcomes or actions of the policy bombast for all students. The racial disparities in the discipline statistical data suggested that color evasive practices produced dualism in the TUSD student code of conduct where there were seemingly two separate, yet unspoken, discipline rubrics. Subjective minor offenses for White students were seen as juvenile shenanigans or high jinks. The same subjective minor violations for Black students were seen as disrupting the academic process. This difference in behavior classifications led to TUSD Black students being over penalized and sanctioned with exclusionary disciplined. A study by Liu (2022) found that Black students were two times more likely to receive a discipline referral than their White counterparts in the same school. The study concluded that the racial disparities in suspensions were due to underlying differences in the frequency of referrals. Liu (2020) also found a much higher conversion rate of discipline referrals into school suspensions for Black students compared to their White peers. These racial disparities are particularly egregious as they are associated with detrimental long-term outcomes

and stifled upward mobility for Black students, including future employment and career prospects as well as court and criminal justice involvement.

School racial disparities are not a recent phenomenon, they are a product of years of systemic and institutional racist policies. How can a race neutral policy create racial disparities? Race neutral policies ignore the still too recent racist history of America. America's violent inception was established in White supremacy (Schwartz, 2017) that resulted in the displacement of Native Americans, the subjugation of Blacks into slavery and other practices that most Americans now condemn. It lives on in the school-to-prison pipeline in American schools, the resource disparity of schools in high income zip codes from schools in low-income zip codes, the banning of books and words in public schools, the unwarranted attack on Critical Race Theory being "taught" in schools and dominate "American Nationalism" – solidarity of the dominant culture. Our founding fathers inaugurated laws and policies that devalued and dehumanized Indigenous peoples and enslaved Blacks. These grounding principles were rooted in misguided religious, legal, economic, and educational philosophies that were meant to put up barriers to systematically exclude non-Whites from democratic participation in American society and served as a foundation for institutional racial inequality. As Hans Kohn noted, "Only by accepting and maintaining the English idea of constitutional liberty, and by thus remaining Anglo-American, could the English colonies in North America continue and solidify their political existence" (Tierney Jr., 2022, para. 11).

Conventional approaches to school discipline have failed largely due to educationalists' static colonial conception and interpretation of proper school behavior and their neoliberal views concerning appropriate consequences through a narrow, toxic lens of race. The mobility turn is a recent paradigm in behavioral science studies theorized by Sheller and Urry (2006). This theory

can mobilize how educationalists analyze best teaching and learning practices by shifting their thinking towards prioritizing the concept of mobility. The mobility turn switches thinking of the world as fixed and static towards understanding and viewing the world as fluid and always in motion (Urry, 2007). This enlightened global view can help school leaders problematize traditional knowledge of policy and policymaking by stretching and expanding their understanding of complex social relations to better comprehend school discipline from a global cultural perspective beyond White norms, even exceeding the Black and White binary.

### **Summary**

When schools do not consider all students' cultural capital and beliefs, they create a dual system of anti-Blackness where Whiteness is favored. The racial disparity in discipline highlights the biased role that power imbalances and humanity play in color evasive policies, it also identifies the profoundly contradictory role that student code of conduct policies can play in constructing, naturalizing, reproducing and welcoming safe schools for all students. In addition, the statistical TUSD data report documents reveal how color evasiveness produces duality in the implementation of the TUSD student code of conduct that compromises the efficacy and capacity of discipline policies to effectively respond to the wide set of social, emotional, and economic issues facing Black students and other marginalized students.

### **Policy and Practice Consideration**

The primary guiding school principles that every school policy should hinge on is that every student deserves learning spaces that are safe, culturally inclusive, enriching, rigorous, supportive, and equitable. The discourse in the TUSD student code of conduct states, "There is no goal more important than creating and maintaining safe, supportive, and nurturing learning environments for every kid in every school" (p.i). Consequently, the TUSD data discipline report

demonstrates a disconnection between the stated goal of inclusion and support for all students and the reality of anti-Black student schooling practices in TUSD. So how can schools be safe while ensuring Black students are included, supported, and treated fairly? There is no quick and easy answer but implementing interventions to exclusionary removal is a step in the right direction.

According to the TUSD student code of conduct, TUSD has adopted several research-based programs and interventions to exclusionary removal practices. Including, Positive Behavioral Interventions and Supports (PBIS), restorative practices, Social and Emotional Learning (SEL), and abeyance contracts. The aim of these interventions is to hold students accountable while keeping them engaged and involved in their learning spaces.

PBIS is a proactive approach to reducing student misbehavior and improving school climate. The primary goal of PBIS is to build school communities by developing integrated systems that create positive, safe, consistent, effective, and equitable learning spaces for all students and school staff (TUSD Student Relations Dept., n.d.). Research on PBIS has shown some success. Namely, when schools establish a positive school and classroom climate where students feel safe and supported and staff feel safe and valued, then school learning environments flourish, and successful academic outcomes proceed (Palmer & Noltemeyer, 2019).

Restorative Practices is utilized to create change in school discipline perspectives, networks, and systems (Velez et al., 2020). These practices are alternative corrective measures to retributive zero-tolerance policies that mandate in-school suspension, out-of-school suspension, or expulsion of students from school for often minor violations and non-violent or non-dangerous offenses (TUSD Student Relations Dept., n.d.). The central tenet of restorative

practices is that violation recidivism will decrease, and students will make positive changes when they feel they have a voice and that school leaders are for them and not against them (Velez et al., 2020).

SEL focuses on developing positive mental health. It concentrates on recognizing individual qualities and then expanding the strengths and assets of a student related to social, emotional, cognitive, and moral development (Mahfouz & Anthony-Stevens, 2020). Through classroom instruction, students learn, apply, and practice SEL skills in the same way they study and develop other academic skills. Social and emotional competencies are reinforced in the classroom by a teacher and other students as situations arise where they need to be applied (Schlund, Jagers & Schlinger, 2020).

Abeyance contracts are alternative suspension practices offered by a school administrator when they believe it is in the best interest of the student and school community (TUSD Regulation-Code JK-R4, n.d.). It is offered for certain offenses and sets forth the conditions under which the school agrees to withhold implementation of disciplinary action in abeyance for the time length of the suspension. The student must acknowledge they have violated one or more student codes of conduct with agreement and permission from the parent/guardian (TUSD Regulation-Code JK-R4, n.d.). If the student violates the agreement, the suspension will automatically be reinstated at that time without further process.

When implemented properly these strategies and alternatives have shown promise in helping to create more positive school climates and reducing the use of exclusionary practices overall (Kyere et al., 2020). However, they have had limited success in reducing large racial disparities in discipline. In conjunction with the above interventions, I want to introduce my

cultural conscious theory of Racial Courtesy (RC) to address significant racial disproportionality in school discipline practices.

### **Racial Courtesy (RC)**

Although some school intervention programs have demonstrated positive gains in multiple domains, most programs are narrowly focused and founded on homogeneous and inflexible approaches that often do not consider the dynamics of White supremacy and how power imbalances and cultural insensitivity operate in the context of schooling (Mahfouz & Anthony-Stevens, 2020). Many school interventions speak of “giving” students voice, “giving” students a platform, or “giving” students agency but this only serves to reify the WSC dynamic of paternalism that renders marginalized students voiceless until some intangible force or authoritative figure gifts them with the privilege to speak and be heard. Understanding race and racism is central to comprehending how racial disparities develop and persist. Furthermore, affirming student’s differences and intersectionality is a proactive strategy to alleviating harms and abuses caused by ostracism from educational spaces.

The theory of racial courtesy (RC) is a framework that seeks to visibilize injurious policy and practices perpetrated on marginalized communities, educate those in authority on the benefits, beauty, and joy of multi-culturalism and empower marginalized people to amplify their voices without fear of retribution and ostracization. RC looks to build community by the inclusion of Black parents and community members in the decision-making table. RC characteristics are mutual respect (everyone is always treated with dignity and respect), cultural awareness (being multiculturally conscious of the dynamic values and beliefs of others), authentic engagement (speaking and behaving as one’s true self) and intrinsic reflections (doing the inner, hard work of conscious evolution). The aim of RC is to interrupt WSC ideology,

dominance, and manipulation through cultural hegemony practices by integrating a diversity of thoughts, beliefs, and attitudes in historically White spaces (the tangible classrooms and the intangible policy table), with the ultimate goal of disrupting the sheer injustice of systemic and institutional racism. In the educational context, RC happens when educators center teaching and learning around culturally relevant pedagogy that helps students preserve their cultural identities while helping educators build cultural bridges that develop fluency of student's culture. In many classrooms, Black lives are lived experiences without representation (Hall, 1993). Often Black students never see themselves represented in the curriculum, accurately or positively portrayed in history books or assigned reading assignments by authors that look like them. This lack of Black representation extends to intangible spaces like the policy table. In addition to culturally sustained pedagogy that promotes equality by ensuring access and opportunity for advanced learning experiences for all students, educators can be champions and allies of RC by engaging in cultural exchange and putting forth an effort to understand another race's perspective and lived experiences with the willingness to engage in the necessary personal inner work to mitigate racial bias and Black ostracism. Put into practice, educators should use a racial and identity conscious framework, when implementing and operationalizing student discipline policies. According to the U.S. Department of Education (2014), studies on student engagement, academic progress, attendance rates, dropout rates and graduation rates have shown the need to replace punitive discipline practices. This can be accomplished through the application of RC when assessing student behavior and how to effectively discipline students.

RC is an analysis tool that those who implement systems of discipline – policy makers, administrators, teachers, suspension hearing officers, etc. – should use to critique their understanding of Black ostracism, their comprehension of cultural capital, their awareness of

student asset-based learning, their ability to critically reflect, and their decision making in a way that mitigates or eliminates one's bias. When applying an RC praxis, individuals should evaluate the following:

- **Power Hoarding:** Do all individuals involved in this process have access to the same information or do I have access to information that gives me an advantage?
- **One Right Way:** Who should be involved in developing the process for evaluating the students' actions and/or the discipline that will be involved?
- **Objectivity:** Have the students' interests and cultural perspective been represented and considered?
- **Defensiveness:** Have I evaluated my own actions that may have contributed to the situation or do my micro decisions lead to the criminalization of marginalized students?
- **Right to Comfort:** Do I have a self-interest in the outcome of the discipline process or am I acting in the best interest of the student(s)?
- **Fear of Open Conflict:** Am I afraid to have a courageous conversation surrounding race, racism, and identity?
- **Qualified:** Am I the most qualified person to make this decision for a marginalized student or will my personal thoughts and beliefs improperly influence my ability to act in the best interest of the student(s)?

RC shuns a nuanced approach to racial and identity conversations for a more robust dialog surrounding alternatives to how we think, understand, and respond to identity and racial inclusion. RC uses a critical race theory framework as an antidote for systemic WSC embedded in educational institutions. RC is a bricolage of a diverse range of ideas, theories and frameworks brought together as an anti-racist ideology at the unifying intersection of transformative

practices, abolitionist teaching, and cultural conditioning. As an educational policy and practice reformation tool, RC aims to disrupt the dominant White supremacy paradigm in school rules and regulations by rethinking how student code of conduct policies ostracize Black students. Ultimately, RC restores Black student humanity, cultivates identity, agency and voice for Black students and parents, helps teachers and school leaders build the capacity for racial empathy and understanding, and moves schools to an asset-based thinking approach to Black student teaching and learning. RC ensures justice for all students.

### *Transformative Justice*

Transformative Justice (TJ) is a political framework designed as an alternate to conflict and repression that strives to create change in social systems using a holistic approach to responding to violence, harm, and abuse (Mingus, 2022). This framework focuses on community-building and collective solidarity against the tyrannical polity of governments. As a field of study, it seeks to build restoration that transitions away from the status quo in the justice system and rupture generational cycles of abuse and violence in society. TJ ultimately promotes healing, prevents abuse, and eradicates violence without producing and creating more violence. The tenets of TJ are: 1) do not rely on the state (e.g., police, school safety, security guards, prisons, the criminal legal system, foster care system; 2) do not reinforce or perpetuate violence such as oppressive norms, machoism, peer pressure or vigilantism; and 3) actively cultivate positive and therapeutic ways of being that prevent violence such as healing, accountability, resilience, and safety for all involved (Kim, 2021). RC utilizes the principles of TJ to enhance the understanding of how exclusionary discipline practices create harm and violence for Black students within school communities and then look for alternative pathways to healing and personal growth. When a student commits a violation, like possession of marijuana, school

discipline policies fail to focus on the harm at its core, like the political system that has made marijuana more accessible or the capitalism system that has made marijuana lucrative. TJ looks to address the harm at the root. Isolating the student from the educational process does nothing to address the possible psychological distress of self-medication. RC looks to focus on health not punishment, while still holding students accountable through counseling and mentoring. Research has shown longstanding patterns of racialized legal practices that over penalize Blacks in school hearings and drug courts (Gregory & Mosley, 2004; Rosenberg, Groves & Blankenship, 2017). TJ looks to provide alternatives to our current justice system of mass incarceration.

Moving TJ into practices using RC methods, educators critically reflect to ask the question, how does the macro effect of their micro decision to issue a discipline referral for a subjective and minor violations such as defiance affect marginalized students? RC asks educators to first consider that this may simply be a culture clash and to be aware that BIPOC, immigrant and queer students are hyper penalized and are more likely to receive exclusionary discipline for actions that are not penalized in the same way when they are committed by non-marginalized students. TJ asks the teacher to use a restorative approach by providing a pathway for the student to make amends. RC and TJ work together to avoid inflicting additional harm to the student while allowing the teacher to build a trusting relationship with the student in conjunction with creating a safe and productive learning environment for all students, not just marginalized students. Educators must ask themselves, what does it mean to teach in this school to prison pipeline era where schools criminalize marginalized youth? Ask yourself what is my role in abating or exacerbating racial discipline disparities?

### ***Abolitionist Teaching***

Abolitionist teaching seeks to create equitable, advanced learning experiences, and educational opportunities for all students. It endeavors to recognize, dismantle, and replace procedures and systems that continue to disproportionately disadvantage marginalized students (Chartrand & Piche, 2019). Abolitionist teaching takes into consideration the different identities of all students (race, ethnicity, gender, sexuality, religion, ability, neurodivergent, language) to create a more holistic picture of the student's lived experiences. Abolitionist pedagogy highlights the power that identity hierarchies produce in educational systems. Love (2019) simply states abolitionist teaching demands a school system where students are creative, imaginative, bold, ingenious, and have a rebellious spirit. Love believes learning spaces should be loving, just and affirming for all students. Abolitionist teaching rethinks and disrupts the policies, rules and procedures that are oppressive and unjust to create a school system where students are not merely surviving but thriving.

Like abolitionist teaching, RC works to abolish WSC in school policymaking, implementation, and operation by reappropriating language, redefining cultural values, and revoicing the narrative for marginalized groups. Education needs radical discipline policy reform. Reform that takes into consideration the role that discrimination and bias play in shaping how schools operate and champions policy efforts that are centered on improving the relationships between teachers, students, and the community. When marginalized students and teachers mistrust each other toxic and harmful stereotypes can develop. RC works to establish trust between students and teachers, leading to productive, safe, engaging learning environments for all students.

In practice, school educators can apply RC through the framework of abolitionist teaching using methods like emancipatory pedagogy to create a school environment that provides

space and freedom for school personnel and students to adjudicate stereotypical mainstream cultural views through the demonstration of humanization and critical conscientization (Nouri & Sajjadi, 2014). When educators and students engage in mutually respectful dialogues that critically analyze political and social issues it improves classroom and school climate. This type of discourse builds trust, relationships and community that overturn the barriers between educators and students. The outcome is consciousness raising where each gains a better understanding of the other's culture and cultural perspectives by identifying and understanding the contrast in each other's lived experiences. RC gives students the permission to respectfully challenge existing power structures and systems while equipping educators with authentic tools to reflect and examine how a student's identity and culture might shape their perspective on the system in question. For example, when a student challenges the school dress code that prohibits specific hairstyles or the use of headwraps that adversely affects Blacks, school leaders can attempt to shift their thinking away from believing that certain hairstyles or headwraps are distracting, unprofessional or promote gangs or prison culture. When racial courtesy is given to the students, they feel free to voice the point that definitions of professionalism are rooted in White supremacy and racism and further explain that hair styles are not only an expression of Black cultural pride, but also that headwraps help take care of Black's natural hair. Students can give educators RC by granting them the space to internally reflect and grant them the autonomy to build bridges across culture gaps by sharing their own culture and views on grooming so that students also gain an understanding and appreciation of contrasting backgrounds. Together they can talk about school rules and work to disrupt anti-black schooling and systemic racist policies while appreciating each other's cultural wealth.

### ***Cultural Conditioning***

Culture is our traditions and beliefs. It is developed over time and can be ever adapting. Cultural conditioning is a process of adapting, assimilating, and interpreting the influences, codes, norms, and messaging from our environment and translating them into what one believes to be acceptable behaviors (Wilson, 2023). Everyone experiences culture conditioning; it is a normal adaptation process that helps us coexist. We are influenced by our families, schools, jobs, and government and they affect how we perceive ourselves in society. The authority figures (parents, teachers, supervisors, politicians, etc.) in our lives shape our cultural values, beliefs, and ethical and moral norms. (Ricci, 2013; Wilson, 2023). We are also influenced by our friends, coworkers, people with common identities, and the media. Our culture is deeply embedded in our psyche (Wilson, 2023) and influences our behavior, often unconsciously. When we are unaware of those influences, cultural conditioning can hamper our ability to grow and evolve. This is often where our bias live and develop. The beliefs and behaviors that we have normalized are comfortable to us causing us to resist change or alter our perceptions.

An example of stereotypical White entitlement related to cultural conditioning is the Arizona Department of Education's launch of their anti-CRT "Empower Hotline" where Arizonans can report any teaching and instruction that focus on race, ethnicity, gender ideology, social emotional learning or sexual content. RC seeks to neutralize this type of caucacity – a portmanteau of Caucasian and audacity (Pitts, 2022) – by having meaningful and courageous conversations around valuing uniqueness by the integration of different cultures. The aim is to explicate and introduce discourse surrounding collective guilt to ease the discomfort of racial bias change by building awareness through internal reflection. It asks society, especially school leaders to look beyond any fragility to contemplate if they have any pre-existing discriminatory beliefs and if so, acknowledge there is an issue and ask yourself the follow questions:

- How did I come to believe this?
- Where did this belief generate from?
- Is this belief accurate?

If your cultural beliefs are not serving you in the best way, work to do the personal inner work to adjust, transform, and reinvent your perspectives and behaviors. Be specific and realistic. Behavioral change is not easy, but if you can be patient and honest with yourself it will be rewarding.

### **Conclusion**

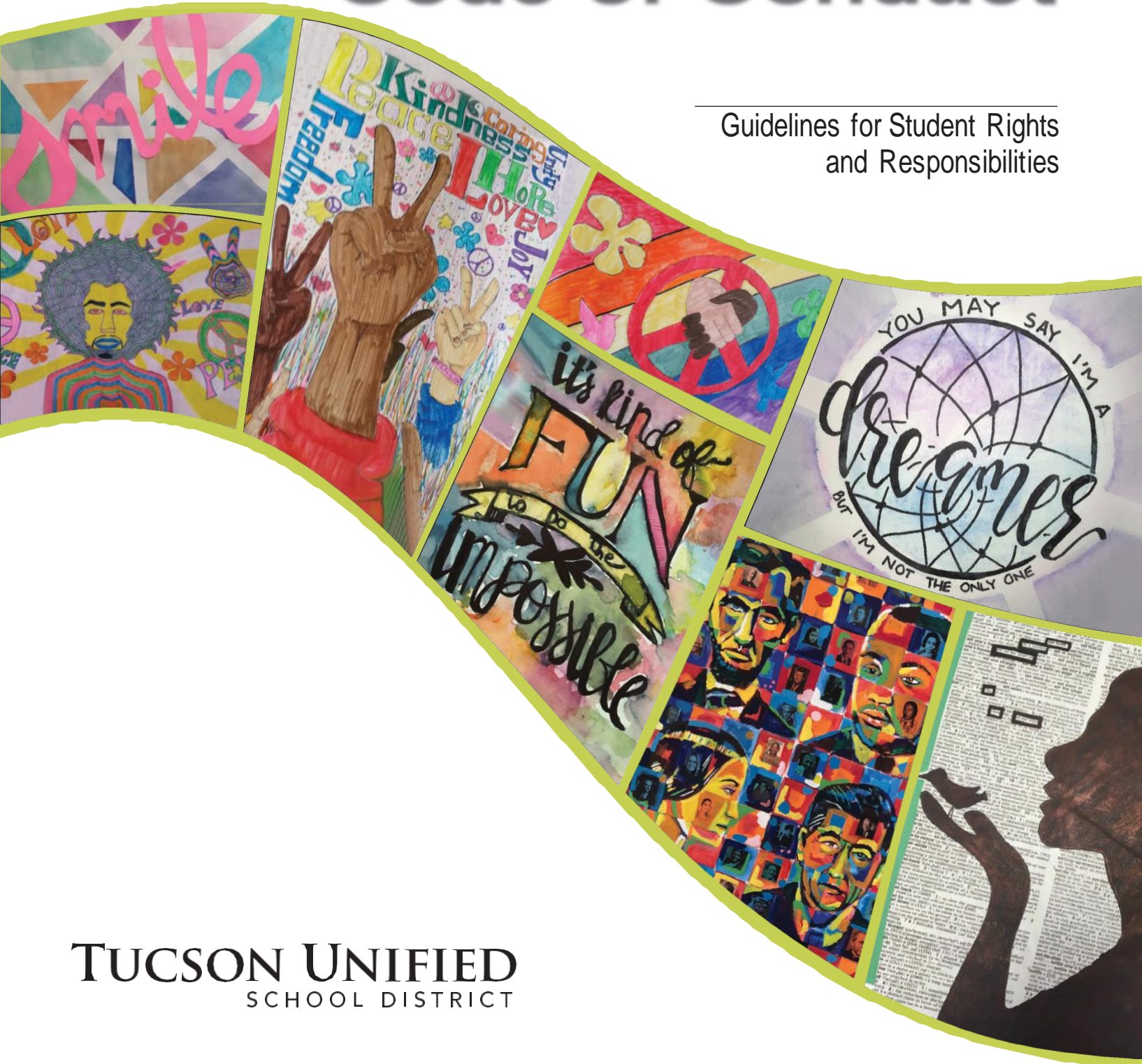
The American educational system was built on Eurocentrism; however, our world now is more connected than ever, and our schools have become global villages with students from different countries, communities, and backgrounds. Racial courtesy (RC) is a way of thinking that better equips educators on ways to respond and deal with students from different cultures, especially when school intangible boundaries perniciously exclude and ostracize them. Schools now must invest in multi-cultural strategies and interventions to support all students.

RC goes beyond thinking just about diversity of identities which opens the door for tokenism (the practice of using marginalized people in a symbolic gesture to avoid criticism or being called a racist) but to think about integration. RC is the antithesis of ostracism, it is transformed thought as to how policy and practices work to integrate a diversity of thoughts and beliefs to combat racism, sexism, ageism, ableism, nationalism, separatism, ethnocentrism, antisemitism, xenophobia, homophobia, transphobia, and islamophobia. Integration through racial courtesy attempts to raze ostracizing impediments to connections by better understanding association and sharing life and social spaces with other races, ethnicities, classes, and orientation levels to obliterate economic, educational and opportunity barriers for all.

## **APPENDIX A - TUSD STUDENT CODE OF CONDUCT**

# Student Code of Conduct

Guidelines for Student Rights and Responsibilities



TUCSON UNIFIED SCHOOL DISTRICT



YOUR SCHOOL IS A  
**SAFETY  
ZONE**

If You See It

*Violence ✦ Weapons ✦ Non-Students ✦ Drugs ✦ Fights  
Gangs ✦ Assaults ✦ Truancy ✦ Graffiti ✦ Threats*

**Report**

CONFIDENTIALITY GUARANTEED

Tell a school official or call the  
Safety Message Line

**520-584-7680**

MESSAGES CHECKED HOURLY DURING SCHOOL  
AND DAILY ON NON-SCHOOL DAYS

**ON THE COVER**

Special thanks to the TUSD students who submitted artwork for the cover.

# Welcome to Tucson Unified



There is no goal more important than creating and maintaining safe, supportive, and nurturing learning environments for every kid in every school.

The most important factor that determines whether or not we achieve this goal, is you, the student. When you make a commitment to safety, personal responsibility, and kindness, you are also making a commitment to personal excellence.

Please read this document with your parents or guardians. It is important for you to understand our standards and expectations for behavior at school. By following the Code of Conduct, you can help our school district become a safer and more supportive environment for all students and staff.

Amazing schools are places where learning happens, where kids succeed academically and emotionally, and where learning environments are safe, supportive, and inclusive of all students. Please do your part to make sure that every school in our district is an amazing one!

## **Gabriel Trujillo, Ed.D.**

Superintendent

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TUSD Governing Board

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## NON-DISCRIMINATION STATEMENT

**Tucson Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social, or cultural background in admission or access to, or treatment or employment in, its educational programs or activities.**

Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to TUSD’s EEO Compliance Officer, 1010 East Tenth Street, Tucson, Arizona 85719, (520) 225-6444 or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. See Board Policies AC “Non-Discrimination,” and ACA “Sexual Harassment” for more information.

## Basic Information

### What Is the Code?

A guide that outlines the behavior expectations, rights, and responsibilities of students and staff (previously called the “Guidelines for Student Rights and Responsibilities” or “GSRR”)

### What Principles Guide the Administration of Discipline at TUSD?

- ▶ Partnering with students/parents/guardians to create safe, supportive, and inclusive learning environments.
- ▶ Striving to keep students in learning environments.
- ▶ Ensuring that consequences are non-discriminatory, fair, and age-appropriate.
- ▶ Applying the rules consistently so students receive similar consequences for similar violations.

None of these principles prevent school personnel from protecting campus safety as appropriate.

### How Is Discipline Administered For Students With Disabilities?

All district personnel administering discipline must take into account a student’s disability under either Section 504 or the Individuals with Disabilities Education Act (IDEA) or if the student is suspected of having – or is being considered for an evaluation for – a disability. TUSD must follow specific procedures for students considered disabled under federal law, including determining whether misbehavior is a manifestation of the student’s disability.

### When and Where Does the Code Apply?

- ▶ Regular school hours (including when students are going to and from school, “portal to portal”).
- ▶ While students are being **transported on a school bus or vehicle used for school purposes**.
- ▶ At all times and places where a school official or employee has authority over students.
- ▶ School-sponsored / school-related events and activities (including field trips and athletic events).
- ▶ On- or off-campus actions resulting in a harmful effect on students or the educational process.
- ▶ On TUSD property, at any time (see Policy JICH).

### Who Monitors Discipline in TUSD?

TUSD’s Student Relations Department (“Student Relations”) is made up of a Director, Coordinator, and a Compliance Liaison. The Team monitors discipline on a bi-weekly, weekly, monthly, and quarterly basis. The Team reviews and approves requests for elevated consequences, jointly reviews suspensions with principals/assistant principals, ensures compliance with the Code and other policy, and monitors for disproportionate discipline by race or ethnicity.

### How Can I Get More Information or Make an Oral or Written Complaint?

Governing Board Policies and Regulations related to discipline are available for review in the principal’s office at every school and online at <http://www.tusd1.org/Information/Resources/Student-Guidelines>. Students or parents/guardians may make a complaint related to discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions with the school principal, assistant principal, Student Relations at 225-6486, or online at <http://deseg.tusd1.org>.

## Restorative Practices

Restorative practices are strategies for resolving problems and building relationships by addressing the social and emotional issues created by conflict and restoring students to supportive learning environments after making amends for poor choices.



### How Does TUSD Implement Restorative Practices?

*Small impromptu circles or large group circles:* a few people meet to briefly address and resolve a problem; facilitated by district staff including teachers, counselors, and/or principals/assistant principals. A larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by district staff including, but not limited to: teachers, principals/assistant principals, counselors and/or Restorative and Positive Practice Facilitators (RPPFs).

*Formal restorative conferences:* address serious problems of behavior. These conferences may involve students who commit disciplinary infractions, victims, parents/guardians, and principals / assistant principals. Only those trained in formal conferences can facilitate a formal conference

*De-escalation:* students may take a short time (no more than 30 minutes or the remainder of one class period) to de-escalate if they feel angry, overwhelmed, or in need of a time-out. Students will complete a reflection form to help staff de-escalate the situation and assist in helping to restore the student back into the classroom or classroom setting.

## Positive Behavioral Interventions and Supports (PBIS)



PBIS is a proactive framework designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS at TUSD is creating and sustaining safe and inclusive environments for all students to support appropriate behavior and redirect disruptive behavior.

### How Does TUSD Implement PBIS?

TUSD strives to create safe, positive environments by: defining and teaching behavioral expectations; monitoring and acknowledging appropriate behavior; providing corrective, appropriate consequences; providing appropriate behavioral supports (including actions like mentoring, social skills groups, and daily monitoring); using a team-based approach; and using referral data for problem solving.

### Who Is Responsible For Implementing Restorative Practices and PBIS?

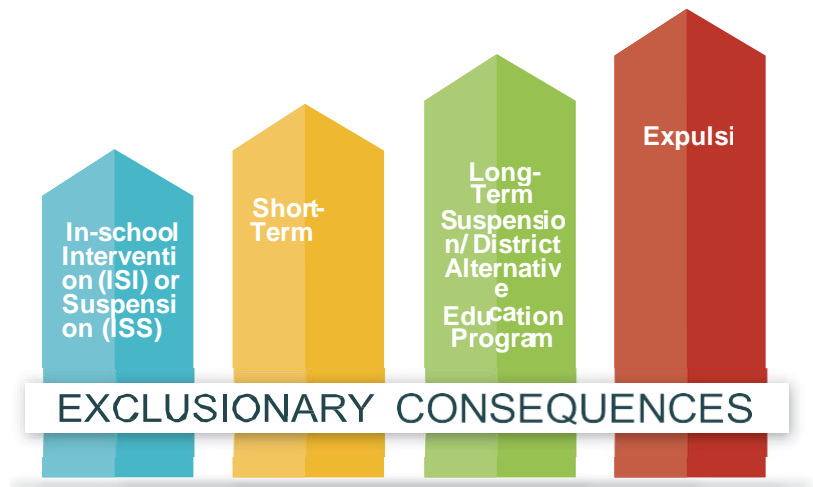
Everyone. At every site. Under the direction of the campus principal and/or the Restorative and Positive Practices Facilitator (RPPF), staff members at every site must understand school rules; reinforce appropriate student behavior; and use constructive classroom management, positive behavioral interventions and supports, and/or restorative practices strategies, where appropriate, to promote safe, inclusive, and supportive learning environments for all students

## Exclusionary Consequences

Exclusionary consequences involve removal of a student from classroom instruction for longer than thirty minutes or longer than one class period. These include positive alternatives to out-of-school suspension (see page 4) settings or programs, in-school suspensions, out-of-school suspensions, and expulsions.

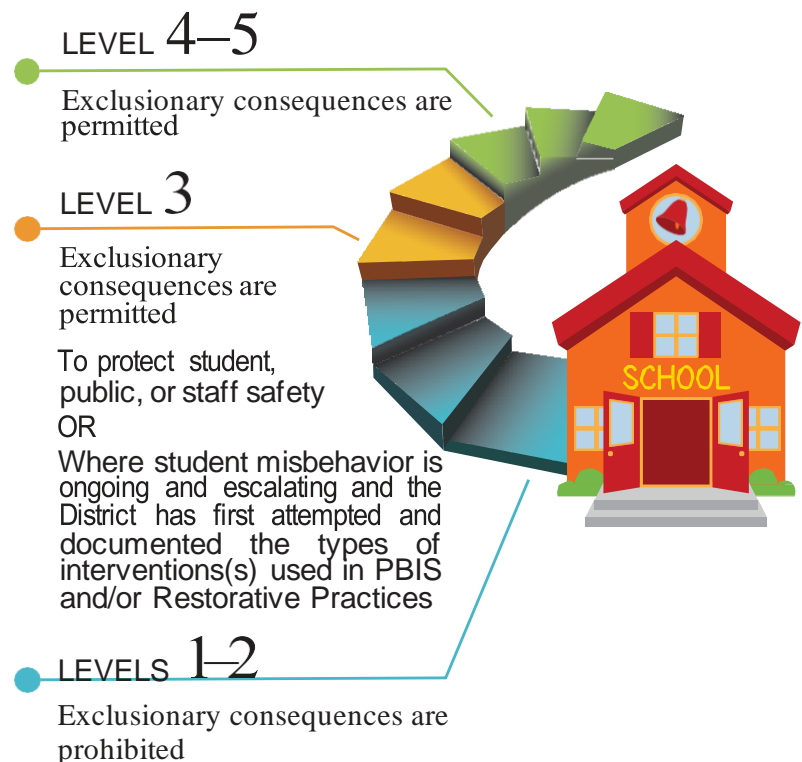
### What Is TUSD's Position On the Use Of Exclusionary Consequences?

TUSD is committed to ensuring that consequences that remove students from the classroom, where learning happens, are always used as a last resort and are only applied after classroom level interventions have been attempted and failed or the seriousness of the incident warrants an exclusionary consequence.



### When Do Exclusionary Consequences Apply?

If Exclusionary Consequences are imposed, students will have fair due process that includes an opportunity to appeal (see information on due process, pages 5-6). For all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so students are offered an opportunity to learn from their behavior and, where possible, an opportunity to continue to participate in the school community. School Safety personnel will not participate in discipline decisions occurring after an incident. This in no way prohibits School Safety involvement during or immediately after an incident to protect campus safety.



## Positive Intervention Centers (PICs); Classroom Disruption

PICs provide a student a short time (no more than 30 minutes for grades K-5 or no more than the remainder of one class period for grades 6-12) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. **A PIC can be an ISI room (MS and HS), a buddy teacher's classroom (K5 and K8), or a counselor's or social worker's office space.** Students will fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in helping to restore the student back into the classroom or classroom setting.

Students may de-escalate in the PIC as needed through various protocols:

- ▶ No more than three students from a single classroom may go to the PIC room in a period.
- ▶ A student cannot go to PIC until there has been an attempted intervention, where possible.
- ▶ After the third instance in a semester, a student should be sent to a Principal/Assistant Principal/counselor for further assessment and/or intervention
- ▶ Staff will document student names and the classes they come from, and will review the information regularly to ensure appropriate use of the PIC, monitor disparities, and determine if students need additional interventions.

## Positive Alternatives to Out-Of-School Suspension

Principals are encouraged to utilize positive alternatives to suspension wherever practicable.

### Abeyance Contracts (Regulation JK-R4)

An Abeyance Contract is a behavior contract that may be offered to a student who is facing a suspension. The Abeyance will shorten or eliminate the number of days a student is out of school. The Principal/Assistant Principal, parent/guardian, and student must agree to and sign the Abeyance Contract, with the understanding that if the student violates the contract with a suspendable violation, the remaining suspension days must be served.

**ABEYANCE CONTRACTS MUST BE OFFERED BY PRINCIPALS/ASSISTANT PRINCIPALS WHEN A STUDENT HAS COMMITTED THE FOLLOWING INFRACTIONS: FIGHTING; POSSESSION OR USE OF DRUGS OR ALCOHOL.**

### In-School Intervention (ISI)

ISI is an alternative to short-term suspension where students will continue receiving classroom instruction from content-certified teachers in a classroom on campus (ISI is available at all middle schools, all high schools, and large K-8 schools).

### Based on Arizona Revised Statute 15-841

A teacher may send a disruptive student out of the classroom for 30 minutes or the duration of the period provided such action is consistent with this Student Code and only where one of the following condition exists:

1. The teacher documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn; OR
2. The teacher has determined and documented that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with other students in the classroom or with the ability of the other students to learn.

The District is fully committed to honoring teachers' rights to remove a disruptive student according to the conditions outlined above.

### Policy Regulation JK-R1

Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process.

### In-School Suspension (ISS) (Reassignment to a Different Class or Area)

ISS is an alternative to short-term suspension and is only used in schools that do not have ISI. Students in ISS may be supervised by a highly qualified teacher or other staff member, and will continue to receive their core curriculum in a supervised setting.

### District Alternative Education Program (DAEP)

DAEP is an alternative to long-term suspension. It is a voluntary program that provides 6<sup>th</sup> – 12<sup>th</sup> grade students with the opportunity to continue their education and reflect on the underlying behaviors and circumstances that led to the inappropriate behavior. DAEP assists students in learning appropriate behaviors and making better choices so they can be a successful student when they are restored to their home school.

## Due Process (Suspension or Expulsion)

Any student facing a suspension or expulsion will be provided basic due process as a legal safeguard to protect the constitutional rights of the student and his or her parents/guardians. Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.

**As soon as possible following an alleged violation, initiate basic due process.**

- ▶ The principal or designee investigates an allegation, provides notice to the student if the allegation is found to be valid, explains the evidence and gives the student a chance to present their side.
- ▶ Principals may immediately remove a student whose presence poses a continuing clear and present danger to persons or property or disruption of the academic process.

**Conclude basic due process within 1-2 school days.**

- ▶ After reviewing the facts, principals may impose non-exclusionary discipline or a short-term suspension (1-10 school days) or, if warranted, may begin the process for a long term suspension (11-180 school days) or expulsion.
- ▶ A principal must impose a “short-term pending long-term suspension” when they begin the process for a long-term suspension or expulsion.

## Short-Term Suspension Decision and Appeal Process

District policy provides the following protections for students facing a short-term suspension (including a short-term pending long-term suspension or expulsion):

**Notice of suspension to parent on the first day; meet with parent/guardian, if possible, the first or second day.**

- ▶ The principal or designee calls the parent/guardian, gives the notice of suspension to the student, and sends a copy to the parent on the **1st day** of suspension.
- ▶ Parents/guardians may meet with the principal within the **1st or 2nd day** of the suspension. The principal may offer an abeyance contract or parent/guardian may appeal the decision to the Assistant Superintendent within 3 school days.
- ▶ If appealed, the Assistant Superintendent or designee must review the decision within **3 school days**, affirm or reduce the discipline, and notify the parent/guardian/principal **as soon as possible**.



## Due Process (Long-Term Suspension or Expulsion)

Principals/Assistant Principals must impose a “short-term pending long-term suspension” if they are considering long-term suspension or expulsion, and must first comply with the basic due process described on page 5 (the short-term pending long-term suspension period will count towards the long-term suspension). Once a principal decides to impose a long term suspension or expulsion, the District shall provide more formal due process as a legal safeguard to protect the constitutional rights of students and parents/guardians.

**Student rights, including the right to representation by a parent/guardian and/or legal counsel (parents or guardians can be present at all proceedings).**

- ▶ Reasonable access to evidence and the student’s records at least two days prior to the hearing.
- ▶ To be free from having to present evidence against themselves.
- ▶ To present favorable evidence and witnesses and to question evidence and witnesses at the hearing.
- ▶ To have the testimony presented and saved.
- ▶ To have an interpreter present, if one is necessary.
- ▶ To waive any or all rights once they are made known.

## Long-Term Suspension Decision and Appeal Process

District policy provides protections for students facing a long-term suspension or expulsion. If a principal recommends expulsion, the District must follow procedures outlined in Regulation JK-R3.

**Notice of suspension and hearing to parent/guardian by the third school day of the short-term suspension.**

- ▶ At the beginning of the process for a long term suspension, the Principal/Assistant Principal must send the notice of suspension and hearing to the parent/guardian by the **third school day** of the short-term pending long-term suspension.
- ▶ **On or before the day the notice is sent**, the Principal/Assistant Principal must make a reasonable attempt to communicate verbally to the parent/guardian and student about the content of the notice.

**Hearing and appeal procedures and timelines.**

- ▶ Formal Hearing by the **10th school day** of the short-term pending long-term suspension.
- ▶ Principal or designee must send the decision within **3 school days**.
- ▶ Parent/guardian may appeal within **3 school days** of receipt; the Assistant Superintendent or designee must review within **5 school days** and notify the parent/guardian/principal **as soon as possible**.
- ▶ The parent/guardian may further appeal to Governing Board within **5 school days** from receiving notice.
- ▶ Board must decide within **10 days** after reviewing the record.



## Action Levels

<b>Guidance</b>	<p>When considering actions, schools strive to implement Restorative Practices and to keep students in their classrooms whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. Principals may exercise reasonable discretion in deciding which violation occurred, and may request an elevated consequence based on campus safety concerns.</p> <p>The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies a range of actions for violations assigned to that level. Multiple actions may be applied to a single violation. <b>ACTIONS LISTED IN BOLD ARE THE MINIMUM AND MANDATORY ACTION FOR THAT LEVEL OF VIOLATION. FOR ALL VIOLATIONS, PARENT/GUARDIAN NOTIFICATION AND REQUEST FOR STUDENT CONFERENCE ARE MANDATORY.</b></p>
<b>Level 1</b>	<p><b><i>Before referring a matter to school administration, classroom teachers are expected to employ at least three classroom-level interventions every semester – with proper documentation – for a Level 1 offense.</i></b></p> <ul style="list-style-type: none"> <li>• <b>Parent/Guardian Notification and Conference Request</b></li> <li>• <b>Student Conference</b></li> <li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2)</li> <li>• Verbal/Written Apology</li> <li>• Reflective Essay</li> <li>• Warning</li> <li>• Detention (before/after school/lunch)</li> <li>• Saturday School</li> <li>• Delayed Departure from School</li> <li>• Time Out (not to exceed 30 minutes)</li> <li>• Reassignment to Different Class</li> <li>• Suspended Privileges</li> <li>• Community Service (not work detail)</li> <li>• Restitution</li> <li>• Teen Court</li> <li>• Referred to Outside Agency</li> <li>• Meeting with Counselor</li> <li>• Peer Mediation</li> <li>• Functional Behavioral Assessment</li> <li>• Behavior Contract</li> <li>• Behavior Intervention Group</li> <li>• Behavior Learning Packets</li> <li>• Behavior Intervention Plan</li> <li>• Other Action (consistent w/other Level 1 interventions)</li> </ul> <p><i>*Some actions may not be available at all schools</i></p>
<b>Level 2</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2).</li> <li>• Social Skills Groups and/or Mentoring may be facilitated by a counselor, social worker, or other qualified staff.</li> </ul>
<b>Level 3</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Conference and/or Restorative Circle</b> (see page 2).</li> <li>• In School Suspension/Intervention or Out-Of-School Suspension and/or Abeyance (Short Term 1-10 Days) but only where student misbehavior is ongoing and escalating, and only after the school has first attempted and documented the types of intervention(s) used in PBIS or Restorative Practices.</li> </ul>
<b>Level 4</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Conference and/or Restorative Circle</b> (upon re-entry to school) (see page 2).</li> <li>• <b>Out-of-School Suspension and/or Abeyance – Long-term (11-30 Days)</b> (except for violations listed below)</li> </ul> <p><b>Fighting*</b></p> <p><i>First offense</i>—Three day suspension with two days waived if student participates in mediation.  <i>Second offense</i>—Ten day suspension with seven days held in abeyance if student participates in mediation.  <b>*Administrators may assign a two-day “cooling off period” where safety is a concern and after consulting Student Relations.</b></p> <p><b>Possession or Use of Drugs or Alcohol**</b></p> <p><i>First offense</i>—three day suspension with two days waived if student agrees to attend substance abuse workshop.  <i>Second offense</i>—ten day suspension with seven days held in abeyance if student agrees to attend a substance abuse workshop. <b>**In both cases, upon return to school, the student must agree to an intake interview and to be searched for drugs or alcohol.</b></p>
<b>Level 5</b>	<p>Any Action from the prior level(s) <b>may</b> also be imposed.</p> <ul style="list-style-type: none"> <li>• <b>Out-of-School Suspension and/or Abeyance – Long-term (11-180 Days)</b></li> <li>• <b>Restorative Conference and/or Restorative Circle (upon re-entry to school)</b> (see page 2).</li> <li>• Expulsion (181+ Days) Expulsion is the permanent withdrawal of the privilege of attending any school in the District unless the Governing Board reinstates the privilege.</li> </ul>

## Guidelines for Applying Actions

1. Nothing in the Code shall prevent school personnel from protecting campus safety as appropriate.
  2. Principals and assistant principals (APs) **must communicate with Student Relations** immediately before suspending a student (or to review the use of ISI and abeyances).
  3. Principals and APs at the elementary level (Pre-K-5th Grade) **may** treat all violations, *with the exception of possession of firearms or any incidence of threat to an educational institution*, at one level lower than that of the actual violation but may request an elevated consequence for safety concerns.
  4. Principals and APs may apply an action that is one level higher than that listed, but only upon a showing of supporting documentation (e.g. prior varied interventions, attendance, etc.). Requests must be submitted to the Assistant Superintendent for final approval and to jointly review with the Student Relations to determine if teachers and/or principals/assistant principals attempted to effectively implement interventions to address any underlying or unresolved issues. A consequence may be elevated one level after three repeated violations in a semester (with attempted and documented interventions) or to protect campus safety. A consequence may be elevated again after two repeated violations in a school year (where it is clear that attempted, varied, and documented interventions have not worked to change the student's behavior) or to protect campus safety. After five repeated violations in a school year of "Leaving Schools Grounds without Permission" or "Unexcused Absence," the District may reassign a student to an alternative educational setting (extended-learning program on-site, Project MORE, etc.) after assessing the student's circumstances to determine the most-appropriate educational placement in conjunction with the parent or guardian.
  5. Principals and APs may request a waiver of mandatory actions for level 4 or 5 consequences through the appropriate Assistant Superintendent. Waivers may not be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.
  6. Fighting and Drug/Alcohol Use or Possession are considered level 4 violations but are treated different than other Level 4 violations, including an automatic waiver of long term consequence for the first offense (a second fight may result in a long-term suspension if approved by Student Relations and the Assistant Superintendent). Repeated occurrences of this violation may result in increased lengths of suspension.
  7. A student who willingly assists or forces another student to commit a violation of these guidelines may be held equally accountable for the violation.
  8. All parent/guardian conferences will be made in a timely manner. Parents/guardians may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent/guardian cannot participate in a conference.
  9. Attempted violations, including physical conflict, may require Actions. Principals or APs will determine the appropriate level of action for attempted violations. Actions will generally be at a lower level than the actual violation.
  10. When determining the appropriate level of action to take, Principals and APs shall consider a student's claim of self defense, defense of others or defense of property.
  11. Law Enforcement, School Resource, and School Safety Officers, and other security personnel, shall not be involved in low-level student discipline (levels 1-3). **This in no way prohibits contacting School Safety during or immediately after an incident to protect student, staff, or visitor safety.** A Principal/Assistant Principal must immediately notify an Assistant Superintendent and the Student Relations when law enforcement is contacted. Law Enforcement may be contacted in cases of vandalism where the District is seeking restitution for damage to school property.
- Schools are divided into **five regions**, each supported by an Assistant Superintendent. To find your regional information go to [www.tusd1.org/departments/](http://www.tusd1.org/departments/) **regions**, locate your school in one of the five lists, then click your region's seal at the top of the column.

## Violation Charts

AGGRESSION		
Violation		Action Level
<b>Provocation (verbal or nonverbal)</b>	Using offensive language or gestures that <b>may incite</b> another person to fight.	1
<b>Recklessness</b>	Engaging in unintentional, careless behavior that <b>may pose</b> a safety or health risk for yourself or for others.	1
<b>Minor Aggressive Act</b>	Engaging in intentional, <b>non-serious but inappropriate physical contact</b> such as, but not limited to: hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
<b>Endangerment</b>	Recklessly putting self or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.	3
Physical Conflict		
<b>Other Aggression</b> Using other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, <b>serious and inappropriate physical contact</b> including, but not limited to, any example listed under "Minor Aggressive Act" that may result in a serious physical injury.  Examples: hair pulling, pushing, slapping, etc.	<b>Fighting</b> A fight is defined as a physical altercation in which both parties are willing participants who had one or more opportunities to de-escalate the situation, leave the situation, or notify a school official of the potential fight prior to making the decision to participate, and where the circumstances present a threat to safety because of the number of participants or the intensity and violence of the conduct.	<b>Assault</b> Intentionally, knowingly, or recklessly causing any serious physical injury to another person; knowingly touching another person with the intent to injure, insult, or provoke such person.
3	4*	4
Involves serious and inappropriate physical contact.  Includes "fighting" where the circumstances do not present a threat to safety.  Similar conduct not meeting the definition of Other Aggression shall be treated as the level 2 offense of "Minor Aggressive Act"	<b>*Due to the mutual involvement of participants, principals/assistant principals will grant an automatic waiver of the mandatory minimum, ten-day long-term suspension normally used at this level for a first offense. See guidelines for fighting on page 7, Level 4, above.</b>  Similar conduct not meeting the definition of Fighting shall be treated as the level 3 offense of "Other Aggression."	Involves one person acting against another.  Similar conduct between mutual participants shall be treated as the level 4* offense of "Fighting."
<b>Aggravated Assault</b>	<ol style="list-style-type: none"> <li>1. Causing serious physical injury to another.</li> <li>2. Using a deadly weapon or dangerous instrument.</li> <li>3. Committing the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part, or a fracture of any body part.</li> <li>4. Committing the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired.</li> <li>5. Committing assault and the person is in violation of an order of protection.</li> <li>6. Committing the assault knowing or having reason to know that the victim is any of the following: <b>teacher or any school employee on school grounds</b>, law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.</li> </ol>	5 <b>Mandatory report to law enforcement</b>

**ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS**

**Definitions**

<b>Drug Violation</b>	Unlawful use, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment, and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.
<b>Possession</b>	Knowing exercise of dominion or control over an item.
<b>Use</b>	The act of using or being under the influence.
<b>Sale</b>	To transfer or exchange an item to another person for anything of value or advantage, present or prospective.
<b>Share</b>	To allow another person to use or enjoy something that one possesses.
	<b>*Principals/Assistant Principals may grant an automatic waiver of the mandatory, minimum ten-day long-term suspension normally used at this level for first time offenders for possession or use of drugs or alcohol. See specific guidelines for appropriate consequences on page 7, Level 4, above.</b>

<b>Violation</b>	<b>Action Level</b>
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<b>Inappropriate Use of Over-the-Counter Drugs</b>	Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.	
<b>Tobacco Violation</b>	The possession, use, distribution, or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches, vapes or vape pens, and hookah sticks), at school-sponsored events, and on school-sponsored transportation.	
<b>Possession of Drug Paraphernalia</b>	Drug paraphernalia means all equipment, products, and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter.	
	<b>Possession or Use</b> .....	<b>2</b>
	<b>Sale or Share</b> .....	<b>3</b>
<b>Alcohol Violation</b>	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
<b>Inhalants</b>	Inhalants include medications, anesthetics, and other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
<b>Unknown Drug</b>	If a drug is identified, after an investigation, a different violation may be identified.	
<b>Substance Represented as an Illicit Drug</b>	A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
	<b>Possession or Use</b> .....	<b>4*</b>
	<b>Sale or Share</b> .....	<b>5</b>
<b>Inappropriate Use of Prescription Drugs</b>	Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.	<b>Mandatory report to law enforcement</b>
<b>Illicit Drug</b>	Illicit drugs include dangerous drugs, narcotic drugs, marijuana (or derivative thereof), and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc. (including any device or substance that delivers an illicit drug such as e-cigarettes, vapes or vape pens, wax pens, and edibles).	
	<b>Possession or Use</b> .....	<b>4*</b>
	<b>Sale or Share</b> .....	<b>5</b>

ATTENDANCE POLICY VIOLATIONS (OUT OF SCHOOL SUSPENSION IS NOT PERMITTED)		
Violation		Action Level
Other Attendance Violations	<b>Examples:</b> leaving school without signing out in the main office; leaving school at lunch without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school but not attending classes.	1
Tardy	Arriving at school or class after the scheduled start time.	1
Unexcused Absence	Missing school for an entire day with no acceptable excuse.	1
Leaving School Grounds without Permission	Leaving school grounds or being in an "out-of-bounds" area during regular school hours without principal or designee permission.	1
Truancy	Having an unexcused absence for at least <b>one class period</b> during the day (applies to students aged 6-16).	1

OTHER VIOLATIONS OF SCHOOL POLICIES		
Violation		Action Level
Dress Code Violation	Wearing clothing that violates dress code guidelines stated by school or district policy.	1
Parking Lot Violation	Displaying inappropriate behaviors involving a motor vehicle including, but not limited to, unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, and/or littering.	1
Public Display of Affection	Kissing or other inappropriate displays of affection.	1
Other Violation of School Policies and Regulations	Committing some other violation of school or district policy or regulation.	1
Inappropriate Language (verbal or nonverbal)	Delivering verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way. <i>Pursuant to the requirements set out in Guideline #4, above, a Principal/Assistant Principal may, but is not required to, elevate the Action Level for a student swearing at a staff member where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).</i>	2
Defiance or Disrespect Towards Authority and Non-Compliance	Engaging in repeated behavior including, but not limited to, refusing to follow directions, talking back, or engaging in socially rude interactions. <i>Pursuant to the requirements set out in Guideline #4, above, a Principal/Assistant Principal may, but is not required to, elevate a student engaging in defiance/disrespect towards a staff member as a Level 3 consequence where the circumstances demonstrate a lack of respect towards authority (rather than just the use of a curse word or words).</i>	2
Contraband	Possessing items stated in school policy as prohibited because they may disrupt the learning environment.	2
Combustible	Possessing a substance or object that is readily capable of causing bodily harm or property damage (e.g. matches, lighters).	2
Disruption	Engaging in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	2
Gambling	Playing games of chance for money (or thing of value) or betting a sum of money (or thing of value).	2
Negative Group Affiliation/Illegal Organization	Engaging as a member or potential member of an anti-social organization, secret society, criminal street gang, or other set of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3

DISHONESTY		
Violation		Action Level
<b>Cheating</b>	Sharing with another, or taking from another, intellectual property for the purpose of deceit or fraud, or taking or stealing intellectual property from another with or without their knowledge and presenting it as the student's own.	2
<b>Forgery</b>	Falsely and fraudulently making or altering a document, including hall passes and parent/guardian signatures.	2
<b>Lying</b>	Making an untrue statement with the intention to deceive or to create a false or misleading impression.	2
<b>Plagiarism</b>	Stealing and passing off the ideas or words of another as one's own, including material obtained online.	2

TECHNOLOGY, IMPROPER USE OF		
Violation		Action Level
<b>Telecommunication Device or Other Technology</b>	<p>Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines: (1) they are to be kept out of view in a student's locker, pocket, or a carrying bag; (2) they shall not be turned on or used during instructional time, except as authorized by the teacher; (3) the principal shall establish additional guidelines appropriate to campus needs; (4) students violating the policy may have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by a Principal/Assistant Principal in accordance with the Student Code of Conduct (see Policy JICJ).</p> <p><i>NOTE: May be elevated to a Level 3 violation if it involves an intention to cause harm to another person.</i></p> <p><b>Examples:</b> Use of telecommunication devices (cell phones, pagers, etc.) or other technology (gaming systems, iPods, iPads, Tablets, etc.) for a non-instructional purpose, including posting videos of fights onto social media or posting images of school community members in a manner intended to cause harm to another person.</p>	2
<b>Computer or Network Violation</b>	<p><b>Examples (Computer):</b> Using school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of a Principal/Assistant Principal or a District Administrator, vandalism of computers or computer equipment.</p> <p><b>Examples (Network):</b> Using computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy, or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state, or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.</p> <p><i>NOTE: May not be elevated to Level 4.</i></p>	3

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE		
<b>Criminal Damage</b>	<p>Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Principals/Assistant Principals may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p><b>Example:</b> Substantial destruction of copy machines, vehicles, science or computer equipment.</p>	
Violation		Action Level
<b>Trespassing</b>	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the Principal/Assistant Principal or designee of the facility, campus, or function.	2
<b>Graffiti or Tagging</b>	Writing on walls; drawings or words painted or sprayed on walls or other surfaces that can be easily removed with soap or cleaner.	2
<b>Vandalism of Personal and/or School Property</b>	<p>Destroying or defacing personal or school property.</p> <p><b>Examples of Vandalism:</b> Carving initials or words in desk top, spray painting or painting on walls, damaging vehicles, breaking windows.</p> <p><b>* Principals /assistant principals shall consider restitution as a restorative act, and may use exclusionary discipline on a first offense in cases that pose a threat to school safety (up to and including a three-day suspension). Examples:</b> disabling fire alarm</p>	3



SEXUAL OFFENSES		
Violation		Action Level
<b>Harassment, Sexual</b>	Making unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices).	3
<b>Pornography</b>	Possessing or providing sexually explicit and obscene depictions of persons, in words, or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
<b>Harassment, Sexual with contact</b>	Committing sexual harassment that includes physical contact.	4
<b>Indecent Exposure or Public Sexual Indecency</b>	Engaging in sexual acts or public sexual indecency. <b>Examples:</b> Public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse or oral sex.	4
<b>Sexual Assault or Rape</b>	Intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.	5 <b>Mandatory report to law enforcement</b>

ARSON		
Definitions		
<b>Structure</b>	A building or place with sides and a floor used for lodging, business, education, transportation, recreation, or storage.	
<b>Occupied Structure</b>	Any structure in which one or more persons is, or is likely to be, present or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
<b>Property</b>	Anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
<b>Damage</b>	As used here, means a tangible or visible impairment to a surface.	
<b>Reckless Burning</b>	Recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property.	
Violation		Action Level
<b>Arson of a Structure or Property</b>	Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. • Burning one's own property is not arson, except for burning one's own property with the knowledge that it will ignite another's property or a structure (but may, where appropriate, be considered reckless burning).	4
<b>Arson of an Occupied Structure</b>	Knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. <i>NOTE: Principals/Assistant Principals may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100 at Level 3. Please see the definition of Reckless Burning above.</i>	5 <b>Mandatory report to law enforcement and fire department</b>

HARASSMENT AND THREAT, INTIMIDATION		
Violation		Action Level
<b>Threat or Intimidation</b>	Indicating, by words or conduct, the intent to cause physical injury or serious damage to a person or property, or intentionally placing another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occur online or through a telecommunication device.	3
<b>Bullying</b>	Intimidating students by the real or threatened infliction of repeated physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another, or when such act(s) interfere with the authority of the school system to maintain order. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money and/or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships). Knowingly submitting a false report of bullying shall subject the student to discipline.	3
<b>Harassment, Nonsexual</b>	<ol style="list-style-type: none"> <li>1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic, or written means in a manner that harasses.</li> <li>2. Repeatedly commits an act or acts that harass another person.</li> <li>3. Surveils or causes another person to surveil a person for no legitimate purpose.</li> <li>4. On more than one occasion makes a false report to a law enforcement, credit, or social service agency.</li> <li>5. Stalking/following another person in or about a public place for no legitimate purpose after being asked to desist.</li> </ol> <p><i>NOTE: Bullying and sexual harassment are types of harassment. Indicate harassment, nonsexual if the violation is not specifically bullying or sexual harassment, or if the specific type of harassment is not known.</i></p>	3
<b>Hazing</b>	<p>Committing an act against another student, in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> <li>1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization (athletic team, association, club, or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school that is affiliated with an educational institution) affiliated with an educational institution.</li> <li>2. The act contributes a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.</li> </ol> <p>* Principals/Assistant Principals <b>may</b> treat incidents of hazing at a Level 4 in consultation with the Student Relations Department.</p>	3

SCHOOL THREAT OR INTERFERENCE		
Definitions		
	A School Threat occurs where a student uses words or actions to place students, staff, or school property guests in apprehension of harm, or to interfere with or disrupt an educational institution.	
Violation		Action Level
<b>Fire Alarm Misuse</b>	Intentionally ringing a fire alarm when there is no fire, or misuse of a fire extinguisher.	4
<b>Other School Threat (Verbal)</b>	Making a verbal School Threat.	4
<b>Bomb Threat</b>	Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
<b>Chemical or Biological Threat</b>	Threatening to cause harm using dangerous chemicals or biological agents.	
<b>Other School Threat</b>	Making a School Threat that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation, or suspension is not required).	

THEFT		
Violation		Action Level
<b>Petty Theft</b>	Stealing cash, or property, valued under \$100.	2
<b>Theft – School Property or Non-School Property</b>	<p>Knowingly:</p> <ol style="list-style-type: none"> <li>1. Controls property of another with the intent to deprive the other person of such property; or</li> <li>2. Converts for an unauthorized term or use services or property of another entrusted to the student or placed in the student's possession for a limited, authorized term or use; or</li> <li>3. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or</li> <li>4. Comes into control of lost, mislaid, or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or</li> <li>5. Controls property of another knowing or having reason to know that the property was stolen; or</li> <li>6. Obtains services known to the student to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so.</li> </ol>	3
<b>Burglary or Breaking and Entering</b>	Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein.	4
<b>Extortion</b>	<p>Knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ol style="list-style-type: none"> <li>1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument.</li> <li>2. Cause physical injury to anyone.</li> <li>3. Cause damage to property.</li> <li>4. Engage in other conduct constituting an offense.</li> <li>5. Accuse anyone of a crime or bring criminal charges against anyone.</li> <li>6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt, or ridicule or to impair the person's credit or business.</li> <li>7. Take or withhold action or cause a public servant to take or withhold action.</li> <li>8. Cause anyone to part with any property.</li> </ol>	4
<b>Robbery</b>	Taking any property of another from their person or immediate presence and against their will; threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property.	4
<b>Armed Robbery</b>	Committing robbery (see definition above) where such person or an accomplice: (1) Is armed with a deadly weapon or a simulated deadly weapon; or (2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon.	5 <b>Mandatory report to law enforcement</b>
<b>Burglary First Degree</b>	Entering or remaining unlawfully in or on a residential structure or yard, or a nonresidential structure, or in a fenced commercial property with the intent to commit any theft or any felony therein. Knowingly possessing explosives, a deadly weapon, or a dangerous instrument in the course of committing any theft or any felony.	5 <b>Mandatory report to law enforcement</b>

<b>WEAPONS AND DANGEROUS ITEMS, POSSESSION OF</b> SEE POLICY JICI FOR MORE DETAILS ON WEAPONS IN SCHOOL		
<b>Violation</b>	<b>Action Level</b>	
<b>Dangerous Items</b>	<p>Possessing a knife with a blade length of less than 2.5 inches, air soft gun, bb gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, tear gas, firecrackers, smoke or stink bombs, gas, lighter fluid, or other dangerous items (anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury).</p> <p><b>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</b></p>	3
<b>Simulated Firearm</b>	<p>Possessing a simulated firearm made of plastic, wood, metal, or any other material which is a replica, facsimile, or toy version of a firearm.</p> <p><b>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</b></p>	3
<b>Other Weapons</b>	<p>Possessing a billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus, taser, or stun gun.</p> <p><b>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</b></p>	4
<b>Firearms</b>	<p>No student shall knowingly carry or possess on their person, within their immediate control, or in or on a means of transportation a firearm without authorization by a school Principal/ Assistant Principal.</p> <p><b>"Firearm"</b> means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p><b>"Other Firearms"</b> Firearms other than handguns, rifles, or shotguns including:—any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive, or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, or pellet guns.</i></p>	5 <b>Expulsion required by law</b> <b>Mandatory report to law enforcement</b>

## Governing Board Policies

TUSD Governing Board Policies are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at <http://govboard.tusd1.org/Policies-and-Regulations>

POLICY TITLE	POLICY CODE	POLICY TITLE	POLICY CODE
Student Absences and Excuses	JH	Reporting Child Abuse/Child Protection	JLJ
Student Attendance	JE	Rights and Responsibilities	JI
Behavior Management and Student Discipline	JKA	Student Interviews, Searches and Arrests	JIH
Buses/Transportation	EEA & EEAE	School Violence, Bullying, Harassment, Intimidation	JICK
Care of School Property by Students	JICB	Sexual Harassment	ACA
Cell Phones and Other Electronic Devices	JICJ	Student Discipline	JK
Drug and Alcohol Use by Students	JICH	Student Dress	JICA
Equal Educational Opportunity and Anti-Harassment	JB	Student Fundraising Activities	JJE
Extracurricular Activity Eligibility	JJJ	Technology Resources	IJNDB
Hazing	JICFA	Tobacco Use by Students	JICG
Non-discrimination & Immigration Anti-discrimination	AC & ACB	Truancy	JHB
Public Conduct on School Property	KFA	Weapons in School	JICI

### BUS RULES

Riding is a privilege; parents/guardians and students should discuss and make sure they know the rules. As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days.

These rules apply while students are being transported on a school bus or vehicle used for school purposes.

#### Rules

- Always comply with bus driver's/monitor's directions
- Remain seated; keep hands, feet, and head inside bus
- Keep unauthorized materials and substances off bus
- Use classroom voice (no profanity/loud noises/intimidation)
- All personal possessions must be under control at all times
- No eating or drinking on the bus

#### Safety Precautions

- Know the correct bus route # and route to/from the bus stop
- ALWAYS board/depart bus at correct stop known by parent/guardian
- Discuss what to do if the bus is late in the morning or no one is home in the afternoon

## Regulations Related to Due Process (Suspension/Expulsion)

TUSD Governing Board Regulations are available upon request at all school sites, family centers, central offices (1010 E. Tenth Street, 85719), and online at <http://govboard.tusd1.org/Policies-and-Regulations>.

REGULATION TITLE	REGULATION CODE	DESCRIPTION
Short Term Suspension	JK-R1	This regulation explains the process for short-term suspensions (1–10 Days).
Long Term Suspension	JK-R2	This regulation explains the process for long-term suspensions (11–180 Days).
Expulsion	JK-R3	This regulation explains the process for expulsions.
Suspension Abeyance Contract Regulation	JK-R4	Principals/Assistant Principals may offer to hold a suspension in “abeyance” (to not instantly enforce the suspension) if (1) the principal/assistant principal believes it is in the best interests of the student and the school community, (2) the student and parent/guardian agree to certain conditions, and (3) the student and parent/guardian signs an abeyance contract agreeing to certain conditions. This regulation explains the abeyance contract process and requirements.

## Due Process for Students with an IEP or 504 Plan

Information about IDEA, IEPs, and 504 Plans is at [www.tusd1.org/Departments/Exceptional-Education](http://www.tusd1.org/Departments/Exceptional-Education).

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed. **A manifestation determination conference must be held by the 10th day of suspension, but should happen as soon as possible based on parent/guardian/staff availability.**

If the manifestation determination concludes that the student’s behavior is a manifestation of the student’s disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan

for the student. If the manifestation determination conference concludes that the student’s behavior is not a manifestation of the student’s disability, a hearing officer may impose whatever long-term suspension or expulsion policy allows. The District has no obligation to continue to provide educational services to a 504 student pursuant to the 504 accommodation plan during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. **A student with a disability under IDEA may be referred to an Interim Alternative Educational Setting in circumstances involving the use or possession of drugs, weapons, or serious bodily injury.**

# Arizona Revised Statutes

To access Arizona Revised Statutes, please go to <https://www.azleg.gov/arstitle/>.

The statutes and references listed are reflective of those most commonly referred to with regard to student behavior and school disciplinary procedures and are by no means inclusive of all state and federal laws or all District procedures.

STATUTE SUBJECT	STATUTE REFERENCE
Absence From School; Notification of Parent or Guardian	A.R.S. § 15-807
Bullying, Harassment, Intimidation	A.R.S. § 15-341(36)(a-j)
Classroom Disruption	A.R.S. § 15-841
Interference with or Disruption of an Educational Institution	A.R.S. § 13-2911
Loitering (In or about a school)	A.R.S. § 13-2905(A)(4)
School Day	A.R.S. § 15-901
Discipline; Suspension; Expulsion	A.R.S. § 15-843 and 15-841 through 15-844
Abuse of a Teacher or School Employee in School	A.R.S. § 15-507

## Student Rights

- ▶ Learn in a safe, clean, orderly, and positive climate that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats, and abuse.
- ▶ Receive appropriate accommodations to meet individual needs (as supported by documentation).
- ▶ Be treated with respect and in a fair and equitable manner by teachers and administrators.
- ▶ Due process of law.
- ▶ Have school rules that are enforced in a consistent, fair, and reasonable manner.
- ▶ Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse.
- ▶ Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/incidents must be reported to school administration immediately.
- ▶ Receive a copy of this Code.
- ▶ Have access to school assignments/homework while serving a disciplinary suspension and have options for alternative instructional opportunities for any long term suspension.

## Student Responsibilities

- ▶ Attend school daily according to school district adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
- ▶ Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.
- ▶ Make up work resulting from an absence.
- ▶ Respect the rights, feelings, and property of fellow students, parents/guardians, school staff, visitors, guests, and school neighbors.
- ▶ Conduct themselves in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning.
- ▶ Display behavior that does not compromise the safety of other students and/or staff.
- ▶ Follow discipline guidelines adopted by the school and District.
- ▶ Protect and take care of the school's property.
- ▶ Read and ask questions to understand the information in the Code of Conduct.

## Parent and Guardian Rights

- ▶ Request and be granted conferences with teachers, counselors, and/or the principal.
- ▶ Receive explanations from teachers about their student's grades and disciplinary procedures.
- ▶ Access and review school records pertaining to their student.
- ▶ Receive a copy of this Code.
- ▶ Receive immediately an oral and a written notification anytime a student receives in-school suspension, or is sent home for any safety and/or disciplinary reason (including suspensions).
- ▶ Request an interpreter or translator at any step of the disciplinary process.
- ▶ Request a review of all disciplinary actions relating to their student.
- ▶ Direct their student's education, upbringing, and moral/religious training.
- ▶ Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity, or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent/guardian, unless the incident has first been reported to law enforcement and notification of the parent/guardian would impede a law enforcement or a Department of Child Safety (DCS) investigation. This paragraph does not create any new obligation for TUSD to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.
- ▶ Be treated in a manner that is respectful of and responsive to their cultural traditions.

## Parent and Guardian Responsibilities

- ▶ Communicate and collaborate with teachers to support student achievement.
- ▶ Attempt to participate and be active at their student's school.
- ▶ Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
- ▶ Provide supervision of the student's health, physical, and emotional well being, and assume responsibility for the student's timely regular attendance.
- ▶ Promptly provide the school with explanations for student absences or tardiness.
- ▶ Ensure student compliance with school and District policies and regulations.
- ▶ Read and ask questions to understand the information in this Code.
- ▶ Reinforce the importance of students' adherence to values and behaviors described in this Code.

## Annual notification of rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These rights transfer from the parents to a student who is 18 yrs. old, or an emancipated minor under State law, and include the right to:

- 1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Dept. of Education (ED)**
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships (like with lawyers, doctors, or ministers);
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- 2. Receive notice and an opportunity to opt a student out of –**
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- 3. Inspect, upon request and before administration or use –**
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

TUSD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

TUSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. TUSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

TUSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- ▶ Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- ▶ Administration of any protected information survey not funded in whole or in part by ED.
- ▶ Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

## TUSD annual notification of Privacy Rights of Parents and Students

The Family Educational Rights and Privacy Act (FERPA) affords parents and "eligible students" (students over 18 years of age, or who attend an institution of postsecondary education) certain rights regarding the student's education records.

These rights are:

### 1. The right to inspect and review the student's education records within 45 days from the day TUSD receives a request.

The parent(s) and/or eligible student may inspect and review student's education records, and TUSD policies and regulations governing use of those records, by making an appointment with the student's school principal. A copy of state and federal statutes and regulations concerning student records is available for reasonable inspection in the Office of the Superintendent or designee, 1010 E. 10th Street, Tucson, Arizona. A list of the types of records maintained, and an explanation of any record, will be provided by appropriate TUSD personnel upon request.

Federal law assumes that both parents are equally entitled to review their child's records. If there is a custody order in place that prohibits the provision of this information to one parent, please provide TUSD with a copy of the custody order, signed by a judge.

### 2. The right to request the amendment of the student's education records that the parent(s) and/or eligible students believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Such a request must be in writing to the student's school principal, must clearly identify the part of the record they want changed, and must specify why it should be changed. If TUSD, decides not to amend the record as requested by the parent(s) and/or eligible student, TUSD will notify the parent(s) and/or eligible student of the decision, and the parent(s) and/or eligible student may further request a hearing regarding the request for amendment, as provided by federal and state statutes, rules and regulations.

### 3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

TUSD must obtain the written consent of the parent or eligible student prior to releasing personally identifiable information from the education records of a student, except in circumstances where federal and state law authorize disclosure without consent, such as disclosure to school officials with legitimate educational interests.

A school official is a person employed by TUSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a Governing Board member; a person or company with whom TUSD has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, schools will disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

### 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TUSD to comply with the requirements of FERPA.

Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202  
(202) 260-3887



## Directory Information

FERPA requires that TUSD, with certain exceptions, obtain a parent's/guardian's written consent prior to the disclosure of personally identifiable information from your child's education records. However, TUSD may disclose appropriately designated "directory information" without written consent, unless you have advised TUSD to the contrary in accordance with TUSD procedures (see Regulation JR-R, Student Records). The primary purpose of directory information is to allow TUSD to include this type of information from your child's education records in certain school publications, such as:

- ▶ The annual yearbook;
- ▶ Honor roll or other recognition lists;
- ▶ Graduation programs; and
- ▶ Sports activity sheets showing weight/height of team members.


Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want TUSD to disclose directory information from your child's education records without your prior written consent, you must notify TUSD on TUSD Form 274, prior to October 1<sup>st</sup>. TUSD has designated the following information as directory information:

Name, address, parent or guardian telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees (diplomas) and awards received, the most recent previous educational agency or institution attended by the student, personally identifiable photographs, videotapes, films and other visual media, personally identifiable interviews, either audio only or audio and visual, and other similar information.

Under federal law, this information is considered directory information and does not require the written consent of a parent/eligible student to release. If you object to the release of directory information you must notify the principal or designee of the school, in writing, on TUSD Form 274, prior to October 1<sup>st</sup>. If Form 274 is not received by October 1<sup>st</sup>, it will be assumed that there is no objection to releasing such information. This procedure shall be done annually. Pursuant to federal law, upon request, TUSD may disclose education records without prior parental/eligible student consent, to officials of another school district in which a student seeks or intends to enroll. For further information, contact the Principal's Office at the school where the student(s) attend in TUSD.

## **APPENDIX B - TUSD STUDENT DISCIPLINE POLICIES**

 <b>Tucson, Arizona</b>  <b>POLICY REGULATION</b>	REGULATION TITLE: Student Discipline – Short-Term Suspension
	CODE: JK – R1
	LEAD DEPARTMENT: Academic Leadership

### ***Definitions***

Most terms used in this document are defined in context. Since certain terms are not necessarily contextually defined, they are given immediately below.

“Abeyance Contract” is a contract between the parent, student and the school that sets forth the conditions under which the school agrees to not impose a suspension. If the student violates the agreement, the suspension will automatically be reinstated at that time without further process.

“Violation” is conduct which is prohibited at the District and which is identified as a violation in the “Guidelines for Student Rights and Responsibilities.”

"Parent" refers to a single parent, both parents, or to the person or persons with legal custody of the student.

"School Official" refers to any person granted the power to suspend students by the Governing Board.

“Short-Term Suspension” is the removal of a student from school and school activities for a period of time from a fraction of one (1) day through ten (10) school days' duration.

“Short-Term Pending Long-Term Suspension” is the initial removal of a student from school pending the formal due process proceedings required for long-term suspensions.

### **Alternatives to Suspension**

Prior to any determination to suspend a student, the administrator shall first consider the use of appropriate alternatives to suspension, including, but not limited to: restorative conference, abeyance contract, or In-School Intervention.

## Short-Term Suspension Procedures:

1. Required Rudimentary Due Process
  - a. As soon as possible following an alleged violation, the student shall be given oral or written notice of the alleged misconduct.
  - b. If the student denies the allegation, the school official shall explain the evidence of the misconduct to the student.
  - c. The school official shall give the student the opportunity to present the student's own version of the situation.
  - d. The three elements given above constitute the "rudimentary due process" required before any disciplinary action may be taken whether it results in in-class/school discipline or short-term suspension.
    - i. Such due process may be accomplished in a matter of minutes. Its purpose is to ensure that the facts of the situation are as clear as possible to the people concerned before any action is taken.
    - ii. The school official implementing the procedure is a fact finder. That school official must be satisfied that the student in fact did what the student was accused of doing.
    - iii. A student may be immediately removed from school without prior use of the due process procedures described above if the student's presence in school poses a continuing clear and present danger to persons or property or an ongoing threat of disrupting the academic process. However, due process shall be afforded as soon as possible and prior to the imposition of discipline. Only under emergency conditions, such as, when the student is not available for interview, may due process be provided following the application of discipline.
2. Decision
  - a. Following the informal process described above and, if the facts warrant, the student may be suspended from school for a fraction of a day through ten school days.
  - b. The effective date of the suspension is the first day the student is out of school for half of the day (or more).
  - c. If the student must be released during the normal school day, an effort shall be made to contact the parent immediately. If the parent cannot be

contacted, the student shall be kept at school until the end of the normal school day.

3. Written Notification: The Suspension Notice (See JK-R1-E1)

- a. The suspension notice (JK-R1-E1), giving notice of the short-term suspension must be delivered to the student whenever possible. A copy must be mailed to the parent through first class mail no later than the first day of the suspension and the school shall retain a copy in the student's cumulative record folder.
- b. Meaningful Access: The notice shall be written in the home language. If the notice cannot be translated on the first day of suspension, the parent shall be informed in their home language by telephone or in person.
- c. Notification of the short-term suspension shall be sent to The Office of Student Equity within three days of the effective date of the suspension.

4. Parent Conference

If at all possible, a parent conference shall be held at the time of the imposition of a short-term suspension.

- a. The purpose of the parental conference is to reach a satisfactory and workable solution to the problem the student is experiencing.
  - b. As a result of this conference, the school official may opt to offer the student and parent the opportunity to have the suspension held in abeyance through the use of an abeyance contract. (See Policy Regulation JK-R4)
  - c. A short-term suspension may be shortened as a consequence of a parental conference, but under no circumstances may it exceed ten (10) school days. The short-term suspension imposed may not be lengthened as a means of getting the parent to come to the school.
  - d. If the student's home language is other than English, an interpreter may be required at this conference.
5. The student is allowed access to class assignments. Homework shall be made available for the parent to pick up at the school office. Additional assignments will be provided only after the student has completed and returned previous assignments.
6. Limitations upon the use of the short-term suspension

- a. Successive short-term suspensions shall not be applied to avoid or postpone the formal due process procedures of long-term suspension.
- b. If it is necessary to remove a student from school for more than ten days because of a particular violation, the procedure for the long-term suspension must be used. See Policy Regulation JK-R2
- c. There is no limitation on the application of successive short-term suspensions for successive, distinct incidents if the circumstances warrant. For example, if a student was suspended for three school days for punching another student, and on the day of his return did it again, a suspension of eight days could be imposed. As long as there is a second informal hearing before the second suspension, this total of eleven days (8 + 3) does not in itself violate the ten-day limit upon a single short-term suspension. The example illustrates an instance of two suspensions for two different violations and the suspensions occurred so close in time.

## 7. Appeal of a Short-Term Suspension

- a. A student or parent(s)/guardian(s) disagreeing with the decision to suspend may request a review of the school official's decision by the school official's immediate supervisor. Such request shall be made within three school days following the imposition of the suspension. The supervisor shall consider only the following grounds in reviewing the decision:
  - i. alleged denial of a right available to the student that resulted in an unfair hearing
  - ii. new evidence
  - iii. allegation of insufficient evidence
  - iv. allegation of excessive punishment
- b. The supervisory administrator may affirm the decision or reduce the discipline imposed. **The decision of the supervisor, upon review of the decision and the relevant facts available to him or her, is final.**

## 8. Student's Return to School Following a Short-Term Suspension


- a. On the day of the student's return to school, an administrator shall meet with the student and the student's parent for a re-entry conference.

- b. The purpose of this conference is to review the expectations for student conduct and to review the supports that will be provided by the school to assist the student in a successful return to school.

Reviewed by Board: July 11, 1989  
 Reviewed by Board: July 9, 1991  
 Reviewed by Board: June 9, 1992  
 Reviewed by Board: May 25, 1995  
 Reviewed by Board: March 24, 2009  
 Revised: June 18, 2009 [Added replaced policy only]  
**Revised:** July 17, 2015 [Friday Report]

**LEGAL REF.:** A.R.S. § 15-341  
 A.R.S. §§15-840 – 15-844

**CROSS REF.:** JFCL – Anti-Harassment Policy – Student  
 JI – Rights and Responsibilities  
 JICA – Student Dress  
 JICFA – Hazing  
 JICG – Tobacco Use by Students  
 JICH – Drug and Alcohol Use by Students  
 JICI – Weapons in School  
 JICJ – Use of Cell Phones and Other Electronic Signaling Devices  
 JICL – Bully Prohibition and Prevention  
 JKA – Discipline of, and Alternative Interim Placements for Special Education Students  
 JKAA – Discipline, Suspension, Expulsion for 504 Handicapped Students

 <b>Tucson, Arizona</b>  <b>POLICY REGULATION</b>	REGULATION TITLE: Long-Term Suspension
	CODE: JK – R2
	LEAD DEPARTMENT: Academic Leadership

## Long-Term Suspension

A Long-Term Suspension is the temporary withdrawal of the privilege of attending a school by a student for a period of time not less than eleven and not more than one hundred eighty consecutive school days. *Long-Term Suspensions of more than thirty days shall not be imposed except for violations assigned to Level 5.*

## Short-Term Suspension Pending a Long-Term Suspension

If a school official is considering a long-term suspension, the school official shall initially impose a “short-term pending long-term suspension” (See Governing Board Policy Regulation JK-R1 and Exhibit JK-R1-E2)

## Alternatives to Suspension

Prior to any determination to suspend a student, the administrator shall first consider the use of appropriate alternatives to suspension, including, but not limited to: restorative conference, abeyance contract, In-School Intervention, or Alternative Education Placement.

## Due Process Required for Long-Term Suspension

More formal process is required for suspensions longer than ten school days. The elements of due process listed below must be made available for all long-term suspensions. Once fully apprised that these procedural elements are available, the parent and student may avail themselves of all of them, or they may knowingly, intelligently, and voluntarily waive them in whole or in part. School officials, and particularly those involved in the matter at hand, may not give any legal advice whatsoever (even if specifically requested to do so) to the parent or student regarding the exercising of these rights.

The procedural due process rights available throughout the process to all students who may be subject to a long-term suspension are listed below. The student is entitled to:

1. The right to representation by the parent or legal counsel.
2. The right of the parent to be present at all proceedings involving their child
3. The right of the student, parent, or representative to reasonable access to non-privileged evidence and the student's records at least two days prior to the long term

suspension hearing. (This right may be exercised at any reasonable time during regular school hours after first making arrangements with the principal or designee)

4. The right to be free from any requirements to present evidence against himself or herself
5. The right to present favorable evidence and witnesses
6. The right to question adverse evidence and witnesses presented at the proceeding
7. The right to have the testimony presented preserved at the student's own expense
8. The right to have an interpreter present, if one is necessary

### **Written Notification**

After an initial investigation, the school official may decide that a long-term suspension is appropriate. If so, the school official making that decision will then send written notice by first class mail or hand delivered to the student and/or to the parent. (See Exhibit JK-R2-E2) A copy of JK-R2 Long-Term Suspension shall be enclosed with the written notice of suspension. As with all documents pertinent to this process, a copy of this notice will be retained in the student's cumulative record file.

1. The notice must be sent no later than three school days following the imposition of a short-term suspension pending long-term suspension.
2. Meaningful Access: The notice must be written in the home language. If translation services are not available, the notice may be given orally through an interpreter. Documentation of the interpretation event must be maintained.
3. On or before the day the notice is delivered or mailed, the principal or designee shall make a reasonable effort to communicate verbally to the parent and the student the information contained in the written notice.
4. The formal Long-Term Suspension Hearing shall be held within ten school days of the date the short-term suspension became effective.
  - a. This is to keep the student out of school until it has been finally determined whether or not a long-term suspension will be imposed. A formal hearing is required before this determination can be made.
  - b. The formal Long-Term Suspension Hearing may be held later than ten school days only if the following rescheduling procedures are first followed:
    - i. The parent or student's representative submits a written or an oral request for a rescheduled hearing, which request demonstrates good cause. The

request must propose a new date and time and must be received at least two school days prior to the date of the hearing as originally scheduled.

- ii. If the circumstances require the hearing to be rescheduled beyond the ten days for short-term suspension, the student shall be readmitted pending the hearing on the long-term suspension. If a long-term suspension is imposed, the time spent on the applicable short-term suspension shall be included in calculating the 30 day maximum. Failure to appear without previously requesting a continuance and without prior notification shall not constitute good cause.

### **The Formal Long-Term Suspension Hearing**

1. The hearing will be closed to the public.
2. The suspending administrator shall provide a long-term suspension hearing folder containing all documents related to the case to the school official assigned to hold the hearing, otherwise known as the hearing officer. (Exhibit JK-R2-E3)
3. The hearing officer must be an impartial fact finder. This means the hearing officer was not directly involved in the incident or its investigation and will not be a witness in the formal hearing. Additionally the suspending administrator should not discuss the case with the hearing officer prior to the hearing and should have no discussions with the hearing officer outside the hearing prior to the publication of the hearing officer's decision.
4. The student shall be afforded the due process rights as described above.
5. The hearing officer has the right to insist that all parties conduct themselves appropriately and to enforce this right in any reasonable manner.
6. The Long-Term Suspension Hearing Process
  - a. The hearing officer shall first announce the appearances of all persons present.
    - i. If, on the day and at the time scheduled for hearing, neither the student nor anyone on the student's behalf appears, the school officials shall attempt to contact the parent prior to the start of the hearing. If unsuccessful or if the parent refuses to attend the hearing, the school official shall review all applicable evidence with respect to the student.
    - ii. The fact that neither the student nor anyone on behalf of the student appeared must be recorded in the written findings and recommendations to be compiled following the review.

- iii. Due notification of the decision reached will be provided within the time which would have been required had the hearing been held with all parties present. The information contained in the decision notice is the same as that required in cases in which the parties were present at the hearing.

b. Attorneys at Hearings

- i. No school official shall give advice of any sort to anyone on the question of whether or not an attorney should represent the student. As with all other due process rights, no advice with respect to the exercise of this right shall be given by school officials, even if such advice is solicited by the student, parent, or both.
  - ii. The school official may always request that the parent or student give notice before the hearing if they intend to be represented by an attorney. But, even if such notice is not given and an attorney appears unannounced, the attorney shall not be excluded, nor should the presence of the District's legal counsel be required in order for the hearing to proceed.
  - iii. Either before or during the hearing, it may appear to the hearing officer that there is good cause to secure the presence of the District's lawyer. The hearing may then be adjourned and rescheduled by the school official if good cause develops during the hearing. It is incumbent upon the school official holding the hearing to ensure that the reason for adjournment is understood by those present.
- c. The hearing officer shall then ensure that the parent(s) and student have received notice of the hearing as provided in Board Policy Regulation JK-R2. Defects in notice may be waived by stipulation of both parties. Appearance by the parent(s) and student at the hearing without protest shall be deemed a waiver of any defect in notice.
- d. The hearing officer shall then read the violation(s) alleged to have been violated into the record. The hearing officer shall inquire as to whether the student and parent understand the alleged violations.
- e. The hearing officer shall inquire whether the parent and student received a copy of this Regulation JK-R2 and the Guidelines for Student Rights and Responsibilities with their notice. An affirmative response to this question is necessary before the formal hearing may proceed.
- f. The hearing officer is not required to enforce the rules of evidence. However, certain guidelines are appropriate.

- i. The scope of the formal hearing is to be strictly confined to the charges as they were specified in the written notice except that evidence of repeated violations may be admitted if relevant. However, the student may wish to present evidence of extenuating circumstances. In that case, it is within the discretion of the hearing officer to consider such evidence, if offered,.
- ii. When considering statements (oral or written) made by persons not present at the hearing, the hearing officer is obliged to consider the reliability of such statements before giving them any weight. An opportunity to rebut such statements shall be provided.
- iii. If the student raises the issue of self defense, defense of others or defense of property, the hearing officer shall consider the defense raised and whether the physical force threatened or used by the student was justified as being the action of a reasonable person of similar age and experience under the factual circumstances in evidence.

g. Presentation of School Case

- i. An appropriate school official (other than the hearing officer) shall be allowed to submit evidence, present witnesses, and testify against the student. The burden to prove the alleged violation of the Guidelines for Student Rights and Responsibilities rests at all times with school officials.
- ii. The student, or the student's representative, has the right to question all witnesses.

h. Presentation of Student's Case

- i. The student or the student's representative shall be allowed to submit evidence and present witnesses. At the discretion of the hearing officer, if witnesses are providing repetitious testimony, the hearing officer may limit the number of witnesses. The student may testify on the student's own behalf.
- ii. An appropriate school official shall be allowed to question the student and all witnesses, unless, of course, the student chooses not to testify, in which case the student is exempt from questioning.

i. Findings:

- i. Not later than two school days after the hearing, the hearing officer shall make written findings as to whether the student engaged in the conduct alleged in the notice of suspension, and determine within the limits defined in that notice what disciplinary action will be taken.

- ii. If the decision is to suspend the student for longer than ten days, within two days of the completion of hearing, the hearing officer shall notify the student and the parent of the findings and of the decision to suspend by hand-delivered or first class mail. (See Exhibit JK-R2-E1)
- iii. Copies of the letter of suspension shall also be delivered to the Department of Student Services within three days of the decision. The Department of Student Services will report the outcome of the hearing to the Governing Board.
- iv. *Long-Term Suspensions of more than 30 days shall not be imposed except for violations assigned to Level 5.* The Department of Student Services will review all suspensions of more than thirty days, and report to Elementary or Secondary School Leadership if the suspension is believed to be inappropriate. The long-term suspension will commence immediately while this review is being conducted. The Department of Elementary or Secondary Leadership may modify a long term suspension pursuant to the report from the Department of Student Services.. Nothing in this subsection shall eliminate the right of appeal from any determination to impose a long-term suspension.
- v. The hearing officer's findings must also include notice of the student and parents' right to appeal the Hearing Officer's findings.
- vi. If the hearing officer's decision is not to impose a long-term suspension, the student shall be readmitted to the school as soon as possible.
  - a. Verbal and written notification is made to the student and the parent as soon as possible.
  - b. The reasons for readmission are to be made a matter of record.
- j. Record of the Long-Term Suspension Hearing: All documentary evidence and record of the formal hearing are to be retained by the school as a part of the student's record. The Hearing Officer shall arrange to have a summary record made of the proceedings to include the names of those present, the witnesses, and a brief summary of the testimony of each. In addition, the school shall arrange to have the hearing recorded.

### **Long-Term Suspension Appeal**

1. The hearing officer imposing the suspension must include in the letter of suspension the name, title, address, and phone number of the representative of the Department of Elementary or Secondary Leadership to whom an appeal may be directed.

2. The student may appeal a decision imposing a long-term suspension by filing a written appeal with the Department of Elementary or Secondary Leadership within three school days after the date notice of suspension was given, or within a time limit agreed upon by the student and the Department of Elementary or Secondary Leadership during the same three school days.
3. The basis for the appeal shall be specified in the written notice of appeal. The basis of appeal is limited to:
  - a. alleged denial of a right available to the student that resulted in an unfair hearing at the formal hearing
  - b. new evidence
  - c. allegation of insufficient evidence
  - d. allegation of excessive punishment

Note that appeals of recommendations for expulsion are not allowed.

4. If such appeal is filed, it shall be reviewed within five school days from the date the appeal is received by the person assigned to review the appeal.
5. Within ten school days of the receipt of the appeal, the Department of Elementary or Secondary Leadership must notify, in writing, the person filing the appeal of any decision.
  - a. If it is determined that an unfair hearing resulted from a denial of rights, a new long-term suspension hearing shall be ordered.
  - b. If it is determined that the new evidence presented would have substantially affected the results of the conference, a new long-term suspension hearing shall be ordered.
  - c. If it is determined that the evidence against the student was insufficient, the decision to suspend may be reversed and the student immediately reinstated in school (see "Long-Term Suspension"), or the length of the suspension may be reduced.
  - d. If the Department of Elementary or Secondary Leadership decides that the length of the suspension is excessive, the length of the suspension shall be reduced and notice of that decision shall be sent to the school administration and the parents.

- e. If the Department of Elementary or Secondary Leadership sustains the decision to suspend, notice to that effect must be sent to the student parent, and school administration.
- f. The student and parent may appeal the decision of the Department of Elementary or Secondary Leadership directly to the Governing Board.

### **Appeal to the Governing Board**

1. If the suspension has been upheld or modified after the initial appeal, the student may further appeal by filing a written notice of appeal to the Governing Board within five days after receiving the decision of the Department of Elementary or Secondary Leadership.

If the decision to impose a long-term suspension includes a recommendation to expel, the Board shall hear the appeal of the long-term suspension at the time that the Board makes a determination whether to hold an expulsion hearing in accordance with Board Policy JK.

The basis of appeal is limited to the grounds considered at the first level of appeal. The Board shall review the written record and the record on appeal and shall hear no new evidence or testimony.

The Board shall render its decision within ten (10) days after reviewing the record and shall notify the student and parents in writing of its decision. If the Board hears the appeal at the same time as the Board makes a decision whether to hold an expulsion hearing, it shall send notice of its decision on the appeal at the same time that notice of the expulsion hearing is sent to the student and parent(s). The Board may confirm or reverse the decision to suspend or may reduce the discipline imposed.

The decision of the Board is final.

### **Homework**

Homework shall be made available by the student's teachers through the end of the grading period. Teachers will only provide new assignment packets if previous packets have been completed and returned. However, because of the difficulty in students keeping up with the class work through homework alone, without the benefit of instruction, following the end of the grading period, students serving long-term suspensions will be supported through a TUSD alternative program such as distance learning.


### **Re-entry Conference**

Upon completion of a long-term suspension and on the day the student returns to school, an administrator must meet with the student and the student's parent to discuss school expectations and the supports that will be in place to assist the student's return to school.

Reviewed by Board: July 11, 1989  
 Reviewed by Board: July 9, 1991  
 Reviewed by Board: June 9, 1992  
 Reviewed by Board: May 25, 1995  
 Reviewed by Board: March 24, 2009  
 May 13, 2009 [formatting & clarification statement only]  
 Reviewed by Board: June 19, 2009 [Friday Report]  
 Reviewed by Board: October 29, 2010 [Friday Report]  
**Revised:** July 17, 2015 [Friday Report]

**LEGAL REF.:** A.R.S. §§ 15-341 & 15-342  
 A.R.S. §§15-840 – 15-844

**CROSS REF.:** JFCL – Anti-Harassment Policy – Student  
 JI – Rights and Responsibilities  
 JICA – Student Dress  
 JICFA – Hazing  
 JICG – Tobacco Use by Students  
 JICH – Drug and Alcohol Use by Students  
 JICI – Weapons in School  
 JICJ – Use of Cell Phones and Other Electronic Signaling Devices  
 JICL – Bully Prohibition and Prevention  
 JKA – Discipline of, and Alternative Interim Placements for Special  
 Education Students  
 JKAA – Discipline, Suspension, Expulsion for 504 Handicapped Students

	POLICY TITLE: Expulsion
	POLICY CODE: JK-R3

## Expulsion

Expulsion is defined as the permanent withdrawal of the privilege of attending any school in the district unless the Governing Board reinstates the privilege.

### Recommendation for Expulsion (Exhibit JK-R3-E1)

1. After completion of a formal long-term suspension hearing which results in a decision to suspend, the Principal may submit a recommendation for expulsion to the Superintendent through the appropriate Assistant Superintendent. A copy of the recommendation for expulsion and GB Policy Regulation JK-R3-Expulsion shall be mailed to the parent and/or student within 5 days of the hearing.
  - a. So that the expulsion hearing may be held during the student's suspension, this recommendation must be made promptly.
  - b. The recommendation for expulsion should not be delayed pending the resolution of any appeals of the decision to suspend. The principal may request to withdraw the recommendation to expel at any time and cancel the expulsion process.
  - c. It is conceivable that new evidence introduced during the appeal process or some other unforeseen circumstance may warrant withdrawal of the recommendation. Should this occur, prompt written notice to all concerned parties is necessary. **Withdrawals of expulsion recommendations may not be sought when the prescribed disciplinary action involves the possession of a firearm or destructive device. Under state law, in such a case, only the Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.**
  - d. The principal will prepare an expulsion packet (Exhibit JK-R3-E2) containing the recommendation for expulsion and all pertinent documents and send the packet to the appropriate Assistant Superintendent for review. If the Assistant Superintendent concurs with the recommendation, the expulsion packet will be forwarded to the Superintendent.

2. The Superintendent will review the expulsion packet and recommendation. If the Superintendent concurs with the recommendation for expulsion, the file shall be forwarded to the Governing Board.

### **Appointment of Hearing Officer**

1. The Governing Board shall determine whether a Hearing Officer will be designated to hear the evidence, prepare a record and bring a recommendation to the Board.
  - a. If the Board appoints a Hearing Officer, the Legal Department, on behalf of the Board, will schedule the expulsion so that it may be resolved during the long-term suspension, but not earlier than five (5) working days from the date written notice of the hearing is sent to the student and parent.
  - b. Within the limitations described above, an expulsion hearing may be rescheduled by the student or parent if either submits a written request showing good cause to the Legal Department at least two (2) school days prior to the date of the hearing as originally scheduled.
  - c. The notice of the expulsion hearing shall be translated into the language of the home. The translation will be sent with the notice.
  - d. The notice will be hand-delivered or sent by first class mail. A person hand delivering the notice will obtain a signed receipt for the notice from the person to whom it is delivered, or will certify delivery if the recipient will not sign a receipt. For mailed notices, delivery will be presumed on the third business day after mailing.
  - e. The student, through the parent or properly authorized adult representative, shall have access to all relevant school records, including any and all non-privileged documents, which may be used at the hearing. Records of students other than the student who is the subject of the hearing, information subject to privilege and personnel records or teachers or school staff, are not subject to such access unless otherwise accorded by law. This right may be exercised at any reasonable time during regular school hours after first making arrangements with the building principal or the principal's designee.
  - f. If the language of the home is other than English, the student and parent should be advised that they may request the presence of an interpreter at all conferences and hearings. Thereafter, the need for an interpreter at any subsequent conference or hearing will be assumed and arrangements made accordingly, unless the parent or the student makes a statement to the contrary for the record.

## Hearing

1. A designated hearing officer conducting an expulsion hearing shall follow the due process procedures for formal hearings.
2. The hearing officer shall prepare a record of the hearing which shall consist of a recording of the proceedings as well as all written documents submitted to the hearing officer by the school official presenting the school case and the student's representative(s).
3. After hearing the evidence related to the alleged violations of the code of conduct, the hearing officer shall determine whether a violation of the student code of conduct has been committed. The hearing officer will then review the student's overall record, including grades, absences and prior disciplinary record. The parent(s) will be allowed to comment on any aspect of the student's record.
4. Within five (5) working days following the conclusion of the hearing, the hearing officer will notify the school administration and the student and parent(s) of his or her recommendation and the right of the student to appeal the recommendation to the Board. The notice shall be sent by certified mail (return receipt requested) or by hand-delivery to the student and parent.
5. At the same time that the recommendation is sent to the administration, student and parent(s), the hearing officer shall prepare the record, the report and the recommendation which shall be forwarded immediately to the Board for action. The report and recommendation shall include findings of fact related to the alleged code of conduct violation(s), a summary of the student's overall record (grades, absences and disciplinary record) and a recommendation as to whether the student should be expelled. The hearing officer may include in a recommendation for expulsion any recommendations related to readmission and any conditions that the hearing officer feels would be appropriate for the student to meet prior to being considered for readmission.

## Governing Board Decision

1. The Board will consider the hearing officer's recommendation and make a determination regarding the expulsion of the student pursuant to Board Policy JK.
  - a. The hearing officer shall be present at the appeal hearing to present his/her report and recommendation to the Board.
  - b. The hearing officer shall also be prepared to present other relevant information for the Board's consideration. Typically, this consists of the record at the initial hearing, and the student's overall record, including grades, absences and disciplinary record.

- c. The parents and student will be notified of the date and time set for the Board's consideration and determination regarding the expulsion of the student and will be permitted to make a statement at that time.

## 2. Readmission


- a. As part of its decision to expel, the Board may permit the student to apply for readmission through the Office of Student Equity after any period of time it may set.
- b. The Board or designee may establish further conditions within the readmission process with which the student must comply prior to his/her admission to the instructional process.

Reviewed by Board:	July 11, 1989
Reviewed by Board:	July 9, 1991
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Reviewed by Board:	March 24, 2009
Reviewed by Board:	June 19, 2009 [Friday Report]

**LEGAL REF.:** A.R.S. §§ 15-341 & 15-342  
A.R.S. §§15-840 – 15-844

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**Replaces TUSD Policy # 5060**

 <b>Tucson, Arizona</b>  <b>POLICY REGULATION</b>	<b>POLICY TITLE:</b> Student Discipline - Suspension Abeyance Contract
	<b>CODE:</b> JK-R4

### **Suspension Abeyance Contract**

An Administrator may offer to hold a suspension in abeyance, that is, to not immediately impose a suspension for certain offenses, if (1) the administrator believes it is in the best interests of the student and the school community, (2) the student and parent/legal guardian agree to certain conditions, and (3) the student and parents sign an abeyance contract. (See Exhibit JK-R4-E1-2)

### **Abeyance Contract**

1. An abeyance contract sets forth the conditions under which the school agrees to not impose a suspension. If the student violates the agreement, the suspension will automatically be reinstated at that time without further process. (See Exhibit JK-R4-E4) Abeyance contracts may not exceed 90 school days. Administrators may seek additional days through written confirmation from the appropriate Assistant Superintendent. Said additional days may not extend the contract beyond the last day of the quarter within which the 90<sup>th</sup> day falls.
2. The abeyance contract template (See Exhibit JK-R4-E1-2) may not be modified except to insert one or more of the optional conditions. (See Exhibit JK-R4-E3) If the school administration would like to include a requirement not listed as one of the optional conditions, the administrator must obtain approval from the Legal Department for that modification.

### **Student Eligibility Requirements:**

1. Student must acknowledge he/she violated the *Guidelines for Student Rights and Responsibilities* and parent/legal guardian and, if applicable, student must agree to waive the student's right to a long-term suspension hearing and any subsequent appeals;

OR

Student has been found to be in violation of the *Guidelines for Students Rights and Responsibilities* at a long-term hearing and the parent/legal guardian agrees to waive the student's right to any subsequent appeals.

2. The student's current violation did not occur while another suspension was being held in abeyance through another abeyance contract.
3. Student and parent/legal guardian must sign an abeyance contract.

**Violation Eligibility Requirements:**

**An abeyance contract is NOT available for possession of a firearm or destructive device as defined in the *Student Rights and Responsibilities*.**

**Administrative Considerations:**

The suspending administrator must weigh the severity of the offense, the student's prior disciplinary record, the parental/community support in place for the student and the impact of the offense on the school community when determining whether to offer an abeyance contract to the student and parent/legal guardian.

**Reviewed:** March 24, 2009

**Reviewed:** September 24, 2010 [Friday Report] – Cross Ref Policy Correction 10-12-10

**Cross Ref:** JB – Equal Educational Opportunities and Anti-Harassment Policy  
 JI – Rights and Responsibilities  
 JICA – Student Dress  
 JICFA – Hazing  
 JICG – Tobacco Use by Students  
 JICH – Drug and Alcohol Use by Students  
 JICI – Weapons in School  
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**Replaces TUSD Policy #**

**APPENDIX C - TUSD 2021 - 2022 ANNUAL REPORT**

**Tucson Unified School District**  
**Annual Report**  
**for the**  
**2021-2022 Academic School Year**  
**under the**  
**Unitary Status Plan**  
**and**  
**Post Unitary Status Reporting and Accountability Plan**

prepared by

Tucson Unified School District  
Gabriel Trujillo, Ed.D., Superintendent

TUSD Governing Board:

President: Adelita S. Grijalva

Clerk: Natalie Luna Rose

Members: Leila Counts; Dr. Ravi Shah; Sadie Shaw

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## Introduction

Tucson Unified School District is fundamentally committed to integration, diversity, and equity in fulfilling its mission to educate the children of Tucson, preparing them for productive, fulfilling adult lives in their communities.

That commitment leads to focused efforts in a range of different areas of District operations: student assignment, transportation, faculty and staff assignment, quality of education, discipline, family and community engagement, extracurricular activities, facilities and technology, and a sufficient degree of transparency and accountability to permit reasoned assessment and evaluation.

This annual report presents both qualitative and quantitative assessments of the District's initiatives, programs, and services during SY2021-22. This school year was the first full year of in-person instruction after the disruption from the pandemic during the two prior school years. The lingering effects of that disruption, including impact on learning (both academic and social emotional) and widespread, national shortages in the workforce at all levels, continued to have a profound impact on the District, its operations, and its teaching mission. As with the prior two years, data from this year may not be comparable to years prior to the pandemic. This continues to make reliable trend analysis difficult, and impossible in some cases.

Nonetheless, as much as is practicable in the circumstances, this report offers a comprehensive narrative description of the District's efforts toward achieving its goals relating to integration, diversity, and equity, and a comprehensive set of data regarding the District and its operations for use in measuring progress toward those goals.

During SY2021-22, the District continued to operate under a desegregation plan referred to as the Unitary Status Plan (USP), adopted by order of the United States District Court, in a school desegregation case that began in 1974 and continued throughout SY2021-22. On July 20, 2022, shortly after the end of SY2021-22, the Court found the District to be in full unitary status, terminated its supervision, and closed the desegregation case.

This post-unitary report regarding SY2021-22 is prepared pursuant to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), adopted by the District pursuant to order of the Court during SY2021-22. The format and contents of this annual report meet certain requirements of the USP and the PUSRAP.

As this annual report highlights, the District has institutionalized its overarching desegregation commitments because it is right, because it is the law, and because it is immeasurably important for the students the District serves.

The District spans 231 square miles, including most of the City of Tucson. It is the third largest school district by enrollment in Arizona and is in the top 125 largest school districts in the United States. In SY2021-22, the District enrolled approximately 41,200 students, of whom 62% were Hispanic, 10% were African American, 19% were White, 4% were Native American, 2% were Asian/Pacific Islanders, and 3% were multi-racial. Those students attended 87 schools: 47 elementary schools, 11 middle schools, 15 K-8 schools, 11 high schools, and 3 alternative schools. The District employed more than 7,000 people, including more than 2,700 certificated teachers. The District spent more than \$500 million in the performance of its duties, including approximately \$63.7 million in funds from taxes levied pursuant to A.R.S. § 15-910(G) for activities that were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The balance of this annual report consists of 10 separate sections, each devoted to a different area of the District's efforts toward integration, diversity, and equity. Each section begins with a narrative describing the activities of the District during the past school year and concludes with a list of specific data and reports relating to that area. The sections of the annual report are organized to follow the sections of the USP, for convenient reference. Reports, data, and other supporting documents are set forth separately in a series of appendices, corresponding to each section of the annual report. This 2021-22 Annual Report, along with its appendices, is posted on the District's public webpages relating to desegregation.

## **I. Compliance and Good Faith**

### **A. Internal Compliance Monitoring**

Under the direction of the Assistant Superintendent of Equity, Diversity, and Inclusiveness, the District proactively and methodically monitored its organizational efforts through systematic reporting, periodic audits, and consistent feedback, within all individual USP activities during SY2021-22. This process identified strengths and maintained timelines to ensure compliance in three major categories: the USP, court-ordered Completion Plans, and other court orders.

The District carefully monitored progress of its internal compliance efforts by engaging in ongoing strategic meetings with key stakeholders as well as follow-up meetings on a regular basis. Immediate corrective actions were instituted, if needed, to ensure compliance. The District adhered to its commitment in meeting the requirements of the USP and meeting all court-required deadlines for all new court orders throughout SY2021-22. Plans were modified as needed to accommodate any new court requirements.

### **B. USP-Related Court Orders**

During SY2021-22, in addition to implementing the USP, the District demonstrated a good-faith commitment to complying with the court's USP-related orders.<sup>1</sup> Between July 1, 2021 and June 30, 2022, the district court issued eight substantive orders related to USP implementation, as set out in Table 1.1 below.

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<sup>1</sup> See USP § 1(C)(1).

**Table 1.1: Substantive Court Orders for SY2021-22**

<b>Order</b>	<b>ECF</b>	<b>Date</b>
Order approving certain District filings and directing certain acts by the District	2588	07/07/21
Order approving budget for SY2021-22, directing revisions to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), and directing the District to show cause re the District's Alternative Education Program (DAEP)	2610	10/06/21
Order terminating Special Master's services, appointing experts to report on selected topics, and directing the District to file a revised response re DAEP to the OSC, based on expert's report, and directing the District to take certain other actions	2613	10/29/21
Order directing the District to undertake certain acts with regard to DAEP	2634	03/24/22
Order directing the District to take certain actions and file a prototype school improvement plan	2636	03/31/22
Order directing certain additional revisions to the District's PUSRAP	2637	04/07/22
Order approving prototype school improvement plan	2642	05/18/22
Order approving PUSRAP subject to additional revisions	2643	02/09/21

The District complied with each of these orders, as set out below.

**1. Order 2588.** By order dated July 7, 2021, the district court approved certain prior District filings and directed that the District's ACC-AP Alignment Report would be due by the end of SY2020-21. That school year had already ended at the time the district court's order was issued, but the District completed the ACC-AP Alignment report by the end of the summer of 2021.

**2. Order 2610 and 2613.** By orders dated October 6 and 29, 2021, the district court approved the District's budget for funds pursuant to A.R.S. § 910(G) for SY2021-22, directed revisions to the District's Post Unitary Status Reporting and Accountability Plan (PUSRAP), directed the District to show cause re the District's Alternative Education Program (DAEP), and further directed the District to take certain actions regarding school improvement plans. The District complied with these directives, as shown in its notices of compliance filed with the district court on January 10, 2022 (ECF 2621, attaching required revisions to PUSRAP and revised magnet school improvement plans), and January 24, 2022 (ECF 2624, amended response re DAEP issues raised by the court, with attachments, and ECF 2625, responding further re non-magnet school improvement plans).

**3. Order 2634.** By order dated March 24, 2022, the district court ordered the District to return to the pre-COVID manner of operating DAEP, except to the extent changes were approved using the PIA process. The District filed its notice of compliance with this order on June 3, 2022 (ECF 2644, attaching copies of PIAs completed and submitted to District Governing Board).

**4. Orders 2636 and 2642.** By order dated March 31, 2022, the district court ordered the District to prepare and file a prototype school improvement plan complying with the various requirements in the order. By notice of compliance dated April 21, 2022 (ECF 2638), the District complied, and filed the required prototype. By order dated May 18, 2022, the court approved the prototype filed by the District.

**5. Order 2637.** By order dated April 7, 2022, the district court ordered the District to make a final series of changes to the PUSRAP and the forms attached to the PUSRAP. The District made those changes, and submitted the revised PUSRAP and changes to the court on April 28, 2022 (ECF 2639).

**6. Order 2643.** By its order dated May 24, 2022, the district court reviewed the notice of compliance filed by the District on April 28, 2022 and approved the PSURAP subject to some additional revisions. The District made those revisions, and filed its notice of compliance attaching the revised PUSRAP on June 3, 2022 (ECF 2644).

### **C. Annual Report Process**

In November 2021, shortly after the District filed the 2020-21 Annual Report with the Court, the District's Department of Equity, Diversity and Inclusiveness (EDI) began working with relevant leadership to document the District's efforts during SY2021-22 for this report. This process guided the District's work in this area throughout the year and established the foundation for the 2021-22 Annual Report.

As in past annual reports, the District continued to follow the organization of the USP and to report its activities and outcomes in 10 separate sections. The District took the following steps to produce the 2021-22 Annual Report:

- The Desegregation team, an integral part of the EDI Department, gathered the required reports for each section, following its data availability schedule.

- The Department assigned editors to each section and worked collaboratively with numerous department content experts to write portions of the report.
- The Department's research project manager, experienced in desegregation data and other content, collected and analyzed data and summarized findings, to ensure consistency and accuracy in reporting.

This multiple-review process involved many hours of professional time and significant coordination to provide an accurate and comprehensive report.

## II. Student Assignment

The District strives to create and encourage diversity and integration at each school in the District. Several factors significantly limit the District's ability to achieve desired integration and diversity goals. First, state law mandates open enrollment (a) across District lines to other school districts, and (b) across attendance boundaries within a District, subject only to certain limitations. See A.R.S. § 15-861.01. The close proximity of other school districts with substantially different demographics serves as a significant limiting factor on the effectiveness of any student assignment policies that are not popular with District families.

Second, for more than twenty years, state law has authorized tuition-free charter schools, funded by state tax dollars, within the geographic area of the District. See A.R.S. § 15-181 et seq. Growth in charter schools within the District has been explosive. Again, the presence of geographically close, free alternatives to District schools sharply limits the ability of the District to impose student assignment policies that are unpopular with parents or children.

Third, residential patterns across the District are highly racially concentrated within particular geographic areas. The natural desire of families to enroll children in schools close to home, combined with the District's very large geographic size and significant cross-town traffic congestion, create strong forces, outside the District's control, towards racial concentration in many District schools.

Fourth, and to a large degree because of the first two factors, the District enrollment has steadily and significantly declined over the last several years, from almost 49,000 students in SY2013-14 to just over 41,000 in SY2021-22, a drop of over 16% in those years alone. Despite this decline, the relative percentages of the principal racial and ethnic groups has remained fairly steady over the past six years. This year, African American students comprise 10% of the total student population, Hispanic students comprise approximately 62%, and White students comprise approximately 19%.

Given these practical realities, the District is limited to student assignment policies and programs that attract and persuade students and their families to select schools in a manner that promotes integration and diversity, but do not drive

students out of the District or to schools within the District where the net impact is not positive.

The District employs a number of strategies within this context to encourage voluntary school choice to improve integration and diversity. These include management of neighborhood attendance boundaries and school feeder patterns, the District's long-standing program using magnet schools to attract a diverse population from across the district, along with marketing, outreach, and recruitment.

### **A. Attendance Boundaries and Feeder Patterns**

In SY2021-22, the District did not propose any school boundary changes. The District also did not initiate any projects with respect to feeder pattern changes, or the use of pairing and clustering.

### **B. Magnet Schools and Program**

The District continued to develop, implement, monitor, and evaluate its 12 magnet schools and programs through the Comprehensive Magnet Plan (CMP) and site-based Magnet School Plans (MSPs) (**Appendix II – 1, II.K.1.e Comprehensive Magnet Plan (Reformatted January 2022)**). In April 2022, the District adopted a new school Magnet Plan template that will be used for creating future MSPs. In addition, the District continued to utilize the Magnet Schools of America (MSA) standards for evaluating and creating high-quality magnet schools. The Magnet Oversight Committee continued to guide and inform policies and practices specific to magnet schools and programs.

#### **1. Magnet Program Design**

Under the supervision of the Assistant Superintendent for Equity, Diversity and Inclusiveness (EDI), the Magnet Department continued to implement the professional learning program for magnet school administrators and staff that was originally initiated in SY2020-21. Magnet school administrators and staff attended workshops to develop a deeper understanding of the MSA Pillars and Standards, as well as to improve magnet program implementation as all magnet schools work toward becoming nationally certified by the MSA.

In alignment with the TUSD magnet re-envisioning, the following focus areas and objectives were defined:

**Table 2.1: Magnet Focus Areas and Objectives**

Focus area	Objectives
Leadership Development  (Inclusive of Magnet Coordinators)	Magnet leaders in the District will engage in a variety of professional learning experiences that are specific to: understanding the MSA Standards of Excellence and how the standards are implemented at magnet sites; the Continuous Improvement Cycle and its relationship to creating high-quality magnet schools; how to effectively use the new site-based Magnet School Plan template as a driver of implementation; and balancing the need for clearly defining and addressing thematic expectations while keeping a focus on academic outcomes for students and subgroups.
New Magnet School Plan Template	Each magnet school will update, edit, and revise its magnet plan in a revised site-based Magnet School Plan template. This new template adds an interpretative summary, with corresponding narrative for data disaggregation as it relates to integration, academic achievement, and closing academic disparity among subgroups. Goals, action steps, and evaluation structures remain in the template, to focus implementation efforts.

The chart below lists the MSA Pillars and Standards of Excellence, including dates that principals and magnet coordinators were provided professional learning that allowed for small- and large-group collaboration around current school practices in relationship to the standards for each MSA Pillar. Participants reflected on school practices and identified strengths and enhancements for future magnet program design planning.

**Table 2.2: MSA Pillars and Standards of Excellence Learning Series**

<b>Date</b>	<b>MSA Pillar</b>	<b>Standards of Excellence</b>
July 2021	Pillar 1: Diversity	Standard 1: Student Recruitment and Retention
		Standard 2: Diversity and Equity
July 2021, October 2021	Pillar 2: Innovative Curriculum and Professional Development	Standard 3: Theme and Curriculum Fidelity
		Standard 4: Professional Development
January - March 2022	Pillar 3: Academic Excellence	Standard 5: Instructional Fidelity
		Standard 6: Student Achievement
April 2022	Pillar 4: High-Quality Instructional Systems	Standard 7: Leadership and Educator Development
		Standard 8: District and Magnet Relations
April 2022	Pillar 5: Family and Community Partnerships	Standard 9: Community Engagement and Partnerships
		Standard 10: Family Engagement and Communication

All learning activities were designed to deepen the understanding and knowledge of the MSA Pillars and Standards of Excellence for magnet school administrators and staff. In addition, magnet principals and coordinators participated in the following MSA and departmental activities:

**Table 2.3: MSA and Departmental Activities**

<b>Date</b>	<b>Learning Opportunity/Description</b>	<b>Provider</b>
October 2021	<b>Leading Successful Magnet Schools Workshop (Virtual)</b> — This two-day workshop for magnet principals and coordinators provided an opportunity to examine exemplary practices in model magnet schools throughout the country. This workshop specifically focused on the MSA Pillar 4: High-Quality Instructional Systems, and it introduced several tools for planning next steps to strategically implement the Standards of Excellence to guide school sites toward model magnet schools and programs.	MSA
November 2021	<b>Vision/Mission/Core Values</b> (multiple sessions)	Dr. Smylie, Consultant
December 2021- April 2022	<b>MSA Pillars and Standards of Excellence Learning Series</b> — Collaborative work among magnet principals and coordinators to identify new practices for future implementation to meet the expectation of a high quality magnet school as defined by the MSA Standards of Excellence.	Magnet Department
March 2022	<b>Media and Communication Training for Magnet Coordinator</b> — This training was led by the District Media and Communications Department, supported with school branding and social media development specific to magnet sites.	District Communications
April 2022	<b>Magnet Schools of America</b> — National Conference	MSA
May 2022	<b>MSA Certification Consulting for Targeted Schools</b> — Bonillas, Borton, Holladay	MSA
June 2022	<b>District Magnet Principal Retreat</b> — This three-day workshop provided site principals with an overview of: 1) the new magnet plan template, 2) 2022 AASA Data, 3) magnet plan implementation strategies, and 4) cultural competency-based training.	District Magnet Department
June 2022	<b>Innovative Schools Conference</b> — This three-day conference provided a range of learning and support related to establishing a positive school climate and culture where learning can occur, equity-based strategies to engage learners, and innovative methods to build relationships with stakeholders. Attendees	Accutrain

	from the District included: Magnet Teachers, Magnet Coordinators, Principals, and Executive Leadership.	
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## **2. Magnet School Plans: Development, Implementation, Progress Monitoring, and Evaluation.**

Throughout the 2021-22 school year, the District continued to support Magnet schools with MSP development and implementation. In January 2022, the Magnet Department deployed a cycle of progress monitoring that provided each of the 12 magnet schools with feedback on academic and integration data and on their MSPs, and gave space for each site to speak about MSP implementation and performance effectiveness. The Magnet Department coached and aided magnet principals with the writing, editing, and revising of previous plans in the new template, to focus efforts on disaggregating data points, as well as writing action steps to intentionally close academic disparities.

### **a) MSP Development for SY2021-22**

In Spring 2020, central and site-based staff collaborated to develop MSPs for SY2021-22. To develop MSPs, the Magnet Department worked primarily with site and central leadership, the Financial Services Department, and the Title I Department. (**Appendix II – 2, II.K.1.f Magnet School Plans (12) SY2021-22**).

### **b) MSP Implementation and Progress Monitoring**

During SY2021-22, the District monitored and evaluated MSP implementation through progress monitoring visits that began in January 2022. This allowed the Magnet Department to review MSP implementation specific to collective impact, budget, resources, and personnel. The Magnet Department also worked with executive leadership in Curriculum and Instruction, as well as with Regional Assistant Superintendents, to provide feedback to magnet site leaders and their teams. Additional department staff also provided individualized training for site-based personnel to generate budget reports and updates for principals to track magnet spending, review benchmark assessment data, and conduct outreach and recruitment.

### **c) MSP Development for SY2022-23**

In April 2022, the Magnet Department worked to engage experienced magnet leadership to revise the site-based MSP template. Multiple drafts were sent to Dr. Mark Smylie for review and feedback. A final draft was established and sent to magnet

site leadership. The new template focused on a “Guide to Equity-Oriented Continuous School Improvement” and the closing of academic gaps among subgroups. The District also required each magnet school to use its Title I School Improvement Action Plan (SIAP), the FCMP, and marketing and family engagement strategies to ensure alignment.

Magnet Department leadership facilitated workshops to prepare principals and coordinators to lead and support their magnet school planning teams in navigating through the Equity-Oriented Continuous School Improvement Planning Guide (“Planning Guide”) while developing their MSPs for SY2022-23.

**Table 2.4: Magnet Plan Development Process**

<b>Date</b>	<b>Magnet Plan Support</b>	<b>Provider</b>
March 2022	Magnet Department worked with experienced magnet leadership to develop a new site-based MSP template that reflected opportunities for data reflection and an intentional focus on closing academic disparities among subgroup populations (Latino and African American).	Magnet Department and Magnet Site Principals
April 2022	Revisions were made to the new site-based MSP template that reflects the Continuous Improvement Cycle and goals, action steps, and evaluation specific to increasing academic outcomes for subgroup populations.	Dr. Smylie
April 2022	The new MSP template was written, edited, and revised.	Magnet Department
June 2022	Magnet site principals received a three-day training to review their SY2021-2022 data, so they could take a deep dive into the revised MSP.	Magnet Department

### **3. Improving Integration**

#### **a) Marketing, Outreach, and Student Recruitment and Selection**

In SY2021-22, the District continued to utilize the Priority Enrollment Campaign and the Continuing Enrollment Campaigns — both of which support schools in meeting integration goals, as defined in each school magnet plan. Magnet schools used the materials and other resources provided in collaboration with the District’s Communication and Media Departments to recruit students and families. Magnet schools also participated in District marketing events that included the

annual magnet fair. The magnet coordinators worked together to provide ongoing registration and marketing support for families through Pima County. This was advertised through social media accounts and “Parent Link.” Other marketing strategies included television and radio advertising, outdoor advertising through bus shelters and billboards, print advertising, District press releases, digital advertising, and mass mailings (**Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY21-22**).

Two additional outreach initiatives were implemented in SY2021-22:

- The Communications and Magnet departments continued to meet regularly with the Roskrige K-8 magnet team to improve enrollment and attract a more diverse student population.
- In fall 2021, elementary and K-8 magnet coordinators attended a series of workshops on developing and implementing outreach strategies to kindergarten families. The strategies identified were then used by schools that needed to improve integration or increase enrollment.

**Table 2.5: Magnet Enrollment Plans for Kindergarten Outreach**

Date	Agenda	Attendees
October 2021	Working Session #1 Marketing, outreach, and recruitment ideas and Strategies	Magnet Department/ Elementary and K-8 Magnet Coordinators
November 2021	Working Session #2 Update on progress, strategies, issues and resources Role Playing Parent Meetings Working Session #3 Status of Magnet Enrollment Plan Implementation	Magnet Department/ Elementary and K-8 Magnet Coordinators
December 2021	Individual School Recruitment Plan and PowerPoint Support and Feedback Sessions	Magnet Department/ Multiple Schools

#### **b) Cross-Departmental Collaborations**

The Magnet Department collaborated closely with the Family and Community Outreach (FCO), Communications, Transportation, School Community Services (SCS), and student support services departments to recruit students at FRCs and local events during the school year.

**c) Increased Visibility Through Awards and Recognition**

In spring 2022, at the MSA national merit awards, Mansfeld Middle magnet school was recognized as a School of Excellence, and Carrillo, Davis, and Tucson High Schools were recognized as Schools of Distinction.

**d) Progress Toward Improving Integration**

In SY2021-22, 11 of 13 magnet schools were “integrated” schools under the USP definition of integration (the “15% criterion”). Roskrige K-8, a TWDL magnet school, remained racially concentrated (85% Hispanic). Holladay was just below the threshold of an integrated school (5% White) (**Appendix II – 4, Magnet School Integration 2021-22**).

**4. Monitoring to Improve Academic Achievement**

The District utilizes several cross-departmental strategies to support academic achievement at magnet schools. These strategies include following a continuous improvement cycle, reviewing school academic achievement data, and providing professional development and support to improve instruction. In spring 2022, all students in grades 3-8 and grade 10 took the AASA assessment in ELA and Math (**Appendix II – 5, Magnet School AASA Data Spring 2022**).

**5. Magnet Oversight Committee**

The Magnet Oversight Committee (MOC) met four times in SY2021-22, with the following agenda:

**Table 2.6: Magnet Oversight Committee Agenda**

Date	Magnet Oversight Committee Agenda
January 2022	MOC Overview Purpose of a Magnet School Overview of Magnet-Related Plans
February 2022	Elements and Standards of a High-Quality Magnet School
May 2022	Magnet Review Committee Functions Process of Reviewing Current Magnet Schools' Progress Overview of Integration and Student Achievement Criteria
June 20212	Magnet Development Committee Functions Process of Identifying New Magnets

## 6. Magnet Stipend and Hiring Efforts

The District offered \$2,500 stipends to recruit certified teachers at magnet schools and will continue to do so during SY2022-23.

### C. Application and Selection Process

In SY2021-22, the District continued to utilize the application and selection process as an effective tool for improving integration, particularly at oversubscribed magnet schools.

During the priority enrollment window, the District received 2,882 applications for the 2022-23 school year. This decrease was most likely due to continued concerns about COVID-19 in schools.

The District held the initial lottery in January 2022, at the close of the priority enrollment window. Table 2.7, below, shows the schools and programs with oversubscribed entry grades at the time of the first lottery (schools oversubscribed by 10 or more students for the past two years).

**Table 2.7: Oversubscribed Schools for SY2022-23 (Based on Available Seats)**

School	Program	Grade	Applications	Seats	2014-15	2021-22
Carrillo ES	Magnet	K	81	33	Racially Concentrated	Integrated
Davis ES	Magnet	K	120	30	Racially Concentrated	Integrated
Hughes ES	Open Enrollment	K	50	5	Neutral	Integrated
Miles ELC K-8	Open Enrollment	K	58	26	Neutral	Integrated
Roskrige K-8	Magnet	6	56	48	Racially Concentrated	Racially Concentrated
Dodge MS	Magnet	6	183	141	Integrated	Integrated
Mansfeld MS	Magnet	6	168	44	Racially Concentrated	Integrated
Tucson HS	Magnet	9	774	429	Racially Concentrated	Integrated

## D. Student Marketing, Outreach, and Recruitment Strategies

### 1. Marketing, Outreach, and Recruitment

During the 2021-22 school year, the District continued its efforts to market its educational opportunities and recruit students to the District, including through implementing the revised Outreach and Recruitment Addendum, which specifically outlines strategies to expand opportunities for students to attend an integrated magnet school or access Advanced Learning Experiences (**Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY21-22**).

During this past year, there were some COVID-19 pandemic and school marketing limitations. However, District marketing, outreach, and recruitment efforts continued. Those included, but were not limited to:

- The District implemented an advertising campaign for SY2021-22, “Choose your School,” aimed at highlighting the diverse programs and community that the District serves, through English and Spanish TV and radio commercials, print ads, social media posts, website highlights, bus shelter ads, and event banners.
- The District developed a Kinder Blast-off campaign to provide school enrollment information and in-person tours to families. All schools received a Kinder Blast-off Banner to hang on the front of their schools, along with school and District websites promoting landing pages which included additional information about how to enroll and contact the Enrollment Ambassadors if they need additional support. Kinder Blast-off was promoted in print and digital advertising.
- The District continued to support families in the transition from elementary to middle school with the Level Up program. All appropriate schools received a Level Up banner to hang on the front of the school. The District utilized tour videos for every middle and K-8 school and placed them on a Level Up webpage located on the District website. Fifth-graders and their families were invited to join school information sessions on Zoom, watch the videos, and book a tour at the school of their choice. School counselors met with 5<sup>th</sup> grade classes to discuss the options. Level Up branding gave the program a public presence, and Level Up marketing targeted families based on their children’s age, for greater impact.
- The Magnet and Application School Choice Fair occurs each November at the Children’s Museum with all magnet schools and select application schools. This free event was promoted through English and Spanish TV, radio, print, and Geo marketing ads. Live radio broadcasts at the event, along with food trucks, helped attract families. School representatives, student entertainment groups, and Enrollment Ambassadors attended to welcome parents and provide information about TUSD.

- The District-wide Enrollment Fair spring event includes all schools and programs, including FCO, Interscholastics, Human Resources, and Transportation. Every school had a table with promotional items and staff to talk to families about registration. The event also included entertainment by school music and dance groups, food trucks, live radio broadcasts at the event, and a Pima County Health Department vaccination clinic. Each school could register families or have the Enrollment Ambassadors provide registration support.
- There were also opportunities to participate in special events, such as Summer Safari Nights, AZ Bilingual Back to School Event, Tucson Literacy Fair, Boo at the Zoo, Zoo Lights, and Children’s Museum Science Fair.
- The District targeted 8<sup>th</sup> graders through special virtual presentations, since High School Expo events were canceled due to COVID-19 restrictions.
- The District continued to design and initiate visually appealing and easy-to-navigate websites, to make enrollment and school choice information more accessible and easier to apply online. The District continued to provide individual training to administrators and staff, as needed, on understanding and utilizing web resources.
- The District continued to promote express shuttles, including updating shuttle information on the District website. The Express Bus logo appeared on all appropriate school websites and in advertising, including digital ads, print ads, bus shelter ads, and bus display signage, to further promote and advertise magnet programs.
- The District continued to implement the Knowledge Changes Everything Campaign to support parent and student awareness about the benefits of an integrated education and to support the District’s equity and diversity platforms.

## **2. Assessment and Strategy Modification**

As part of the annual cycle of improvement, the District, led by the Communications Department, analyzed the marketing and outreach needs of various

schools, departments, and divisions, and it assessed the effectiveness of the strategies implemented at the end of the year. In SY2021-22, staff used this information to determine which strategies should be continued, revised, or eliminated. No strategy changes were made in SY2021-22.

### **E. Student Assignment Professional Development**

In SY2021-22, the District continued to provide an online professional learning course on student assignment processes and strategies through the District's professional learning portal, PowerSchool (formerly TNL). The training covers the USP objectives for student assignment, the benefits of an integrated education, transportation, and the open enrollment/magnet application process. Although the course is available to all District employees, School Community Services (SCS) specifically verified that newly hired employees who support or respond to school choice inquiries completed the course in SY2021-22. The District also ensured that all the Regional Superintendents, as well as staff in Equity, Diversity and Inclusiveness (EDI) and School Community Services (SCS) departments, took this training, to support the school choice efforts.

### **F. Coordinated Student Assignment Committee**

In SY2021-22, the cross-departmental CSA committee continued to fulfill its role in monitoring and coordinating integration initiatives across departments. Action items included:

- Monitoring various desegregation plans, including the Non-Magnet Priority Improvement Action Plan (NMPIA), the Outreach and Recruitment Addendum (OMR), and the Transportation Plan.
- Reviewing 40<sup>th</sup>-day enrollment data and identifying a revised list of priority schools in need of CSA support. Of the 12 schools identified in the original 2020 NMPIA, four schools (Bloom, Davidson, Kellond, and Robins) were integrated in SY2021-22. Accordingly, the CSA committee selected to focus their efforts on Banks, Howell, Doolen, and Maxwell, with Communications and School Community Services taking the lead.
- Providing departmental updates to find areas of collaboration and coordination.

## G. USP Reporting

II(K)(1)(a) A disaggregated list or table with the number and percentage of students at each school and districtwide, comparable to the data in Appendix C;

The data required by section (II)(K)(1)(a) is contained in **Appendix II – 6, II.K.1.a TUSD Enrollment 40<sup>th</sup>-Day SY2021-22**. This report is comparable to Appendix C of the USP, which provides the baseline against which subsequent years' data might be measured to determine the number of integrated and racially concentrated schools.

II(K)(1)(b) Disaggregated lists or tables of all students attending schools other than their attendance boundary schools, by grade, sending school and receiving school, and whether such enrollment is pursuant to open enrollment or to magnet programs or schools;

The data required in section (II)(K)(1)(b) is contained in **Appendix II – 7, II.K.1.b TUSD Enrollment – Attendance Status SY2021-22**. This report contains disaggregated data by school enrollment, ethnicity, and attendance status on the 40<sup>th</sup> day of SY2021-22.

II(K)(1)(c) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials for SY2021-22;

*See Appendix II – 8, II.K.1.c Explanation of Responsibilities*, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2021-22.

II(K)(1)(d) A copy of the 2011 and any subsequent Magnet School Studies;

No magnet school study was conducted in SY2021-22.

- II(K)(1)(e) A copy of the Magnet School Plan, including specific details regarding any new, amended, closed, or relocated magnet schools or programs and all schools or programs from which magnet status has been withdrawn, copies of the admissions process developed for oversubscribed magnet schools and programs, and a description of the status of the Plan’s implementation;
- See Appendix II – 1, II.K.1.e Comprehensive Magnet Plan (Reformatted January 2022).*
- II(K)(1)(f) Copies of any plans for improvement for magnet schools or programs developed by the District pursuant to this Order;
- See Appendix II – 2, II.K.1.f School Magnet Plans SY2021-22, for the 12 magnet schools.*
- II(K)(1)(g) Copies of any applications submitted to the Magnet Schools Assistance Program;
- No grant application was submitted in SY2021-22.
- II(K)(1)(h) A copy of the admissions process developed for oversubscribed schools;
- The admissions process for oversubscribed schools, GB Policy JFB-R4, remained unchanged for SY2021-22.
- II(K)(1)(i) Copies of all informational guides developed pursuant to the requirements of this section, in the District’s Major Languages;
- See Appendix II – 9, II.K.1.i Catalog of Schools (7 major languages), an informational guide that describes programs offered at each school.*
- II(K)(1)(j) A copy of the application used pursuant to the requirements of this section, in the District’s Major Languages;
- See Appendix II – 10, II.K.1.j School Choice Applications, to view the open enrollment/magnet application in the District’s major languages.*

- II(K)(1)(k) A copy of any description(s) of software purchased and/or used to manage the student assignment process;
- The Smart Choice software continued to be used in SY2021-22.
- II(K)(1)(l) A copy of the data tracked pursuant to the requirements of this section regarding intra-District student transfers and transfers to and from charters, private schools, homeschooling, and public school districts outside of the District.
- See Appendix II – 11, II.K.1.l Student Transfers SY2021-22.*
- II(K)(1)(m) A copy of the outreach and recruitment plan developed pursuant to the requirements of this section;
- See Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY2021-22*, which contains a detailed description of the marketing and recruitment campaigns conducted by the District’s Communications and Media Relations Department to support magnet schools and ALEs.
- II(K)(1)(n) Any written policies or practices amended pursuant to the requirements of this section;
- No changes were made to written policies or procedures in SY2021-22.
- II(K)(1)(o) A link to all web-based materials and interfaces developed pursuant to the requirements of this section;
- See Appendix II – 12, II.K.1.o Web-based Interface for Families*, to view the District’s web-based interface for families to learn about schools and submit applications online for SY2021-22.
- II(K)(1)(p) A list or table of all formal professional development opportunities offered in the District over the preceding year pursuant to the requirements of this section, by opportunity description, location held, and number of personnel who attended by position;

The data required by section (II)(K)(1)(p) are contained in **Appendix IV – 19, IV.K.1.q Master USP PD Report SY21-22.**

This report contains a table of all formal professional development opportunities offered for SY2021-22.

### III. Transportation

#### A. Transportation

Despite severe bus and driver shortages with contracted vendors throughout SY2021-22, the District continued to manage the school transportation system as an integral part of its ongoing overall commitment to integration and diversity. The District continued to provide free transportation to magnet students living beyond school boundaries, utilize incentive transportation initiatives, and route express buses to shorten travel time and improve integration at school sites.<sup>2</sup> The District also implemented express routes to Wakefield and Santa Rita High Schools as part of the District’s incentive transportation initiative, which allows students to attend non-neighborhood schools that have specialized programs or academic opportunities. In addition, the District monitored the 2021 Transportation Plan that provides additional options for magnet schools, ALEs, and TWDL programs (**Appendix III – 1, Transportation Plan**).

Due to the shortage of bus drivers, neighborhood transportation was limited in some geographical areas of the District. This challenge was not atypical; school districts across the country have experienced a severe shortage of bus drivers (**Appendix III – 2, NAPT School Bus Driver Shortage Survey**). To compensate, the District utilized hub stops (similar to express routes) that were strategically placed in locations to accommodate as many eligible riders as possible. Students would then be transported directly to their schools, thereby shortening travel times. The Transportation Department monitored ridership at these stops weekly and made strategic adjustments as necessary. Hub stop information was updated in real-time and was available throughout the year on the TUSD website. Additionally, to address systemic bus driver shortages, the Transportation and Human Resources departments worked together to develop and implement bus driver recruitment strategies that will slowly increase available drivers over time.

In SY2021-22, the District offered transportation to more than 12,000 students (**Appendix III – 3, III.C.1 Ridership Reports SY2021-22**). In addition, the District provided activity buses to support out-of-school extracurricular activities (**Appendix III – 4, Activity Bus List by School SY2021-22**).

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<sup>2</sup> Because the District resumed fulltime in-person instruction, it no longer used the former “Modified Plan for Campus Services” used in SY2020-21.

**B. USP Reporting**

III(C)(1) The District shall include data in its Annual Report regarding student use of transportation, disaggregated by school attended and grade level for all schools:

*See Appendix III – 3, III.C.1 Ridership Reports SY2021-22.*

## IV. Administrative and Certificated Staff

### A. Administrative and Certificated Staff

The District is committed to enhancing the racial and ethnic diversity of its administrators and certificated staff through recruitment, hiring, assignment, and retention strategies. The District augments the positive impact of its administrators and certificated staff through professional development and support. This comprehensive approach includes strategies to attract and retain a diverse workforce, evaluate why prospective employees decline offers of employment, and provide support and leadership.

#### 1. Hire or Designate USP Positions

The District continued to monitor positions required by the USP and made the following personnel changes in SY2021-22:

**Table 4.1: SY2021-22 USP Position Changes**

<b>USP Section</b>	<b>Position Description</b>	<b>Employee Name</b>	<b>Hired/ Designated</b>
II.C.1.	Director of Student Assignment	Kinasha Brown and Andrew Agnew	Designated
II.C.2	Director of Magnet Strategy and Operation	Kinasha Brown and Charlotte Patterson	Designated Hired
II.C.2.	Magnet Coordinators	New coordinators at Borton and Carrillo	Hired
IV.B.2.	Director of Diversity Recruitment & Inclusion Programs	Monica Sanchez	Hired
VI.C.1	Restorative Practice Coordinator (RPPC)	Andrea Martinez	Hired
VI.E.2.a.	Academic and Behavior Supports Coordinator (ABSC)	Michelle Merrick and Michael Blunt	Hired

The District maintained magnet coordinators, teacher mentors, professional development academic trainers, and Multi-Tiered System of Supports (MTSS) facilitators in SY2021-22. In addition, 103 Restorative Practices/Positive Behavioral Interventions and Supports coordinators were placed at 84 schools (**Appendix IV – 1, Superintendent Mandated USP Position Memo 2022**).

## 2. Interview Committees, Instruments, and Applicant Pool

During SY2021-22, the HR Department continued to monitor the interview committee panels and found that 101 out of 609 interview panels (17%) did not include Hispanic/African American representation. However, 21 of the 101 panels without Hispanic/African American representation did have representation by minority racial groups (Asian/Pacific Islander or Native American). Additionally, the small panel size (panels ranged from one to four individuals) was a factor in some panels not having representation of all racial/ethnic groups. Employee shortages, common at schools nationwide, were also a contributing factor in the employees available to make up the interview panels. Regardless, HR followed up with site leadership for each occurrence where a panel did not include Hispanic/African American representation (**Appendix IV – 2, IV.K.1.d.ii Interview Panel Report**).

The HR Department also continued to monitor the applicant pool.

**Table 4.2: Number of Applicants for All District Positions and Percentage by Race/Ethnicity**

	Fiscal Year						
	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20	FY2020-21	FY2021-22
Total Number of Applicants	8,740	8,027	8,498	8,205	8,611	5,376	6,657
White	42.2%	43.4%	42.8%	41.3%	42.0%	42.9%	37.9%
African American	8.2%	8.2%	8.1%	8.4%	7.6%	7.6%	8.0%
Hispanic	39.1%	42.7%	42.9%	41.2%	40.5%	39.3%	43.4%
Native American	4.0%	2.7%	3.1%	3.1%	2.7%	2.6%	2.5%
Asian/Pacific Islander	2.6%	3.0%	3.2%	6.1%	7.2%	7.6%	8.2%
Unspecified	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## 3. Evaluating Offer Rejections

The HR Department also continued to analyze the reasons why applicants rejected offers of employment. The primary reasons given for declined offers in SY2021-22 were: accepting another offer in-district (59%), personal reasons (15%), and accepting offers out-of-district (13%) (**Appendix IV – 3, IV.K.1.f Declined Job Offers**).

#### 4. Attrition

Finally, the HR Department continued to track the District’s retention of administrators and certificated staff. In SY2021-22, 508 certificated staff and six administrators left the District. Of those separating from the District, 65% were White, 4% were African American, and 25% were Hispanic. The most common reasons cited were: personal (42%), other employment (30%), and retirement (19%) (**Appendix IV – 4, Certificated Attrition SY2021-22**).

School-based staff continued to express high job satisfaction (**Appendix IV – 5, IV.K.1.j SQS Staff Survey**).

### B. Teacher and Administrator Diversity

#### 1. Site Certificated Diversity

The District employed 2,845 certificated staff at school sites in SY2021-22, a reduction of 1.5% from the previous school year (**Appendix IV – 6, Site Certificated Staff and Administrators**). Although overall certificated staff numbers fell, the number of African American certified staff at sites rose from 121 to 132, resulting in a one percent increase in the total number of certificated staff who are African American (from 4% to 5%). The percentage of Hispanic certificated staff remained at 31%.

#### 2. Site Administrator and Team Diversity

In SY2021-22, 40% of site administrators were Hispanic, 8% were African American, and 48% were White. (*Id.*). Of the 30 schools with multiple administrators, HR identified 22 site administrative teams as diverse. Of the eight non-diverse teams, five were White and three were Hispanic (**Appendix IV – 7, IV.K.1.g (3) Site Administrative Teams SY2021-22**).

#### 3. Teacher Diversity

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether the racial/ethnic distribution of teachers assigned at each school site is diverse.<sup>3</sup> Excluding alternative education schools (3)

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<sup>3</sup> The District compares the racial/ethnic distribution of teachers at each school against the racial/ethnic distribution of teachers at each applicable school level as its diversity measure. Schools that are within +/- 15% of the school level are considered “diverse.”

and schools with TWDL dual-language programs (11), 33 out of 73 District schools had diverse teacher assignments in SY2021-22. Of the remaining schools, 13 schools had a relatively higher percentage of Hispanic teachers, two schools had a relatively higher percentage of African American teachers, two schools had a relatively higher percentage of Asian Pacific Islander teachers, and one had a relatively higher percentage of Native American teachers (**Appendix IV – 8, IV.K.1.g (1) Teacher Diversity Assignments**).

#### **4. The 2020-21 Diversity Plan (DP) for Teachers and Administrators**

At the beginning of SY2021-22, the District reviewed the 2016-17 Teacher Diversity Plan (TDP or “Plan”) and, based on approved criteria, established a new set of 18 schools to target for increasing teacher diversity over the next three years. In addition, the District identified eight school sites where improved administrator diversity was needed (**Appendix IV – 9, IV.K.1.g (6) DP Targeted Transfer Schools**). To meet the Plan objectives, the District will continue to implement a variety of recruitment strategies to better identify potential candidates for transfers. These activities include improved marketing, direct personal outreach, and implementation of online surveys. In addition, the District will continue to offer a wide range of incentives for teachers and administrators whose transfer to a school will support diversity. Benefit packages for teachers include stipends, modified teaching schedules, and support in earning a degree or certification credentials. For administrators, the incentives include financial stipends and additional support staff.

#### **5. First-Year Principals and Teachers**

##### **a) First-Year Principals**

For the 2021-22 school year, the District placed seven first-year principals at school sites, including two in interim positions. Both interim principals had held assistant principal positions before being placed (**Appendix IV – 10, IV.K.1.g (5) Assignment of First-Year Principals**).

##### **b) First-Year Teachers**

In SY2021-22, the District hired 161 first-year teachers at 65 schools — a 53% increase from the previous year. The higher overall hiring rate reflects the state of the teaching workforce nationwide and the continued need for certified teachers. A total of 89 first-year teachers were hired for positions at 47 low-performing and/or

racially concentrated sites (**Appendix IV – 11, IV.K.1.g (7) Beginning Teacher Inventory**).

First-year teachers hired at low-performing or racially concentrated schools required a “Certification for First Year Teacher at Racially Concentrated or Underperforming Schools” form signed by the superintendent (or designee, usually the assistant superintendent or principal), outlining the hiring justification and including sheltering/mitigation support strategies.

## **6. Support for First-Year Teachers**

The District continued to implement the First-Year Teacher Plan to support first- and second-year teachers through the New Teacher Induction Program and the Teacher Mentor Program. The SY2021-22 induction program was held on July 26-29, 2022 (**Appendix IV – 12, IV.K.1.n (1) New Teacher Induction Program**).

The District provided mentors to support first- and second-year teachers throughout the year, following the Court-ordered formula that provides additional support for first-year teachers in racially concentrated or underperforming schools (**Appendix IV – 13, IV.K.1.n (2) Mentor Assignments by Ethnicity**). In addition to providing support to teachers, the mentors worked with site administrators to provide additional site-based support, including implementation of sheltering strategies for first-year teachers. Mentoring for all first-year teachers continues through the second year, with targeted approaches based on end-of-first-year assessments.

## **7. Teacher and Principal Evaluations**

In SY2021-22, the District piloted the use of new cut scores for categorizing principal effectiveness (Ineffective, Developing, Effective, and Distinguished). These new cut scores broaden the lower range (Ineffective) and create narrower ranges at the upper end of the scale (**Appendix IV – 14, IV.K.1.m (1) Principal Evaluation Model 2021-22**). The District also made a few modifications to the Teacher Evaluation model in SY2021-22, including reducing the weight assigned to student academic growth while raising the weight placed on the Danielson and teacher reflection components (**Appendix IV – 15, IV.K.1.m (2) Teacher Evaluation Model 2021-22**).

## **8. Teacher Support Plans**

No teachers were placed on either a Targeted Support Plan or a Plan for Improvement in SY2021-22.

## **C. Outreach, Recruitment, and Retention**

The District uses a variety of strategies to attract a racially and ethnically diverse workforce, including strategic advertising, offering various recruitment stipends and incentives, and encouraging employees to pursue certification. In addition, the District has offered several Grow Your Own (GYO) Teacher and Administrator development programs to provide opportunities for professional advancement and improve staff diversity. As in previous years, the District convened the Recruitment and Retention Advisory Committee to communicate with the community and obtain feedback and ideas for recruiting and retaining educators.

Due to COVID-19 travel restrictions, the Human Resources (HR) recruitment team was not able to visit colleges and universities in person during SY2021-22. However, the HR team attended four virtual hiring events with out-of-state colleges and universities, attended 10 in-person job fairs, and held two TUSD job fairs, at Catalina High School and Tucson Community Center. The HR team's goal was to attract racially and ethnically diverse teacher and administrator candidates, with special attention to filling the critical-need areas of math, science, and special education (**Appendix IV – 16, IV.K.1.c Recruitment Activities**).

In SY2021-22, the District continued to implement teacher and administrator development initiatives designed to encourage District staff to become teachers and/or earn specialized endorsements in critical areas such as Exceptional Education, Gifted Education, and Bilingual/Spanish Education, as well as administrator leadership development initiatives. These GYO programs included:

### **1. Grow Your Own Programs**

#### **a) Make the Move**

In SY2021-22, the District continued to offer the Make the Move program to encourage District staff to become certified teachers in General Education, or in specialized fields such as Exceptional Education and Two-Way Dual Language (TWDL).

While each Make the Move track has its own specific programmatic requirements and commitments that a candidate must meet, the Make the Move program is designed to provide tuition reimbursement during study, professional support, and professional development opportunities. Hiring and retention stipends are available for candidates as they successfully work through the program pathway. In SY2021-22, 40 certified teachers received stipends under this program, including two African American and 19 Hispanic teachers.

**b) The Arizona Teaching Fellows**

The Arizona Teaching Fellows program is a partnership between TUSD and the University of Arizona (UA) College of Education, to help selected employees earn a bachelor's or master's degree in Education with particular emphasis on Early Childhood, Elementary, Secondary, and Exceptional Education. The program provides financial assistance and the promise of employment. The District selected six participants as Arizona Teaching Fellows for SY2021-22. To date, the Arizona Teaching Fellows partnership has resulted in the successful retention of 15 teachers (six teachers from Cohort SY2019-20, seven teachers from Cohort SY2020-21, and two teachers from Cohort SY2021-22).

**c) Teacher Cadet**

The EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education, was postponed due to COVID-19 pandemic restrictions for students and staff members in SY2021-22. It is scheduled to begin again in the 2022-23 school year.

**d) Leadership Prep Academy (LPA)**

The Leadership Prep Academy resumed in SY2021-22 with the previously selected cohort due to the closure of schools in SY2020-21. Participants in this cohort engaged in a book study over a seven-month period to discuss, connect, and learn techniques of being people-centered leaders, as well as general leadership effectiveness techniques (**Appendix IV – 17, IV.K.1.p Leadership Prep Academy**).

**e) Master's Cohort in Educational Leadership**

In SY2021-22, the District continued to partner with the University of Arizona (UA), Grand Canyon University (GCU), and Northern Arizona University (NAU) to offer the Master's Cohort in Educational Leadership program, whereby District certificated staff can earn a master's degree at a reduced cost.

## 2. Professional Learning Communities and Professional Development

### a) Professional Learning Communities (PLCs)

PLCs were held both virtually and in person in SY2021-22. As in previous years, the District utilized the *Professional Learning Communities Guide*, which provides foundational information, essential tools, templates, and resources for establishing and maintaining strong professional learning communities at every school. Schools used the guide as a resource to assess the level of proficiency with PLCs among staff members and to guide their improvement. As in past years, monthly CIPDA academies were held to support the work of CSPs and teacher mentors.

Job embedded professional learning was also initiated, to provide a centralized professional learning program for teachers and staff, conducted during work hours, to support staff implementation of District initiatives and provide more autonomy on Wednesdays. Four full days of professional learning were added into the school year calendar, providing a platform for a full day of robust professional development (**Appendix IV – 18, Job Embedded Professional Learning 2021-2022**).

### b) Ongoing Professional Development

In SY2021-22, the District continued to provide professional development and support in the various areas required by the USP (**Appendix IV – 19, IV.K.1.q Master USP PD Report**). The District also continued to use the SPARKS Framework for Culturally Responsive Instruction as a criteria to select professional development vendors and proposals for staff professional learning (**Appendix IV – 20, UDL SPARKS Crosswalk**).

## D. USP Reporting

IV(K)(1)(a) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

*See Appendix IV – 21, IV.K.1.a Explanation of Responsibilities*, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials, for SY2021-22.

- IV(K)(1)(b) A copy of the Labor Market Analysis and any subsequent similar studies;
- No labor market analysis was conducted in SY2021-22.
- IV(K)(1)(c) A copy of the recruitment plan and any related materials;
- No changes were made to the recruitment plan for SY2021-22.
- See Appendix IV – 16, IV.K.1.c Recruitment Activities*, which details recruitment activities for SY2021-22.
- IV(K)(1)(d)(i) The following data and information, disaggregated by race and ethnicity: For all ACS vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy occurred; date of vacancy; position to be filled (e.g., high school math teacher, 2<sup>nd</sup>-grade teacher, principal, etc.) by race (where given by applicant); date position was filled; person selected; and for any vacancy that was not filled, the reason(s) the position was not filled;
- To view data and information, disaggregated by race and ethnicity, for all administrator and certificated staff vacancies for SY2021-22, *see Appendices IV – 22, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2021-22*, and *IV – 23, IV.K.1.d.i (2) Admin Job Postings SY2021-22*.
- IV(K)(1)(d)(ii) Lists or tables of interview committee participants for each open position by position title and school site;
- To view interview committee participants for SY2021-22, *see Appendix IV – 2, IV.K.1.d.ii Interview Panel Report*.
- IV(K)(1)(d)(iii) Lists or tables of all ACS delineated by position, school, grade level, date hired, and total years of experience (including experience in other districts), and all active certifications;
- The data required for section (IV)(K)(1)(d)(iii) is contained in *Appendix IV – 24, IV.K.1.d.iii Certificated Staff and Administrators* for SY2021-22.

IV(K)(1)(d)(iv) Lists or tables of administrators or certificated staff who chose voluntary reassignment, by old and new position;

*See Appendix IV – 25, IV.K.1.d.iv Certificated District-Initiated Transfers*, which contains a report of all DITs by name, previous job title, new assignment location, and new position for SY2021-22.

IV(K)(1)(d)(v) Lists or tables of administrators and certificated staff subject to a reduction in force, by prior position and outcome (*i.e.*, new position or dismissal);

The Reduction-In-Force (RIF) Plan was not enforced in SY2021-22, and no employees were laid off.

IV(K)(1)(e) Copies of the District’s interview instruments for each position type and scoring rubrics;

*See Appendices IV – 26, IV.K.1.e (1) List of Interview Instruments*, and *IV – 27, IV.K.1.e (2) Administrator Hiring Process rev 2022*, for a list of interview instruments used in SY2021-22 and the new hiring process for site and central administrators.

IV(K)(1)(f) Any aggregated information regarding why individuals offered positions in the District chose not to accept them, reported in a manner that conforms to relevant privacy protections;

*See Appendix IV – 3, IV.K.1.f Declined Job Offers*, to view the reasons for declined job offers for SY2021-22.

IV(K)(1)(g) The results of the evaluation of disparities in hiring and assignment, as set forth above, and any plans or corrective action taken by the District;

The data required in section (IV)(K)(1)(g) are contained in *Appendices IV – 8, IV.K.1.g (1) Teacher Diversity Assignments, IV – 28, IV.K.1.g (2) Assignment of Certificated Staff, IV – 7, IV.K.1.g (3) Site Administrative Teams SY2021-22, IV – 29, IV.K.1.g (4) Assignment of First-Year Teachers*,

**IV – 10, IV.K.1.g (5) Assignment of First Year Principals, IV – 9, IV.K.1.g (6) DP Targeted Transfer Schools, and IV – 11, IV.K.1.g (7) Beginning Teacher Inventory.**

- IV(K)(1)(h) A copy of the pilot plan to support first-year teachers developed pursuant to the requirements of this section;
- See Appendix IV – 30, IV.K.1.h First-Year Teacher Plan SY2021-22.*
- IV(K)(1)(i) As contemplated in section (IV)(F)(1)(a), a copy of the District’s retention evaluation(s), a copy of any assessments required in response to the evaluation(s), and a copy of any remedial plan(s) developed to address the identified issues;
- No remedial plans were required in SY2021-22.
- IV(K)(1)(j) As contemplated in section (IV)(F)(1)(b), copies of the teacher survey instrument and a summary of the results of such survey(s);
- The data required in section (IV)(K)(1)(j) is contained in **Appendix IV – 5, IV.K.1.j SQS Staff Survey**. The report contains the results of the annual teacher “job satisfaction survey,” sorted by school level and ethnicity, for SY2021-22.
- IV(K)(1)(k) Descriptions of the findings of the biannual focus groups contemplated in section (IV)(F)(1)(c);
- Due to the COVID-19 pandemic safety protocols in place, the Superintendent’s Focus Group did not take place in the 2021-22 school year.
- IV(K)(1)(l) A copy of the RIF plan contemplated in section (IV)(G)(1);
- In SY2021-22, the Reduction-In-Force (RIF) Plan was not implemented, and no employees were laid off.
- IV(K)(1)(m) Copies of the teacher and principal evaluation instruments and summary data from the student surveys contemplated in (IV)(H)(1);

The data required in section (IV)(K)(1)(m) is contained in **Appendices IV – 14, IV.K.1.m (1) Principal Evaluation Model 2021-22, IV – 15, IV.K.1.m (2) Teacher Evaluation Model 2021-22, and IV – 31, IV.K.1.m (3) Summary Student Survey (District Mean Score)**, for SY2021-22.

IV(K)(1)(n) A description of the New Teacher Induction Program, including a list or table of the participating teachers and mentors by race/ethnicity and school site;

*See Appendices IV – 12, IV.K.1.n (1) New Teacher Induction Program, and IV – 13, IV.K.1.n (2) Mentor Assignments by Ethnicity*, to view the description of New Teacher Induction Program and participating teachers/mentors for SY2021-22.

IV(K)(1)(o) A description of the teacher support program contemplated in section (IV)(I)(2), including aggregate data regarding the numbers and race or ethnicity of teachers participating in the program;

No teachers participated in teacher support program during SY2021-22.

IV(K)(1)(p) A copy of the leadership plan to develop African American and Latino administrators;

*See Appendices IV – 17, IV.K.1.p Leadership Prep Academy*, to view the description of the LPA for SY2021-22.

IV(K)(1)(q) For all training and professional development provided by the District pursuant to this section, information on the type of opportunity, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IV)(K)(1)(q) is contained in **Appendix IV – 19, IV.K.1.q Master USP PD Chart**, for SY2021-22. This report contains a table of all formal USP professional development opportunities offered during SY2021-22.

## **V. Quality of Education**

The District remains committed to providing equitable access to high-quality educational opportunities for all its students and to improving academic achievement, particularly among African American and Hispanic students. The District's efforts to meet these goals in SY2021-22 included offering Advanced Learning Experiences (ALEs) and dual-language programs; addressing the literacy needs of English Learners (ELs); maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses (CRCs), multicultural curriculum, Culturally Responsive Pedagogy (CRP), and other efforts.

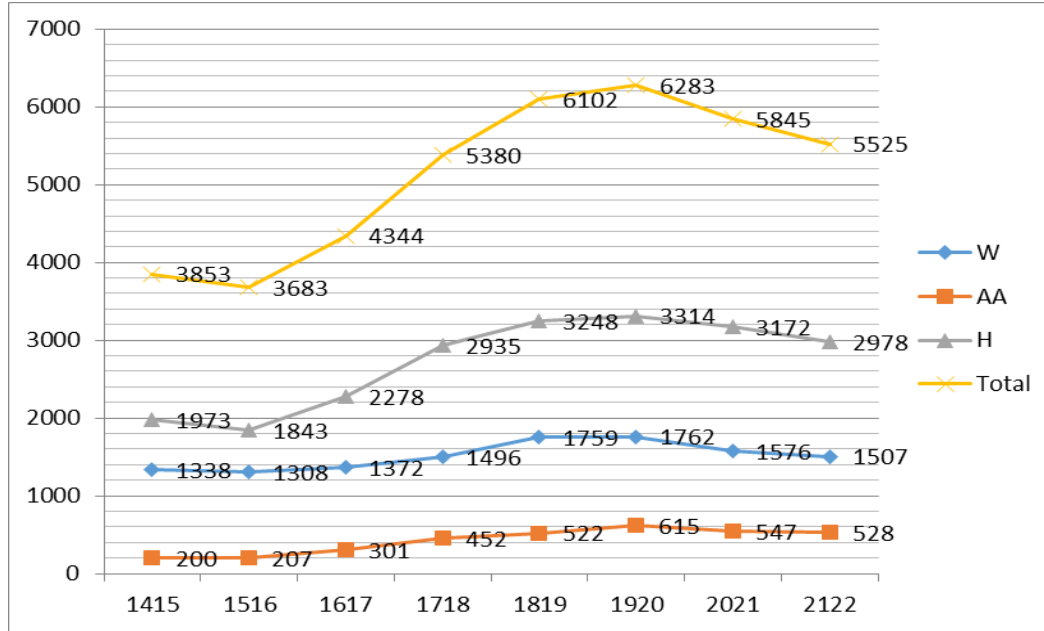
### **A. Advanced Learning Experiences**

The District provides a wide variety of ALEs, with the purposes of ensuring students have equitable access to these courses and programs, and improving the academic achievement of all students, particularly African American and Hispanic students. ALEs include the Gifted and Talented Education (GATE) Program, Advanced Academic Courses (AACs), and University High School (UHS).

#### **1. Gifted and Talented Education**

In SY2021-22, GATE continued to offer seven separate GATE services: self-contained, pullout, resource, cluster, K-1 enrichment and talent development (push-in) lessons, pre-GATE kindergarten, and open-access gifted and talented magnet and middle school programs. As a result, more students were able to access GATE pedagogy through the District's expansion of alternative pathways, including GATE cluster classrooms, pre-GATE kindergarten, and GATE open-access programs.

As shown in the graph below, the total number of students receiving GATE services in SY2021-22 was 5,525, a decrease from the previous year.

**Graph 5.1: Total Number of Students Receiving GATE Services****a) GATE Cluster Programs**

As shown in Table 5.2, the District continued to offer the cluster program at 14 elementary and K-8 schools. More than 1,800 students received GATE instruction in cluster classrooms, including 957 Hispanic and 218 African American students.

**Table 5.2: Students in GATE Cluster Classrooms SY2021-22**

School	W	AA	Hisp	NA	API	MR	Total
Blenman	28	21	55	2	4	5	115
Cavett	8	16	89	2	1	2	118
Drachman K-8	41	12	73	7	2	9	144
Dunham	39	13	44	4	4	6	110
Fruchthendler	184	23	100	3	8	16	334
Grijalva	13	8	100	10	2	2	135
Howell	23	14	34	2	4	5	82
Maldonado	6	6	66	9	0	2	89
Myers/Ganoung	20	23	59	4	3	3	112
Robins K-8	31	6	101	3	3	3	147
Rose K-8	2	2	112	2	2	2	122
Sewell	23	11	38	1	0	4	77
Steele	44	31	40	1	0	9	125
Wright	16	32	46	3	9	7	113
<b>Total</b>	<b>478</b>	<b>218</b>	<b>957</b>	<b>53</b>	<b>42</b>	<b>75</b>	<b>1823</b>

**b) Pre-GATE Kindergarten**

In SY2021-22, pre-GATE kindergarten was available at six GATE self-contained sites. To provide alternative avenues for entry into self-contained GATE, this program is provided as a kindergarten pipeline to the 1<sup>st</sup> through 5<sup>th</sup> grade GATE self-contained programs. Of the 125 students who enrolled, 63 students were Hispanic (5% increase from SY2020-21), and 20 were African American students (122% increase from SY2020-21).

**c) Grades K-1 Talent Development/Enrichment**

In SY2021-22, GATE itinerant teachers continued to create and distribute interactive videos that followed the PETS curriculum and lesson plans to all District kindergarten and first-grade classrooms. GATE itinerant teachers pushed into kindergarten and 1<sup>st</sup> grade classrooms to model PETS lessons. Classroom teachers then incorporated PETS lessons and thinking strategies into their classes. For SY2022-23, kindergarten and 1<sup>s</sup> grade teachers will be asked to take a self-paced PETS training course and begin teaching the PETS lessons at GATE self-contained and cluster sites. GATE itinerant teachers will push into 2<sup>nd</sup> grade classrooms.

**d) Open-Access GATE Magnet and Middle School Options**

The District continued to provide open-access GATE services to all K-5 students at Tully Elementary Magnet School and all 6<sup>th</sup> to 8<sup>th</sup> grade students at Roberts-Naylor. As a GATE magnet school, Tully uses gifted instruction and pedagogy in all classrooms and related activities. Students do not need to qualify to access these GATE options.

**e) Participation in Traditional GATE Services**

Student participation fell for both pull-out (5%) and self-contained GATE (12%) in SY2021-22, compared to the prior year (**Appendix V – 1, V.G.1.a ALE 40<sup>th</sup>-day Enrollment SY2021-22**).

**f) GATE Supplemental Goals**

The District exceeded the 15% Rule for GATE resource enrollment for African American students at the high school grade level, and for middle school Hispanic students (**Appendix V – 2, V.G.1.c. ALE Supplementary Goals Summary SY2021-22**).

**g) Dual-Language GATE Programs**

The District continued to offer a full Dual-Language GATE program at Hollinger K-8 in SY2021-22.

**h) EL Students in GATE Programs**

In SY2021-22, 112 EL students participated in traditional GATE programs (**Appendix V – 3, EL Participation in GATE Programs**).

**i) Self-Contained Program Placement in SY2021-22**

Seventy-one percent of students who qualified for self-contained GATE services enrolled in some type of GATE service (**Appendix V – 4, Self-Contained Students and Placement Status SY2021-22**).

**j) GATE Recruitment and Outreach Activities**

The GATE Department was able to provide numerous outreach activities and events remotely, using interactive Zoom, as well as hosting in-person outreach activities during the 2021-22 school year (**Appendix V – 5, GATE Outreach Events Calendar SY2021-22**).

Outreach to parents included:

- Attending Kindergarten Round-Up events at the self-contained program sites to encourage early screening for the pre-GATE kindergarten program;
- Reaching out to several area Head Start, PACE, and Early Learning Centers with invitations to participate in testing to increase pre-GATE kindergarten enrollment;
- Attending numerous African American and Hispanic outreach events and answering questions regarding GATE programs and testing;
- Presenting at all Family Resource Centers (FRCs) to share information with families about GATE programs and testing; and
- Making personal telephone calls to African American and Hispanic families who did not respond to placement letters at sites where enrollment was low.

For EL recruitment and outreach in SY2021-22, the GATE Department continued several strategies to reach Spanish-speaking families with information about GATE services, testing, and placement. Activities included: sending all GATE communication in Spanish; staffing outreach events with a bilingual GATE teacher; providing translation support at GATE events; and using the Spanish radio Tejano to run a GATE testing announcement the week prior to when the testing invitation was sent to all K-6 families.

#### **k) GATE Testing in SY2021-22**

The COVID-19 pandemic, the closure of schools, and the need to adhere to SY2021-22 District COVID-19 protocols in SY2021-22 meant that the District has had to make changes to testing protocols and qualifying criteria from previous years.

During the 2021-2022 school year, four separate testing windows were implemented to support student qualification and testing needs. The first window of testing was to ensure all students who had previously qualified through a screener in a prior year but not completed the full qualification test had a full score on file. During the second window of testing, students in 5<sup>th</sup> and 6<sup>th</sup> grades were tested. This took place between late September and mid-October. The third testing window was for 1<sup>st</sup> grade through 4<sup>th</sup> grade students (late October to early February 2022). The last and fourth testing window was for students in kindergarten and took place between February and early March.

In SY2021-22, all students took the full 90-minute CogAT in addition to the Raven exam. The 3<sup>rd</sup> edition Naglieri Nonverbal Ability Test (NNAT) was used in circumstances where a student had taken the CogAT within the same year. These test scores, along with the Raven, were used to determine qualifications for self-contained and pull-out GATE.

The District tested 6,089 students in grades K-6 for GATE self-contained and pull-out services in SY2020-21 (**Appendix V – 6, GATE Testing and Qualified Students SY2021-22**).

#### **l) Professional Development — GATE**

In SY2021-22, the GATE Department continued to provide both virtual and in-person professional learning opportunities for both new and veteran GATE teachers (**Appendix V – 7, GATE Professional Development SY2021-22**).

These included:

- GATE study groups, providing new District GATE teachers the opportunity to learn from, and collaborate with, more experienced colleagues;
- Interactive and self-paced training courses on foundational GATE pedagogy and instructional strategies;
- Train-the-trainer professional development programs for GATE cluster sites, Tully GATE Magnet, and the Roberts-Naylor open access program; and
- Robust summer sessions for both new and veteran GATE teachers.

**m) Teacher Recruitment**

The District continued to provide multiple opportunities for teachers to earn a Gifted teaching endorsement, with a stipend paid when it is earned. In SY2021-22, the District collaborated with the UA College of Education to share information about GATE services and to invite interested students to complete their student teaching in a GATE self-contained classroom. In SY2021-22, 156 staff had their Gifted endorsement (**Appendix V – 8, V.G.1.j Certificated Staff with ALE Credentials**).

**n) Department Collaboration**

The GATE Department continued to work with other District departments, including the Equity, Diversity and Inclusiveness departments (AASSD, MASSD, FACE, and Magnet), Communications Department, Language Acquisition Department, School Community Services (SCS) Department, and the Infant and Early Learning Centers, to support outreach and recruitment efforts and student support services. The GATE Department also continued to collaborate with education organizations such as the Arizona Association of Gifted and Talented, the Arizona Department of Education Gifted and Talented Department, and the Pima County School Superintendent’s Office. The GATE staff attended regional events, trainings, and workshops with other Gifted coordinators in the county.

**2. Advanced Academic Courses (AACs)**

The District continued to offer middle and high school students a variety of advanced course options, including honors courses, accelerated mathematics, middle

school high school credit courses, Advanced Placement (AP), Dual Credit (DC), and International Baccalaureate (IB). Many of these courses were designed in collaboration with the department of Culturally Responsive Pedagogy and Instruction (CRPI).

**a) Accelerated (Advanced) Mathematics**

In SY2021-22, nearly 1,600 6<sup>th</sup>- to 8<sup>th</sup> grade students enrolled in these courses, with 5% African American and 70% Hispanic participation (**Appendix V – 1, V.G.1.a ALE 40<sup>th</sup>-day Enrollment SY2021-22**).

**b) Middle School and High School Honors Courses**

The District offers honors classes in core subjects such as science, social studies, and English Language Arts (ELA) for grades 6-12. More than 4,800 students enrolled in honors courses in SY2020-21 (***Id.***).

**c) Middle School Courses for High School Credit**

More than 1,690 middle school students enrolled in courses for high school credit in SY2021-22. African American participation rose by 1 percentage point (***Id.***).

**d) Advanced Placement (AP)**

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. In SY2021-22, more than 2,700 students enrolled in at least one AP course.

To support student success in AP courses and associated exams, the District continued to provide two AP tutors for academic support and one AP mentor for non-academic support at each high school. The District also provided four hours of AP exam preparation for students to ensure that they were ready for their associated AP test in the second semester.

In June 2022, the District offered AP Summer Boot Camp at seven high school sites (Catalina, Palo Verde, Pueblo, Sabino, Sahuaro, Santa Rita, and Tucson High). This program offers students exposure to Advanced Placement curriculum and rigor. All sites offered an in-person experience, with a remote option offered at one site.

In spring 2022, more than 1,700 students took an AP exam, including 102 African American and 749 Hispanic students. Of those who took an AP exam, 55% of

African American students and 50% of Hispanic students received at least one score of a 3 or more (**Appendix V – 9, AP Tests and Exams**).

**e) Dual-Credit Participation (DC)**

In SY2021-22, the ALE Department continued to implement the Dual-Credit Expansion plan in collaboration with Pima Community College (PCC) and the UA. More than 1,100 students enrolled in dual-credit courses in SY2021-22 — 8% of those students were African Americans and 59% were Hispanic (**Appendix V – 1, V.G.1.a ALE 40<sup>th</sup>-day Enrollment SY2021-22**).

**f) International Baccalaureate Participation**

The International Baccalaureate program at Cholla High School offers open-access IB-preparation courses for grades 9-10, to prepare students for the IB Certificate/Diploma Program, which is available to students in 11<sup>th</sup> and 12<sup>th</sup> grades (***Id.***). To support students and increase student retention, the IB teachers utilize early student interventions, including tutoring and mentoring. Three students in the Class of 2022 received a diploma, and 84 students received course certificates.

**g) ALE Supplemental Goals**

In SY2021-22, the District met or exceeded the 15% Rule goals in 10 areas, including high school GATE resource classes and K-8 Honor classes for African American students. For Hispanic students, participation goals were met for middle school GATE resource classes, K-8 and middle school accelerated (advanced) math, K-8 and middle school honors classes, K-8 high school credit courses, IB, and dual credit.

**h) EL Students in AACs**

In SY2021-22, EL participation increased in accelerated (advanced) mathematics and dual credit classes (***Id.***).

**i) AVID**

While AVID is not an ALE, it continues to be an important support for students in ALE classes.<sup>4</sup> In SY2021-22, the District offered the AVID Elective model for middle

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<sup>4</sup> Advancement via Individual Determination (AVID) is dedicated to closing academic achievement gaps by preparing all students for college and other post-

school and high school students at 14 sites, as well as a school-wide AVID Elementary model at Davidson, Wright and Booth-Fickett. Under this model, all teachers embedded AVID strategies in their teaching practices in all subject areas.

**Table 5.3: 100<sup>th</sup>-Day Multi-Year Comparison of AVID Enrollment by Ethnicity**

Year	White		African American		Hispanic		Native American		Asian PI		Multi Racial		100-Day Total
	N	%	N	%	N	%	N	%	N	%	N	%	
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19	2.7%	714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	1096
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	1320
17-18	178	12.1%	176	11.9%	985	66.8%	53	3.6%	36	2.4%	47	3.2%	1475
18-19	377	15.7%	350	14.6%	1430	59.5%	91	3.8%	78	3.2%	79	3.3%	2405
19-20	363	13.6%	393	14.7%	1643	61.5%	104	3.9%	69	2.6%	98	3.7%	2670
20-21	335	12.8%	392	15.0%	1606	61.5%	120	4.6%	59	2.3%	99	3.8%	2611
21-22	349	13.3%	405	15.5%	1580	60.4%	100	3.8%	83	3.2%	101	3.9%	2618

#### j) Professional Development — AACs

The District provided various opportunities for ALE-specific professional development in SY2021-22, including training on ALE instructional strategies in the classroom, and how to recruit students into ALEs.

The District paid the registration fee for 73 teachers to participate in the Advanced Placement Desert Summer Institute in June and July 2022. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year opportunity for AP content review. Other coursework offered could be

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secondary opportunities, with a focus on low-income, minority, and potential first-generation college students.

used toward a Gifted education endorsement and addressed differentiated curriculum use in Advanced/honors courses.

The District also provided AVID training for over 450 teachers, counselors, and administrators, including AVID Digital Experience, AVID Summer Institute, AVID National Conference, AVID Building Capacity Workshop, and AVID Professional Learning Modules (APLM) workshops (**Appendix V – 10, AVID Professional Development SY2021-22**). The set trainings were an opportunity for faculty to collaborate, become familiar with AVID methodologies, and learn what to anticipate when a school focuses its structures, processes, protocols, and systems to strategically improve the performance of all students. Topics included implementation of AVID school-wide, how to facilitate professional learning for adults, critical reading and writing strategies, content curriculum, and strategies to build a classroom culture in which rigorous academic instruction combines with social and emotional support to accelerate learning and close the achievement gap.

Additionally, the ALE director and AVID District coordinator held regular meetings for AVID site coordinators to support collaboration among AVID sites and engagement with AVID professional learning and required documentation for AVID certification. Throughout SY2021-22, 10 meetings were held with all AVID site coordinators, and two one-on-one meetings were also held with each site coordinator (**Appendix V – 11, AVID Site Coordinator Meetings SY2021-22**). To support AVID sites, the District provided AVID “Tutorology” training to 13 new tutors and participants and put these strategies into weekly practice at AVID sites.

### **3. University High School**

#### **a) UHS Admissions SY2021-22**

In SY2021-22, all CogAT testing for UHS admissions was administered online through the Data Manager - Riverside Insights testing platform. Each TUSD middle and K-8 school identified a site-based CogAT testing coordinator that proctored the test with support from Assessment and Evaluation staff. All coordinators were required to attend annual workshops. Benefits of online testing are the immediacy of the results and a comprehensive report explaining each student’s results. These reports were provided to families by UHS admissions.

The ACT Mosaic was offered to students who did not meet the 50-point requirement for immediate admissions but were within the designated margin of 45-

49 points. A total of 39 students, 20 TUSD and 19 non-TUSD students, were eligible to take the Mosaic.

Overall, 385 students, including 12 African American students and 129 Hispanic students, qualified for the SY2022-23 UHS freshman class by meeting the designated criteria for admissions (**Appendix V – 12, V.G.1.g UHS Admissions SY2021-22 Freshman Class**).

**b) Recruitment and Outreach**

Due to continued COVID-19 restrictions and the delay in identifying the freshman class, UHS modified outreach and recruitment events.

The outreach and recruitment events in SY2021-22 included:

- UHS held two virtual information nights for middle school families to learn about UHS and the admissions process;
- UHS held regional informational meetings with middle school students throughout SY2021-22;
- In lieu of an open invitation to Step Up, UHS gave targeted tours for TUSD middle schools with predominately Latino and African American students. The tours invited students, parents, and their school counselors and included a walkthrough of campus and a question-and-answer session with current UHS students. Transportation was provided; and
- HS collaborated with EDI Student Support Services departments and called all qualified student families who had not accepted placement by the deadline.

**c) Support and Retention Efforts**

UHS provided the following student support and retention services in SY2021-22:

- Boost, an incoming freshman orientation and induction program, designed to address and implement more targeted interventions for incoming freshmen and eliminate academic skill gaps;

- Bounce, a math and science summer support program for UHS students entering their sophomore year;
- Blast, a summer STEAM program targeted to rising 7<sup>th</sup> and 8<sup>th</sup> grade students across the city;
- Math, Science and Writing Center courses targeted to students struggling in these academic subjects;
- The Penguin-to-Penguin student mentor program; and
- Hiring of a Multi-Tiered System (MTSS) Coordinator to monitor and address students' needs.

#### **d) Attrition**

In SY2021-22, UHS continued to provide academic and social interventions designed to lower attrition, including placement testing for ELA, mandatory Penguin mentors for freshman students, frequent grade-level presentations, and Future Focused Meetings. These featured guest speakers from the school and from the local and national communities discussed stress, time management, goal setting, and other essential topics. UHS also offered a book club for Hispanic and African American students to provide additional mentoring through texts that support academic and socio-emotional growth. The UHS attrition rate for SY2021-22 was 10%<sup>5</sup> (**Appendix V – 13, UHS Attrition**).

#### **e) Post-Secondary Education**

A continued goal of UHS is to ensure that students graduate with the ability to attend the college or university of their choice, with many students accepted into elite colleges and universities. For the past 14 years, UHS has had 100% post-high school placement of students in two year-colleges, four-year colleges and universities, military academies or enlistment, or trade schools upon graduation.

With assistance from the UHS College and Career Center, the Class of 2022 earned more than \$34 million in scholarships and grants. Hispanic and African American students earned substantial scholarships to in-state and out-of-state universities, and four students were awarded the Questbridge Match Scholarship. In

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<sup>5</sup> The attrition rate is calculated based on the students enrolled on the 40<sup>th</sup>-day who did not return to the school in the following year.

addition, University High School had two African American students and 15 Hispanic students who were identified by the College Board National Recognition Program.

## **B. Dual-Language**

The District manages two distinct language acquisition programs: the Structured English Immersion (SEI) program and the Two-Way Dual-Language (TWDL) program. SEI is mandated by the state to develop English language proficiency in students who are classified as ELs. The District designed the TWDL program to help students become bilingual and bi-literate in English and Spanish and to better compete in a global economy.

In SY2021-22, the District continued to work on implementing its multi-year expansion plan for the dual-language program, including adding strands at existing TWDL sites, establishing language academies, and continuing recruitment and retention efforts for bilingual endorsed teachers, to support future expansion.

### **1. OELAS**

In SY2021-22, the District continued to follow the guidance and approval from the Office of English Language Acquisition Services (OELAS) to qualify EL students for its TWDL programs. As in previous years, the District administered the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) to kindergarten students, for them to demonstrate English proficiency levels that qualify them for enrollment into a TWDL program.

During the integrated block of English language development, EL students worked alongside their mainstream peers. The District provided teachers and administrators with professional development on Arizona's research-based Language Development Approach (LDA) to implement the model.

### **2. Dual-Language Academies**

In fall 2021, the Language Acquisition Department (LAD) conducted Language Academies at seven of the dual-language schools for K-3 EL students, to prepare them for eligibility to participate in the District's TWDL program in SY2022-23. The focus of instruction was to develop students' oral English skills so that they pass the AZELLA. In addition, the LAD conducted Language Academies at the 10 dual-language schools for EL and English-proficient students in K-5 to develop oral Spanish skills, to

support student success in maintaining and/or acquiring a second language, which is needed to participate in a TWDL program.

### 3. Monitoring Student Enrollment

In SY2021-22, the District extended the TWDL program to 5<sup>th</sup> grade at Bloom and added an additional 1<sup>st</sup> grade class at White. More than 2,300 students enrolled in a dual-language program in SY2021-22 (**Appendix V – 1, V.G.1.a ALE 40<sup>th</sup>-day Enrollment SY2021-22**).

**Table 5.4: 40<sup>th</sup>-Day Dual-Language Enrollment by School Year**

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Dual-Language Schools								
Davis	345	334	312	295	314	313	295	271
Roskrige	675	717	675	654	614	649	582	547
Hollinger K-8	314	260	315	321	349	399	357	362
Dual-Language Classrooms								
Bloom			20	42	74	105	107	119
Grijalva	145	106	100	99	93	104	106	98
McCorkle	67	97	119	159*	162	206	236	245
Mission View	90	79	75	97	100	109	84	73
Van Buskirk	125	116	92	107	96	105	102	94
White	147	122	147	140	129	115	120	131
Pistor	167	165	179	94	117	63	55	57
Pueblo	88	110	110	124	398	296	328	324
Total	2163	2106	2144	2132	2446	2464	2372	2321

### 4. EL Reclassification in Dual-Language Programs

In SY2021-22, the District continued to monitor the reclassification rate for EL students enrolled in the dual-language programs and to assess Spanish proficiency.

**Table 5.5: Dual-Language EL Reclassification Rates**

<b>School Year</b>	<b>ELL Tested</b>	<b>Reclassified</b>	<b>Percentage Reclassified</b>
2014-15	235	84	35.7%
2015-16	206	52	25.2%
2016-17	231	15	6.5%
2017-18	343	37	10.7%
2018-19	357	39	10.9%
2019-20	354	29	8.2%
2020-21	251	17	6.8%
2021-22	385	29	7.5%

## **5. Dual-Language Spanish and English Assessments**

In SY2021-22, the District was able to return to the scheduled assessments outlined in the TWDL Assessment Framework. Assessments administered in SY2021-22 included Logramos (a Spanish reading and writing test for 2<sup>nd</sup> through 8<sup>th</sup> grade students), as well as the Development Reading Assessment and Evaluación de desarrollo de la lectura (English and Spanish assessments for reading comprehension and fluency). The District Benchmark assessments were administered in Spanish for quarters one and two, along with the FLOSEM during the first semester, to assess listening and speaking in Spanish.

The LAD instructional technology integrationist continued to support Beable and Imagine Learning Español, to increase student achievement.

## **6. Professional Development**

In SY2021-22, the District offered TWDL professional development on an ongoing basis (**Appendix V – 14, TWDL PD**).

- On a quarterly basis, the LAD instructional coaches and itinerant teachers continued to collaborate with expert consultant Rosa Molina to provide training for dual-language teachers at all grade levels. In addition — in collaboration with the Association of Two-Way Dual-

Language Education (ATDLE) — TWDL site administrators, teachers, and families participated in school-wide training focused on Guided Language Acquisition by Design (GLAD). Fall sites included Roskrug and Van Buskirk; Spring sites included Hollinger and Mission View. GLAD is a rigorous professional development focused on research-based strategies that support language acquisition and proficiency in grade-level content standards (**Appendix V – 15, GLAD Fall Training Sessions**).

- In June 2022, the LAD hosted the 2022 Language Learning Symposium through a virtual platform. More than 150 teachers, instructional staff, and administrators participated. The Symposium included sessions on the secondary SEI program model, as well as how to use technology tools in an in-person dual-language instructional setting.

## **7. Site Implementation**

In SY2021-22, dual-language itinerant teachers provided teachers with in-class support at each of the 11 TWDL sites as they moved toward the goal of fully implementing the TWDL program. In addition, the Department implemented the TWDL Advisory Committee, comprised of TWDL administrators, teachers, parents, and community members, to review and make TWDL program recommendations (**Appendix V – 16, TUSD Two-Way Dual Language Advisory Committee 2021-22**).

## **8. Developing/Recruiting Bilingually Endorsed Teachers**

The Language Acquisition Department continued to recruit certified teachers to obtain a bilingual endorsement:

- In SY2021-22, the LAD continued an outreach partnership with the UA Bilingual Cohort to encourage UA bilingual education students to pursue dual-language teacher vacancies in the District. Eight TWDL classroom vacancies will be filled by UA bilingual cohort graduates in SY2022-23;
- In March 2022, the LAD held a virtual TWDL recruitment informational meeting about the Make the Move program for District certified teachers who did not have bilingual endorsements (**Appendix V – 17, TWDL Make the Move Brochure SY2021-22**); and

- The District also set aside funds from the LAD’s Grow Your Own program allocation to reimburse the full cost of the Spanish Proficiency Exam for teachers, including Make the Move participants (***Id.***).

In SY2021-22, there were 250 certificated staff with a bilingual endorsement (**Appendix V – 8, V.g.1.j Certificated Staff with ALE Credentials**).

## **9. Dual-Language Parent Outreach and Supports**

For SY2021-22, the LAD, in collaboration with the Communications Department, continued to provide TWDL program information and enrollment opportunities to students and parents throughout the District, using the parent resource website, social media, mailers, and targeted advertising through various media. In addition, LAD provided parent informational sessions at nine TWDL sites. These sessions presented programmatic information and strategies for parents, to provide support for their students in a TWDL program during distance learning.

## **10. The TWDL framework**

In SY2021-22, the District continued to collaborate with Rosa Molina to further implement her programmatic recommendations and to reflect relevant changes in the TWDL framework. The LAD continued to work on the action items identified in SY2021-22, including refinements of the assessment matrix and strand development at Bloom and McCorkle.

## **C. Exceptional Education Placement, Policies, and Practices**

The Exceptional Education Department continued to monitor student placement in exceptional education services for disparities, based on student data and established standards (**Appendices V – 18, Ex Ed Referrals and Qualifications SY2021-22, and V – 19, V.G.1.u Students Receiving Ex Ed Services SY2021-22**).

### **1. Dropout Prevention and Graduation**

The Dropout Prevention and Graduation (DPG) Plan covers five key areas: annual goals and progress monitoring, student identification and monitoring, graduation support services, family engagement, and professional development.

### **2. Annual Goals**

The District’s DPG committee, including representatives from multiple departments, evaluates and adjusts the DPG plan goals annually. During SY2021-22,

the committee met to evaluate relevant information and review annual goals (**Appendix V – 20, DPG Annual Goals and Progress Monitoring**).

### **3. Student Identification and Monitoring**

In SY2021-22, AASSD and MASSD continued to use the MTSS module in Synergy to document student academic interventions and monitor plans.

### **4. Graduation Support Systems**

The District continued to utilize institutionalized support systems and strategies to provide direct support to students. As outlined in the DPG plan, systems and strategies for specific grade levels and sub-populations include:

- **District-wide Support Strategies:** The District continued to provide District-level support through MTSS and individual support plans, standardized curriculum, social workers, and the Dropout Prevention and EDI departments. The District also continued to implement the site-based Steps to Success initiative and a new program, Step by Step, targeted at 8<sup>th</sup> graders (**Appendix V – 21, Dropout Prevention Activities SY2021-22**);
- **High School Support Strategies:** The District continued to offer high-school-level graduation support through the Freshman Academy, credit recovery options, 8<sup>th</sup> grade transition programs, structured concept recovery, and alternative schools and programs. The District also invested in Majorclarity, a software system that allows students and counselors to create graduation plans in collaboration. Both AASSD and MASSD staff received training on the system, which can be used to work with students in creating plans;
- **Elementary and Middle Grade Support Strategies:** The District continued to provide support for elementary and middle school students through middle school teams, elementary-level master schedules, and a focus on early literacy; and
- **English Learner Support Strategies:** The District continued to provide support for ELs through transportation support, credit recovery placement priority, online credit recovery through C.O.L.E., sheltered content classes, summer school, intervention classes, Imagine Learning,

ELD classes, and student and parent orientation (**Appendix V – 22, Support Strategies for English Learners SY2021-22**).

### **5. Family Engagement for At-Risk, Disengaged, or Struggling Students**

Pursuant to the DPG plan and the FACE Action Plan, the District has developed infrastructure to support a multi-tiered approach to family and community engagement that includes general outreach to families through ParentLink, monthly calendars, Facebook, and the District’s website (type 1); as well as targeted outreach to African American and Hispanic families and at-risk students through phone calls, flyers/monthly calendars, and Facebook (type 2). In addition, EDI student support services departments, including AASSD and MASSD, continued to provide opportunities to acknowledge and celebrate student academic success throughout the school year, culminating in end-of-year student recognition ceremonies.

### **6. Professional Learning**

As described throughout the Annual Report, the District continued to implement comprehensive professional learning that is aligned to the USP. This included training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year.

## **D. Student Engagement through Curriculum**

The SY2021-22 marked a return to in-person instruction for most students. While some students chose to attend school through the District’s online platform (TUVA), most students returned to their school sites. In-person instruction facilitates interaction and significantly increases student engagement.

The District resumed its efforts to train teachers in culturally responsive practices through various professional development training sessions. Training courses were provided to site and central staff, including teachers and instructional support personnel. This year, the District provided four full days of training through Professional Learning Thursdays. Once a quarter, certificated staff were provided a menu of hundreds of options for professional development. On these days, teachers were required to attend three 90-minute training sessions on topics of their choice. Many of these sessions focused on student engagement, using the SPARKS culturally responsive instructional framework (**Appendix V – 23, PLT PD Offerings**).

To further address the social emotional learning needs of students, the District worked with consultants to develop an SEL (Social Emotional Learning) model. This model was inclusive of the SPARKS framework for culturally responsive instruction. The social emotional learning framework will be implemented in the 2022-23 school year.

The District provided CRC teachers with additional training in addressing the social-emotional learning needs of students via the restorative circle process. This was done through the Tier I and Tier II CRC PD structure. Through the tiered PD structure, CRC teachers were offered training from CRPI on a bi-monthly basis (**Appendix V – 24, CRC Tier I Dates**).

### **1. Culturally Relevant Courses**

In SY2021-22, the District continued to implement the CRC plan, which called for CRC expansion, when feasible, in elementary, middle, and high schools. CRC teachers continued to develop and revise CRC curriculum and review and revise the curriculum maps for new and existing CRC.

A total of six new culturally relevant courses were developed for implementation in SY2022-23 (**Appendix V – 25, CRC Expansion Courses**). New courses include 6<sup>th</sup> through 8<sup>th</sup> grade CR Science courses with curriculum that is designed to make the study of scientific phenomena more relevant by focusing on the Sonoran Desert and its surrounding areas (**Appendix V – 26, CRC Science**).

In addition, UHS offered a CRC-AP English course, AP Literature: Culturally Relevant Mexican American and African American Perspective. This newly developed curriculum encourages the possibility of future expansion of CRC AP offerings not only at UHS, but at other District high schools. Working with a committee of teachers, CRPI further developed curriculum for CRC AP courses, and it plans to offer these courses at additional sites in the future (**Appendix V – 27, CRC AP Lit Curriculum**).

In collaboration with the University of Arizona and the Los Gatos Grant, the CRPI Department developed a dual-enrollment, Culturally Relevant (CR) Pre-Calculus course. This course will be offered at Rincon, Pueblo, and Catalina high schools in SY2022-23 (**Appendix V – 28, CRC MAT 187**).

In SY2021-22, a total of 5,289 students enrolled in CRC courses, including 165 elementary students across the District.

**Table 5.6: 40<sup>th</sup>-Day CRC Student Enrollment by School Type**

School Level	Year	White	AA	Hisp	NA	API	MR	Total
Elem Schools	2021-22	17	10	125	6	3	4	165
	2020-21	14	5	120	9	0	1	149
	2019-20	28	15	177	10	6	9	245
	2018-19	24	18	153	5	6	2	208
	2017-18	35	28	102	11	8	6	190
	2016-17	13	9	90	9	8	4	133
K-8 Schools	2021-22	187	155	1066	83	32	54	1577
	2020-21	141	106	943	88	17	41	1336
	2019-20	208	162	1229	136	24	51	1810
	2018-19	185	128	1082	144	24	46	1609
	2017-18	131	90	1179	157	9	53	1619
	2016-17	60	34	313	19	5	12	443
Middle Schools	2021-22	484	258	1120	61	27	87	2037
	2020-21	547	275	1192	69	46	86	2215
	2019-20	452	179	1006	46	27	82	1792
	2018-19	320	130	603	35	26	61	1175
	2017-18	207	70	379	19	16	23	714
	2016-17	108	35	316	20	5	15	499
High School	2021-22	247	144	991	47	40	41	1510
	2020-21	225	175	1197	52	53	63	1765
	2019-20	167	211	1157	47	15	38	1635
	2018-19	164	204	1079	47	18	38	1550
	2017-18	138	207	1160	50	16	42	1613
	2016-17	108	165	991	36	16	33	1349
	2015-16	54	118	1012	35	5	19	1243

**a) CRC Teacher Training**

In SY2021-22, the District continued to provide professional development opportunities and support to all CRC teachers. Activities included:

- New CRC teacher orientation on the basic elements of teaching CRC, including exposure to curricular documents, theoretical underpinnings, and applicable strategies used in this setting;

- Ongoing Tier 1 and Tier 2 professional development that provide updates on current and relevant CRC topics during Saturday professional development sessions. These trainings allowed CRC teachers across school sites to collaborate collectively; and
- CRC teacher study groups, where participants could read and discuss peer-reviewed academic research articles on culturally responsive education.

#### **b) CRC Master Teachers**

CRPI continued to use a teacher mentorship model, whereby experienced classroom teachers (CRC master teachers), who demonstrate a high level of expertise in culturally responsive practices and culturally relevant curriculum, work with colleagues new to the field. Nine master teachers met with first- and second-year CRC teachers at least once a week to provide guidance and feedback. Third-year teachers also received support, but less frequently. In addition to supporting mentees, each Master teacher was assigned to a primary school site, where he or she observed and engaged in co-teaching with one specific teacher.

Master teachers also received professional development through departmental training and conference opportunities. Master teachers also continued to engage in their own PLC, to improve their CRC practices.

## **2. Culturally Responsive Pedagogy and Student Engagement Professional Development**

In SY2021-22, the District continued to provide administrators and certificated staff a variety of professional development opportunities. The District uses a culturally responsive framework to address the elements contained within the Supportive and Inclusive Learning Environments (SAIL) approach (*see Section V.I*).

#### **a) Administrator and Staff Professional Development**

In SY2021-22, the District provided Phase 2 training to administrators on the Revised Danielson and SPARKS framework. This training specifically focused on culturally responsive practices in the classroom and utilizing the Danielson evaluative framework as an instructional coaching tool (**Appendix V – 29, CR Danielson Storyboard**).

CRPI staff continued to provide support and training to teachers and site staff. CRPI staff provided training during the quarterly Professional Learning Thursdays (PLT), whereby District teachers and staff attend three 90-minute sessions during the contract day. Participant surveys collected at the end of each session were used to inform future development and modification of training.

In addition, CRPI staff also provided SPARKS training to newly hired teachers during Teacher Induction, as well as to teachers and site-based staff throughout the year.

#### **b) CRPI Summer Conference**

The CRPI Department presented its annual Summer Institute for Culturally Responsive Education June 9-11, 2022. Over 200 teachers and administrators took part in this virtual three-day professional development opportunity. A slate of preeminent scholars in their fields presented their work alongside local practitioners from within TUSD (**Appendix V – 30, SICRE 2022 Program**).

### **3. Multicultural Curriculum**

During SY2021-22, the Multicultural Curriculum Department (MCD) modified TUSD’s multicultural curriculum, anchoring and placing learning within a meaningful, problem-solving context. “Anchoring” refers to the bonding of the content within a realistic and authentic context. MCD included units and resources for learning that emphasized complex problem solving in integrated learning contexts, while also facilitating the formation of connections within and between content domains. This framework provides students with realistic roles that serve to enhance the learning process and facilitate the kinds of essential questions that students must examine through a continuous framing and examination of complex and controversial questions about their local community and the contemporary world.

#### **a) Multicultural Curriculum Website**

In SY2021-22, MCD expanded its website to include self-paced interactive multimedia professional development modules on how to use an Anchor Instructional Framework to develop problem-based curriculum that facilitates the formation of connections within and between content domains. The modules comprise of a problem or issue of interest to students while facilitating the kinds of essential questions that students must examine. MCD also added contemporary and diverse research-based interdisciplinary K-12 digital resources, lesson plans by

subject and grade level, and other resources around critical areas such as social emotional learning, equitable learning environments, and trauma informed practices (**Appendix V – 31, Multicultural Curriculum Website Page**).

## **b) Curriculum Resources and Resource Integration**

### **(1) Culture Kits/Story Boxes**

The MCD staff continued to research and develop contemporary culture kits and story boxes as powerful teaching tools for engaging students. As TUSD, schools, and society become increasingly diverse, culture kits and boxes in SY2021-22 accentuated the importance of building intercultural understanding as a key to creating linguistically inclusive and culturally sensitive learning environments. The kits also include standards-based exemplar multicultural lesson plans and contemporary global and international literature (**Appendix V – 32, K-5 Syrian, DRC, and Somali Story Box**).

### **(2) Science Curriculum and Training**

In SY2021-22, MCD worked collaboratively with a cohort of science teachers to incorporate the elements of Anchored Instruction and Phenomena into the science curriculum. Centering science lessons and teaching on phenomena that is universal or deeply rooted in southern Arizona’s culture shifts the focus from learning about a topic to figuring out why or how something happens. Phenomena demands that students generate enduring questions, experience positive confusion, and engage in reflective thought essential in designing solutions to science-related problems that matter to students, their communities, and society.

In addition, MCD developed and conducted District-wide trainings on “*Identity Production in Science*.” TUSD students bring multiple identities to classrooms that shape their perceptions and understanding of science. Cultivating a science identity is crucial because of the general perception held among students that one must be a “certain kind of person” to participate in science (**Appendix V – 33, Science Anchor Instruction and Professional Development**).

### **(3) Integrating Mathematics of Worldwide Culture into K-12 Math Curriculum and Instruction**

In collaboration with math teachers, MCD developed and conducted a series of ethnomathematics professional development sessions aimed at mediating a culturally responsive approach to teaching mathematics. The series of synchronous

and asynchronous professional development sessions centered on: (1) a re-examination of beliefs and practices about what counts as legitimate mathematics, and how these mathematical concepts are to be taught; (2) identifying mathematical practices and mathematical funds of knowledge in students' communities, and how to design standards-based lessons that connect to these communities and family practices; and (3) sharing tools and resources to create math lessons that engage students in meaningful mathematics and promote a positive math identity. MCD also curated a list of exemplar real-world ethnomathematics units and resources, to advance mathematical thinking and reasoning within TUSD's diverse student population, and to nurture classroom spaces that ensure students take ownership of mathematical knowledge and use mathematics to examine real-world problems (**Appendix V – 34, Integrating Mathematics of Worldwide Cultures into Math Instruction**).

#### **(4) Culture and New Learning Environments**

In response to global movements for racial and social justice, MCD continued to develop and implement a series of synchronous and asynchronous professional development focused on facilitating new levels of consciousness around concepts of race, class, gender, equity, etc. The reflective component of each session demanded that teachers: 1) critically examine how socialization and biases inform teaching and thus affect the educational experiences of students; 2) explore issues of racism, sexism, homophobia, classism, or other forms of oppression, and how to discuss these polarizing issues in their classrooms; 3) deconstruct traditional teaching approaches and pedagogical models, to examine how they contribute to and support institutional systems of oppression and unequal access for all students; and 4) foster a student-centered pedagogy — bringing students' experiences to the fore in the classroom, and making learning active, interactive, relevant, and engaging (**Appendix V – 35, Embracing Diversity and Equity: Critical Theory, Pedagogy and Multicultural Literature Attendance Sheet**).

#### **(5) Multicultural Literacy and Cultural Events**

To further promote intercultural competency and build an inclusive school culture and climate, MCD continued to work with several school sites to plan and implement numerous remote multicultural literacy and cultural events and festivals in SY2021-22. These events brought the community together not only to celebrate diversity, but also to spark curiosity about culture and about each other. Families shared elements of their culture or ethnicity with other members of the school

community through storytelling, music, dance, and arts and crafts, to celebrate the things that make each culture unique (**Appendix V – 36, Multicultural Literacy and Cultural Events**).

#### **(6) SY2021-22 Multicultural Love of Reading Month**

In February and March 2022, MCD, in collaboration with community members, held the second District-wide virtual K-5 book festival, to promote continued intercultural understanding and share culturally diverse resources with teachers, students, and families. Community members selected to participate in these events were cultural insiders who were able to enrich the stories with real-life examples (**Appendix V – 37, Love of Reading Month School 2022**).

#### **(7) Borders and Bridges: Building Cultural Connections Through Literary Inquiry and Dialogue**

In SY2021-22, MCD, in collaboration with Lutheran Social Services of the Southwest, implemented the second series of professional development sessions to advance intercultural understanding of two distinct cultural identities in TUSD: (1) Muslim American identities, and (2) Immigrant and refugee identities (**Appendix V – 38, Refugee - Unpacking the Identity of Newcomers Flyer**).

### **E. Targeted Academic Interventions and Supports**

#### **1. Targeted Academic Interventions and Supports for African American Student**

To address academic needs and support, the African American Student Services Department (AASSD) began implementation of the department's three- to five-year plan. In SY2021-22, the AASSD provided two updates (fall and spring semester) to the Parent Advisory Council (PAC) and presented the goals of the plan to the superintendent and the Academic Leadership Team (ALT) in spring 2022.

##### **a) AASSD Collaboration with Local Colleges and Universities**

In SY2021-22, AASSD continued to collaborate with multiple colleges and universities, community organizations, and TUSD departments to connect K-12 students and their families with information, resources, and contacts about college and career opportunities:

- In SY2021-22, AASSD continued to collaborate with multiple college and university programs, as well as local organizations. AASSD hosted 14

virtual and in-person college and career readiness experiences and events in SY2021-22. Topics presented included information on college options, application processes and financing (**Appendix V – 39, CCR2022**);

- AASSD continued its partnership with the University of Arizona African American Student Affairs (AASA) office to support college and career exposure for students through virtual experiences. In December 2021, Tucson High African American students connected with first-year college students participating in the B.L.A.C.K. program;
- AASSD partnered with the UA (University of Arizona) Academic Outreach office in Spring 2022 at the AASSD annual student recognition program. This event was held on the UA campus and provided an opportunity for more than 700 students, parents, and families to learn about UA academic programs, enrollment, and scholarships; and
- AASSD partnered with the Pima Community College Upward Bound program, Palo Verde HS, and Santa Rita HS to expose and connect students to resources and enrollment in Upward Bound.

### **(1) AASSD Partnerships with Historical Black Colleges and Universities (HBCU)**

Although AASSD was not able to host the Tucson Black College and Cultural Tour, due to continued COVID-19 protocols, AASSD was able to partner with Tennessee State University (TSU) to offer students opportunities for on-campus and virtual college visits. AASSD and TSU hosted four on-campus visits for students and families from Palo Verde, Tucson, and Catalina high schools, as well as two virtual events for students and families from Rincon, Sabino and University high schools, during the 2021-22 school year. TSU subsequently offered more than 20 scholarships, and eight students are expected to enroll in Fall 2022 (**Appendix V – 40 HBCU 2022**).

### **(2) Community Partners for College and Career Readiness Support**

During SY2021-22, AASSD continued to partner with community organizations to provide college and career readiness support:

- In SY2021-22, AASSD partnered with The State of Black Arizona, the Education Enrichment Foundation, and the TUSD CTE (Career & Technical Education) Department to host a STEM summit for 116 middle school students representing five middle schools (Doolen, Gridley, Magee, Secrist, and Vail); and
- The AASSD partnered with Sunquest Information Systems to mentor students at Tucson High.

### **(3) College Scholarships**

In collaboration with community partners and a department-chaired committee, AASSD was able to support 12 students with \$30,000 scholarships to further their education. An additional eight students received scholarships ranging from \$18,000 to \$30,000 from Tennessee State University.

#### **b) AASSD Quarterly Parent Events**

To support parent engagement, AASSD continued collaboration with District departments and community organizations to host quarterly parent events to share information and provide resources to families. In SY2021-22, the AASSD facilitated 12 parent informational events and participated in Family and Community Outreach (FCO) informational sessions (**Appendix V – 41, V.G.1.s (1) AASSD Quarterly Parent Events**).

Held virtually, these meetings were designed to inform parents about District resources such as the Tucson Unified Connect Online App, AASSD services, and academic opportunities for college planning. Targeted outreach to families and community members was conducted through email, Parent Link, staff phone calls, and communication with targeted schools. To increase family engagement of African American English learners, the AASSD staff collaborated with the Refugee Student Services Department to inform parents of quarterly events.

The AASSD also collaborated with several community organizations to provide information on ways families can get involved and connect to resource organizations in the community (**Appendix V – 42, AASSD Partners 2022**).

#### **(1) Black History Month and Parent Engagement**

In November 2021, AASSD established a Black History Month planning committee, to give parents and the community an opportunity to provide suggestions

and programming for Black History Month in February 2022. The outcome was a positive experience, giving parents and the community the opportunity to develop and implement Black History Month programming that provided information, activities, and learning experiences for students in grades K-12 (**Appendix V – 43, BHM Schedule 2022**).

## **(2) Parent Advisory Council (PAC)**

In SY2021-22, the AASSD PAC met quarterly through Zoom. Agenda items included departmental updates, on-going review and feedback on the AASSD strategic plan, and a new student tutoring partnership with the University of Arizona. Members provided feedback and suggestions for the AASSD strategic plan and goal to promote greater engagement and participation of parents. One outcome of the PAC was free designated tutoring times for African American students. The PAC also provided feedback and suggestions into the AASSD strategic plan and goals. All PAC meetings were held virtually, using Zoom videoconferencing (**Appendix V – 44, AASSDPAC**).

## **(3) African American Community Forums and Advisory Boards**

To further communicate and connect with students, parents, and the community, the AASSD director continued to serve on several community advisory boards and committees, including the Interdenominational Ministerial Alliance of Tucson – Education Domain, and the Arizona Department of Education African American Advisory Council to the State Superintendent for Education. These community connections continue to serve as avenues to address student needs and inform families and the public about upcoming events relevant for African American students and families.

## **(4) AASSD Student Interventions and Supports**

In SY2021-22, the District continued to implement the Multi-Tiered System of Supports (MTSS) model for academic intervention teams. Every school is required to form an MTSS team to monitor and review students in need of additional support and/or in jeopardy of dropping out of school. The MTSS team is comprised of the MTSS coordinator or lead, a site administrator or designee, a counselor, a referring teacher, and any additional staff supporting the school (**Appendix V – 45, V.G.1.q Academic Intervention Process**).

### **(5) Direct Student Support**

In SY2021-22, AASSD specialists continued using the District’s MTSS model to deploy support and/or continue support at identified schools. Working within the MTSS process, AASSD staff provided targeted site support through advocacy, academic mentoring, behavioral support, and site-based services. The support focused on enhancing services for students needing Tier 2 and Tier 3 support in addition to the classroom teacher and/or site-based services. School sites were identified for deployed support based on overall school population, the percentage of African American students enrolled, student discipline, academic assessment data, and administrator requests. Under the Department’s restructured framework, AASSD staff were assigned to serve as coaches, response to intervention (RTI) specialists, behavioral specialists, and program specialists. The AASSD deployed support to 16 schools in SY2021-22 (**Appendix V – 46, V.G.1.r AASSD-MASSD Academic Intervention Teams**).

To support the MTSS model, AASSD staff used Synergy to monitor student academic and behavioral progress each quarter.

### **(6) Academic Support**

In SY2021-22, the AASSD RTI specialists provided direct reading intervention support at two identified schools (Erickson and Roberts-Naylor K8). The reading support was a Tier 2 and Tier 3 model providing reading intervention four days per week with an identified group of students reading below the standard. The two RTI specialists worked with a caseload of 2<sup>nd</sup>- through 5<sup>th</sup>-grade students (22 students attending Roberts-Naylor K8 and 25 students attending Erickson ES).

AASSD also provided direct academic support to identified middle and high school students who had failed classes in the first quarter. To make an impact, AASSD provided academic coaching, served on the school-site MTSS team, and connected students with available tutoring support.

AASSD staff worked with middle and high school students (at Doolen, Gridley, Secrist, Sabino, and Santa Rita) to complete Education and Career Action Plans (ECAPs)

### **(7) Behavior Support**

To provide Tier 2 and Tier 3 behavior interventions, AASSD deployed behavioral specialist support to targeted schools. The behavioral specialist participated on MTSS teams, provided guidance in the development of behavior intervention plans, and attended long-term discipline suspension hearings. In SY2021-22, AASSD was able to support two social emotional learning (SEL) groups at four schools.

### **(8) Mentoring**

In SY2021-22, AASSD partnered with local fraternities and sororities to provide monthly and bi-weekly mentoring to students at Tucson High Magnet School.

In addition, AASSD Student Success Coaches and a Program Specialist provided academic mentoring and one-to-one meetings with students at Santa Rita High School.

### **(9) Enrichment and Summer Experiences**

In SY2021-22, the AASSD implemented multiple enrichment opportunities for K-12 students. The department collaborated with other departments and organizations to design these enrichment opportunities, to motivate students and help them understand their culture. Enrichment experiences included:

- In October 2021, as part of the district EDI month celebration, the AASSD hosted a district-wide poetry contest for students in grades K through 12;
- In February 2022, AASSD partnered with the District's Instructional Technology Department to host 10 virtual career information sessions with students and families attending Erickson ES, Doolen MS, Gridley MS, and Magee MS;
- The AASSD also hosted the annual African American Read-in to support 30 elementary and K-8 schools, and it hosted the annual Black History Month Brain Bowl with two schools; and
- To make connections with students, and to provide STEM (Science, Technology, Engineering, and Math) information, the AASSD hosted nine "Gathering" events. Held at five high schools, three middle schools, and

one elementary school, the gatherings were designed to connect African American students with AASSD services (**Appendix V – 47, Gathering 2022**).

Additionally, in SY2021-22, the District provided free summer school and enrichment for all students. AASSD supported individual sites by providing registration forms to families, mailing forms home, conducting direct calls to parents, and using Parent Link to inform parents.

### **(10) Student Equity and Intervention Request for Service Form**

In addition to the various advocacy and supports provided by AASSD, the department continued to use the online Student Equity and Intervention Request for Service form to support schools that did not have an assigned AASSD specialist and needed additional support beyond what the sites could offer.

### **(11) Professional Development**

The AASSD director and program coordinator facilitated training for AASSD staff, to enhance the level of support the department offered to students and families. Training covered culturally responsive practices, family and community outreach, Synergy, and goal setting. The AASSD provided several professional development opportunities for District certified and classified staff during the year (**Appendix V – 48, PD2022**).

## **2. Targeted Academic Interventions and Supports for Hispanic/Latino Students**

### **a) MASSD Collaboration with Local Colleges, Universities, and the Community**

In SY2021-22, the MASSD reinstated in-person events and expanded virtual collaborations with local colleges and universities. Mentoring and partnerships continued to provide learning support and guidance to Latino students, to build post-secondary opportunities:

- The ¡Adelante! Parent & Youth Leadership Conference was hosted on the UA campus with university partners: Office of Early Academic Outreach, Mexican American Studies, the Guerrero Student Resource Center, and Project Outreach FAMILIA;

- In partnership with the UA Department of Mexican American Studies, the UA Health Sciences Library, and the Guerrero Student Resource Center, MASSD presented the “Pop-Up Botánica: Enduring Indigenous Medicine” exhibit to Innovation Tech HS students and the community;
- A partnership with the College of Humanities Department of Spanish & Portuguese was expanded, with three interns providing student support, and the success of this collaboration was spotlighted in the UA Hispanic Serving Institution Initiative “Centering Servingness” webinar series;
- The EachONE TeachONE Grow Your Own program, a collaboration initiated by the MASSD with Career and Technical Education (CTE) and UA College of Education, continued with training two college mentors to recruit and develop lessons for high school students interested in the teacher preparation program;
- A second year of collaboration with Hispanic Serving Institution (HSI) Initiatives’ Project Outreach FAMILIA continued increased access to college-going preparedness at Pueblo, Rincon, and Catalina;
- MASSD was also invited to serve on the Adalberto & Ana Guerrero Student Center assistant director and program coordinator search committees;
- Other UA partners connected to the MASSD included the Office of Diversity and Inclusion, Immigrant Student Resource Center, Confluence Center for Creative Inquiry, Women and Gender Resource Center, College of Education, STEM RISE Arizona, WISE (Women in Science and Engineering), Athletics Department, Office of the Assistant Vice Provost of HSI (Hispanic Serving Institution) Initiatives, and Honors College.;
- In partnership with Arizona State University (ASU) and Northern Arizona University (NAU), MASSD staff hosted in-person college tours to expose students to campuses;
- MASSD collaborated with AASSD to provide THMS students a visit to the “Banking While Black” interactive art installation on the ASU Tempe campus;

- With District partners (CRPID and ALE), the PCC Dual Enrollment Department, as well as Ethnic, Gender & Transborder Studies, leveraged resources to approve a MAS 165/CRC U.S. History Mexican American Viewpoint course for piloting in SY2022-23 at Sabino, THMS, and Cholla high schools. Students in designated CRC classes will receive PCC credit from an instructor identified by the MASSD, as well as high school graduation credit from the assigned certified CRC teacher;
- PCC Mexican American Studies students recruited in CRC classrooms with collaboration from MASSD staff;
- Partnerships continued with various PCC offices, including: Admissions & Recruitment, Immigrant and Refugee Student Resource Center, Upward Bound and Talent Search, and Adult Basic Education for College & Career. The MASSD incorporated the Student Financial Aid Department as a presenter in the College Academy for Parents graduation, the Mexican American Parent Advisory Council, and the Mexican American/Latinx Parent Leadership Institute;
- Partnerships with the Universidad de Sonora (US) and Universidad Nacional Autónoma de México (UNAM) continued to inform transnational students and parents of post-secondary educational opportunities available through UNAM programs; and
- In addition, MASSD facilitated college tours during the spring and summer for students to University of Texas El Paso, New Mexico State University, Yavapai Community College, San Diego State University, and Prescott College (**Appendix V – 49, MASSD College Tours SY2021-22**).

#### **b) MASSD Community Collaboration**

During SY2021-22, the MASSD advanced community partnerships through virtual environments and in-person services to respond to the needs of the District's Mexican American/Latino students and families:

- Continuing to foster parent leadership, All In Education worked with MASSD to recruit 35 parents to participate in the Parent Educator Academy, a virtual training series. Participants representing nine school

sites received \$600 gift cards for completion of the program at an in-person graduation in May;

- The Pima County Community Prevention Coalition (PCCPC) and TUSD co-hosted a community training on the impact of opioids and other substances post-pandemic via Facebook Live, featuring the Pima County Health Department. Through this partnership, a community coalition was developed, “NARCAN In Our Schools,” to ensure District staff have access to life-saving doses on-site, given the rise in fentanyl overdoses; and
- Another community action partnership was the “TUSD LGBTQ Student Services Brainstorm,” which advocates for training, policies, and support for LGBTQ students. MASSD is actively pursuing supplemental funding sources, and additional trainings for parents and District staff will take place in SY2022-23 through grants submitted by the MASSD in SY2021-22 to community partners UnidosUS and A Call to Men.

MASSD continued its collaboration with Arizona Association for Latino Administrators and Superintendents (AZALAS) by serving on the annual conference planning committee, supporting a cadre of Latino educators for ongoing leadership training, recruiting administrators to attend an in-person conference for professional development, co-presenting on the Hispanic Scholarship Fund with Chicanos Por La Causa partner, and facilitating a student art contest, with a UHS artist honored as the overall winner. At the January conference, two District staff members were awarded scholarships from AZALAS to further develop as Latino/a educational leaders. Additionally, MASSD staff:

- Represented the interests of the students and families serving on: the Network for Equity in Education Development (NEED) collaborative, the Tucson Urban League Board of Directors, the Tucson Advisory Council for the Hispanic Scholarship Fund, the Arizona César E. Chávez Holiday Coalition to organize the César E. Chávez Youth Leadership Month presentations, the Scholarships A-Z Educators Committee to support undocumented and Deferred Action for Childhood Arrivals (DACA) students in the attainment of higher education opportunities, the Arizona Department of Education’s Latinx Community Advisory Council,

the City of Tucson's Chief Equity Officer community panel, and Amistades, Inc. Por Vida Advisory Board;

- Coordinated community members from several organizations (e.g., Tucson City Council, Chicanos Por La Causa, AZ César Chávez Coalition, National Parks Services, Borderlands Theater, and Amistades, Inc.) to engage with students as virtual and in-person guest speakers during the Mes de la Cultura and César E. Chávez Youth Leadership Month presentations District-wide; and
- Presented in online conferences, including the National Association for Chicana and Chicano Studies (NACCS) Annual Conference with La Frontera Arizona and the 7<sup>th</sup> Annual Mexican American Studies TX Summit.

Other ongoing relationships included the City of Tucson's Ward 1, Ward 5 and Mayor's offices, Third Congressional District office, Nonviolence Legacy Project, , Tucson Hispanic Chamber of Commerce, Expect More Arizona, International Rescue Committee, Girl Scouts of Southern Arizona, National Park Service, Child and Family Resources, Inc., Calpolli Teoxicalli, Southern Arizona AIDS Foundation, Families United Gaining Accessibility (FUGA), and the National Association of Multicultural Education (NAME).

### **c) District Collaboration**

During SY2021-22, the MASSD continued to increase collaborative efforts with District resources. The MASSD Reorganization Plan and strategic plan provide ongoing guidance for integrated approaches to in-District collaboration, specifically targeting and serving Latino students and families.

In SY2021-22, MASSD advanced opportunities for growth in collaboration, focusing on interconnectedness and institutional sustainability for equitable practices District-wide. Centered on these actions, the MASSD continued on-going revisions of its strategic plan for implementation, to better align with the District's commitment to serving the needs of Mexican American/Latino students and families. Regular updates on the work of the department continued to be provided to District leadership through the Assistant Superintendent of EDI and by the MASSD Director to the Superintendent's Academic Leadership Team (ALT). Additional District-wide communications were regularly distributed via electronic newsletters, ParentLinks,

Leadership Connection messages, and social media. As an EDI department partner, the MASSD collaborated in:

- Development of an Equity, Diversity and Inclusiveness month (August 15-September 15);
- Adoption of a proclamation for Equity, Diversity and Inclusiveness by the City of Tucson Mayor and Council; and
- Coordination of the first annual EDI conference presenters in March, with the department presenting two workshops.

In addition, MASSD continued collaborations with Curriculum & Instruction partners, including Counseling, CRPI, LAD, CTE, ALE, and MTSS. LAD collaboration included: supporting ELD classrooms, referring sites in need of guidance for serving students acquiring English, partnering with Meaningful Access for events and parent advocacy, and incorporating strategies from the annual Language Acquisition Symposium into practices. Consistent coordination with CRPI staff included monthly updates, assignment of college mentors to CRC designated classrooms, development of Honors Teacher Trainings, presentations by mentor teachers in classrooms for Chávez Month and Mes de la Cultura, and CRiA (Collaborative Research in Action) Virtual Youth Symposium mentoring. The Advanced Learning Experiences (ALE) Department maintained connections to the MASSD through a professional learning community (PLC), Honor Teacher Training professional development, ongoing training for staff, and participation in resource fairs. Approval of a MAS 165 dual enrollment course was in collaboration with ALE and CRPI, for students to earn college credit in a Culturally Relevant Curriculum (CRC) course beginning in Fall 2022. Additionally, the Gifted and Talented (GATE) Department participated in the ¡Adelante! Parent & Youth Leadership Conference.

The Family and Community Engagement (FACE) staff, site community liaisons, and the MASSD continued concerted efforts to host, promote, and recruit parents for programs aligned with specific MASSD initiatives, including virtual open houses, Mexican American Parent Advisory Council meetings, parent support groups, Parent Educator Academy, Tell Me More Series, *Padres Comprometidos* (Committed Parents), and Love and Logic workshops. Coordination with staff at Menlo and Catalina Family Resource centers occurred daily as the MASSD established offices at both centers to better support parents. Collaborations included: transporting parents to events, referrals to clothing and food banks, and facilitation of workshops.

Other critical District partnerships included developing relationships with the newly assigned ambassadors from the School Community Services Department. Ambassadors presented information on the expansive educational options the District provides at the Mexican American Parent Leadership Institute. Additionally, serving on the District's Social Emotional Learning (SEL) Core committee and Dropout Prevention and Graduation (DPG) committee provided the MASSD ongoing data and resources to respond to the needs of students.

MASSD promoted an asset-based approach to services through relationships with site staff including administrators, counselors, teachers, college and career readiness coordinators, and community liaisons. Working with MTSS teams to identify students in need of Tier 3 support, the MASSD provided direct and indirect support to sites, utilizing District-wide videoconferencing and in-person meetings. Sites also took advantage of Mes de la Cultura and Chávez Month presentations, to bring in culturally relevant content into the classroom.

#### **d) MASSD Quarterly Events**

In SY2021-22, MASSD adapted collaboration efforts by hosting in-person and virtual information events to promote parent and community engagement. With community collaborators and in-District partners, MASSD staff planned and implemented District-wide and site-based parent quarterly activities to connect families to District and community resources for educational equity for Mexican American/Latino students (**Appendix V – 50, V.G.1.s(2) MASSD Quarterly Parent Events**).

##### **(1) Site-Based Quarterly Parent Information Sessions**

In SY2021-22, the MASSD expanded parent engagement efforts with site partners, to increase outreach of support and collaboration. MASSD program specialists collaborated with site and District partners at 88 virtual and in-person events for parents throughout the school year. Site-based collaborations included open house nights, parent cafecitos, literacy family nights, college nights, cultural celebrations, FAFSA/scholarship workshops, and community information sessions. Program specialists and college mentors provided information in English and Spanish on MASSD services, District resources, community organizations, and college promotions (***Id.***).

## **(2) District-wide Quarterly Parent Information Sessions**

In SY2021-22, the department developed new initiatives to serve the varied needs of Latino parents across the District. Parents participated in District-wide parent information events coordinated by the MASSD, virtually and in-person. Events were planned to highlight the wide range of District and community resources, including the Adelante Parent & Youth Leadership Conference, College Academy for Parents, and Mexican American Parent Advisory Council meetings. In more than 80 events, the District informed parents on a variety of topics and services, including Tucson Unified Connects, MASSD services, college and career readiness, GATE programs, dual-language opportunities, various District departments (Magnet, FACE, and ALE), and community organizations.

A new form of engagement included Facebook Live events to capitalize on social media and virtual resources, sharing information on college and career readiness, César Chávez month, substance use prevention, and education career paths. The District continued parent support groups to assist in academic and social-emotional needs through Love & Logic workshops facilitated by the MASSD in partnership with school site community liaisons and the District's Family Resource Centers. Other workshops were specifically initiated through participant feedback inclusive of the Four Agreements and domestic violence. Additionally, the MASSD hosted quarterly Superintendent updates through the District's Mexican American Parent Advisory Council, with invitations distributed District-wide to K-12 families at sites and via ParentLink communications.

The Mexican American Parent Advisory Council continued to convene monthly over the course of the school year through a virtual meeting platform. All In Education provided the Parent Educator Academy to train participants as leaders and advocates in schools. At the end of SY2021-22, a leadership committee was proposed by the Council to steer decision-making with input from two focus groups representing parents from each of the five regions. MASSD staff adapted to meet parent needs by facilitating both an in-person and a virtual Mexican American Parent Leadership Institute, designed to provide District and community resources for empowering participants as education advocates. All MASSD-initiated events were conducted in English and Spanish.

In SY2021-22, the MASSD continued to offer virtual college preparation events including:

- College Access workshops in English and Spanish, to support parents in their students' journey into higher education with individualized support for completing applications and financial aid forms; and
- College Academy for Parents, a partnership with the University of Arizona's Office of Early Academic Outreach and the MASSD to provide workshops in both the first and second semesters for K-8 families.

The Mexican American/Latinx Student Recognition Program returned to an in-person event at the University of Arizona's Student Union with 611 8<sup>th</sup>-grade and 702 12<sup>th</sup>-grade students invited to participate, based on their meeting the 3.25 or higher GPA requirement for recognition. More than 300 students attended the event with their families to receive a certificate. Additionally, 3,006 students in 6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades earned recognition (**Appendix V – 51, MASSD Student Recognition Summary SY2021-22**).

#### e) **MASSD Student Interventions and Supports**

Strategies to provide targeted support to Mexican American/Latino students in SY2021-22 included: integrating virtual services; evaluating MASSD staff expertise in the assignment of program specialists and college mentors to collaborative sites with data-driven determinants; advising sites following the MTSS process through recommendations and collaboration; mentoring students through Culturally Relevant Curriculum (CRC) classrooms and targeted sites; promoting positive masculinity with community supports (i.e., middle school boys' groups); expanding tutoring led by certified staff with support from college mentors (i.e., Math Tutoring, Saturday Academy, and Academia Huitzilin/Hummingbird Academy, via online platforms); offering summer enrichment programs virtually for STEM engagement; and facilitating parent support groups, to support learning and increase self-advocacy.

In SY2021-22, the MASSD program specialists supported site MTSS teams by providing site staff consultations and resources on culturally responsive implementation strategies for students in need of intervention services. The behavior specialist and designated program specialists provided student support through interventions at the Tier 3 level. These staff also assisted with data gathering and parent communication as needed. Additionally, the designated MASSD staff monitored student progress at assigned sites with consistent communication with

the MTSS facilitator (**Appendix V – 46, V.G.1.r AASSD-MASSD Academic Intervention Teams SY2021-22**).

### **(1) Direct Student Support**

During SY2021-22, the MASSD director assigned eight program specialists, one to each of the following targeted areas, to provide District-wide support in the following areas: Academic Empowerment and Engagement, Parent Outreach and Empowerment, College and Career Readiness, Social-Emotional and Behavioral Support, ALE Recruitment and Retention, CRC Collaboration and Support, and Community Outreach. Staff expertise was derived from the fact that all program specialists held a bachelor's degree or higher, with bilingual proficiency in Spanish/English, and with experience and skill sets aligned to assigned targeted areas. Capitalizing on this expertise, the District adapted to be able to support the remote learning environment, providing 14 school sites and three family resource centers daily or weekly services, based on needs or initiatives in an MASSD-targeted area. Program specialists established scheduled times for virtual and on-site support in conjunction with District-wide collaborations, to implement quarterly action plans aligned to the department strategic plan.

In SY2021-22, program specialists documented direct interventions for students into the MTSS Synergy portal to communicate progress with site staff. Non-MTSS interventions for students, parents, schools, and the District were tracked through the Microsoft Office 365 platform, monitored by the MASSD director and program coordinator on an ongoing basis. Additionally, the MASSD collected qualitative data, to provide a more comprehensive view of the effectiveness of services delivered.

### **(2) Targeted Mentoring Support**

During SY2021-22, MASSD staff included nine college mentors who were currently enrolled students at the University of Arizona or Pima Community College, as approved under the department's reorganization plan in SY2018-19. College mentor training included AVID tutoring and mentoring strategies to support students in assigned CRC classrooms to build academic and cultural identity. For academic identity development, college mentors adapted college-going presentations and mentored CRC students, one-on-one or in small groups, focusing on study skill strategies aligned with AVID trainings under the direction of a cooperating classroom teacher. CRC teachers utilized college mentors as collaborators and role models for

students, supporting learning. Cultural identity mentoring continued supporting before- and after-school activities (e.g., MEChA, DACA student group, and BIPOC Brilliance), coordinating community resources for the classroom (e.g., field trips, guest speakers, and webinars), and facilitating activities to build relationships with students. The MASSD's collaboration with the UA College of Humanities Spanish Department provided for three interns, in addition to the college mentors. Two of the interns were later offered college mentor positions.

The District continued student mentoring virtually and in-person District-wide, with program specialists serving students both individually and in groups, in relation to the targeted area assigned. Mentoring included academic, behavior, socio-emotional, and cultural identity supports. A program specialist designated in the targeted area of Academic Empowerment and Engagement provided consultations to certified teachers and site staff in culturally responsive strategies. Additionally, this program specialist coordinated with site MTSS teams via virtual meetings to serve students in need of Tier 3 support, with the goal of increasing academic outcomes. Academic supports included communicating with parents in Spanish and English on student progress, mentoring students in specific study skills and strategies, and connecting students to online tutoring opportunities offered by the site or the District. The program specialist for Parent Outreach and Empowerment continued mentoring parents through in-person and virtual workshops that focused on academic, social, and behavioral resources, while collaborating with the College and Career Readiness program specialist to assist with post-secondary career preparation for students. College Access virtual appointments provide individualized support for students and parents seeking higher education navigation with the College and Career program specialist.

In SY2021-22, the MASSD continued a culturally responsive mentoring curriculum specifically designed to develop positive masculinity for Mexican American/Latino middle school male-identifying students. The MASSD facilitated in-person groups using this curriculum at Safford and Robins K-8 schools. Other in-person mentor offerings included BIPOC Brilliance at Utterback, MEChA at Pueblo, and the DACA/Migrant support group at Rincon. Additionally, the MASSD collaborated with various organizations, including UA College of Humanities, the UA Project SOAR, Chicanos Por La Causa, and others to support mentoring efforts (**Appendix V – 52, MASSD Mentoring Collaborations SY2021-22**).

### **(3) Targeted Tutoring Support**

The MASSD continued an asset-based model of service, concentrating mentoring by the department's classified staff to build on students' strengths. In SY2021-22, MASSD college mentors facilitated academic mentoring, as directed by the designated CRC classroom teacher, to support students. MASSD certified academic tutors implemented online tutoring support as effective parent-initiated math intervention and enrichment in grades 3-8 in Saturday Academy and after-school sessions. Middle school and high school online tutoring sessions were coordinated by MASSD staff in collaboration with UA Math Cats and AASSD partners, with over 190 parents registering. To meet demand, open virtual tutoring hours and appointments were provided for students' District-wide. The department's program specialists referred students to existing virtual 21<sup>st</sup> Century tutoring programs or District and community resources for additional opportunities.

The MASSD continued Saturday Academy and Academia Huitzililn virtually, offering ELA and math tutoring in SY2021-22. Academia Huitzililn, a bilingual, culturally sustaining academic enrichment program open to students in grades 3-5, was facilitated online on Saturdays by bilingual-certified teachers and Mexican indigenous community members, as modeled by Dr. Angela Valenzuela's Academia Cuauhtli/Eagle Academy, which was developed at the College of Education at the University of Texas-Austin. Saturday Academy persisted online in response to parent demand.

### **(4) Targeted Behavior Supports**

The MASSD behavior specialist and the Social-Emotional and Behavioral Support program specialist provided Tier 2 and Tier 3 behavior intervention support for Mexican American/Latino students District-wide. Following the MTSS process, student referrals were made through the Student Equity and Intervention Request for Service online form, via the Employee Network SharePoint page. The MASSD behavior specialist consulted in MTSS teams, discipline hearings, and behavior plans. In SY2021-22, the behavior specialist facilitated professional developments with AASSD staff and served on the District's Social Emotional Learning Core Committee.

The Social-Emotional and Behavioral Support program specialist and the behavior specialist provided culturally responsive input in the development of Individual Education Plans, 504 plans, and behavior plans. The specialists also offered advocacy and expertise in discipline proceedings for District students and parents.

### **(5) Discipline Review**

In SY2021-22, the MASSD continued to monitor and respond to discipline data shared by the Student Relations Department Compliance Liaison. The MASSD Social-Emotional and Behavioral Support program specialist, behavior specialist, program coordinator, and director continued to serve as advocates for students and parents in English and Spanish in long-term hearings.

### **(6) Enrichment and Summer Experiences**

In summer 2022, the MASSD offered hybrid online enrichment opportunities through Camp Invention and Technolochicas. Camp Invention hosted up to 25 students in grades 2-5 to participate in STEM enrichment virtually Monday through Thursday, and in-person field trip days on Fridays. In addition, 12 middle school students participated in Technolochicas, a month-long virtual coding camp with an in-person field trip day each week in June. The purpose of Technolochicas is to increase Latina interest in STEM careers. However, male-identifying students were also encouraged to register, to gain from this hands-on learning experience.

### **(7) Student Equity Request for Services Form**

Sites continued using the online Student Equity and Intervention Request for Service form for Tier 3 academic and behavioral support linked to the Employee Network SharePoint. MASSD received and responded to 18 requests for services from seven sites during SY2021-22 (**Appendix V – 53, MASSD Site Online Requests for Services SY2021-22**).

### **(8) Professional Development**

In SY2021-22, the MASSD director and program coordinator facilitated training for MASSD staff through the department's weekly professional learning community virtual and in-person meetings. Content centered on supporting student learning and enhancing services. Professional learning covered a range of topics, including social emotional support, substance prevention, mentoring, documentation, community building, culturally responsive practices, family and community outreach, and mandatory reporting.

Interdepartmental professional learning communities with student equity colleagues supported collaborative efforts in the areas of college and career readiness, ALE support, community outreach, and parent empowerment. Additionally, MASSD staff attended virtual conferences and in-person training

relevant to the assigned targeted areas, to further develop professionally. The District also offered professional development opportunities on Professional Learning Days for staff to attend virtually or in-person, as well as the opportunity for staff to select self-paced trainings posted in the True North Logic Learning Portal. The first annual EDI Conference in March 2022 was designated for the last Professional Learning Day, for the MASSD staff to support, present at, and attend sessions as participants.

## **F. African American Academic Achievement Task Force**

In SY2021-22, the District continued to address the 16 recommendations developed by the 2014 African American Academic Achievement Task Force. Detailed information regarding implementation can be found throughout the Annual Report.

### **1. Strengthening Personnel Practices (improving site-based strategies and teacher effectiveness)**

The prongs of this effort are:

- Identify and Replicate Successful National School-Based Factors;
- Identify and Replicate Successful Teacher Practices;
- Enhance Teacher Evaluation;
- Monitor and Implement EEI and Culturally Responsive Pedagogy (i.e., Culturally Responsive Teaching Practices);
- Develop Focused Professional Development; and
- Set and Communicate High Expectations.

During SY2021-22, the District continued implementing successful instructional practices that are consistent with these recommendations. These included professional learning communities (Section IV), culturally responsive practices and culturally responsive teaching practices (Section V), the MTSS model to support positive student academic outcomes (Section V), and Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to address student behavior (Section VI).

## **2. Hiring and Retention Practices (enhancing staff diversity and capacity)**

The prongs of this effort are:

- Consider Cultural Competency in Hiring and Retention; and
- Enhance the District-wide Leadership Development Program.

The District continued to conduct specific outreach efforts to attract and retain African American staff, as well as to provide opportunities for career advancement and leadership development. These efforts are documented in Section IV.

## **3. Monitoring Student Data (implementing EBAS)**

The prongs of this effort are:

- Monitor ALE Placement Actions;
- Monitor Recommendations for Placement to CTE;
- Monitor Recommendations for Placement to Remedial and/or Exceptional Education Programs;
- Evaluate Support Programs; and
- Monitor Disciplinary Actions.

The District continued to monitor and evaluate student placements for ALEs, exceptional education programs, student support programs, and disciplinary actions. Specific information can be found in Section V and Section VI.

## **4. Providing Students with Supports and Opportunities**

The prongs of this effort are:

- Ensure Adequate Funding of African American Student Services;
- Enhance the Parent Engagement Program; and
- Develop and Implement Extended Learning Opportunities.

In SY2021-22, the District funded 18 AASSD positions, including a director, a program coordinator, an administrative assistant, two behavioral specialists, five student success coaches, four program specialists, and four RTI specialists.

The District continued to engage District parents and families to support student academic success. Details with respect to student and parent engagement may be found in Sections V and VI.

## **5. Extended Learning Opportunities**

The District funded multiple extended learning opportunities to African American students throughout the school year and offered a full summer program. Information can be found in Sections V, VI, and VIII.

## **G. Referrals, Evaluations, and Placements**

The Language Acquisition Department (LAD) annually reviews the District's referral, evaluation, and placement policies, as well as relevant disaggregated enrollment data for ELs, to ensure that classroom assignments and student placements support classroom integration.

### **1. Integrating ELs**

In SY20221-22, the LAD continued to implement the OELAS-approved SEI models. In addition, the District provided professional development to teachers and administrators on Arizona's research-based Language Development Approach (LDA), to aid them in implementing the model.

### **2. Administrative Support**

The LAD continued to provide support in the areas of classroom configurations and site designations, to identify the most effective program model for each elementary school. Each of the K-5 District elementary schools had at least one configuration scenario completed for SY2021-22 (**Appendix V – 54, Configuration Form SY2021-22**).

Based on EL numbers, various sites had the opportunity to assign ELs to classrooms of Low-Incidence English Learners (LIEL), SEI Blend, or SEI Exchange classes. At school sites with changes in program configurations, the LAD collaborated with site administrators to leverage the benefits of these designations (LIEL, SEI Blend, and SEI Exchange).

### 3. Training

The LAD presented a professional development training for school registrars and office managers in SY2021-22 (**Appendix V – 55, Compliance Procedures Presentation**). The professional development focused on identification of potential students with a primary or home language other than English (PHLOTES) and their appropriate classroom placement. The LAD also met with new principals to explain the process and ensure that ELs were placed correctly, according to the District’s SEI Models (**Appendix V – 56, TUSD Language Programs ILA Presentation September 2021**).

## H. Supportive and Inclusive Environments

In SY2021-22, the District continued to incorporate components of the SAIL approach, which emphasizes learning space and tone, together with the pedagogically focused culturally responsive educational approach. This was accomplished by providing professional development opportunities that emphasize student-centered, asset-based practices. These courses expand on the existing Culturally Responsive Professional Development Plan by including areas such as SEL, Restorative practices and engagement (**Appendix V – 23, PLT PD Offerings**). Culturally responsive education is an overarching concept that includes, but is not limited to, curriculum, pedagogy, and non-instructional elements, such as school climate. For additional information related to culturally responsive practices, *see* Section V.E.

## I. USP Reporting

V(G)(1)(a) A report, disaggregated by race, ethnicity, and ELL status, of all students enrolled in ALEs, by type of ALE, number of students in the class or program, and school site;

The data required by section (V)(G)(1)(a) are contained in **Appendix V – 1, V.G.1.a ALE 40<sup>th</sup>-Day Enrollment**, for SY2021-22.

V(G)(1)(b) The information set forth in Appendices E, F, and G, for the school year of the Annual Report set forth in a manner to permit the parties and the public to compare the data for the school year of the Annual Report with the baseline data in the Appendices and data for each subsequent year of activity under the Order;

*See Appendices V – 57, V.G.1.b (1) Appendix E - AAC SY2021-22, V – 58, V.G.1.b (2) Appendix F - GATE SY2021-22, and V – 59, V.G.1.b (3) Appendix G – UHS SY2021-22.*

V(G)(1)(c) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;

*See Appendix V – 2, V.G.1.c ALE Supplementary Goals Summary, to view analysis of the 15% Rule for SY2021-22.*

V(G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this section;

*See Appendix V – 60, V.G.1.d Policy and Procedure Amendments SY2021-22, to view amendments concerning Advanced Learning Experiences for SY2021-22.*

V(G)(1)(e) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

*See Appendix V – 61, V.G.1.e Explanation of Responsibilities, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2021-22.*

V(G)(1)(f) Copies of all recruitment and marketing materials developed pursuant to the requirements of this section in the District’s Major Languages, with a list or table of all location(s) in the District in which such materials are available;

*Refer to Appendix II – 3, II.K.1.m Outreach, Marketing, and Recruitment (OMR) Plan SY2021-22, to view recruitment and marketing materials developed for SY2021-22.*

V(G)(1)(g) Copies of the new and/or amended admissions and testing criteria, policies, and application form(s) for University High School together with a report of all students who applied to

University High School for the school year covered by the Annual Report, disaggregated by race, ethnicity, and ELL status;

See **Appendix V – 12, V.G.1.g UHS Admissions SY2021-22 Freshman Class**, reflecting all students who applied to University High School.

V(G)(1)(h) Descriptions of changes made to ALE programs pursuant to the requirements of this section, by ALE type and school site, if made at the site level, including but not limited to copies of any new testing and/or identification instruments and descriptions of where and how those instruments are used and copies of any new or amended policies and training materials on ALE identification, testing, placement, and retention;

No changes were made to the ALE Policy Manual in SY2021-22. For descriptions of identification instruments, *see* Section V. A

V(G)(1)(i) Copies of any new or amended complaint processes for students and/or parents related to ALE access together with a report disaggregated by race, ethnicity, ELL status, grade level, school, program of all students and/or parents who made a complaint and the outcome of the complaint process;

There were no complaints processed related to ALE access for SY2021-22.

V(G)(1)(j) Lists or tables of any certificated staff who received additional certification(s) pursuant to the requirements of this section;

*See Appendix V – 8, V.G.1.j Certificated Staff with ALE Credentials*, to view certificated staff with Gifted and/or Bilingual endorsements.

V(G)(1)(k) Copies of relevant communications regarding the OELAS extension and the result(s) of such communications;

The Office of English Language Acquisition Services (OLEAS) was specifically identified in the Unitary Status Plan to provide access to rigorous mainstream courses and address the literacy needs of ELLs, through an OELAS-approved reading block. However, the

Arizona State Legislature’s approval of SB1014 allowed flexibility to the SEI model and, consequently, more integrated content instruction and more integration of ELLs with general education students. Therefore, the District is no longer required to pursue the OELAS extension.

V(G)(1)(l) A report listing each dual-language program in the District, including the school, grade(s);

*See Appendix V – 62, V.G.1.l Dual-Language Services by School and Grade*, which contains a listing of each dual-language program for SY2021-22.

V(G)(1)(m) Copies of flyers, materials, and other information advertising for and distributed at any outreach meetings or events held pursuant to the requirements of this section;

*See Appendices V – 63, V.G.1.m (1) AASSD Outreach, V – 64, V.G.1.m (2) MASSD Outreach, and V – 65, V.G.1.m (3) DL Outreach SY21-22*, to view mailers distributed at outreach meetings during SY2021-22.

V(G)(1)(n) A report on all amendments and revisions made to the data dashboard system and copies of all policies and procedures implemented to ensure that action is taken when a student is automatically flagged for attention by the system;

The data dashboard system remained unchanged for SY2021-22.

V(G)(1)(o) A disaggregated report on all students retained in grade at the conclusion of the most recent school year;

The data required by section (V)(G)(1)(o) are contained in **Appendix V – 66, V.G.1.o Retention**.

V(G)(1)(p) Description of the college mentoring program, including the school sites where college mentors have been engaged and the type of support they are providing;

*See Section V.F.1.b.4, AASSD Student Interventions and Supports, and Section V.F.2.e, MASSD Student Interventions*

**and Supports**, of this report for information about college mentoring programs.

- V(G)(1)(q) A description of the process for providing academic intervention for struggling African American and Latino students;
- See Appendix V – 45, V.G.1.q Academic Intervention Process*, to view information for the academic interventions in SY2021-22.
- V(G)(1)(r) A description of the academic intervention teams that have been established, what roles they have in improving student academic success, and what schools they are in;
- See Appendix V – 46, V.G.1.r AASSD – MASSD Academic Intervention Teams*, for improving student academic success, including school locations for SY2021-22.
- V(G)(1)(s) Copies or descriptions of materials for the quarterly events for families described in this section, including where the events were held and the number of people in attendance at each event;
- To view descriptions of quarterly events and materials for SY2021-22, see **Appendices V – 41, V.G.1.s (1) AASSD Quarterly Parent Events**, and **V – 50, V.G.1.s (2) MASSD Quarterly Parent Events**.
- V(G)(1)(t) For all training and professional development required by this section, information by type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;
- The data required by section (V)(G)(1)(t) are contained in **Appendix IV – 19, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2021-22.
- V(G)(1)(u) A report setting forth the number and percentage of students receiving exceptional (special) education services by area of service/disability, school, ELL status, and race/ethnicity;

The data required by section (V)(G)(1)(u) are contained in **Appendix V – 19, V.G.1.u Students Receiving Ex Ed Services SY2021-22**. This report contains a table of all SY2021-22 non-duplicated (primary category only) Exceptional Education representation by site, race/ethnicity, ELL status, and Ex Ed category, as of the 40<sup>th</sup> day of enrollment.

## **VI. Discipline**

In SY2021-22, the District continued its commitment to promoting positive behaviors and reducing both overall discipline and discipline disparities. Major foci included rebuilding site expertise in PBIS and Restorative Practices after a year of virtual instruction, and implementing the Student Code of Conduct through professional development, collaboration, and support.

With the return of students to in-person learning in SY2021-22, the number of disciplinary incidents rose to pre-COVID levels, particularly with respect to in-school behaviors. These increases were a trend throughout the country. A 2022 survey of public-school administrators found that 84% of respondents agreed with the statement that “students’ behavioral development had been negatively impacted” by the pandemic and school closures. Respondents identified four student behaviors that had significantly increased during the 2021-22 school year, including classroom disruptions, rowdiness outside of classrooms, acts of disrespect toward teachers and staff, and prohibited use of electronic devices.<sup>6</sup>

In SY2021-22, Student Relations (SR) staff continued to review all disciplinary incidents, providing continuous advice and feedback to school sites related to violations, interventions, and consequences. Student Relations also continued to analyze school monthly reports and distribute summaries to the Regional Superintendents. For SY2021-22, all schools were required to analyze discipline data and develop new action items each month.

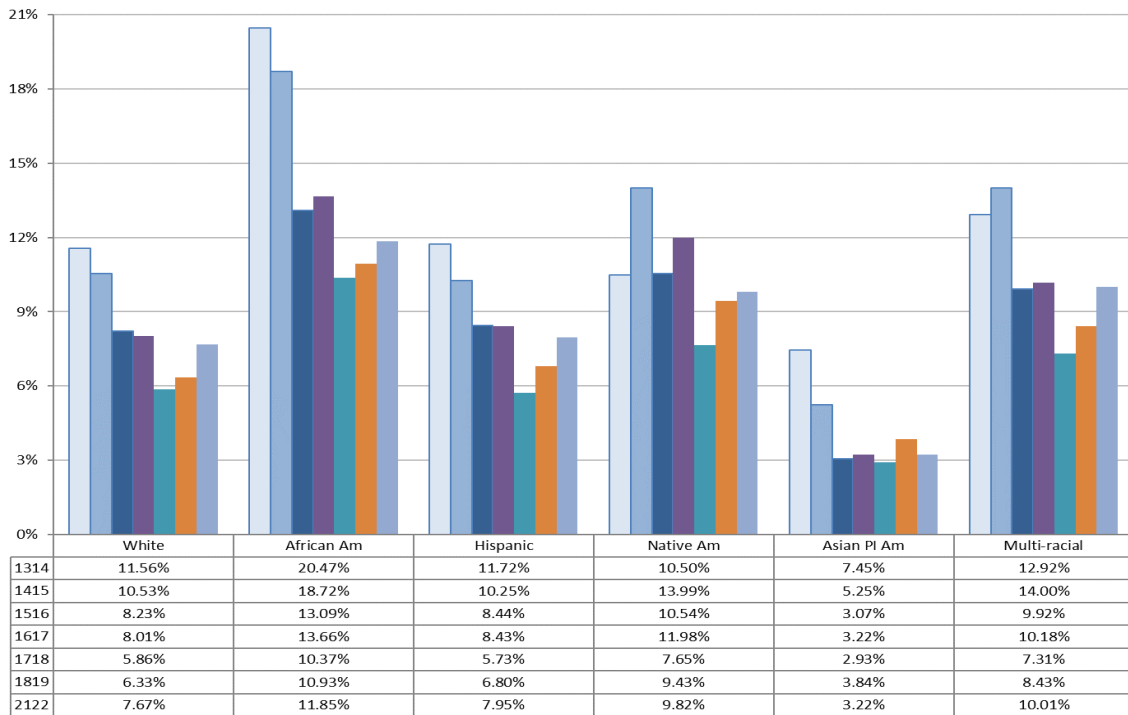
### **A. Discipline Outcomes**

#### **1. Overall Student Discipline Rates**

Graph 6.1 below shows the student discipline rate by race/ethnicity for the past five years.

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<sup>6</sup> 2022 School Pulse Panel, IES, National Center for Education Statistics.

**Graph 6.1: Total Discipline Rates by Ethnicity 2021-22 and Prior Years**

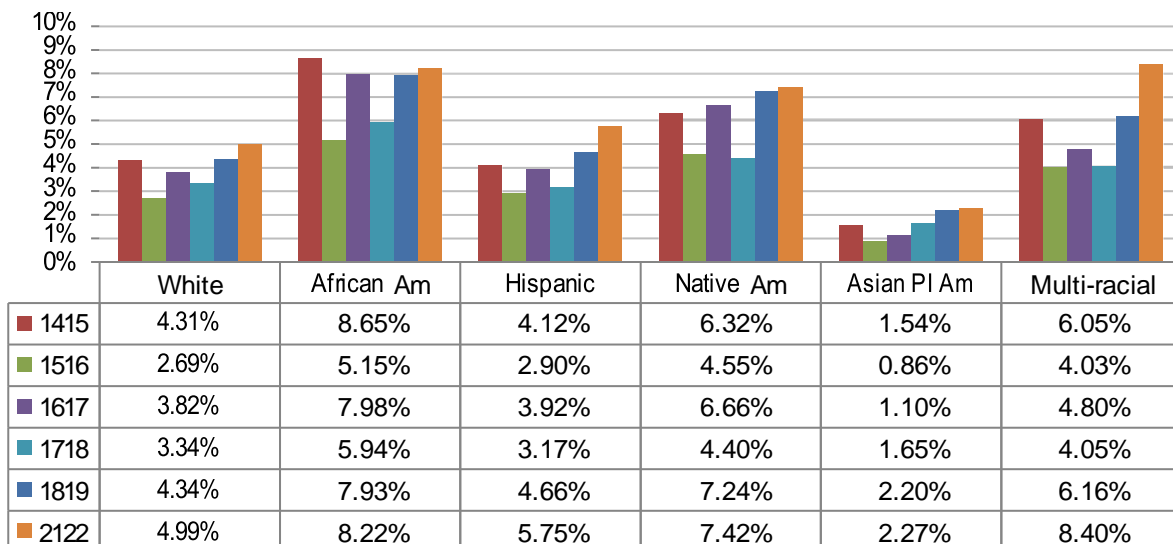
Discipline rates increased for all groups in SY2021-22; however, the differences between Whites and African Americans narrowed slightly from SY2018-19. There continues to be very little difference between White and Hispanic discipline rates. Both the overall discipline rates and the differences among racial and ethnic groups continue to be far below national averages reported by the U.S. Department of Education.

**Table 6.2: Discipline Rates****Differences between White-African American, and White-Hispanic Rates**

	<b>White</b>	<b>African Am</b>	<b>Hispanic</b>
2013-2014	11.56%	20.47%	11.72%
	<b>Difference</b>	<b>8.91</b>	<b>0.16</b>
2014-2015	10.53%	18.72%	10.25%
	<b>Difference</b>	<b>8.19</b>	<b>-0.28</b>
2015-2016	8.23%	13.09%	8.44%
	<b>Difference</b>	<b>4.86</b>	<b>0.21</b>
2016-2017	8.01%	13.66%	8.43%
	<b>Difference</b>	<b>5.65</b>	<b>0.42</b>
2017-2018	5.86%	10.39%	5.73%
	<b>Difference</b>	<b>4.53</b>	<b>-0.14</b>
2018-2019	6.33%	10.93%	6.80%
	<b>Difference</b>	<b>4.60</b>	<b>0.47</b>
2021-2022	7.67	11.85	7.95
	<b>Difference</b>	<b>4.18</b>	<b>0.28</b>

**2. Out-of-School Suspensions**

The following narrative measures out-of-school suspensions three ways: (1) suspension rate differences between racial/ethnic groups; (2) suspension proportionality (P-Index); and (3) likelihood of suspension. Measures 2 and 3 are the strongest measures because they are proportional to student population.

**a) Suspension Rates****Graph 6.3: Out of School Suspension Rates by Ethnicity**

As with discipline rates, suspension rates rose for all race/ethnicity groups, as reported across the country.

**Table 6.4: Out-of-School Suspensions**

**Differences between White-African American, and White-Hispanic Rates**

	White	African Am	Hispanic
2013-2014	4.00	7.91	4.09
	Difference	3.82	0.09
2014-2015	4.31	8.65	4.12
	Difference	4.53	-0.00
2015-2016	2.69	5.15	2.90
	Difference	2.25	0.21
2016-2017	3.82	7.98	3.92
	Difference	4.06	0.10
2017-2018	3.34	5.94	3.16
	Difference	2.61	-0.17
2018-2019	4.34	7.93	4.66
	Difference	3.59	0.32
2021-22	4.99	8.22	5.75
	Difference	3.23	0.76

Differences among discipline rates for African American and White students decreased slightly, and remained below national averages. There continued to be very little difference in discipline rates between Hispanic and White students.

**b) Suspension Proportionality**

A “proportionality” index (p-index) divides the percentage of students within a racial/ethnic group that received a particular consequence (e.g., short- or long- term suspension) with the group’s percentage of enrollment. A p-index of 1.0 indicates that students in the group are suspended in the same proportion as their share of the total student population.<sup>7</sup> Table 6.3 and Table 6.4 show the p-index for both types of

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<sup>7</sup> The “proportionality” index is the equivalent of the Students Suspended Index (SSI) described by Dr. Charles M. Achilles in Chapter 8, *Racial Disparities in School Discipline*. In: Russell, C., D. Armor, and H.J. Walberg (eds.). *School Desegregation in the 21st Century*.

suspensions for African American and Hispanic students between SY2014-15, SY2018-2019, and SY2021-22.

**Table 6.5: P-Index for African American Student Out-of-School Suspensions**

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	6%	9%	10%	9%	10%	10%
Short-Term Suspension	19%	17%	16%	16%	15%	14%
<b>P-Index</b>	<b>3.17</b>	<b>1.89</b>	<b>1.6</b>	<b>1.78</b>	<b>1.50</b>	<b>1.38</b>
School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	6%	9%	10%	9%	10%	10%
Long-Term Suspension	16%	19%	19%	20%	18%	15%
<b>P-Index</b>	<b>2.67</b>	<b>2.11</b>	<b>1.90</b>	<b>2.22</b>	<b>1.80</b>	<b>1.47</b>

The P-index with respect to short-term and long-term suspensions for African American students continued to move closer to parity. However, the District did see for the first time a small increase above parity with respect to the long-term suspension P-index for Hispanic students.

**Table 6.6: P-Index for Hispanic students Out-of-School Suspensions**

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	63%	61%	61%	61%	61%	61%
Short-Term Suspension	51%	54%	56%	54%	57%	59%
<b>P-Index</b>	<b>0.81</b>	<b>0.89</b>	<b>0.92</b>	<b>0.89</b>	<b>0.93</b>	<b>0.97</b>
School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
District Enrollment	63%	61%	61%	61%	61%	61%
Long-Term Suspension	57%	57%	52%	54%	51%	63%
<b>P-Index</b>	<b>0.90</b>	<b>0.93</b>	<b>0.85</b>	<b>0.89</b>	<b>0.84</b>	<b>1.15</b>

### c) Likelihood Ratios

The District calculates a likelihood ratio that compares the p-index for White students against the p-index for African American and Hispanic students.

**Table 6.7: Likelihood Ratio for Short Term Out-of-School Suspensions**

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
AfAm/White Ratio	3.2	2.1	1.9	1.8	1.7	1.6
Hispanic/White Ratio	0.8	1.0	1.1	0.9	1.0	1.1

In SY2021-22, the likelihood that African American students would receive a short-term suspension declined slightly. However, the likelihood that African American and Hispanic students would receive a long-term suspension, as compared to White students, increased.

**Table 6.8: Likelihood Ratio for Long Term Out-of-School Suspensions**

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
AfAm/White Ratio	3.5	2.2	2.3	2.1	2.1	2.3
Hispanic/White Ratio	1.2	1.0	1.1	0.9	1.0	1.6

## **B. Positive Behavioral Interventions and Supports, Restorative Practices, Culture and Climate**

As school sites opened to in-person learning in SY2021-22, the SR Department focused heavily on the implementation of PBIS and Restorative Practices to proactively address behavior and disciplinary issues, as well as to improve the culture and climate of each school site. At the District level, SR staff provided training and support, both virtually and in-person, for all site personnel, including SR department Restorative Practice Facilitators (RPFs), MTSS Coordinators, ISI/PIC teachers, Counselors, Deans of Students, and Administrators (**Appendix IV – 19, K.1.q Master USP PD Chart**).

### **1. PBIS Training and Implementation**

In SY2021-22, the SR department provided PBIS training to all administrators, Deans, ISI/PIC Teachers, and school sites, both virtually and in-person. During school site visits, the RPPC reviewed site PBIS processes and practices, including the Behavior Flow Chart, and established rewards systems, to ensure that sites were following district guidelines (**Appendix VI – 1, PBIS Matrix – Safford**). The RPPC provided on-site assistance as needed.

### **2. Restorative Practices Training and Implementation**

The District continued to use a trainer-of-trainers model to provide Restorative Practices professional learning opportunities in SY2021-22. The trainer-

of-trainers instruction, provided by the RPPC and certified RPFs, included general theories about the interconnections between Restorative Practices, restorative justice, and Culturally Responsive Pedagogy (CRP), with real-world strategies and best practices (**Appendix VI – 2, Social Emotional Learning PPT**).

In addition, the SR Department continued to provide RP learning opportunities to all District leadership, site administrators, MTSS Coordinators, Deans of Students, counselors, CSPs, ISI/PIC teachers, teachers, Behavior Interventionists, monitors, and all other school support staff. These opportunities took place during individual site Professional Development sessions and PLCs, as well as PDTs (Professional Development Thursdays). Each session lasted 60-120 minutes. For these trainings, the SR Department continued to utilize and share the five-part Restorative Practices series available online through PowerSchool (formerly TNL) (**Appendix IV – 19, IV.K.1.q Master USP PD Chart**).

All District schools continued to utilize Restorative Practices in addressing behavior and discipline proactively and continued to implement restorative circles and conferences as required actions for all disciplinary violations under District Policy JK. In addition, nine schools<sup>8</sup> had a full-time Restorative Practice Facilitator (RPF) who offered daily support and training. The RPFs met weekly throughout the school year for additional training and to share best practices. Subsequent professional development presentations provided by the RPFs to school administrators and staff focused on foundational concepts, such as discipline versus punishment, implicit bias, and school climate, as well as the use of circles, conferences, and other Restorative Practices (Social Discipline Window, The Compass of Shame). RPFs and principals used these materials to train staff on creating restorative and inclusive environments during their site-based professional development meetings (**Appendix VI – 3, Shifting the Paradigm - Restorative Practices**).

### **C. Student Code of Conduct (formerly GSRR)**

In SY2021-22, the District continued to implement the Student Code of Conduct (Code). The Code includes information on consequences, interventions, PBIS, Restorative Practices and due process. All schools strive to implement the Code in a fair and equitable manner, and all disciplinary actions align with Code standards and

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<sup>8</sup> Booth-Fickett, Dietz, Lawrence, Safford, Doolen, Pistor, Secrist, Valencia, and Tucson High.

comport with PBIS and Restorative Practices (**Appendix VI-4, VI.G.1.d (1) Student Code of Conduct SY2021-22**).

In SY2021-22, the District updated its methods of disseminating the Code by making it accessible and downloadable to all students and parents on the District's website, and via a downloadable mobile app. In addition, a limited number of hard copies were made and distributed to students, parents, faculty, and staff upon request.

In July 2021, the District trained all administrators on the Code and related disciplinary issues, including best practices for reporting incidents into the student management system, Synergy. The New Teacher Induction Program included training on Student Code of Conduct management, and administrators received additional training on the Code at an Instructional Leadership Academy training. Additionally, Student Relations continued professional learning online for all District personnel who had direct contact with students. This opportunity included key information about the Code, such as consequences, interventions, application, due process, PBIS, and Restorative Practices. An online assessment followed the training.

For SY2021-22, schools were required to host parent, staff, and student informational sessions to ensure buy-in from critical stakeholders. Schools delivered informational sessions on the Code for students via school assemblies or in class, and for parents twice a year at informational events. To ensure compliance with disseminating information about the Code, Student Relations collected and maintained a spreadsheet with the dates and audience from each school.

Throughout the school year, the SR Department reviewed disciplinary actions for compliance with the Code and other District policies. The compliance liaison submitted reports twice weekly to District leadership regarding trends and actions that did not align with the Code. The Student Relations Department also communicated directly with District leadership and principals to ensure that disciplinary actions were consistent with the offense, as described by the Code.

Although no changes were made to the Code in SY2021-22, SR collected input from stakeholders as to possible changes to be adopted in the future.

#### **D. Positive Alternatives to Suspension**

The District continued to maintain and implement positive alternatives to suspensions in SY2021-22, as a means of keeping students in school. Positive

alternatives to suspensions allow students to continue their academic progress and reduce the likelihood of students disengaging from school. While the District seeks to keep students in their schools and classrooms whenever possible, these alternatives are preferable to sending students home, where they are no longer in a classroom setting.

Administrators utilized different alternatives depending on the nature of the violation and Code protocol. These include GSRR violations (such as restorative conferences), abeyance contracts, In-school Interventions (ISI), and DAEP.

### **1. Restorative Conferences and Circles**

The District continued to use preventative and responsive interventions when students engaged in misbehaviors that might otherwise lead to suspension. Among the most frequently used interventions were restorative conferences and/or restorative circles. The SR staff and site RPPFs provided training to site staff on implementing these restorative practices, virtually and in person.

### **2. Abeyance Contracts**

In appropriate circumstances, site administrators or long-term hearing officers may offer behavior contracts to students facing out-of-school suspensions. An abeyance contract does not remove the suspension but can shorten or possibly eliminate the number of days a student spends out of school. An administrator, parent, and student must agree to and sign the abeyance contract, with the understanding that, if the student violates the contract, the school will reinstate the remaining suspension days. Thus, where appropriate given the nature of the offense and the circumstances, schools and hearing officers used this tool in SY2021-22 to reduce the number of days students would have spent out of school and to restore students back into the school community.

### **3. In-School Interventions (ISI)**

In SY2021-22, the District continued to utilize the ISI program as an alternative to short-term suspensions. In addition to focusing on academic schoolwork, ISI teachers worked with students on addressing socio-emotional, behavioral issues and utilizing restorative practices with peers and teachers. ISI teachers received mandatory training on the Student Code of Conduct, student mediations and support group facilitation (including Restorative Practices), and documentation. To capture this work, ISI/RPF staff submitted weekly reports to the SR Department. SR staff

worked with site ISI teachers to ensure the environment was positive and suitable for necessary interventions and effective learning.

#### **4. District Alternative to Education (DAEP)**

The District continued to operate the DAEP program at four sites in SY2021-22.<sup>9</sup> DAEP, a voluntary program, provides students with the opportunity to continue their education and reflect on the underlying actions and circumstances that led to inappropriate behavior. In SY2021-22, 123 students attended the program, including 54 middle school students and 69 high school students. Of those, 67% were Hispanic, 16% African American, 7% White, and 6% Native American. All but five students completed the program.

#### **E. Discipline Data Monitoring**

In SY2021-22, the District continued to monitor and report discipline data to District leadership, school administrators, and central staff. Training sessions were provided to new and continuing site administrators and staff on the discipline review process and on how to document disciplinary incidents into Synergy, to ensure accurate and reliable reporting. The SR Department continued to collect weekly reports on PBIS/Restorative practice activities as well as monthly discipline reports from school sites. These documents were reviewed by SR staff to identify trends, training needs, and site support. In turn, the SR Department continued to compile and distribute monthly and quarterly summary reports by school/region to each Regional Superintendent and central departments.

In SY2021-22, the District's Compliance Liaison (CL) continued to monitor and submit reports on all discipline activity, including positive alternative to suspensions, to ensure compliance with policies and procedures as set out in the Code, due process policies, regulations, and the USP. The CL prepared and distributed both incident-specific reports and detailed discipline reports twice a week. These reports included information about long-term suspension hearings, short- and long-term suspensions, and abeyance contracts and were sent to District administrators along with key demographic indicators (grade level, gender, race/ethnicity, violation, dates, and duration of suspension (or alternative to suspension)). Regional Superintendents reviewed the reports, investigated questionable incidents and/or consequences, and took necessary corrective measures.

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<sup>9</sup> The four sites were Menlo, Catalina, Palo Verde, and the Southwest Ed Center.

## **F. Corrective Measures**

While no school was formally put on a Supportive Action plan in SY2021-22, the District continued to monitor and take measures to address identified deficiencies in site-based implementation of discipline policy, including PBIS, Restorative Practices, the Code, and the development of supportive and inclusive learning environments.

## **G. The Discipline School Inventory and Annual SAP**

Due to the impact of COVID and limited staff, the District was not able to formally update the school inventory or the annual SAP in the 2021-22 school year. However, SR staff continued to conduct walk-throughs at both middle and high schools to identify and resolve any issues.

In response to information gathered, the District will be expanding its site-based training on restorative practices to additional front-line staff, such as school safety officers and school monitors, who are often the first responders when an incident occurs. Additional efforts will also focus on creating a pilot initiative to create a more positive school environment. Both the inventory and the annual SAP report will be completed in SY2022-23.

## **H. Discipline Professional Learning**

Student Relations staff provided various professional learning opportunities in SY2021-22, including training on Restorative practices (**Appendix VI-5, Professional Development Schedule 2021-22**). In addition, the SR Department added a short Restorative Practices overview course to the existing five-part, self-paced online Restorative Practices series offered through PowerSchool, the District's professional learning portal. Other courses being offered through PowerSchool include online courses on PBIS and the Student Code of Conduct. These courses are accessible to all District administrators, teachers, and staff at any time (**Appendix IV – 19, IV.K.1.q Master PD Chart**).

## **I. USP Reporting**

VI(G)(1)(a)           Copies of the analysis contemplated above in section (VI)(F)(2), and any subsequent similar analyses. The information provided shall include the number of appeals to the Governing Board, or to a hearing officer from long-term suspensions or expulsions, by

school, and the outcome of those appeals. This information shall be disaggregated by race, ethnicity and gender;

*See Appendix VI – 6, VI.G.1.a Appeals to Hearing Officers and Governing Board* report, for the 2021-22 school year.

VI(G)(1)(b) Data substantially in the form of Appendix I for the school year of the Annual Report together with comparable data for every year after SY2011-12;

The data required for section (VI)(G)(1)(b) can be found in **Appendix VI – 7, VI.G.1.b Discipline Data SY2021-22.**

VI(G)(1)(c) Copies of any discipline-related corrective action plans undertaken in connection with this Order;

No Supportive Action Plans were created in SY2021-22.

VI(G)(1)(d) Copies of all behavior and discipline documents, forms, handbooks, the GSRR, and other related materials required by this section, in the District’s Major Languages;

*See Appendix VI – 4, VI.G.1.d(1) Student Code of Conduct SY2021-22, and Appendix VI – 5, VI.G.1.d(2) What Works Sharepoint.*

VI(G)(1)(e) Copies of any Governing Board policies amended pursuant to the requirements of this Order;

*See Appendix VI – 6, VI.G.1.e Policies and Procedures Amendments SY2021-22.*

VI(G)(1)(f) Copies of any site-level analyses conducted by the RPPSCs;

*See Appendix VI – 7, VI.G.1.f Site-level Analyses Samples,* to view samples of weekly RPF reports from school sites.

VI(G)(1)(g) Details of each training on behavior or discipline held over the preceding year, including the date(s), length, general description of content, attendees, provider(s), instructor(s), agenda, and any handouts;

The data required by section (VI)(G)(1)(g) is contained in **Appendix IV – 19, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2021-22.

## VII. Family and Community Engagement

### A. Family and Community Engagement

The Family and Community Engagement (FACE) program continues to play an essential role for the District’s USP and EDI initiatives. Being an integral part of EDI has allowed for improved alignment of services, collaboration, and coordination among the interconnected departments. Throughout SY2021-22, the FACE program remained strongly and effectively committed to engaging families and community members in the educational process through the adoption of strategies and efforts that inform, support, and meet the needs of the families, students, and school communities. The FACE program’s guide continues to be the Family and Community Engagement Plan, filed with the court on December 9, 2019, available on the main page of the desegregation portion of the District’s website, [deseg.tusdl.org](http://deseg.tusdl.org), and attached here as **Appendix VII – 1, Family and Community Engagement Action Plan (2391-1)**.

The District’s FACE structure and practices continue to be a model of exemplary collaboration across the country. Dr. Joyce Epstein<sup>10</sup> included information about the District’s accomplishments in building partnerships for family and community engagement in her 2021 publication, Promising Partnership Practices (Appendix VII – 6, Promising Partnership Practices SY2021-22).

#### 1. Family Engagement and Outreach Communication and District-wide Coordination of Family Engagement Efforts

- The FACE team maintained strong collaborative efforts with the African American and Mexican American Student Services departments (AASSD and MASSD, respectively), as well as the Communications and Media Relations, Transportation, Advanced Learning Experiences (ALE), and other District departments. These efforts aimed to identify, support, and promote District-wide coordination of family engagement and outreach. Examples of collaborative events and activities include:
- Mexican American Parent Advisory Council;

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<sup>10</sup> Dr. Epstein is a Professor, Johns Hopkins University; Director, Center on School, Family, and Community Partnerships; Director, National Network of Partnership Schools (NNPS); and Co-Director, Directorship Team-CSOS.

- MASS Virtual Open House;
- College and Career Readiness and FAFSA, Parent Support Group;
- Tell Me More Series; and
- Healthy Families and Black Excellence Speaker Series.

The District-wide coordination of these events and activities focused on academics, leadership, health, behavior, and college readiness for students and families.

The FACE team established 61 new partnerships and maintained relationships with existing partners for a total of 375 community partners and organizations for SY2021-22 (**Appendix VII – 2, FACE Community Partners SY2021-22**). These partners supported the District’s efforts in providing a multitude of resources, support, and learning opportunities for both students and families District-wide.

Partnership Services, Communications, and Awards included:

- The District’s Food Services and the Community Food Bank of Southern Arizona provided food boxes to families via home delivery, pick up at the Family Resources Centers (FRCs), or delivery along District meal routes;
- The Educational Enrichment Foundation and Amazon provided hygiene kits that were distributed amongst all four FRCs and the Duffy Clothing Bank;
- A grant totaling \$7,100 was awarded by The Arizona Food Bank Network to the Catalina FRC (**Appendix VII – 3, Grant Award Letter SY2021-22**);
- There was constant communication with families, staff, and the community via email, phone, Zoom, and in-person conversations, to provide information and referrals to meet specific needs of families;
- Information, resources, updates, and opportunity for engagement were provided to families on the FRCs’ Facebook page; and

- The District offered parent and staff focus groups via Zoom and in-person conversations to identify gaps in services and find ways to improve communication with FACE and District staff.

FACE continued the interactive series of online communications called “FACE to Face.” The series consisted of monthly Zoom sessions that gave families the opportunity to learn about District and community resources and interact with community partners, District staff, and District leadership (**Appendix VII – 4, FACE to Face SY2021-22**). The District’s success with “FACE to Face” received national recognition and was mentioned in the National Network of Partnership Schools (NNPS), April 2022 E-Brief for Districts, States, and Organizations (**Appendix VII – 5, NNPS E-Brief Newsletter SY2021-22**).

## 2. Family Resource Centers

The District continued to operate four successful FRCs at current or former District schools: Palo Verde High School, Catalina High School, Southwest Education Center, and Menlo Park School. Each FRC provides a range of resources, services, and educational opportunities in support of students’ academic and family success.

FRC newsletters that highlight family engagement activities across the District are posted on the District’s website and distributed to parents, District and school staff, and community partners via email and Parent Vue. They are also translated into the District’s main languages (**Appendix VII – 7, FRC Monthly Newsletter SY2021-22 (English and Spanish Examples)**).

In addition to traditional methods of communication and promotion of FRC services and events, the FACE team also utilized a new EDI mobile app called “Tucson Unified Connect,” a digital platform that connects District students and families with services, support, and academic enrichment resources.

Each FRC provides classes, workshops, and other services to families, in-person or via Zoom, that align with Dr. Epstein’s Six Types of Involvement (**Appendix VII – 8, Example FRC Flyers SY2021-22 (English and Spanish)**).

Virtual services included:

- Culturally relevant classes and workshops via Zoom on topics such as curriculum and academics, early literacy, parenting, adult education,

health and nutrition, mental health, citizenship, and FAFSA (**Appendix VII – 9, FRC Virtual Classes, Workshops, and Events SY2021-22**);

- Free mental health counseling through the “Talk It Out” program to District students and their families. The Talk It Out program completed 827 appointments during SY2021-22 (**Appendix VII – 10, Talk It Out Flyer and Summary of Services SY2021-22**); and
- Support groups for families with specific needs.

In-person services included:

- Food pantry services, holiday food boxes, and Hygiene kits;
- COVID-19 testing, and flu, COVID-19, and other vaccination clinics, in partnership with Pima County Health Department;
- Free health screenings and free mammograms, in partnership with the University of Arizona’s Mel and Enid Zuckerman College of Public Health;
- “Jacket Parties” for students and their family members to receive free jackets; and
- Backpack and school supply giveaways for students.

### **3. Tracking Family Resources**

In SY2021-22, FACE continued tracking participation of online and in-person family engagement and community outreach activities, services, and the provision of essential resources and supplies. The methods of data collection included electronic tracking, sign-in sheets, and Excel documents.

Collectively, there were 6,015 visits to FRCs, both virtually and in-person, where visitors received a total of 19,847 individual services, 1,096 backpacks with school supplies, 600 food boxes, and 1,824 hygiene kits (**Appendix VII – 11, VII.E.1.d (1) Summary of FRC Services SY2021-22**).

### **4. District-wide Efforts to Build School Capacity to Engage Families**

During SY2021-22, the District continued its efforts to fully implement its Guidelines for Family and Community Engagement at School Sites (**Appendix VII –**

**12, Guidelines for Family and Community Engagement for School Sites SY2021-22).** As part of this continued effort, every school site identified a family engagement point of contact to coordinate local family engagement efforts and submit monthly family engagement reports to the FACE team (**Appendix VII – 13, Family Engagement Site Contacts SY2021-22).**

To help school sites implement the guidelines, the District assigned five FACE program coordinators to provide support and professional development training to site staff and administrators at all school sites (**Appendix VII – 14, FACE Trainings and Supports for School Site Staff SY2021-22).**

Training topics included:

- Best Practices for engaging families and communities (using the Guidelines for Family and Community Engagement at School Sites);
- How to maintain school websites and what information to include for families;
- How to effectively plan and facilitate focus groups;
- Strategizing ways to engage families with online learning;
- Being culturally aware when communicating with students and families;
- Sharing with teachers how to facilitate and encourage two-way communication during conferences and other face-to-face interactions; and
- Involving parents in decision-making at schools.

The District continued to ensure families had access to current and meaningful information about family and community engagement opportunities on school websites. FACE staff monitored websites and provided support as needed to help schools meet requirements set forth in the Guidelines for Family and Community Engagement at School Sites. The District conducted two complete audits of all school websites, during the fall and spring semesters, to ensure school websites posted current information on family and community engagement activities (**Appendix VII – 15, School Website Audits SY2021-22).**

To help schools further their family engagement goals, the District used various methods for gathering information from families. The District distributed the SY2021-22 Family Engagement Survey to all District families (**Appendices VII – 16, VII.E.1.b Family Engagement Survey SY2021-22, and VII – 17, VII.E.1.d (2) Family Engagement Parent Survey Results SY2021-22**). Schools also conducted focus groups to solicit additional information from families about data collected in the Family Engagement Surveys, suggestion boxes, and school quality surveys. Schools invited representative parents to focus groups to discuss open-ended questions posed by facilitators from the community.

## 5. School Site Family Engagement Efforts

During SY2021-22, school sites across the District engaged in activities to facilitate family participation. Using the District’s online tracking system, school staff recorded school site conferencing, curricular-focused, and decision-making events. Staff also continued to track family events other than parent-teacher conferences or those that did not fall into the curricular-focused and decision-making categories.

Table 7.1 shows the number of family engagement events held during the school year, based on Dr. Epstein’s Six Types of Family Involvement.

**Table 7.1: SY2021-22 Engagement Activities by Type and School<sup>11</sup>**

School Type	Elementary	K-8	Middle	High	Alternative	All
Type 1: Parenting	206	111	27	63	18	425
Type 2: Communicating	2685	806	425	610	196	4722
Type 3: Volunteering	552	198	95	107	41	993
Type 4: Learning at Home	222	82	35	56	18	413
Type 5: Decision Making	459	160	87	115	40	861
Type 6: Collaborating w/ Community	132	83	14	41	9	279
All Type	4256	1440	679	992	322	7689
Staff Only: Professional Development	566	180	118	155	51	1070

## 6. Revised FACE Plan/Completion Plan

During SY2021-22, the District continued to apply the FACE Plan as it was revised in SY2020-21 in compliance with ECF 2508 (**Appendix VII–18, Revised FACE Plan**). The District has continued its commitment to adhere to the FACE Plan,

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<sup>11</sup> An activity or event may be counted more than once if it fits more than one type of family engagement involvement.

coordinate FACE activities between departments, and disseminate FACE information via the District's website, which is updated regularly.

## **B. Translation and Interpretation Services**

The District continued to provide translation and interpretation services to families, students, community members, stakeholders, and staff and to communicate all services to families. The Meaningful Access program provided more than 2,455 translations and interpretations in 34 languages. The daily average for services was 14 events. In addition to English, the major languages (defined as the home language for 100 or more students enrolled in the District) in SY2021-22 were Spanish, Arabic, Swahili, Kirundi/Kinyarwanda, Somali, and Vietnamese.

Due to the effectiveness of the modified SharePoint site in SY2021-22, the Meaningful Access Program extended its service to cover the translation and evaluation of Foreign Transcripts to high school students coming from other countries to receive full credits for their classes taken in their own country that aligned with the District Curriculum and standards.

## **C. USP Reporting**

VII(E)(1)(a) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

*See Appendix VII – 19, VII.E.1.a Explanation of Responsibilities*, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

VII(E)(1)(b) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;

To view existing family engagement and support programs, resources and practices for SY2021-22, refer to **Appendix VII – 18, Revised FACE Plan**.

To view the Plan for Outreach, Marketing and Recruitment for Magnet and ALE Programs, refer to **Appendix II – 3, II.K.1.m MORE Plan SY2021-22.**

Also, see **Appendix VII – 16, VII.E.1.b Family Engagement Surveys**, used to gather impressions of services from staff and families during SY2021-22.

VII(E)(1)(c) Copies of all policies and procedures amended pursuant to the requirements of this section;

*See Appendix VII – 20, VII.E.1.c Policies and Procedures Amendments SY2021-22.*

VII(E)(1)(d) Analyses of the scope and effectiveness of services provided by the Family Center(s).

To view scope and effectiveness of services provided by the Family Centers, *see Appendices VII – 11, VII.E.1.d Summary of Family Resource Center Services SY2021-22, and VII – 17, VII.E.1.d(2) Family Engagement Survey Results SY2021-22.*

## **VIII. Extracurricular Activities**

### **A. Extracurricular Activities**

With the reopening of schools in SY2021-22, the District was able to provide students with the opportunity to once again participate in a range of extracurricular activities such as clubs, fine and performing arts, and athletics.<sup>12</sup>

#### **1. Principal Review Process for Extracurricular Activities**

In SY2021-22, the District resumed the Principal Review Process for extracurricular activities, by which principals reviewed students' participation in extracurricular activities to ensure that all students had the opportunity to participate (**Appendix VIII – 1, Principal Review Process**). The Extracurricular Management teams at each school gathered information and monitored activities to ensure that all students had an opportunity to participate in extracurricular activities. The extracurricular specialists reviewed submitted documents and provided support as needed.

#### **2. Participation**

##### **a) District-Wide Participation**

In SY2021-22, more than 9,000 students participated in extracurricular activities. Although participation in extracurricular activities was below pre-COVID levels, overall participation rose by 48% from the previous year (**Appendix VIII – 2, VIII.C.1 Student Participation in Extracurricular Activities**).

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<sup>12</sup> Because extracurricular activities resumed in SY2021-22, the District no longer needed to follow the Interscholastic Integrated Plan from prior years.

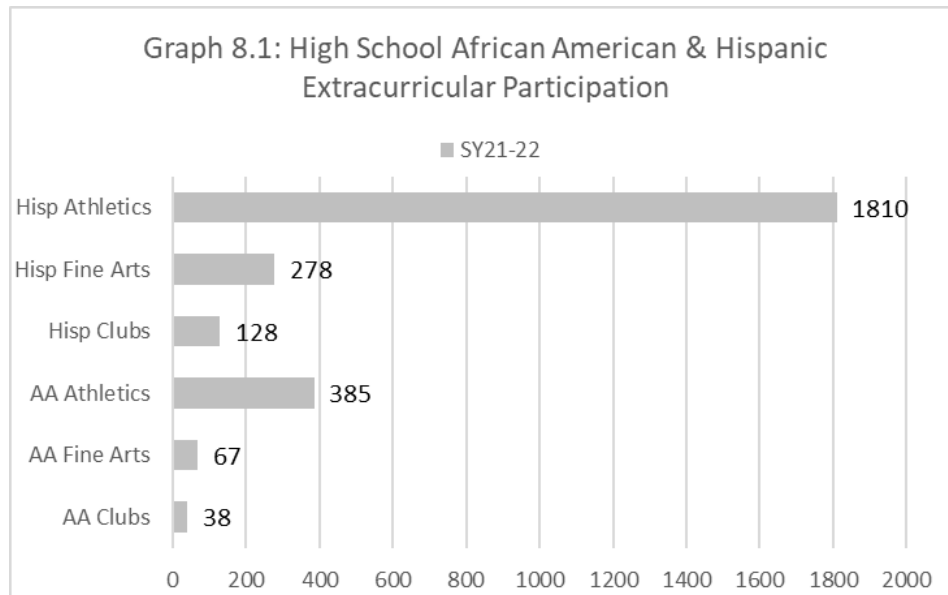
**Table 8.1: Students Participating in at Least One Extracurricular Activity  
(Athletics, Fine Arts, Clubs) – Unduplicated Student Counts**

Year	GB	White		African American		Hispanic		Native American		Asian/Pacific I		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
21-22	K-8	1103	22%	458	9%	3044	60%	175	3%	83	2%	219	4%	5082
	HS	1045	26%	457	11%	2112	53%	89	2%	125	3%	171	4%	3999
	Tot	2148	24%	915	10%	5156	57%	264	3%	208	2%	390	4%	9081
20-21	K-8	514	20%	188	7%	1643	64%	97	4%	37	1%	96	4%	2575
	HS	1037	29%	349	10%	1782	50%	59	2%	147	4%	168	5%	3542
	Tot	1551	25%	537	9%	3425	56%	156	3%	184	3%	264	4%	6117
19-20	K-8	1792	22%	910	11%	4587	57%	238	3%	146	2%	334	4%	8007
	HS	1277	24%	561	11%	2911	56%	146	3%	142	3%	199	4%	5236
	Tot	3069	23%	1471	11%	7498	57%	384	3%	288	2%	533	4%	13243
18-19	K-8	1436	22%	689	10%	3881	59%	187	3%	115	2%	275	4%	6583
	HS	1419	25%	542	9%	3256	57%	146	3%	153	3%	200	3%	5716
	Tot	2855	23%	1231	10%	7137	58%	333	3%	268	2%	475	4%	12299
17-18	K-8	1378	24%	508	9%	3319	58%	162	3%	76	1%	273	5%	5716
	HS	1537	25%	564	9%	3445	57%	146	2%	169	3%	210	3%	6071
	Tot	2915	25%	1072	9%	6764	57%	308	3%	245	2%	483	4%	11787
16-17	K-8	1306	26%	478	10%	2795	56%	119	2%	88	2%	214	4%	5000
	HS	1504	26%	551	10%	3253	57%	134	2%	134	2%	180	3%	5756
	Tot	2810	26%	1029	10%	6048	56%	253	2%	222	2%	394	4%	10756
15-16	K-8	1400	26%	500	9%	3147	57%	153	3%	71	1%	205	4%	5476
	HS	1590	28%	527	9%	3160	55%	139	2%	171	3%	193	3%	5780
	Tot	2990	27%	1027	9%	6307	56%	292	3%	242	2%	398	4%	11256
14-15	K-8	448	20%	249	11%	1389	61%	78	3%	32	1%	70	3%	2266
	HS	1505	28%	533	10%	2895	54%	96	2%	136	3%	177	3%	5342
	Tot	1953	26%	782	10%	4284	56%	174	2%	168	2%	247	3%	7608

**b) High School Participation**

Graph 8.2 shows high school participation by activity for African American and Hispanic students in SY2021-22.

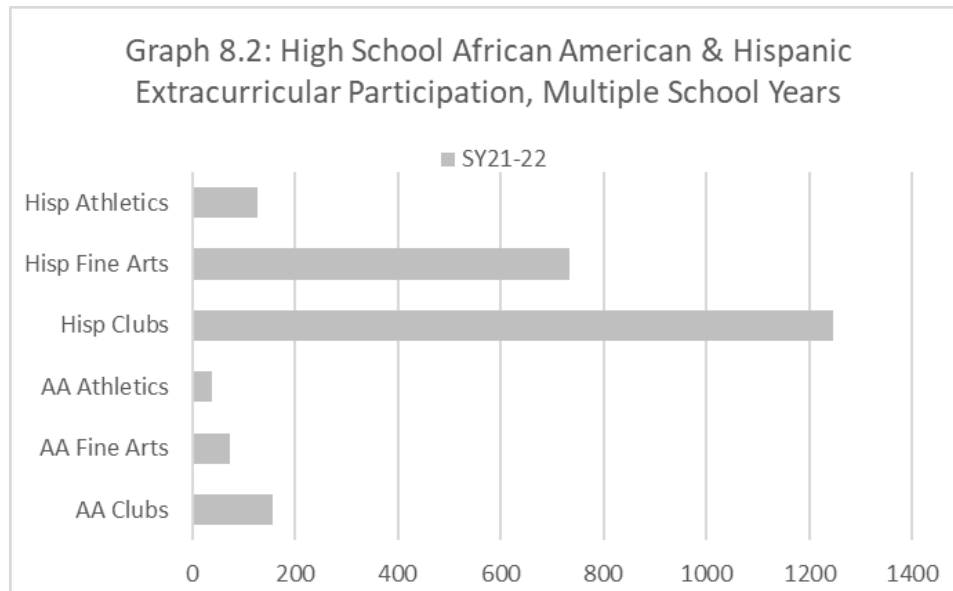
**Graph 8.2: High School African American and Hispanic Extracurricular Participation by Activity**



**c) K-8 Participation**

Graph 8.3 shows the number of African American and Hispanic students participating in each of the three K-8 categories—Athletics, Fine Arts, and Clubs in SY2021-22.

**Graph 8.3: K-8 African American and Hispanic Extracurricular Participation by Activity**



**d) English Learners Participation**

Although below pre-COVID participation levels, extracurricular participation for EL students rebounded by 60% from the previous year.

**Table 8.4: EL Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Student Counts**

Year	GB	White		African American		Hispanic		Native American		Asian/Pacific I		Multi-racial		Total N
		N	%	N	%	N	%	N	%	N	%	N	%	
21-22	K-8	18	4%	27	7%	345	84%	1	0%	17	4%	4	1%	412
	HS	6	5%	33	26%	79	62%	1	1%	7	5%	2	2%	128
	<b>Tot</b>	<b>24</b>	<b>4%</b>	<b>60</b>	<b>11%</b>	<b>424</b>	<b>79%</b>	<b>2</b>	<b>0%</b>	<b>24</b>	<b>4%</b>	<b>6</b>	<b>1%</b>	<b>540</b>

**e) Extracurricular Participation at Targeted Racially Concentrated and/or Low Socioeconomic Status Schools.**

In SY2021-22, the District continued to support targeted racially concentrated and/or low socioeconomic status schools in developing strategies and activities to

increase participation (**Appendix VIII – 3, Extracurricular Participation by Activity at Targeted School Sites**).<sup>13</sup>

### **3. Leadership Training**

In SY2021-22, the District continued training students in becoming effective leaders. As in previous years, students participated in the Captain’s Academy, a leadership program that utilizes a character-building model. All participating student-athletes from nine high schools took part in the program. Positive Coaching Alliance (PCA), a nationally known organization that focuses on positive interaction of students in athletics, presented the training. In collaboration with PCA, students participated in virtual trainings such as “Developing the Triple Impact-Competitor” and “Developing Winners in Life Through Sports.” All participating students brought what they learned from the training to their respective sports and look forward to applying the knowledge during their SY2022-23 competitions and training.

The District provided sport clinics to athletes and coaches in May of SY2021-22. Each clinic was facilitated by District high school coaches. A total of 38 coaches and 73 athletes took full advantage of the opportunity to increase their knowledge and skills in sports such as cross-country, track and field, volleyball, and basketball. The clinics were held in person at Palo Verde High School, Pueblo High School, and Sahuaro High School.

In SY2021-22, the District attended the Student Leadership Summit held at Xavier College Prep in Phoenix through the Student Leadership Advisory Committee (SLAC). SLAC participates in a statewide student leadership conference sponsored by the Arizona Interscholastic Association (AIA). The District chartered 18 TUSD student-athletes: one male and one female from each high school. The students had the opportunity to hear from two guest speakers and AIA chairpersons, who discussed topics such as school spirit, leadership, teamwork, and other areas.

The District’s coaches participated in leadership opportunities as well. In addition to supporting students, the PCA collaborated with coaches to develop interpersonal relationships between coaches and players. During SY2021-22, coaches attended Zoom workshops titled “Coaching for Peak Performance” and

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<sup>13</sup> Elementary schools included Grijalva, Maldonado, Miller, Ochoa, Oyama, Tolson, and Warren. K-8 schools included Safford. Middle schools included Pistor. The 10<sup>th</sup> school, Robison, received a 21<sup>st</sup> CCLC grant award to support and improve extracurricular programming in SY2021-22.

“Culture, Practices, and Games.” Additionally, all coaches attended the annual statewide seminar/training presented by the AIA.

#### **4. Collaboration with Transportation**

In SY2021-22, the Transportation Department was able to provide activity buses to schools, to ensure that every student had access to transportation when participating in extracurricular activities (**Appendix III – 4, Activity Bus List by School SY2021-22**).

#### **5. Funding for Extracurricular Activities**

During SY2021-22, schools funded extracurricular activities from the following sources: donations, external/partner organizations, tax credits, fees, 21<sup>st</sup> Century Community Learning Center grants, and District funding (**Appendices VIII – 4, Funding Sources for Extracurricular Activities SY2021-22, and VIII – 5, 21st CCLC Grant Participation SY2021-22**).

Where inequities might arise as a result of some schools having more supplemental funding sources available to them, the District addressed them, and it will continue to do so.

### **B. USP Reporting**

VIII(C)(1) As part of its Annual Report, the District shall provide a report of student participation in a sampling of extracurricular activities at each school. The activities that are reported each year shall include at least two activities from each of the four categories described in section (B) above: sports at schools at which they are offered, social clubs, student publications (where offered), and co-curricular activities. The data in the report shall include District-wide data and data by school, disaggregated by race, ethnicity, and ELL status. The Parties shall have the right to request additional data or information if the Annual Report indicates disparities or concerns.

*See Appendix VIII – 2, VIII.C.1 Student Participation in Extracurricular Activities*, which includes student participation by selected activity, race/ethnicity, and school for SY2021-22.

## **IX. Facilities and Technology**

The District is committed to maintaining and improving its facilities, allocating its technological resources equitably across all schools in a race-neutral manner, and preventing disparities in the quality of its physical and technological infrastructure for schools and students.

The District continued to utilize the Facilities Condition Index (FCI), Education Suitability Score (ESS), and Technology Condition Index (TCI) to assess physical and technological conditions at school sites, as well as develop and implement multi-year facility and technology plans.

### **A. Multi-Year Facilities Plan**

Using the results of the FCI and the ESS, the District updated the Multi-Year Facilities Plan (MYFP), establishing the project priorities for SY2021-22. As described in the plan, health and safety issues always take precedence over regular maintenance and improvement projects (**Appendix IX – 1, IX.C.1.d MYFP**).

#### **1. Facilities Condition Index**

The District concentrated on validating and updating the FCI scores. The District continually updates this live document as projects are completed or as deteriorating conditions become evident (**Appendix IX – 2, IX.C.1.a (1) Facilities Condition Index SY2021-22**). FCI is an industry standard metric that serves as an objective benchmark to evaluate the building conditions at a school site.

#### **2. Education Suitability Score**

The ESS measures the quality or appropriateness of the design of a school for educational purposes and includes an evaluation of the grounds, as well as the capacity and utilization of classrooms and other rooms used for school-related activities (**Appendix IX – 3, IX.C.1.a (2) Educational Suitability Score SY2021-22**).

### **B. Multi-Year Technology Plan**

#### **6. Multi-Year Technology Plan**

During SY2021-22, the District prioritized technology-related initiatives and investments to ensure that instructional delivery and District operations remained successful in the remote as well as school-site learning environments. There were no

changes to the Multi-Year Technology Plan in SY2021-22. The focus was on enhancements to systems and processes, which continued throughout the school year.

In addition to ensuring District staff had needed technology, the District had to ensure that every student for all grades, K-12, had Internet connectivity and a device to participate in instruction remotely, if needed. The need across the community was still staggering in SY2021-22. The District's technology team had to continue programming and supporting all existing student laptops and tablets to function correctly across the Internet from home, while also ensuring cyber safety and security of students.

The District continued to provide remote learning for any student who requested it, through the Tucson Unified Virtual Academy (TUVA), an online program available to students formally enrolled at any school in the District. All students using TUVA were provided with technology for remote learning, including either a tablet or a laptop, and, if necessary, a mobile hotspot to connect to the internet from home. In total, more than 40,000 student laptop and tablet devices were provided to District families for their children to use for remote instruction, ensuring that the District has become a 1:1 Device-to-Student District. The 1:1 Device-to-Student status will continue in the future. The District also continued to provide Internet broadband hotspots to more than 4,000 families, to ensure all households being served by the District had Internet access for daily instruction.

Addressing the laptop, tablet, and hotspot technology needs for students for SY2021-22 was a massive undertaking, but it was certainly not the only major technology project carried out in support of schools. The District's technology team worked in collaboration with Curriculum & Instruction (C&I), Assessment & Evaluation, Exceptional Education, Language Acquisition, Fine Arts, Magnet, and many other departments to define, implement, and support a digital framework to facilitate teacher-led remote instruction.

Technology advancements made during SY2021-22 were significant and will position schools as most students continue to return to in-person instruction for SY2022-23.

### a) Technology Condition Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2021-22 (**Appendices IX – 4, IX.C.1.a (3) Final TCI Report SY2021-22, and IX – 5, IX.C.1.b TCI Summary of Results SY2021-22**).

### b) Instructional Technology

In SY2021-22, the District continued to provide instructional technology professional development activities for teachers and staff as outlined in the Professional Learning Plan for Instructional Technology. The Department continued to provide training and instruction to teachers to support the 1:1 Device-to-Student computer initiative and utilize various applications and new equipment.

Teacher Technology Liaisons (TTLs) and the IT Department, both independently and collaboratively with Curriculum & Instruction, provided trainings and instruction. Trainings to support teachers were developed and offered based on school requests for Professional Learning Thursdays and for the monthly Curriculum, Assessment, and Professional Develop Academy meetings. The sessions covered a variety of topics and were chosen based on surveys, identified staff needs, and new educational technology equipment.

The Instructional Technology Department continued to provide the Resource Index for instructional and teaching materials related to the use of technology in the classroom, identifying the specific curriculum type addressed (math, ELA, science, or social studies), and the grade level of the curriculum (elementary, middle, and high). The Resource Index is internally posted, is updated as needed on the TUSD Multicultural Curriculum website under “Education Technology Resource Sharepoint,” and is available to all teachers (**Appendix IX – 6, Resource Index of Instructional Technology Teaching Materials Screenshot**).

Instructional Technology activities for SY2021-22 included:

- Successfully maintaining the Verizon Innovative Learning School (VILS) projects in year three at Lawrence 3-8 School, Pueblo Gardens K-8, and Mansfeld Magnet Middle School.
- Assisting Secrist, Utterback and Vail Middle Schools as they completed the rigorous extensive application process and were ultimately selected

to be part of the Cohort 9 Verizon Innovative Learning Schools by Verizon and Digital Promise. The IT Department assisted with the process and coordination of the program in the summer of 2022 to help prepare the schools for the upcoming school year.

- Growing the Minecraft: Education Edition (M:EE) Program, which continued as more schools and teachers completed training and were on boarded for student use. The program’s continuation and development are being used to expand coding, computation, problem- solving, and team-building skills, in addition to other STEM- related capabilities.
- Developing and facilitating orientation courses in response to the mass installation of Promethean Interactive Panels throughout the District. Teachers and staff received targeted and timely training in the effective use of the interactive displays.
- Assisting TUSD departments, such as the African American Student Services Department (AASSD) and Social Emotional Learning Department, to develop and offer virtual fieldtrips and information about use of existing District Educational Platforms, to support the department’s goals and focus areas.
- Supporting the development of and assisting with the technology- related needs of Tucson Unified Virtual Academy. Staff manned a Help Desk every day, utilized by parents, students, and teachers to offer assistance and troubleshooting. Training was also provided for teachers, for lesson planning and curriculum delivery for online students.
- Offering various self-paced and instructor-led courses through the Professional Learning Portal, for teachers as well as administrators (**Appendix IV – 19, IV.K.1.q Master USP PD SY21-22 (1)**).

The District continued to use the Technology Integration Observation Tool (TIOT) to assess how teachers were utilizing the District’s online platforms in a remote learning environment. Instructional technology staff were able to analyze the use and frequency of applications (such as Clever, Office 365, and Teams) for lessons and assignments, and to provide training and support where gaps were noted. As shown in Table 9.1, 2,234 teacher observations were made during SY2021-22.

**Table 9.1: Technology Teacher Observations by Region**

<b>Region</b>	<b>Completed</b>
<b>Silverbell 1</b>	414
<b>Santa Cruz 2</b>	542
<b>Chico Arroyo 3</b>	435
<b>Arcadia 4</b>	459
<b>Pantano 5</b>	384
<b>Total</b>	<b>2,234</b>

### **C. USP Reporting**

IX(C)(1)(a) Copies of the amended: FCI, ESS, TCI;

The data required by section IX(C)(1)(a) are contained in **Appendices IX – 2, IX.C.1.a (1) Facilities Condition Index SY2021-22; IX – 3, IX.C.1.a (2) Educational Suitability Score SY2021-22; and IX – 4, IX.C.1.a (3) Final TCI Report SY2021-22.**

IX(C)(1)(b) A summary of the results and analyses conducted over the previous year for the following: FCI, ESS, TCI;

Results and analyses for FCI and ESS have been included in **Appendix IX – 1, IX.C.1.d MYFP.**

Summary results for TCI are contained in **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2021-22.**

IX(C)(1)(c) A report on the number and employment status (e.g., full-time, part-time) of facility support staff at each school (e.g., custodians, maintenance, and landscape staff), and the formula for assigning such support;

**See Appendix IX – 7, IX.C.1.c Facility Support Staff.**

IX(C)(1)(d) A copy of the Multi-Year Facilities Plan and Multi-Year Technology Plan, as modified and updated each year, and a summary of the actions taken during that year pursuant to such plans;

The current Multi-Year Facilities Plan appears in **Appendix IX – 1, IX.C.1.d MYFP**.

No changes were made to the Multi-year Technology Plan in SY2021-22.

IX(C)(1)(e)

For all training and professional development provided by the District, as required by this section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IX)(C)(1)(e) are contained in **Appendix IV – 19, IV.K.1.q Master USP PD SY21-22 (1)**. This report contains a table of all formal professional development opportunities offered for SY2021-22.

## **X. Accountability and Transparency**

### **A. Budget Process and Independent Examination**

#### **1. The Budget Process**

In winter 2021, the District began internal meetings to create a draft budget and to refine and specify the timelines for the development process for the 910G Budget for SY2022-23. The District finalized the process and timeline, and submitted it to the Plaintiffs and budget expert, on February 28, 2022, along with proposed staffing formulas and a protocol for future budgetary processes (**Appendix X – 1, 910G Budget Development Process FY2022-23**).

The District submitted a narrative version of the budget in March 2022 (Draft #1) to the Plaintiffs and the budget expert. The District provided a line-item budget, a summary of significant changes between years, and draft magnet school plans and budgets to the Plaintiffs and the budget expert in May 2022. In June 2022, the District provided the Plaintiffs and the budget expert with the final proposed budget. For each draft, the parties had opportunities to provide comments and objections, and to submit requests for information. The District considered the comments and objections in revising the budget drafts, and responded to information requests.

District staff provided the final proposed budget to its Governing Board, along with the Plaintiffs' responses and objections to various drafts, in late June 2022. On July 12, 2022, the Governing Board adopted the budget for SY2022-23.

#### **2. Examination of Expenditures by Independent Accountants**

The District provides an examination of expenditures each year to confirm that the District spent desegregation funds according to their allocation and to provide other information to ensure full transparency. An independent accounting firm prepared the SY2020-21 examination report, and the District delivered it to the budget specialist and Plaintiffs on February 17, 2022. Clifton Larson Allen LLP performed the examination for the SY2020-21 USP Budget. A copy of the examination report is attached as **Appendix X – 2, Examination of Expenditures**.

### **B. Notices and Requests for Approval**

The District continued to follow the process for notice and a request for approval (NARA) for actions that affected student assignment and/or its physical

plant, including a Desegregation Impact Analysis (DIA). The DIA has developed into a standardized format to show how the proposed change will affect relevant District obligations under the USP. In SY2021-22, the District did not propose to take any actions that required invocation of the NARA process.

### **C. Evidence-Based Accountability System**

EBAS is a federation of multiple software applications, some acquired from commercial software providers, some developed in-house at the District, and all collectively working together to inform the District regarding decisions and strategies for effective instruction and District administration. The District continues to use data from EBAS systems to identify areas of gain and to inform development of action plans where opportunities for improvements exist.

The Assessment and Evaluation, Curriculum and Instruction, Desegregation, Student Relations, African American Student Services, Mexican American Student Services, and Technology Services Departments worked throughout the school year to evolve the District's EBAS environment to support instruction, inclusive environments, and family engagement for students. Changes in EBAS for SY2021-22 were minimal and primarily focused on addressing reporting needs that emerged due to the COVID-19 pandemic.

Since there were no major changes to the federated systems making up EBAS for SY2021-22, the inventory of systems that comprises EBAS remains the same as last year. For reference, the inventory and purpose of each of those systems is included below.

#### **1. Synergy (Student Information System and MTSS)**

The District continued to use its Synergy student information system as a critical tool that forms the core of the District's EBAS capabilities. The system captures and allows users to track a wide range of student information, including all the student-related data elements required by the USP. Synergy allows teachers and other District staff to use student data, including attendance, enrollment, courses, gradebooks, parent information, and schedules. The Synergy system has a robust set of preselected reports and a well-developed report generator interface to allow for a flexible analysis of the full range of data collected.

## **2. SchoolCity**

The District also continued to use SchoolCity, which serves as the District's primary platform for analysis and reporting on data related to student academic assessment and performance and student surveys. The data ranges from quarterly benchmarks and language proficiency tests to individual teacher formative assessments and student school climate surveys. In SY2021-22, the District continued to work with teacher and school site teams to train them on SchoolCity features that allow professional learning communities and collaborative teacher teams to work together more effectively.

## **3. iVisions and TalentEd**

The District continued to use Infinite Visions software to collect, track, and analyze data regarding its employees, including administrators and certificated staff. The District made no major refinements to the system in SY2021-22, beyond regular maintenance and updates.

The District transitioned from AppliTrack to TalentEd during SY2020-21. The new system provides stronger integration, customization, and reporting capabilities than the previous system. TalentEd is used to implement and record applicant and application processes. As with its predecessor, TalentEd permits the collection and analysis of key information about applicants, interviews, and hiring decisions.

## **4. Microsoft 365 (formerly referred to as "Office 365")**

Microsoft 365 is a comprehensive set of productivity tools from Microsoft, including some of the better-known tools such as Word (word processing), Excel (spreadsheets), Outlook (email and calendar), PowerPoint (presentations), and Access (database applications), as well as other new or less commonly known tools of real impact in the educational arena, including Publisher, Teams, and Sway.

Teams was used extensively across SY2021-22 for teachers and students to work together on class projects, small-group assignments, and other related work. The District continues to use the various Microsoft 365 tools to store and track information regarding schools, administrative facilities, and technology within the District.

## **5. Microsoft PowerApps**

Microsoft PowerApps is a secure cloud-hosted environment that allows quick development of applications for consumption from anywhere, on any device. PowerApps includes built-in prevailing accessibility capabilities. No notable changes leveraging Microsoft PowerApps were introduced during SY2021-22.

## **6. Microsoft Power BI**

Microsoft Power BI is a self-service data platform that is accessible over the internet. This external site replaced the District's legacy program, TUSDStats, and allows data to be made available to external users (the public) and internal users (school and District staff). The District made routine enhancements to evolve Power BI functionality during SY2021-22.

## **7. Apex Learning**

Apex Learning is the online learning platform utilized by the District to provide 6<sup>th</sup> through 12<sup>th</sup> grade standards-aligned, online courses. Each course is taught by a teacher in the District. This credit-bearing digital curriculum consists of core and elective courses as well as online tutorials. Students in grades 6-12 can take courses online for original credit or for credit recovery toward grade-level advancement or high school graduation.

## **8. Canvas Learning Management System**

Canvas Learning Management System is an online classroom environment where teachers and students connect for learning and academics. Teachers can assign lessons to students, monitor student learning, communicate with each other, share resources and curricula, and customize the learning experience for various learners. Canvas connects with Synergy SIS (Student Information System - Rostering and Grading) and integrates with many TUSD applications for seamless learning.

## **D. USP Reporting**

X(A)(5)(a)(i) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

*See Appendix X – 3, X.A.5.a.i Explanation of Responsibilities*, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2021-22.

- X(A)(5)(a)(ii) A description of changes made to Mojave to meet the requirements of this section, including descriptions of plans to make changes to the system in the subsequent year;

*See Appendix X – 4, X.A.5.a.ii Description of Changes Made to EBAS*, for the 2021-22 school year.

- X(F)(1)(a) The number and nature of requests and notices submitted to the Special Master in the previous year: broken out by those requesting: (i) Attendance boundary changes; (ii) Changes to student assignment patterns; (iii) Construction projects that will result in a change in student capacity or a school or significantly impact the nature of the facility such as creating or closing a magnet school or program; (iv) Building or acquiring new schools; (v) Proposals to close schools; (vi) The purchase, lease, and sale of District real estate;

There were no NARAs submitted in SY2021-22.

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