



TUCSON UNIFIED SCHOOL DISTRICT

ALE

Policy Manual

ADVANCED LEARNING EXPERIENCES



TUCSON UNIFIED
SCHOOL DISTRICT
Revised July, 2020

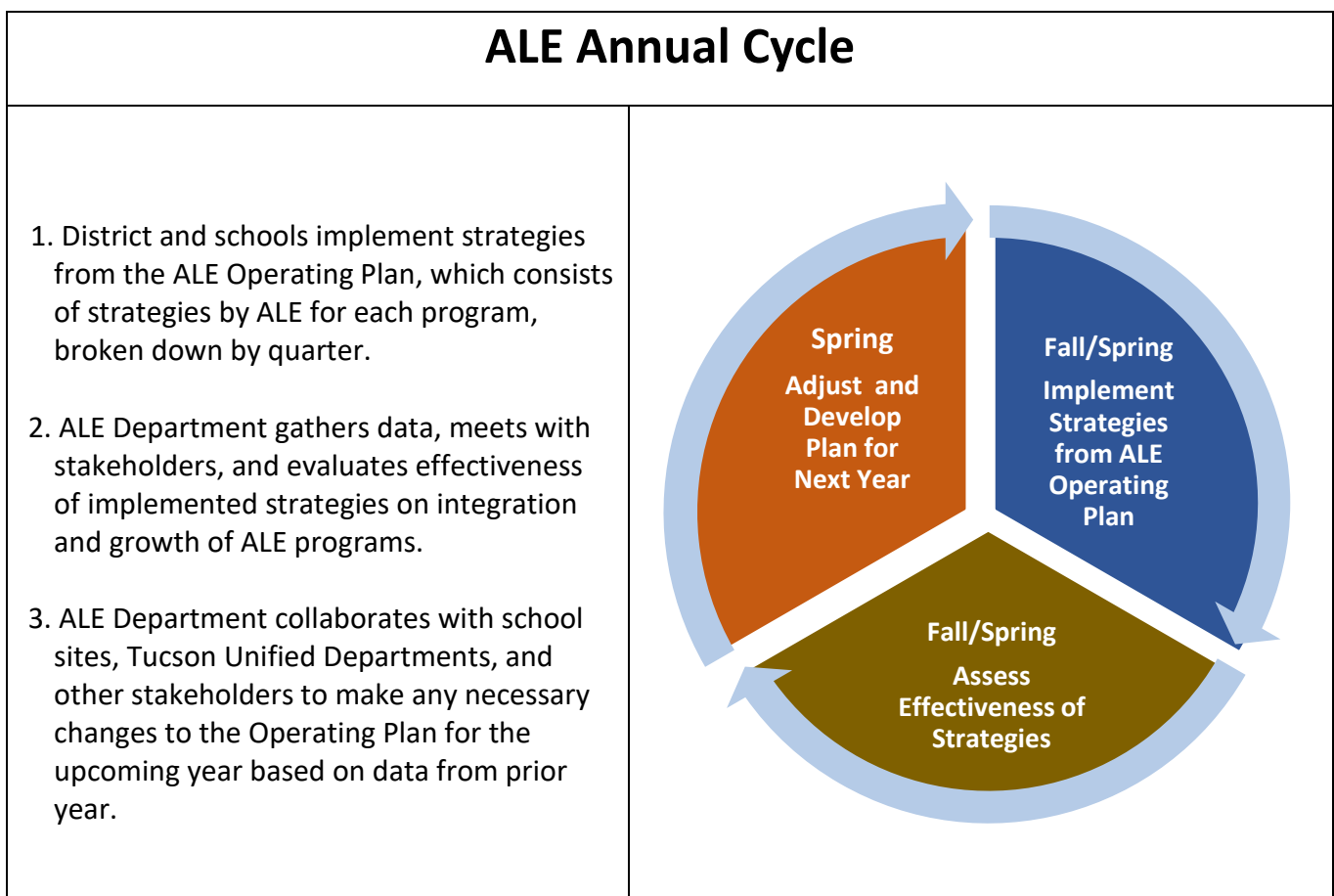
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Introduction

The Tucson Unified School District is committed to improving the academic achievement and college preparedness of all students in the District, and the Advanced Learning Experiences (ALE) Department furthers these goals. Tucson Unified provides a range of ALE opportunities in an equitable fashion with access for all students, from kindergarten through high school.

This regularly updated document provides an overview of the many ALE programs offered and information about various aspects of the options available.



Definitions of Programs in Tucson Unified

Advanced Learning Experiences (ALEs)	ALEs include the GATE program (Gifted and Talented Education), Advanced Academic Courses (AAC), and University High School.
Gifted and Talented Education (GATE)	GATE offers many services for students in elementary through high school. GATE classes are taught by gifted endorsed teachers or teachers actively pursuing their gifted endorsement, use gifted-education strategies, and provide enrolled students with an enriched and accelerated academic curriculum. The District offers several different types of GATE services, including a dual language self-contained option.
Advanced Academic Courses (AAC)	AACs provide several options for students in grades 6-12 to take rigorous academic courses, including advanced, honors, and accelerated courses offered for grades 6-10, Advanced Placement, dual credit, and International Baccalaureate.
Advanced Placement (AP)	AP courses enable high school students to take a variety of introductory college-level classes. AP classes are open to all interested students and have no entrance requirements. Students may earn college credit for taking an AP class and successfully completing the AP exam for that course, thus saving tuition costs and time. AP classes also give students a head start on their college journey.
Dual Credit	Dual credit courses allow high school juniors or seniors to enroll in a college-level course and receive academic credit for both high school and college. Open to all students, these courses provide an opportunity for students to prepare for college and careers. Students have access to college-certified teachers and college-level professors, develop important time management and study skills, improve their chances of being admitted to college, and receive college credit upon successful completion of the course. The District's current partner institutions are Pima Community College and the University of Arizona.

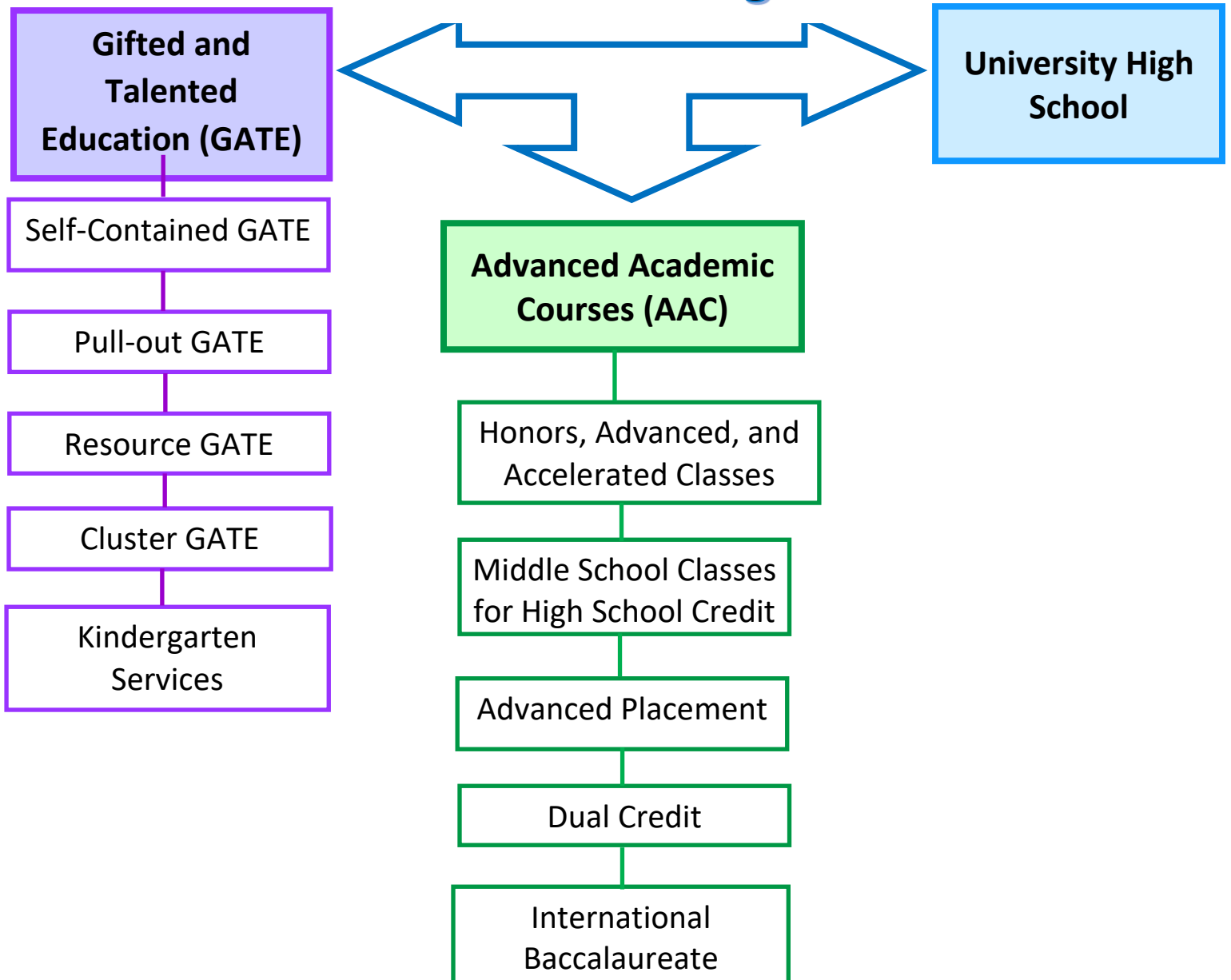
<p>International Baccalaureate (IB) @ Cholla High School</p>	<p>IB offers high-quality and challenging educational opportunities worldwide. The District offers this program at Cholla High School as an alternative to AP coursework. IB coursework is highly rigorous with a focus towards college readiness and beyond and is centered on the well-being of the whole student, encouraging students to be both local and global citizens. Freshmen and sophomores may enroll in IB Prep courses to prepare for the IB Diploma and Certificate programmes with students enrolling in the IB Diploma Programme (DP) classes beginning their junior year. Within the IB Diploma Programme, students can enroll as an IB Diploma student or an IB Certificate student.</p>
<p>University High School (UHS)</p>	<p>UHS is one of the top-ranked college preparatory high schools in Arizona and the country (as rated by US News and World Report). The school offers a rigorous four-year academic curriculum along with many support programs to ensure that all students graduate and are accepted to the college or university of their choice. UHS is an “exam school,” in that students must apply and take an admissions exam to be considered for placement.</p>
<p>Dual Language</p>	<p>The District has adopted the Two-Way Dual Language (TWDL) model for all dual language schools and programs. The TWDL model aims to ensure that all students become bilingual and biliterate in Spanish and English. Instruction in core curriculum is provided by a bilingual education endorsed teacher, and all subjects are taught in English or Spanish. The self-contained GATE program includes a dual language option that is currently housed at Hollinger K-8 School.</p>
<p>Advancement Via Individual Determination (AVID)</p>	<p>AVID is a college and career readiness system. Students can enroll in an AVID Elective class and learn study skills and organizational techniques and receive academic support. Although not an ALE, the AVID model offers support for students enrolled or planning to enroll in ALEs.</p>
<p>Open Access</p>	<p>ALE open-access programs or courses are available to any interested student without any entrance requirements except for content prerequisites (Algebra 1 required before Algebra 2 can be taken). Most ALEs in Tucson Unified are open access. No high schools or middle schools apply contrary eligibility requirements.</p>



ADVANCED

LEARNING EXPERIENCES

Overview of Programs



AACs offered by each school and, together with school administration at each campus, reviews the list for accuracy and develops a campus-based plan for adding AACs, as appropriate, to widen students' exposure to an even more rigorous program.

The ALE Director and Desegregation Research Project Manager annually review the enrollment trends in all AACs. They share this information with school administrators with a specific focus on the number of course offerings, student enrollment patterns, and integration of the courses.

Based on school data, student interest, and teacher availability, schools include AACs in their respective master schedules. The ALE Director then works with the appropriate departments to provide support for those courses.

To grow the number of AACs and the teachers for them, the ALE department collaborates with the College Board to provide the annual Advanced Placement Desert Summer Institute. The institute provides training for teachers who want to teach an AP course, and the ALE department pays for teachers' registration fee. If teachers are unable to attend the institute, the ALE department pays the registration fee and travel accommodations for teachers to attend the same institute in Phoenix.

B. Student Recruitment

- 1. AACs:** Leadership teams, including counselors and administrators at each site, recruit students for AACs using a variety of factors. All AACs are open access and any families wishing to have their students enrolled may do so if the students have any required prerequisites for the course.
- 2. AP:** Each year students in grades 9, 10, and 11 take the Preliminary Scholastic Aptitude Test (PSAT) from the College Board. Students can create their own College Board accounts and see where they scored well and in which areas they can improve. Every January, the College Board provides training to counselors and administrators regarding the PSAT AP Potential Report. This report shows school officials the names of all students who show potential to do well in Advanced Placement and IB courses. After the report is compiled, the ALE department provides the list and email message to the District's Communications Department. The ALE office sends an automated message to the families of all students who

show potential to do well in AACs. With this information, schools work directly with the District's ALE Director to consider how to reduce barriers and increase interest and opportunities to participate in AP courses. The African American and Mexican American Student Services departments also use the list to contact African American and Mexican American students who show potential to do well in AP courses, encouraging them to enroll to help improve their educational opportunities.

- 3. IB:** Additionally, at Cholla's IB programme, student recruitment into the Diploma programme occurs through all English 10 classes. Student leaders and the IB Coordinator review the benefits with potential students through a presentation. Despite the District's successful IB program and diligent recruiting efforts, its re-evaluation of Cholla's integration potential remains low for the same reasons explained in the District's prior evaluation. Even with targeted outreach and recruitment and incentive transportation aimed at enrolling students from east-side demographic White neighborhoods, there is a low likelihood that sufficient numbers of these students and their families would be willing to travel to Cholla to participate in the IB program.

C. Student Academic Support

In addition to the supports for access and recruitment detailed above, the ALE department supports student success in ALE programs through Advancement Via Individual Determination (AVID) and a variety of other strategies through collaboration with schools and other relevant departments.

1. AAC (all)

AVID

AVID is an internationally recognized college and career readiness system designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. It focuses on average students who are low-income, are underrepresented, and/or would be the first generation in their families to attend college. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed amid a rigorous curriculum. The AVID College Readiness System is also a catalyst for developing a school culture that closes

the achievement, expectation, and opportunity gaps many students face. AVID includes support for students both through an elective class and through assisting sites to create a school-wide AVID implementation plan to improve the academic culture and practices across the school site. This program directly supports student success in rigorous AP, IB, and dual credit classes. AVID is currently in place at fifteen District schools using the AVID elective model and/or the school-wide model.⁸

It is the policy of the District to expand AVID district-wide over time, as circumstances and resources permit. The District has expanded the AVID program substantially over the last several years and hired an AVID Coordinator to assist in the expansion. Expanding AVID to new schools is a complex process that takes time and financial resources to implement. Ideally, all District schools would benefit from either the school-wide model or the elective model. As the District continues to increase the number of qualified staff, it will continue to expand AVID.

Although the Court requested that the District include a timeline for AVID expansion, based on the judgment of experienced educators, the District believes that the detailed decisions on when and where to expand AVID should be made on a yearly basis as described above in relation to analyzing the potential expansion of ALEs. Inserting a timeline that extends several years would be arbitrary and misleading to the school community.

2. AP

AP Summer Boot Camp

The ALE department works with high schools to offer an Advanced Placement Summer Boot Camp. Each summer, students can enroll in the two-week boot camp to prepare for the rigors of taking AP and dual credit courses. The camp is available to students at high schools throughout the District. Cholla and University high schools offer separate summer programs aligned to their unique programs that provide similar supports for their IB and AP students.

⁸ AVID Elective model: Doolen Middle, Magee Middle, Pistor Middle, Secrist Middle, Valencia Middle, Palo Verde High, Pueblo High, Rincon High, Sahuaro High, Tucson High; AVID Elective and School-Wide model: Booth-Fickett Middle, Utterback Middle, Catalina High, Cholla High; School-Wide AVID: Wright Elementary.

AP Mentoring and Tutoring

The ALE Director also meets with the designated AP mentor from each high school to provide training and support. The mentors provide direct support to students. Each mentor submits a Teacher Mentor Plan and communication log to the ALE department. These forms document the mentor's work in helping students succeed in AP classes. AP mentors also help recruit students for AP Summer Boot Camp.

AP Tutoring in math and/or English language arts (ELA) skills is provided by AP teachers and is determined by each school site, based on student needs. AP teachers also provide special test-prep sessions provided before AP exams at the end of the year.

3. IB

Tutoring, Test Prep, and Mentoring

All teachers have tutoring hours throughout the school year to academically support students amid the rigors of IB curriculum. Teachers also provide test-prep study sessions starting in March for the IB exams taking place in May. Additionally, teacher advisors track overall student progress throughout the program, providing individual mentoring support.

Extended Essay Support

Cholla High School supports IB students with the extended essays they must write as part of the program. An Extended Essay Coordinator helps both diploma and certified students with their research and resources for their extended essays. A Content Advisor provides students feedback on writing.

Community Service Support

All IB students complete community service projects as part of the IB curriculum, and Cholla's Creativity Action and Service Coordinator helps connect students to service opportunities while helping them log their experiences. They also conduct end-of-program interviews with students.

IB Summer Boot Camp

IB Summer Boot Camp runs throughout June for current and incoming juniors who receive support with research and writing their extended essays as well as with their history research projects.

CERTIFICATED STAFF

- 1. AP/Honors:** To grow the number of AP and Honors courses and the teachers available for them, the ALE department collaborates with College Board to provide the Advanced Placement Desert Summer Institute each year. Please see the section on Open Access, above.
- 2. Dual Credit:** The Higher Learning Commission requires dual credit teachers to have a master's degree, as noted above in the section on dual credit.
- 3. IB:** Teachers are recruited for Cholla through the normal process, but existing teachers receive extensive training for the rigors of IB curriculum deployment. In addition to site professional development sessions, teachers receive IB-required training with the AZ Association for IB schools (AZIBS), which partners IB teachers with others across the state to build connections and support continued excellence.

COLLABORATION AND SUPPORT

The ALE Director supports programs and schools across the District as outlined in the Operations Plan and summarized in the above sections. Other departments throughout the District support ALE programs, as outlined in the Department Collaboration section, below.

UNIVERSITY HIGH SCHOOL

University High School is one of the top-ranked college preparatory high schools in Arizona and has been ranked among the top high schools nationally for more than twenty years. The school offers a rigorous academic AP curriculum along with many support programs so students can successfully complete its course of study. In addition to academics, students at UHS also compete on athletic teams and participate in award-winning performing arts programs. UHS has a four-year graduation rate of 98 percent, and almost all students go on to a four-year college or university.

COURSE OF STUDY

A. Advanced Placement

UHS follows a four-year scope and sequence, primarily based on AP classes. Students are required to take the following classes over each of their four years:

Freshman Year: AP Human Geography, AP Environmental Science Honors English 9, Math, World Language, and an elective of their choosing⁹

Sophomore Year: AP World History or AP European History, Chemistry or AP Chemistry, Honors English 10, Math, World Language, Health, and Economics

Junior Year: AP United States History, AP Physics 1, AP English Language and Composition: Culturally Relevant Mexican American and African American Perspective, Math, and two electives

Senior Year: AP Government and Politics, AP English Literature, Math, and three electives

Optional Electives: AP Computer Science Principals, AP Computer Science A, AP Art History, AP Psychology, AP Micro Economics, AP Macro Economics, AP Biology, AP Physics C, Physical Education, Health, Yoga, Studio Art, Band, Jazz

⁹ AP Human Geography and AP Environmental Science both use TUSD curricular social justice standards and use a multicultural perspective.

Band, Orchestra, Theater, Dance, Choir, Yearbook, or Dual Enrollment
Engineering

UHS students take AP exams at the end of school year. Based on these test scores, colleges and universities may grant credit for successful AP course completion.

Annually, the ALE Director reviews course offerings at UHS to look for ways to expand AP course offerings, if needed. Furthermore, the ALE Director reviews enrollment data and meets with UHS administrators to review progress and determine next steps toward integrating AP classes.

B. New AP Culturally Relevant Course

Working with the College Board and the ALE and Culturally Relevant Pedagogy and Instruction (CRPI) department, UHS created an AP Culturally Relevant Course entitled AP Language and Composition: Culturally Relevant Mexican American and African American Perspective. This course is the required English course for all juniors. The overarching theme of this class is “The American Experience,” with sub-themes that dive into the complex experiences of Mexican Americans and African Americans as told through nonfiction texts.

This class is the first of its kind in the United States. The course guides students in becoming curious, critical, and responsive readers of diverse texts and in becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. In addition to the academic standards supported by the College Board, this course supports students in learning about social justice standards, including Identity, Diversity, Justice, and Action.

The District will work to expand the CRC AP class to the other high schools in the District following the process described above for reviewing, analyzing, and planning the implementation and expansion of ALE courses. As explained above, the type and number of specific ALE courses that may be offered years into the future cannot be answered out of the context of a particular budget year and without knowing which certified teachers will be available to teach, among numerous other factors. What may constrain the District financially, personnel-wise, or even space- or schedule-wise one year may not constrain it in another year.

While the District is able to give high school credit for the successful completion of this course, whether and what a college institution will accept for credit is decided by each college institution. Some colleges and universities award credit for a score of 3 or higher on an AP exam, while some require a score of 4 or 5. Some institutions give actual college credits, while others merely allow students with successful AP exam scores to bypass the related prerequisites. The District has no reason to expect that colleges and universities will treat the new CRC AP course any different from every other existing AP course. Nevertheless, whether and what type of credit is given is up to the receiving institution, which makes this determination based on its own academic standards. The District has created two AP classes that will also count as Dual Credit courses at Pima Community College. The District will review and analyze the results of these courses to determine whether and how to expand them to other high schools.

STUDENT ACCESS, RECRUITMENT, AND SUPPORT STRATEGIES

A. Student Access

1. Admissions

Students must meet admission requirements to enroll in the school. New students are accepted for grades 9, 10, and 11.

Students who want to attend UHS as freshman and sophomores must take the Cognitive Abilities Test (CogAT), a nationally normed assessment, and provide the appropriate report cards. The District administers the test to all enrolled 7th graders in the spring of each year. The District also provides testing to students not enrolled in Tucson Unified schools through an application process. Students who meet the test and GPA requirements are automatically admitted. Students who are within range are assessed using the ACT Tessera, a social and emotional learning assessment system developed to measure social and emotional skills that are associated with success in school, career, and life. As of SY 2020-21, the revised norming rubric, retesting option for borderline test scores, and the CogAT test preparation sessions are UHS policies, not pilot strategies.

8th grade testing: Students who did not test in 7th grade can take a makeup test in December. Seventh grade students who score a six stanine are invited to retest in 8th grade.

Testing Support: District students are offered test-preparation classes by UHS teachers. These classes provide students with successful test-taking strategies, such as helping students become familiar with the CogAT testing structure and types of questions in the assessment.

For detailed information about the admissions requirements, please see the UHS admissions policy (Appendix B).

B. Student Recruitment

Because the UHS admissions process automatically occurs for enrolled District students, a large focus of UHS recruitment efforts is on encouraging students to accept placement, thereby eliminating opportunity gaps for students. Among the key strategies that the school has implemented are:

- 1. Zip Code Parties:** Current UHS families host parties based on zip codes around Southern Arizona to welcome all incoming students. Current UHS families make connections with new parents and students to provide family mentoring and parent-to-parent support. UHS recruits diverse families to act as hosts so that incoming students and families can connect with them.
- 2. Individualized Recruitment:** When a student does not accept enrollment, UHS conducts personalized follow-up calls to invite students to attend BOOST in case they would reconsider placement. BOOST is a freshman summer bridge program that not only prepares students for UHS but also acts as a team-building and friend-making two-week event. UHS follows up with students who attend BOOST but do not enroll during their freshman year to see if they want to attend UHS as sophomores. MASSD and AASSD also call families of students who qualified for UHS to personally encourage them to attend the school.
- 3. Communication:** District principals and counselors receive annual training to ensure they understand UHS and its value to students and to ensure they share correct information across the Tucson Unified community. The UHS Recruitment and Retention Coordinator meets twice each year with every 6th, 7th, and 8th grader in the District to make sure

they understand UHS admission requirements and have the support they need to get into UHS.

1. Family Communication

Throughout the year, UHS holds parent and family meetings to ensure the community understands the benefits and achievements of UHS. Families learn about the differences between other high schools and UHS while listening to information and experiences of UHS students on campus.

- 4. Freshman Acceptance Gala:** For those students who do accept enrollment at UHS, the school hosts an annual formal welcome night. Students are encouraged to dress up and bring their entire family to walk a red carpet, where photographers take pictures of students and their families with their acceptance certificates. The gala includes performances, testimonies from students, and an inspirational video about UHS. After the formal event, families enter the gym to meet with more than 100 different academic departments, clubs, fine arts programs, and athletic teams.
- 5. Department Support and Collaboration:** Please see the section on Collaboration and Support, below.

C. Student Academic Support

UHS provides numerous supports to students, including the following practices:

- 1. Penguin 2 Penguin:** All freshmen are provided a Big Penguin (an upperclassman mentor), to ensure all students have a connection on campus and have an easier time acclimating to campus. The Big Penguin acts as a liaison for the freshman and connects them with student supports, including where to go for tutoring, how to sign up for clubs and sports, how to advocate with teachers, and even how to use a locker.
- 2. Future Focused Meetings:** All freshmen and sophomore students have monthly “future focused meetings” structured through English class. Each group has a monthly class before school. The Recruitment Coordinator and

College and Career Readiness Coordinator as well as administration meet with these cohorts to help them build capacity on campus and learn skills to be successful. The staff members involved in these classes receive training in culturally relevant pedagogy to ensure students' needs are met.

- 3. Academic Support Courses:** UHS offers three courses – Math Center, Writing Center, and Science Center – to provide targeted interventions for students who need assistance in these subject areas. These courses address specific skills needed to successfully complete these core academic areas. These Centers allow for as little as a three-week transition from an elective course into a Center with benchmarks in place that signify when the student can return to an elective course once they've mastered the desired skill. This ability to return to an elective after mastering the desired skill, along with the option to attend one of these Centers on an alternating schedule with a student's elective, is designed in part to encourage students to utilize this resource without the fear of completely missing out on the elective of their choice. African American and Latino students participate in and pass AP courses at the same rate as White students at UHS, and they utilize this and other supports at the same rate. UHS has not seen a need to create policies to increase utilization of the Centers by African American and Latino students.
- 4. Social:** UHS holds a freshman-only dance in the first week of school to help students make friends. UHS also holds freshmen-only study sessions and study parties where teachers, counselors, and upperclassmen mentor freshmen on how to study in a fun environment. These activities help create an inclusive culture that supports students as they come into the school.
- 5. Penguin Parent-to-Parent Support:** Every quarter, UHS holds a parent meeting for parents of freshmen, sophomores, juniors, and seniors. These meetings give parents the opportunity to offer support, share information about resources and school events, and discuss other pertinent topics.

The UHS Parent Association also meets with new UHS parents to welcome families, offer support, and provide parent-to-parent mentoring. The association provides information on the UHS curriculum and offers supportive conversations with new African American and Hispanic families.

- 6. Summer Programs:** UHS provides the following summer programs, meant to improve academic achievement for students each year. UHS provides free transportation, breakfast, and lunch.

BOOST: An annual freshman orientation and induction program, provides incoming freshmen targeted interventions and reduces or eliminates any potential academic skill gaps.

BOUNCE: UHS offers BOUNCE, a math and science summer support program, to UHS students entering their sophomore year. UHS bases invitations on students' performance in their freshman math and biology classes. Teachers provide students with essential information to prepare them for taking AP or Honors Chemistry in the fall of their sophomore year.

BLAST: UHS hosts BLAST, a summer program for 7th and 8th grade students, during the first two weeks of June for ten days from 8 a.m.-12 p.m. daily. Current UHS parents from diverse backgrounds run two additional sessions for the parents of 7th and 8th graders. They share parenting advice and recommendations for middle school parents to prepare their children for UHS. Parents also share their own personal experiences about UHS.

- 7. Additional Support Services:** UHS provides additional services aimed at improving the academic success and successful completion of AP courses by African American and Latino students, including engaging students with the African American and Mexican American Student Support Specialists, and utilizing a student engagement coordinator to facilitate engagement opportunities and supports specifically for students who identify as African American or Hispanic. These engagement opportunities and supports include staff mentors for students, weekly grade checks, and specific notification of internships, job shadowing, college and university tours and campus visits, academic and club participation, scholarships, community services, and peer or teacher tutoring. UHS also allows all students access to a laptop to take home for school use. African American and Latino students have been extremely successful academically at UHS, and the supports described above continue to be sufficient to meet their academic support needs.

8. Department Support and Collaboration: Please see the section on Collaboration and Support, below.

CERTIFICATED STAFF

UHS has a rigorous screening process for hiring teachers. The school prefers that all teachers have at least a master's degree in either their content area or education. Prospective teachers evaluate a piece of student work using a rubric. During the interview, they speak to the strengths and weaknesses of the student work and how they would provide feedback and guidance in the form of one-on-one support as well as an entire class lesson. All teachers provide a lesson plan and either teach a small class or walk the committee through the lesson plan.

It is expected that all UHS teachers make themselves available to sponsor student clubs, periodically attend extracurricular events, and participate in summer and after-school programming. Teachers attend or teach regular College Board trainings and apply to be a reader for the College Board when eligible.

COLLABORATION AND SUPPORT

UHS collaborates with district-level departments to engage in student recruitment efforts and staff and student supports. The ALE department supports UHS teachers with summer AP trainings as part of the Desert Summer Institute. Other specific departments support UHS in additional ways.

- 1. Communications Department:** UHS works with the Communications Department to provide current information about UHS, including UHS information nights, testing, test prep, celebrations, and other marketing opportunities. Broadcasting and promoting UHS to the wider community helps qualifying students understand the benefits of enrollment.
- 2. Family and Community Engagement Department (FACE):** FACE and the Communications departments assist in promoting UHS meetings and events through social media, family outreach, and District events.

3. African American (AASSD) and Mexican American (MASSD) Student Services Departments:

AASSD and MASSD both help UHS recruit potential students and support enrolled students.

Recruitment: Both departments reach out to students who qualify for UHS enrollment by calling or making home visits to individual families to provide program details, answer questions, and encourage acceptance of placement invitations.

Support to Enrolled Students: These departments provide extra academic support strategies, mentor students, and communicate with families. They regularly attend multi-tier system of supports (MTSS) meetings and work with teachers and students to resolve academic concerns and support better communication.

4. Culturally Relevant Pedagogy and Instruction (CRIPI) Department: UHS and CRIPI have worked together, along with the College Board, to create a new AP culturally relevant class for juniors. The two departments will continue to work together as the course is implemented for the 2019-20 school year.

Departmental Collaboration

In addition to the direct support provided by the ALE department, other District departments support student success in ALE programs in coordination with the ALE Director. These include the Family and Community Engagement Department, Mexican American Student Services Department, African American Student Services Department, School Community Services, Communications, Culturally Relevant Pedagogy and Instruction, Interscholastics, the District Leadership regional offices, and other departments as needed. This collaboration involves quarterly meetings to ensure all supporting departments act in concert in their support of ALE programs and enrolled students.

1. Family and Community Engagement Department

FACE partners with GATE to provide parent workshops at the District's four Family Resource Centers as part of the "Tell Me More" series. GATE staff provides evening workshops throughout the year to help parents, guardians, and other adult caregivers understand the GATE programs, what their children might experience in GATE classes, and how they can help support their children's learning at home.

In addition to GATE workshops, FACE supports GATE staff in advertising, planning, and facilitating GATE's Family Enrichment Night. Through its Family Resource Centers, FACE promotes these events, and others like them, to families across the District. FACE also provides transportation and childcare services for families attending these recruitment events.

FACE collaborates with UHS and the student support services departments to support student applications and acceptances of placement to UHS.

2. Student Services Departments

MASSD and AASSD provide additional marketing and recruitment support for ALE programs. They host quarterly events, student recognition programs, community events, and Parent University. These events include an ALE information table staffed by ALE department members who can answer questions from family members about GATE and other ALE programs, including UHS. The student services departments provide follow-up phone calls to families who have not yet accepted GATE or UHS placement and host a forum for the ALE department to share information with parents and students at quarterly parent information meetings.

In SY2018-19, MASSD piloted a new ALE coordinator position. This student specialist specifically addressed family information needs, student recruitment, and ALE student support; attended ALE professional development; and worked closely with ALE department staff to be able to provide families with direct knowledge and support about ALE programs. This position will continue in SY2019-20, and AASSD will add a staff member filling the same position within that department.

Additional supports include a Parent Institute, with a facilitated workshop for parents about ALE programs, provided in both English and Spanish to families with students already enrolled or just interested in ALEs. Family members may also join the MASSD or AASSD Parent Advisory Council, groups of K-12 parents who advise the District on a variety of topics, including access to ALEs.

Members from both MASSD and AASSD attend resource fairs, county-created family engagement events, church and civic organization events, city-sponsored events, the Pima County Coalition for Prevention, Head Start preschool programs, El Rio and Old Pueblo Neighborhood Center, and Davis Monthan Air Force Base events. During these events, their staffs review ALE opportunities with families, including enrollment, recruitment, and student support.

MASSD and AASSD also collaborate with the ALE department on professional development opportunities to ensure sessions include essential equity practices and include a diversity focus.

3. Interscholastic Department

The District's Interscholastic Department supports all student athletes, including those enrolled in ALE classes. Additional collaborations with this department include AVID Tutor training, which is provided from the ALE department to Interscholastic tutors who work with middle and high school students. The Interscholastic Department also is exploring a new dual credit class for high school students that would assist with qualifications in becoming an official for sports programs.

4. Culturally Relevant Pedagogy and Instruction Department

The CRPI department collaborates on professional development opportunities for ALE staff to ensure access to culturally relevant pedagogy. Collaboration from this

department resulted in the creation of a new AP course for juniors beginning in SY19-20 at UHS called AP English Language and Composition: Culturally Relevant African American and Mexican American Perspectives. As described above, the ALE department, UHS, the College Board, and the CRPI department developed this first-of-its-kind course in the nation.

5. Communications Department

The Communications Department partners with all levels of the ALE department to assist with outreach and education about program offerings, admissions, and available supports. This includes revising and updating websites, creating and printing materials, creating promotional videos, facilitating use of social media, and assisting with marketing plans and recruitment.

Appendix A.

Advancement Via Individual Determination (AVID)

The Tucson Unified School District recognizes students may need supports to prepare them for Advanced Learning Experiences. AVID is a school-wide college and career readiness system that prepares students to take rigorous coursework. The District has AVID programs at fifteen schools using the AVID elective model and/or the school-wide model, with plans to expand to more schools as possible.

AVID strives to increase the number of underserved students who enroll and succeed in higher education and in their lives beyond high school with school-wide support and the AVID Elective. The AVID Elective class specifically targets students who are underrepresented in college enrollment as well as those from low socioeconomic backgrounds and students who would be the first in their family to attend college.

AVID Structure

AVID aligns a school campus with the most current research-based college and career readiness practices. At the elementary level, AVID instructional practices are used school-wide. At the secondary level, AVID instructional practices also are used school-wide, and the AVID Elective class adds an extra layer of support for students through instruction in college readiness skills and access to AVID tutors who provide academic support to all AVID students. AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

Site Implementation Plans

Site teams meet monthly throughout the school year to develop and implement site implementation plans for creating or enhancing a school-wide college-going culture that supports high expectations and high levels of achievement for all students. The District AVID Coordinator attends AVID site team meetings and works with sites to monitor and adjust site plans based on progress towards goals and certification metrics. In conjunction with site teams, the District AVID Coordinator helps prepare teams attending the AVID Summer Institute to continue work on site plans moving into the next year.

The District has expanded the AVID program substantially over the last several years and hired an AVID Coordinator to assist in the expansion. Expanding AVID to new schools is a complex process that takes time and financial resources to implement. Ideally, all District schools would benefit from either the school-wide model and/or the elective model. As the District continues to increase the number of qualified staff, it will continue to expand AVID.

Although the Court requested that the District include a timeline for AVID expansion, based on the judgment of experienced educators, the District believes that the detailed decisions on when and where to expand AVID should be made on a yearly basis as described above in relation to analyzing the potential expansion of ALEs. Any plan or timeline for expansion that extends out more than the next school year would depend on so many contingencies and uncertainties (in enrollment, funding, changes and developments in other programs, school staff readiness, and the like) that it would be more likely than not to be inaccurate and not achievable, and thus misleading to the school community. Simply put, the District understands the value of the AVID program and will expand as much as is practically possible over the next several years. The District cannot commit to anything more definite. The District does not currently anticipate AVID expansion in the 2020-21 school year.

Central Support

The ALE Director meets with the District AVID Coordinator and Administrative Assistant weekly to review enrollment and other topics related to the AVID program. The District AVID Coordinator meets monthly with site AVID coordinators to provide professional development, support, and opportunities for collaboration and strategies to move AVID school-wide at each campus.

The District AVID Coordinator works with schools to recruit, hire, train, and place AVID tutors for the AVID Elective. These tutors support all students enrolled in the AVID Elective class in their coursework, including any AACs they are enrolled in.

Ongoing Professional Development

Each year, educators from AVID sites attend AVID professional development such as AVID Summer Institute (SI) and/or AVID Path trainings. The objective of these trainings is to deepen the implementation of AVID within classrooms and across

campuses to prepare all students for college readiness and success. The District AVID Coordinator supports sites to determine who should attend AVID SI or Path based on history, data, and site/District goals. The ALE Director and AVID Coordinator facilitate AVID site teams during AVID SI to help sites develop their AVID site plans. These site plans are then used throughout the school year to drive the implementation of AVID at each site and to identify district-wide trends to inform the District's AVID plan for the year.

The District AVID Coordinator provides professional development to AVID sites as needed. At the beginning of the school year, the District AVID Coordinator gathers secondary AVID Elective class and elementary AVID-implementing class schedules for each site to set a site visit and classroom observation schedule that focuses on WICOR strategies, AVID Elective curriculum, tutor performance, and site-based goals. These coaching visits to each AVID Elective classroom occur three times yearly to determine areas of need and to work with AVID Elective teachers to refine the tutorial process and AVID's non-negotiables.

District high school administrators receive AVID professional development each year through the Instructional Leadership Academy. The District AVID Coordinator is currently working with the Mexican American Student Services Department (MASSD) to develop a tutor-training curriculum that incorporates AVID strategies. MASSD staff and the Director have attended AVID trainings and visited AVID elective classrooms to gather ideas that they then have infused into their practices.

Click on the links below to learn more.

AVID

<http://tusd1.org/Information/Resources/Advanced-Learning-Experiences/AVID>

www.avid.org

Appendix B.

UHS Admissions Policy

Section I.A. – Student Admissions

History – The admissions process was first created through a University High School (UHS) Advisory Report in 1987. It was revised in 1988, 1989, and 1991 by the UHS Matrix Review Committee. In 1997, the UHS school council adopted revised admission guidelines. It was revised again in December 2009, March 2010, and April 2011. The current policy was approved by UHS School Council in August 2012.

UHS Mission Statement – University High School’s mission as a special function public high school is to serve students who are academically focused and intellectually gifted by providing curriculum and social support. (Originally adopted by TUSD School Board, 1987)

UHS Vision Statement – UHS will be the premier regional college preparatory school that serves academically focused and intellectually gifted students by providing a rigorous and challenging curriculum and by offering programs that reflect the diverse backgrounds, talents, and cultures of our students within a supportive school wide community.

I.A.1. – Purpose of Admission Policy – The purpose of the admission policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.

I.A.2.1. – Requirements for Admission to UHS for Freshman – Admission to UHS for 9th grade is based on the following factors: 1) achieving 50 points or more for qualified GPA, entrance test score, and any other determined criteria (see I.A.2.5), and 2) space availability. UHS reserves the right to determine the qualifying score for admission. However, the qualifying score for admission shall never be below 50.

I.A.2.2. – Qualifying for Admission by Meeting GPA and Entrance Test Score Criteria – Admission to UHS is determined by a point system awarded for GPA and entrance test scores. A minimum of 50 total points is required for admission, unless

UHS determines that the minimum total should be higher than 50.

I.A.2.3. – Grade Point Average (GPA) – Students must have a minimum cumulative GPA average of 3.0 in the core classes – English, Social Studies, Mathematics and Science – to receive any admission points. **In calculating GPA, no additional weight is given for advanced classes, such as AP, GATE or honors.**

The cumulative GPA is calculated from final grades for the 2nd semester of 7th grade and the 1st semester of 8th grade. If semester or quarter grades are not available, trimester grades will be used.

Students not enrolled in TUSD schools are required to provide report cards/transcripts of grades. Schools that do not give grades must provide letter grades for the applicant to be eligible for admissions. Consideration cannot be given to non-TUSD applicants who do not submit report cards/transcripts.

I.A.2.4. – Entrance Exam – UHS administers one nationally-normed test to all applicants--the Cognitive Abilities Test (CogAT). Students are awarded points based upon their score. (I.A.4.1)

Students must receive a minimum qualifying composite stanine score of 7 on the CogAT entrance test to receive points. Seventh grade students who score a six stanine are invited to retest in 8th grade.

I.A.2.5. – Other Determined Admissions Criteria – Students who meet the required minimum composite stanine score of a 7, and a minimum cumulative GPA of 3.0 but receive less than 50 points may be provided an additional evaluation to potentially qualify for admissions.

I.A.2.6. – Applicants Who Do Not Meet the Minimum Qualifying Test Criteria – Applicants who achieve a composite stanine score of 5 or below (and those who score a 6 as 7th graders but do not receive a 7 or above by retesting as 8th graders) are not permitted to retest for Freshman admissions. Students can reapply for Sophomore admissions; please refer to section I.A.3.1 for additional information regarding the Sophomore admissions policy.

I.A.3.1. – Requirements for Admission to UHS for Sophomores – Sophomore admissions will only occur if there are seats available for students. When seats are limited, UHS may only admit students based on sophomore priority (I.A.3.2).

Admission to UHS for 10th grade is based on the following factors: 1) space availability, and 2) achieving 50 points or more for qualified GPA and entrance test score. Students will be tested before the end of their Freshman year to be considered for Sophomore admissions. UHS reserves the right to determine the qualifying score for admission. However, the qualifying score for admission shall never be below 50. Students seeking Sophomore admission shall be responsible for actively seeking testing information, because Freshman students are tested as an entire cohort.

I.A.3.2. – Sophomore Priority – Students who received a 7 or more on the entrance test scores for freshman admissions but failed to qualify for admissions on the basis of GPA will be given priority for admission as sophomores if they have raised their GPA to the level required to qualify. Students will be rank ordered based on total admission points and offers made until all seats are filled based on Residency Priority. (I.A.4.2)

I.A.3.3. – Notification of Test Results – Students who qualify for UHS admissions will not receive qualifying scores. Students who do not qualify will be given test results as they become available.

I.A.3.4. – Qualifying for Admission by Meeting GPA and Entrance Test Score Criteria – Admission is based on meeting the test criteria and meeting a calculated GPA criteria based on 1st and 2nd semester grades in 9th grade for a total of 50 admissions points or more.

I.A.3.5. – Grade Point Average (GPA) – Students must have a minimum cumulative GPA average of 3.0 in the core classes – English, Social Studies, Mathematics and Science – to receive any admission points. In calculating GPA, no additional weight is given for advanced classes such as Advanced Placement, Pre-Advanced Placement, GATE or Honors.

The cumulative GPA is calculated from final grades for the 1st and 2nd semester of 9th grade.

Students not enrolled in TUSD schools are required to provide transcripts of grades. If semester or quarter grades are not available, trimester grades will be used. Schools that do not give grades must provide letter grades for the applicant to be

eligible for admissions. Consideration cannot be given to non-TUSD applicants who do not submit transcripts.

I.A.3.6. – Entrance Exam – UHS administers one nationally-normed test to all applicants--the Cognitive Abilities Test (CogAT). Students are awarded points based upon their score. (I.A.4.1)

I.A.4.1. – Awarding of Points – Points are awarded for GPA and test scores according to the following admissions matrix. Fifty points and above qualifies a student for admission to UHS.

Grade Point Average (GPA) Scores and Points Awarded

GPA	Points
4.00	36
3.99-3.86	34
3.85-3.72	32
3.71-3.58	30
3.57-3.44	28
3.43-3.30	26
3.29-3.15	24
3.14-3.00	22
2.99-0.00	0

Cognitive Abilities Test (CogAT) Results and Points Awarded

Stanine Score	Points Awarded
9	29
8	26
7	23
0-6	0

I.A.4.2. – Residency – Any student residing with their parent(s) or legal guardian(s) within the state of Arizona may apply for admission to UHS. However, students who meet the qualifying criteria will be admitted according to the following residency priorities: a) Students living within the geographic boundaries of TUSD b) Students living within the neighboring Altar Valley and Continental School Districts, because they do not have high schools c) Students living in Pima and Pinal Counties d) All student residency is determined at the time of application.

I.A.4.3 – Space Availability – If UHS is unable to accommodate all qualified freshman due to space availability or resource constraints, students will be admitted by rank order within successive residency priorities until all available slots are filled. Students who qualify for admission at 10th grade will be admitted by residency priority and rank order of total points unless qualified for priority under I.A.3.2.

I.A.4.4. – Open Enrollment/School Choice – Admission to UHS is based solely on meeting the qualifying criteria. Students cannot enroll in UHS through the open enrollment/school choice process.

I.A.4.5. – Early Admissions – Students who are in grades 7 and below cannot apply for the incoming freshman class. UHS does not offer an acceleration of curriculum for the purpose of early graduation but offers a challenging four-year college preparatory curriculum.

I.A.5.1. – Requirements for Admission to UHS as Juniors – A UHS diploma carries with it a level of expectation and signifies success in an extremely rigorous and challenging academic setting. The criteria for prospective Junior Admissions reflects the preparation of current UHS students at this level. Any admissions of Juniors are subject to space availability. There may be times when no Junior students will be admitted. If there are openings and applications are accepted, the following criteria will be piloted.

Students must:

1. Be on track to graduate with a University High School diploma.
2. Demonstrate successful performance on the State of Arizona standardized test

requirements for graduation.

3. Have a GPA of 3.0 or higher in all previous coursework.

4. Score 1170 on the PSAT or score 1670 or higher on the SAT

I.A.5.2. – Space Availability – Space availability will be determined by June 1st of each year. If there is space available, students who qualify for Junior admissions will be admitted by residency priority as defined under I.A.4.2 and I.A.5.3.

I.A.5.3. – Senior Admissions – UHS does not accept applications for Senior admissions. (12/9/2014)

I.A.6.1. – Application Process – All students must complete an application form and return it by the published deadline in order to be considered for admission to UHS. Applications may be mailed, faxed, or e-mailed to the appropriate address. A confirmation of receipt of the application will be sent via email or phone. Late applications will not be accepted once admissions process is closed.

An invitation letter and application form is sent to every enrolled 7th grade student at a TUSD school. Letters are also sent to every private and charter school listed with the Pima County Superintendent of Schools. Application forms are available at every middle school site, and electronically through both TUSD and UHS websites.

For currently enrolled TUSD students, a completed application form is all that is required. Non-TUSD enrolled students must provide additional information as detailed on the application checklist. The UHS Principal, with the advice and consent of the UHS School Council will update the checklist annually.

I.A.6.2. – Additional Recruitment Efforts – UHS conducts additional recruitment efforts in order to attract a broad and diverse pool of applicants. Additional recruitment efforts will be developed by the UHS Principal with the advice and consent of the UHS School Council on an annual basis. a) Targeted Student Outreach – Additional outreach, including letters to parents and home visits, to students taking advanced middle school classes in TUSD and to selected middle sites and programs.

b) Outreach to site/program administrators and staff – Each spring UHS will attend MS principal and counselor meetings to brief them on admission requirements and recruitment objectives. Site staff will be encouraged to recommend students for

admission. UHS will meet with each ethnic studies program to explain admission requirements and recruitment objectives. c) Community Outreach – UHS representative will visit parent meetings, private schools, and other venues upon request.

I.A.6.3. – Application Records – UHS will use existing district management systems to maintain an accurate and current list of all TUSD and non-TUSD UHS applicants.

I.A.7.1 – Testing – UHS administers the entrance tests for incoming freshman in the Fall semester of 7th grade while testing for 10th grade placement and above occurs at the end of the school year in June. Students must complete an application form and submit it by the posted deadline in order to be tested for admission to UHS. TUSD middle school sites will be sent a list of their enrolled applicants one week prior to the close of the application deadline in order to finalize the testing lists.

I.A.7.1.a. – UHS 7th grade applicants enrolled at TUSD middle schools will be tested at their school site. UHS will set aside a specific time for administering the test to 7th grade applicants enrolled outside of TUSD. Applicants who miss testing will be invited to makeup testing.

I.A.7.1.b. – UHS will schedule a specific day and time for 8th grade makeup testing. Only students who met the application deadlines and were absent for their scheduled test, will be tested.

I.A.7.1.c. – UHS will schedule a specific time in early summer to administer the test to 10th grade.

I.A.7.1.d. – UHS will work with the middle school sites to schedule and publish testing dates by the end of May of the previous year.

I.A.7.2. – Testing Accommodations – Students with special testing needs will be accommodated in accordance with federal law, state statute, and TUSD Board Policy.

I.A.7.2.a. – Students with Disabilities – Students with a current IEP or 504 will be accommodated according to specified testing accommodations. UHS applicants who are not enrolled in a TUSD school will need to provide a copy of their IEP or 504 to UHS in order for accommodations to be made. Accommodations cannot be made without documentation.

I.A.7.2.b. – Students whose Primary Home Language is Other than English – Current published test guidelines do not allow for the translation of the CogAT test into other languages. Students must listen and understand the instructions in English to complete the test. As other language versions of the test become available, they will be adopted.

I.A.7.3. – Test Scheduling, Processing and Scoring – UHS will work with the District’s Accountability & Evaluation Department (A&E) to ensure that testing is conducted effectively and efficiently, and that assessment protocols and test integrity are met.

I.A.7.3.1. – The A&E department is responsible for coordinating, processing and scoring entrance exams. UHS does not process or score tests on site.

I.A.7.3.2. – The A&E department provides UHS with the final data regarding qualifying criteria and residency verification for each individual student applicant. Information on TUSD applicants comes from the district’s official student database of record, Mojave. Information on non-TUSD applicants is based on application information and will be stored by the district.

I.A.7.3.3. – The A&E department will provide statistical information on UHS applicants and testing as requested.

I.A.8. – Notification of Admission – UHS will send applicants notice of admission in accordance with this established policy. This policy will be reviewed annually by the UHS principal and School Council.

I.A.9. – Reenrolling in UHS – UHS maintains a 10-school day grace period for students who leave UHS during the school year. Within the first 10 school days of leaving, a student may re-enroll at UHS without re-applying for admission or a family hardship. However, after this period, the student must re-apply for admission for the following school year in accordance with these policies.

A student who has transferred to another school from UHS and wishes to return may receive special consideration for admission if the student left on their own accord due to health reasons or family hardship. A student who has been exited

from UHS may reapply for admission in accordance with this policy. A student who is re-enrolling after leaving UHS due to illness or a family hardship must be on track to graduate per UHS graduation requirements. A student who has been exited and wants to be re-admitted must apply for admission to UHS.

A student who transfers or officially withdraws at the end of a school year has 15 calendar days from the date of withdrawal to re-enroll. Failure to re-enroll will result in forfeiture of the student's admission place. **(Res 2325, 4/12/2011; Res 25-6, 8/14/2012)**

I.A.9.1. – Leave of Absence – A student may apply for a short-term leave of absence for medical or family emergencies. To apply, a student must complete a leave of absence request form. Students requesting absence for medical reasons must provide written documentation from the physician responsible for care. An interview with the Instructional Council will be scheduled and conditions set for re-admittance. Students must maintain their academic work. A leave of absence shall be no longer than 45 school days.

I.A.9.2. – Family Hardship – A student may apply for a family hardship appeal to return to University High School at the semester or before the following school year. To apply, a student must complete a family hardship request form. Students requesting a family hardship must provide written documentation for why a hardship appeal is needed. An interview with the Instructional Council will be scheduled and conditions set for re-admittance. Students must have maintained their academic work and be on track to meet University High School graduation requirements. **(Res 26-18, 12/2/2013)**

I.A.10.1. – Mid-Year Transfers – UHS will not accept mid-year transfers.

Appendix C. Parent Complaint Resolution Process

To best serve our students and families, the Advanced Learning Experiences Department has established the following procedures to ensure complaints or concerns from our families are resolved in a fair and timely manner.

Complaints should always begin at the level in which the concern was held. They should be shared as soon as possible to allow resolution at the lowest possible administrative level, starting with the classroom teacher and then the campus administrator. Thank you for following the steps outlined below.

Informal Attempts

Campus Level

Step 1: Please schedule an informal discussion with the appropriate teacher or staff member at your student's school to share your concern and what resolutions you are seeking. It is important that you begin at the level where the concern originated. This can be done in person, by phone, or through email.

Step 2: If, after meeting with your student's teacher or staff member, your concerns were not addressed satisfactorily, please schedule a discussion with a campus administrator to share your concern and what resolutions you are seeking. This can be done in person, by phone, or through email.

Formal Attempts

Campus Level

Step 3: If informal attempts do not bring a resolution, the "ALE Formal Parent Complaint: Level Two" form may be filed and given to the campus principal along with a request for a meeting. This form is available through the ALE department or the ALE website, or from the school principal.

Step 4: The campus principal will hold a conference with the student and/or parent as soon as possible, but no more than five school days after receiving the written

complaint. The principal will have five school days after the conference to submit a final response in writing to the student or parent, if one is requested.

District Level

Step 5: If the conference with the principal did not bring forth a resolution that both the family and principal agree upon, the parent/guardian may request a meeting with the ALE Director. This form is available through the ALE department or the ALE website, or from the school principal.

Step 6: The ALE Director or designee shall hold a conference within five school days after the meeting request was made. At the conference, the ALE Director or designee shall consider only the issues and documents presented at the site level and identified in the “ALE Formal Parent Complaint: Level Two” form. The ALE Director or designee shall have five school days following the conference to provide the student or parent a written response, if one is requested.

Step 7: If the conference with the ALE Director did not bring forth a resolution that both the family and Director agree upon, the parent/guardian may request a meeting with the Assistant Superintendent for Curriculum and Instruction or designee. The Assistant Superintendent or designee shall meet with the parent/guardian within five school days after the meeting request was made. At the conference, the Assistant Superintendent or designee shall consider only the issues and documents presented at the site level and identified in the “ALE Formal Parent Complaint: Level Two” form. The Assistant Superintendent or designee shall have five school days following the conference to provide the student or parent a written response, if one is requested.

Board Level

Step 8: If the parent or student did not receive the relief requested at the meeting with the Assistant Superintendent or designee, the family may appeal the decision to the District’s Governing Board. The appeal notice must be filed in writing, on a “Level Three Complaint” form provided by the District. The “Level Three Complaint” must be filed within 10 days from when the “Level Two” decision was issued. The Superintendent or designee shall inform the student or parent of the

date, time, and place of the board meeting at which the complaint will be on the agenda for presentation to the Governing Board.

The decision of the Governing Board at the Level Three Complaint process is final. If for any reason the Governing Board fails to reach a decision regarding the complaint by the end of the regularly scheduled board meeting, the lack of a response by the Governing Board upholds the administrative decision at Level Two.

Formal Parent Complaint-Level Two Form



Department of Advanced Learning Experiences

Formal Parent Complaint–Level Two

Tucson Unified School District pledges to support the academic success of all students and no discrimination is permitted in the programs or activities that the District operates. If you have an issue regarding any aspect of Advanced Learning Experiences (ALE) related to a student, please complete, sign and **submit this form to your school's principal.**

Date _____ On behalf of _____

Complaint is filed by:

Student _____

Student's parent(s) _____

Other _____

Address _____
Street City State Zip

Telephone(s) _____
Home/Work/Cell Home/Work/Cell

1. Describe your concerns in specific terms. Include:
 - the specific incident or activity;
 - the individuals involved;
 - the dates, times, and locations involved; and
 - what forms the basis of the complaint (attach additional pages if needed).
2. Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.
3. Please describe how you would propose to resolve this issue.
4. Do you wish this complaint to be mediated by a District designee?
 Yes No

PLEASE RETURN THIS FORM TO YOUR SCHOOL PRINCIPAL

Fill this in online at:

tusd1.org/Information/Resources/Advanced-Learning-Experiences/ALE-Formal-Parent-Complaint