

**Tucson Unified School District No. 1
Governing Board Special Meeting
Board Room, Morrow Education Center
1010 East Tenth Street
Tucson, Arizona 85719**

**May 3, 2011
5:30 p.m.**

MINUTES

Present:

Mark Stegeman, President
Judy Burns, Clerk
Miguel Cuevas, Member
Adelita S. Grijalva, Member
Michael Hicks, Member

Also Present:

John Pedicone, Ph.D., Superintendent
Maria Menconi, Ed.D., Interim Deputy Superintendent
Adrienne Sanchez, Interim Chief Financial Officer
Nancy Woll, Chief Human Resources Officer
John Gay, Chief Information Officer
Candy Egbert, Interim Chief Operations Officer
Martha Durkin, Lead Legal Counsel
David Scott, Director, Accountability and Research
Maggie Shafer, Assistant Superintendent, Elementary School Leadership
Edith Macklin-Isquierdo, Ph.D., Assistant Superintendent, High School Leadership
Lupita Garcia, Ph.D., Assistant Superintendent, Government Programs & Community Outreach
Shannon Roberts, Director, Employee Relations
Augustine Romero, Director, Student Equity
Jimmy Hart, Director, African American Studies
Sean Arce, Director, Mexican American Studies
Roxanne Begay-James, Director, Native American Studies
Margaret Pasquet, Director, Pan Asian Studies
Donna Lewis, Director, Middle School Leadership
Mary Alice Wallace, Director of Staff Services to the Governing Board
Sylvia Lovegreen, Senior Staff Assistant II to the Governing Board
Luci Messing, President, Tucson Education Association
Marivel Roybal, President-Elect, Tucson Education Association
Alexis Huicochea, *Arizona Daily Star*
TV Channels 4, 9, 11 and 13

SPECIAL MEETING CALLED TO ORDER – 5:36 p.m.

ITEM

ACTION

PLEDGE OF ALLEGIANCE

No action required.

Miguel Cuevas led the Pledge of Allegiance.

Mark Stegeman briefly commented about new security precautions to ensure respectful, orderly board meetings.

ACTION ITEMS

1. Cancel the Governing Board Meeting Scheduled for May 5, 2011, at Catalina Magnet High School

Miguel Cuevas moved approval; Michael Hicks seconded. Approved 3-2. Judy Burns and Adelita Grijalva voted no.

Judy Burns, Miguel Cuevas, John Pedicone, Adelita Grijalva and Mark Stegeman discussed their respective views related to having a public meeting forum on May 5, 2011.

INFORMATION ITEM

2. Staff Report Concerning the Expenditure of Desegregation Funds in the Ethnic Studies Programs of the Multicultural Student Services Department, as Requested by the Governing Board at the April 12, 2011 Regular Board Meeting

Information only.
No action required.

John Pedicone introduced this item and responded to board members' comments and questions throughout the discussion. Adelita Grijalva, Miguel Cuevas, Mark Stegeman, and Judy Burns participated in the dialogue along with input from David Scott, Jimmy Hart, Margaret Pasquet, and Edith Macklin-Isquierdo.

CALL TO THE AUDIENCE SPECIFICALLY FOR COMMENTS REGARDING ITEM NO. 3 – RESOLUTION REGARDING ETHNIC STUDIES PROGRAMS

No action required.

The following are names of individuals who spoke related to Ethnic Studies Programs: **Isabel Garcia, Raquel Rubio Goldsmith, Miguel Ortega, Sean Arce, Gus Chavez, Sam Ramon Valdenegro, Nina Samuels, Nolan Cabrera, Jana Happel, Jeff Rogers, Luci Messing, Marivel Roybal, and Clarence Boykins.**

Individuals whose names were called but did not come forward to speak: **Michael Gordy and Steve Gallardo**

ITEM

ACTION

SPECIAL BOARD MEETING RECESSED – 7:12 p.m.

SPECIAL BOARD MEETING RECONVENED – 7:36 p.m.

STUDY/ACTION ITEMS

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| 3. Resolution Concerning the Scope and Structure of Tucson Unified School District's Ethnic Studies Programs and Maintaining Political Balance in Classrooms – Requested by Board President Mark Stegeman | Studied only.
No action taken. |
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Mark Stegeman introduced this item and, at the request of Judy Burns, read the proposed Resolution (attached and made part of these Minutes).

In a very lengthy discussion, Judy Burns, Mark Stegeman, Adelita Grijalva, Miguel Cuevas, John Pedicone, Sean Arce, Michael Hicks and Augie Romero conversed about issues such as class offerings; combined annual cost of Ethnic Studies programs; success of programs in closing the achievement gap; impact of recent legislation; courses for dual credit; whether or not the courses meet the standards for American Government, US History and Literature; core versus elective classes; the number of students taking the classes; the impact of the post unitary plan (PUP); and the viability of a public forum.

Throughout the discussion individuals in the audience were speaking and disrupting the meeting.

SPECIAL BOARD MEETING RECESSED – 9:28 p.m.

SPECIAL BOARD MEETING RECONVENED – 9:37 p.m.

STUDY/ACTION ITEMS (continued)

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| 3. Resolution Concerning the Scope and Structure of Tucson Unified School District's Ethnic Studies Programs and Maintaining Political Balance in Classrooms – Requested by Board President Mark Stegeman (cont.) | |
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Mark Stegeman, Michael Hicks, Adelita Grijalva and John Pedicone further discussed the idea of a public forum.

ITEM

ACTION

INFORMATION ITEMS (continued)

Mark Stegeman announced that, due to the lateness of the hour, agenda items 4-8 would be postponed to a future meeting as determined by the Superintendent and/or the Agenda Committee.

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| 4. | Update on E-Rate Status and Progress of the WAN Implementation | Not addressed. |
| 5. | Lawson Enterprise Resource Planning (ERP) Systems Update | Not addressed. |
| 6. | Review of Land Use Adjacent to Hohokam for Possible Community Center – Requested by Board Member Miguel Cuevas | Not addressed. |
| 7. | Presentation on Charter Schools | Not addressed. |
| 8. | Presentation on Required Attendance of Minutes during the School Day for High School Students | Not addressed. |
| 9. | Presentation on FY 2011 Budget Status and Update on FY 2012 Budget Development | Information only.
No action required. |

Adrienne Sanchez presented information and provided a brief history of District budget cuts. She and John Pedicone responded to comments from Miguel Cuevas, Michael Hicks and Judy Burns.

ACTION ITEMS (continued)

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| 10. | Administrative appointments, reassignments and transfers – Chief Financial Officer | Judy Burns moved approval; Michael Hicks seconded. Approved unanimously. |
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John Pedicone called upon Nancy Woll for the recommendation to appoint Yousef Awwad. Judy Burns commented.

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| Consideration of extending the meeting beyond the 10:00 p.m. curfew in accordance with Governing Board Policy BDAA – <i>Procedures for Governing Board Members</i> | Judy Burns moved to extend the meeting; Adelita Grijalva seconded. Approved unanimously. |
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ACTION ITEMS (continued)

11. Purchase of Ten School Buses through Mohave Contract

Miguel Cuevas moved approval; Adelita Grijalva seconded. Approved unanimously.

Candy Egbert presented the information on the purchase of school buses and responded to comments and questions from Miguel Cuevas, Michael Hicks, Judy Burns, and Mark Stegeman.

THE FOLLOWING ITEMS WERE NOT ADDRESSED DUE TO THE 10:00 P.M. CURFEW IN ACCORDANCE WITH GOVERNING BOARD POLICY CODE NO. BDAA – PROCEDURES FOR GOVERNING BOARD MEMBERS. Items were postponed to a future meeting as determined by the Superintendent and/or the Agenda Committee.

STUDY/ACTION ITEMS

12. Report of the Subcommittee on Policies

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| a) Governing Board Policy Code No. EB –
<i>Environmental and Safety Program</i> (new) | Not addressed |
| b) Governing Board Policy Code No. JJEB –
<i>School Tax Credits</i> (new) | Not addressed. |

SPECIAL MEETING ADJOURNED – 10:10 p.m.

Approved this 13th day of December, 2011.

TUCSON UNIFIED SCHOOL DISTRICT NO. ONE



By _____
Miguel Cuevas, President
Governing Board

DRAFT

Resolution Concerning the Extension and Reorganization of TUSD's Ethnic Studies Curriculum and the Maintenance of Political Balance in Classrooms.

Whereas, in any given year fewer than 5% of TUSD's high school students take any of the Mexican American Studies (MAS) classes; and

Whereas, according to certain measures, among certain sample populations, staff analysis dated March 3, 2011 shows that students who take MAS classes outperform those who do not; and

Whereas, the MAS teachers and curriculum have increased many students' motivation to succeed, by the students' own convincing testimony; and

Whereas, the annual cost of the MAS program is slightly over \$1 million, several times the cost of educating the MAS students in standard core classes, and the combined annual cost of the other three Ethnic Studies programs is about \$1.6 million; and

Whereas, TUSD has not systematically evaluated how the four Ethnic Studies programs affect student achievement, and current data indicates that these programs have had marginal success in closing the achievement gaps; and

Whereas, the State's requirements for the high school Social Sciences core are long and specific and will be augmented in academic year 2011-12 by a new Economics requirement, and there is flexibility in how to cover the required topics but also an inherent limit on how much time can be spent covering particular events and themes; and

Whereas, the State's requirements for the high school English core emphasize skills but also include familiarity with American, British, and world literature, classic works of literature, and major literary periods and traditions.

THEREFORE BE IT RESOLVED, the TUSD Governing Board directs staff to recommend policies and undertake actions to achieve the following in TUSD's high schools:

1. The traditional core sequences in Social Sciences and English should be strengthened by

adding a significant component which focuses on the contributions and viewpoints of Mexican-Americans and other ethnic minorities, especially in this region, to create a multi-cultural perspective. The staff of the current Ethnic Studies departments should help to develop this component. The new core material cannot come at the expense of adequate treatment of the topics required by the state.

2. The MAS courses should continue to be offered, in accordance with student demand.
3. Commencing with the 2011-12 academic year, the MAS courses cannot be used to satisfy the State's core Social Science requirements. The courses used to satisfy those requirements should be taught by regular high school faculty and expose all students to a common set of diverse viewpoints. This change shall not affect the Social Science core credit earned by students who took the MAS courses in previous semesters.
4. Staff should develop a recommendation concerning whether a student should be able to use MAS literature courses to satisfy part of the state's core English requirement and whether this would require any changes in those courses. The MAS literature courses shall continue to be an option for satisfying the state's core English requirement, for academic year 2011-12.
5. The Ethnic Studies departments (however titled) should adopt academic support for individual students as a primary mission, using proven models. Staff should develop instruments and methods to evaluate these support programs and to determine whether they are actually improving students' academic results and providing satisfactory return on the resources invested.
6. These support programs should extend their scope to serve students of Latino, African American, Native American, Asian and Pan-Asian background, students who are refugees, and other minority populations.
7. Total funding for the Ethnic Studies programs should be increased, to reflect these expanded roles, as finances allow. The relative funding of the programs should be adjusted to reduce the disparity between these funding levels and the composition of the district's student population.
8. Staff should study ways to reduce administrative overhead in the Ethnic Studies departments, potentially including consolidation of functions.
9. Staff should consider the appropriate role of the internal and external compliance officers in monitoring the achievement of these goals and, if appropriate, make recommendations to the Board.

IT IS FURTHER RESOLVED the Governing Board reaffirms its commitment to teaching critical thinking skills in an objective and impartial manner, and reasserts its directives set forth in Board Policy IMB, Teaching about Controversial/Sensitive Issues, which reads in part:

Teaching critical thinking and communication skills utilizing controversial or sensitive subjects such as those involving political or religious points of view must be done in an objective and impartial manner. Students shall be instructed in:

- Issue analysis
- Formulation of opinions
- Communication of opinions
- Respectful disagreement

Staff, working with the Board's policy subcommittee, should recommend additional policy, regulations, or procedures to ensure that classroom treatment of political topics is reasonably balanced.

Staff should make a progress report to the Board in January 2012.

Adopted this ____th day of May, 2011.

Tucson Unified School District Governing Board

Dr. Mark Stegeman, President

Judy Burns, Clerk

Miguel Cuevas, Member

Mike Hicks, Clerk

Adelita S. Grijalva, Member