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1.

A. Evaluate the progress TUSD has made and areas where it is still falling short in achieving benchmarks assigned by the Court toward achieving unitary status. Be specific.

An evaluative component towards progress in regards to the Unitary Status Plan is the use of Professional Learning Communities (PLCs) in TUSD. If the purpose of said communities is to "improve teacher performances", the failure or 'falling short' is indicative of the lack of data that supports teacher and student achievement provided by the District. The Special Master (in accordance to the USP) states that the District must provide a comprehensive researched based plan for how professional learning is provided to teachers. It would be interesting to see how the researched based results of PLCs align with the specific benefits to students in accordance to the USP, because it doesn't seem like there are streamlined objectives with identified results for the Black and Brown student population. For instance, Black students within the district were doing better overall in 1978 compared to now. If the district only fulfills the integration component of the court order, then it has not achieved the benchmarks necessary for unitary status.

B. Has the district earned that right to be free of the burden of needing court approval for major initiatives?

No, the district has not earned that right. However, as a board member I would welcome a closer collaboration with the plaintiffs and their representative to make sure that the policy we create aligns with the USP. Working with and not against the plaintiffs will only benefit the district and move us closer to USP.

Once Black, Brown, and poor students of all backgrounds are achieving at or above the metric of students in Arizona and nationally, only then will the disparity in educational equity, access, and opportunity as laid out by the USP be achieved. Until then, it is our duty to create a truly egalitarian educational experience for students regardless of race, gender, or locality.

2. A. Have you heard stories of problems with the HR department? Would you support the idea of an audit?

It is my understanding from conversations with teachers and other employees that the HR department lags in its response time to its clients---the teachers and staff of TUSD. If this is an overall condition in different departments, then I would support an audit and/or other solutions to address issues within the HR department.

B. Would you be willing to sponsor a proposal for an HR audit?

I would be willing to sponsor a proposal for an HR audit if I saw information that warranted it. I am very interested in bringing about systemic changes for the betterment of TUSD. To make the most impact, I intend to work closely with not only other board members, but with parents, educators, and other stakeholders to address problems that they see first hand. This work must be done, with transparency and efficiency.

3.

A. Do you believe the district needs to reform the way principals and other administrators are selected and/or evaluated?

Many schools in TUSD get new principals every other year. I've heard cases where good principals are asked to leave for reasons that have nothing to do with their performance. A revolving door of principals will only harm school sites because leaders have to understand their environment in order to know how to improve it. The Administrator's evaluation tool seems more punitive and doesn't go enough into the assets of schools and how they can help address improvement strategies. As a board member, I would be interested in seeing how we can reform the way we select and evaluate administrators to take into account the experiences of their coworkers and their ability to work with the leadership at their school site to improve the benchmarks outlined in the evaluation form.

B. If so, how? What performance factors should carry the most weight?

Teacher retention and student achievement should carry the most weight. An administrator's ability to keep good educators is crucial to the success of students, and having good educators will improve student success rates. An administrator's major role is to foster and ensure a safe, clean, and organized environment conducive to learning. Keeping those issues in order will also address student enrollment and retention.

4. Evaluate the actions of the current Governing Board. What action or actions were their greatest achievements in the last four years? What actions do you wish they had taken but did not take?

TUSD is top heavy. The salary of the previous superintendent was approximately \$2,000,000. I am happy that the board has reduced the superintendent salary significantly by over 50%, along with other decreases in budgetary costs which saves money for the district. TUSD's current budget and expenditures will need continued redress, especially when the budget payouts are out of proportion to the salaries of employees lower on the totem pole.

One action that I wish the governing board would have already addressed is figuring out better ways of promoting its JTED and CTE programs more extensively to students so that students are fully aware of the options and opportunities they have around the district. Oftentimes, students learn of these opportunities too close to graduation when they can no longer capitalize on these programs. We must do more than send out emails, post flyers, or give lackluster presentations, students need to take field trips around the district and be pushed to try something new and different during their first semester of freshman year in order to spark an interest in pursuing different career paths.

5. What does TUSD need to do to stop the loss of enrollment?

I talk to parents all the time who have taken their kids out of the district because they have lost confidence in the district's ability to provide an adequate education to students. This happens often when students are about to be promoted to middle school. This exodus from the district can be curbed by improving the conditions of our middle schools by investing in art, music, and sports programs that charter schools lack. District schools also have the advantage of being historic and carrying with them the weight of generations. If we promote and nurture this idea of community-centered schools we can sustain enrollment. Middle schools should do more to partner with the elementary students that feed into them to get those students excited about what programs will be available to them in middle school. Parents and students will gain more confidence with the district if they utilize the programs they offer that charter schools don't, like art, music, and sports, which can improve students' academic scores in other subjects like math, science, and language arts.

6. What does TUSD need to do to help retain teachers and staff?

The best way to address retention is to listen and communicate with teachers and staff to see what strategies are needed to move forward. One big issue in retention is that TUSD doesn't offer competitive wages or decent benefits. Compared to other districts, TUSD pays a lot less to their employees, and so if we increase their pay and offer generous benefits, employees would not be as inclined to leave the district.

Being paid well will make employees feel valued, increasing morale, which would no doubt improve the condition of the classroom environment. Also, increasing the resources going into each classroom will also have a great impact on retention because teachers would have ample tools available to do their jobs.

7. What do you know about issues facing subs? Do you think full-time subs should be treated more equitably (i.e. access to benefits, compensation, etc.) relative to other full-time TUSD employees?

Substitutes have been undeniably mistreated by the district and should be treated more equitably relative to other employees. Long-term and full-time substitutes play a vital role in supporting students, staff, and TUSD schools by keeping the day-to-day operations of each school running smoothly. Substitutes were previously outsourced through Educational Services Incorporated (ESI), where they did not receive benefits or equitable pay.

Long-term subs and extended placement teachers are responsible for all teacher duties once assigned to a school site. Their pay increases from the daily rate of (increased from \$100 to \$104 from last SY) \$104/\$125 to \$135/\$145 per day, this pay increases after the first consecutive fifteen days of work in the same open position but does not apply retroactively, regardless of their time spent planning or grading that exceeds the workday. Moreover, there is additional responsibility when taking on a long-term assignment for reporting attendance and student behavior.

Arizona already had difficulty hiring and retaining certified teachers prior to the pandemic. It has come to my attention that at Tucson High, substitutes are being denied work opportunities. For instance, when a teacher needs a substitute, instead of them being able to request a sub, teachers are being told to create an asynchronous assignment, log their time in AESOP, and retroactively take attendance. Teachers (who are already being

overloaded with additional tasks as a result of COVID-19) in another TUSD high school are being told to request other teachers to sub for their courses. This directly impacts substitutes' ability to make a living.

I will show my support for subs by locking in a pay rate that they propose, and find a way to provide subs with health insurance and other benefits.

8. What does accountability in TUSD look like to you?

Accountability in TUSD would first have to begin by being honest and transparent with past missteps and a renewed commitment by the board to do right by the TUSD community. Board members must take action to steer the district in a direction that benefits the students first, so they can have equal opportunities to access whatever they need to be successful. Another important part of accountability in TUSD is making sure that the majority of the budget benefits students and teachers first before the administration.

As a school board member, I am not interested in rubber stamping what is presented. I am interested in critical examination of information to uphold policies that will improve the district, and do away with decisions that are dragging it down.