

Summary

On Monday, February 9, 2015, Mr. Corey Jones was administratively assigned home after an interview conducted by Principal Frank Armenta and Assistant Superintendent Dr. Abel Morado that morning. On this day, walk-throughs were being conducted by the Arizona Department of Education officials and TUSD district officials of the Culturally Relevant Courses on the Cholla High Magnet School campus. These courses include: Culturally Relevant African American English and United States American History, Culturally Relevant Mexican American English, US History, and US Government.

As a result of Mr. Jones being assigned home, students from the 2nd period 11th grade Culturally Relevant Mexican American US History class were interviewed to gain an understanding of what teacher, Mr. Corey Jones, was informing the students of how he was to deliver the CRC course content, if students were walking out of his class, and possibly walking off campus to district offices.

On Tuesday, February 10, 2015, twenty student interviews were conducted by Cholla High Magnet School Principal Frank Armenta and Director of Culturally Relevant Pedagogy and Instruction (CRPI), Mr. Lorenzo Lopez Jr. Others present during some student interviews were: Senior Director of Curriculum Development, Dr. Clarice Clash, CRPI Program Coordinator, Ms. Maria Federico Brummer, and Teacher/Coach Ms. Melissa Hall.

Note: Mr. Armenta and Mr. Lopez interviewed 2nd period CRC students 1-9; Mr. Armenta interviewed CRC 2nd period students 10-17 with Ms. Hall present; Mr. Armenta and Mr. Lopez interviewed two 5th period students, who requested to speak with Mr. Armenta; Dr. Clash, Ms. Maria Federico Brummer, Mr. Lopez, and Mr. Armenta interviewed a 7th period student who also requested to meet with MR. Armenta.

During the interviews which took place on Tuesday, February 10, 2015, Mr. Armenta, Mr. Lopez, Dr. Clash, and Ms. Federico Brummer addressed students' questions and concerns in the 2nd period CRC class.

Mr. Armenta and Mr. Lopez addressed students' questions and concerns from Mr. Jones's 5th period traditional American History class.

On February 10, 11, & 20, 2015, Mr. Armenta made parent contact with sixteen parents via phone and one in person. The purpose of the contact with parents was to inform them of the discussions with students and to address any concerns and/or question they might have. Messages were left for the remainder.

Summary of Students' statements and Parents' responses

- Mr. Jones informed students that he was directed from the district via email to only use the textbook (American Visions) and textbook materials, and he needed to comply.
- Students referenced a district email directing Mr. Jones to only use the textbook (American Visions).
- Mr. Jones would get in trouble from ADE and the district if he used any other supplementary materials, and he needed to comply.
- Mr. Jones was aware of the students leaving class Thursday, February 6th and Friday, February 7th, without permission and unsupervised.

- Mr. Jones stopped shaking students' hands when students entered his classroom. If he did shake students' hands, he would get in trouble.
- When students requested an explanation for the change in his interactions with students and only teaching from the textbook, Mr. Jones did not provide any explanation and only stated he would lose his job.
- Four parents stated that they were told by their child that Mr. Jones informed students the course was going away.
- Students walked out of class on Thursday, February 6th and Friday, February 7th to secure supplementary materials, i.e. Chicano books, since Mr. Jones was directed to use the textbook only.
- Students were planning a walk out on the 18th.
- Students were meeting outside of the class period, both on and off campus, to discuss and plan some sort of organized walkout.
- Students and other teachers were involved in the organizing of the 18th walkout.
- According to a student, "Students would show up for Mr. Jones," on the 18th.

Meetings with Mr. Jones

- January 5, 2015, Mr. Armenta and Ms. Bulleigh met with Mr. Jones to listen to his questions and concerns regarding the Arizona Department of Education's Notice of Noncompliance regarding the TUSD Culturally Relevant Courses. In addition, to understand why Mr. Jones was showing his 2nd period class a video clip of Dr. Augustine Romero at the N.A.M.E conference earlier in the day. Mr. Armenta informed Mr. Jones that the students' reaction of laughing when Mr. Armenta walked in during the film led Mr. Armenta to believe that the teacher was doing something wrong and/or prohibited without Mr. Armenta's knowledge. Mr. Armenta asked Mr. Jones what did the video have to do with the class and the lesson. Mr. Jones stated that students wanted to know why Mr. Huppenthal wrote the letter of noncompliance. Mr. Armenta informed Mr. Jones that it was not appropriate to show the video since it showed an active TUSD principal in a negative light and that the viewing of the video by students might be taken out of context especially during this time of noncompliance.
- January 7, 2015, Mr. Armenta and Ms. Bulleigh met with Cholla CRC teachers, which included Mr. Jones. Topics discussed: site and district support during the ADE monitoring window, the position of the district, what is the "implementation concern" from ADE, submission of documents, use of Wednesday PD for CRC teachers to meet and work on district submissions, students' reactions and support, contact with media, CRC walk-through schedule conducted by evaluating administrator, and possible compensation for submission of documents and detailed bi-weekly lesson plans. Information was shared with Dr. Clash and Mr. Lopez (Curriculum Development and CRC departments) via email and phone call.
- January 12, 2015, Mr. Armenta with CRC teachers, Mr. Jones was present, to discuss district submission process (Dr. Clash email ADE Materials, January 9, 2015) and CRC teachers requested clarification and feedback from January 7th meeting..
- January 15, 2015, Mr. Armenta and Ms. Bulleigh met with Mr. Jones regarding his district submission of lesson plans and supplementary materials; lyrics which contained offensive language. During this meeting Mr. Armenta provided Mr. Jones TUSD Board

Policy IMB- Teaching about Controversial/Sensitive Issues. Mr. Jones read the IMB policy and asked what is meant by "...age appropriate..." Mr. Armenta informed Mr. Jones that the MF words within the lyrics were not age appropriate for high school American History students, Mr. Jones agreed. Mr. Lopez was contacted Mr. Armenta, Mr. Jones, and Mr. Bulleigh via phone to ensure appropriate materials.

- January 16, 2015, Mr. Armenta, Mr. Lopez, and Ms. Bulleigh reviewed Mr. Jones's January 15th submissions and the need to cite classroom material correctly when submitting to district and ADE. Again Mr. Armenta discussed the use of appropriate grade level materials with Mr. Jones and asked Mr. Lopez to assist in clarifying the use of class supplementary texts and Mr. Jones's role in delivering CRC content.
- January 23, 2015, Ms. Bulleigh does walk-through in Mr. Jones's 7th period class traditional US American History, in which Mr. Jones was showing the "Precious Knowledge" documentary.
- January 23, 2015, Ms. Bulleigh requests via email that Mr. Jones provide the context of showing the documentary through a lesson plan and/or unit plan.
- January 28, Mr. Armenta and Ms. Bulleigh met with the CRC teachers, and TEA representative Mr. Tony Vacura to address concerns of walk-through assessment tool and new district submission requirements.
- January 28, Mr. Armenta and Ms. Bulleigh met with Mr. Jones and TEA Representative Mr. Tony Vacura to seek understanding from Mr. Jones how the video "Precious Knowledge" addressed the standards and why he was showing it to his 7th period traditional US American History class.
- January 29, 2015, Mr. Armenta, Ms. Bulleigh, Mr. McCollum (Secondary School Leadership), Mr. Vacura (TEA Representative), and Mr. Jones met to address his concern of implementation of CRC materials and to explain the use of "Precious Knowledge" to his traditional US History class. This meeting was documented an MOU Meeting.
- February 6, 2015, written MOU given to Mr. Jones. See notes attached.

Findings

- Mr. Jones did not provide his CRC and traditional American History students' accurate information on how the district's Curriculum Map was to be used.
 - Mr. Jones was informed via Dr. Clash's email February 2nd outlining TUSD Board policy code IGE-Curriculum Guides and Course Outlines. The policy states, "The guides shall be designed to assist users in implementing the District philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials."
 - Mr. Jones was informed on Thursday, January 29, 2015 in a meeting with Principal Frank Armenta, Assistant Principal Tara Bulleigh, High School Assistant Director Chuck McCollum, and TEA Representative Tony Vacura to follow and use texts and supplementary texts identified in the Curriculum Map-U.S. History.
 - Mr. Jones was also informed and provided guidance regarding the CRC content delivery on the following dates: January 7th, 12th, 16th, 28th, 29th, and February 6th.

- Mr. Jones misled and falsely stated to students and parents of the CRC and traditional American History classes that he was to only use the district approved textbook (American Visions) and its supplementary materials.
 - Multiple students, both in individual interviews and whole class discussions, referenced Mr. Jones receiving an email from the district stating he could only use the textbook as the primary method to deliver American History curriculum.
 - During parent phone calls, several parents stated that their child informed them that the textbook was to only be used by the teacher and it bothered the teacher.
 - Mr. Jones was informed via Dr. Clash's email February 2nd, "In regards to the use of texts, Social Studies maps contain the adopted, primary text that should be used as well as supplementary resources so that the instructor can provide multiple perspective in juxtaposition to the adopted text."
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- Mr. Jones created an environment where students believed that the U.S. CRC course and his teaching were under attack by the district and the Arizona Department of Education.
 - Four parents stated that their child told them that the course was going away.
 - Students believed that they need to take action by securing supplemental texts and discussing the possibilities of walk-outs.
 - Mr. Jones stated to students that he was directed by the district and state to only use the American Visions textbook and materials. These statements caused students added mental stress and resulted in students wanting to leave the classroom unsupervised in order to obtain supplemental texts and.
 - Mr. Jones told students he would get in trouble if he shook students' hands. Mr. Jones's action of not shaking students' hands when they entered the room upset students and drew concern from parents, since it was customary for Mr. Jones to greet students at his door with a handshake in the past.
- Mr. Jones involved his students in discussions regarding directions given to him by Cholla Administration and District Curriculum Development and CRC Departments.
 - Student interviews and parent responses referenced some of the policies addressed below.
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- January 15, 2015, Mr. Armenta, Ms. Bulleigh met with Mr. Jones regarding his district submission of lesson plans and supplementary materials, specifically addressing lyrics which contained offensive language. During this meeting Mr. Armenta provided Mr. Jones TUSD Board Policy IMB- Teaching about Controversial/Sensitive Issues. Mr. Jones read the IMB policy and asked what is meant by "...age appropriate..." Mr. Armenta informed Mr. Jones that the MF word within the lyrics were not age appropriate for high school American History students.
- Mr. Jones was also informed and provided guidance regarding the CRC content delivery on the following dates: January 7th, 12th, 16th, 28th, 29th, and February 6th.
- Mr. Jones' statements to students with respect to the Administration's direction and guidance were misleading, without context, and communicated inappropriately when reproduced for students.
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 - Mr. Jones was also informed and provided guidance regarding the CRC content delivery on the following dates: January 7th, 12th, 16th, 28th, 29th, and February 6th.
- Mr. Jones did not supervise students when they walked out of class and went to the library, amphitheater, and administrative office.
 - According to students: students walked out of class and went to secure supplementary texts in the library.
 - The teacher sat at his computer and did not redirect students back to the class when students walked out.
 - Students admitted to sitting outside without the teacher present.
 - Two staff members observed Mr. Jones's students not supervised, in the library and outside the classroom.

Possible Board violations

- **Staff Ethics-GBEA:**
 - Maintains just, courteous, and proper relationships with students, parents, staff members and others.
 - Makes the well-being of students the fundamental value of all decision-making and actions.
 - Implements the Governing Board's policies and administrative rules and regulations.
 - Fulfills job responsibilities with honesty and integrity.
 - Avoids using position for personal gain through political, social, religious, economic, or other influence.
 - Pursues appropriate measures to correct any laws, policies, or regulations that are not consistent with sound educational goals.
 - Directs any criticism of other staff members or of any department of the school system toward improving the District. Such constructive criticism is to be made directly to the appropriate administrator who has the responsibility for improving the situation.
 - Refrains from using school contacts and privileges to promote partisan politics, sectarian religious views, or personal gain of any kind.
- **Staff Conduct-GBEB:**
 - All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with, or disrupt any District activity, or encourage any such disruption...All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.
- **Staff Conduct with Students:**
 - Employees are expected to exercise general supervision over the conduct of students...
 - All personnel employed by the District are expected to relate to students of the District in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.
 - It is desirable for staff to have a sincere interest in students as individuals and to develop positive, professionally supportive relationships.
 - Staff/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process.
- **Staff Conduct-GBEB-R:**
 - Become familiar with, enforce and follow all Board policies, regulations, administrative procedures, standards, and other directions given by district administrators and state and federal laws as they affect the performance of job duties.
 - Maintain courteous and professional relationships with pupils, parents/guardians, other employees of the district and all patrons of the District.

- Perform in accordance with the employee's current job description, performance goals, and authorized directives from supervisory authority.
- Properly supervise all students. All students must be under assigned adult supervision at all times during the school day and during any school activity. Except in an emergency, no employee will leave an assigned group unsupervised.
- Obey all safety rules and standards, including rules protecting the safety and welfare of students.
- Refrain from conduct or speech that violates commonly accepted standards of the District and that, under present circumstances, has no redeeming social value.
- Employee must not intimidate, threaten, coerce or abuse, either physically or mentally, another employee, patron or student.
- Refrain from using school contacts and privileges to promote sectarian religious views or selfish propaganda of any kind.

DRAFT

Student Interviews and Parent Communication

CRC History Class 2nd Period:

1. [REDACTED]: When students walked out Friday, [REDACTED] did not want to look bad with other students. Teacher went to his desk and said I am going to be “like a bad teacher.” Everyone started leaving and [REDACTED] told [REDACTED] he did not want to look bad. He decided to pick-up books, studied outside, no one was outside only some other students. No textbook, [teacher] took it to another level and had us do section reviews...he was not communicating, students were disappointed. He was not shaking hands anymore, it is disappointing. [REDACTED] Not well informed of the federal compliance, student knew of the March 4th window, and 18th walkout.
 - 2-11-15, [REDACTED] left message Spanish speaker. [REDACTED] older brother returned call and would pass information to parents. I asked that his parents call me back.
2. [REDACTED] It is not a normal class, I am comfortable, what teacher says makes sense, reading is college level, and helps with AIMS. Concern is to stay in the class.
 - Met with [REDACTED] in person on 2-10-15. Mother wanted to ensure student continues with class. Parent voiced disappointment with regard to the teacher not teaching the students and stop shaking their hands. He told students the class was going away.
3. [REDACTED]: Asked the teacher, why are we working in the textbook, why we could not do the unity clap? We all walked out and got Chicano Books in the library. I was mad, teacher did nothing. We have a great purpose. Student read the email from Dr. Clash, not to only use textbooks.
 - 2-11-15, [REDACTED] message
4. [REDACTED] Read email and understood textbook was not the only use of material.
 - 2-11-15, Spoke to mother. Teacher getting an email about the textbook. They were going to walk out.
5. [REDACTED] When he told us we were going to use the textbook. Students started to do their own thing. He told us he had to follow (textbook) and did not want to follow it.
 - Spoke to mother [REDACTED], wants her son to do the right thing. The topics are okay, because we are Mexican and he needs to know.
6. [REDACTED] Teacher told us he had to use the textbook only. Mr. Lopez cleared it all. One question; Mr. Jones said textbook and powerpoint only. One day we walked out and checked out books. We did not want to get in trouble so we got the Student Handbook, we noticed what rules teachers follow, we went back to class.
 - 2-11-15; [REDACTED], message
7. [REDACTED] Mr. Jones told everyone he had to do this; textbook=comply. He stopped shaking our hands. If he did not comply he would lose his job.
 - 2-11-15, Student told mom that the state was trying to take away the course and he believes that they got the teacher in trouble. Parent said, the teacher must have been bothered by the situation.
8. [REDACTED] textbook only, ADE. Yes and then No to the use of the textbook only, this happened one day.
 - 2-11-15, spoke to mother and was informed of my conversation with her daughter.

9. [REDACTED] Textbook was not the only thing we used. We can discuss. I am proud, in depth questioning. I was happy in the class.
 - 2-11-15, called [REDACTED] and left message.
10. [REDACTED]: Textbook only ... teach his class with only textbook. Reason we did the walkout, textbook only.
 - 2-11-15, called [REDACTED] and left message.
 - 2-20-15, [REDACTED] stated that her son was very upset about the possibility of not having this type of class. Her son informed her that the teacher was told he could only use the textbook and the class might go away. Her son stated to her that he enjoys what he is learning the and the teacher'
11. [REDACTED] Textbook only and what it took to comply.
 - 2-11-15, spoke to [REDACTED] and was aware of the situation.
12. [REDACTED] no questions
 - 2-11-15, spoke to mother and is informed of the situation.
13. [REDACTED] Could not shake their hands, and troubled by it.
 - 2-11-15; students were going to get together to do something about not having these classes. I assured the parent that the classes are here and we will support the teacher and students.
14. [REDACTED] no questions
 - 2-11-15, Called and father said student informed him of our conversation.
15. [REDACTED]: teacher took it seriously.
 - 2-11-15, spoke to father and was somewhat informed. [REDACTED] would pass the information to mother.
16. [REDACTED]: no questions
 - 2-11-15 parent said the teacher has to do what he is told. Student told her that he heard some students walked out last Thursday and Friday, he was not present on Thursday or Friday.
17. [REDACTED]: Teacher got mad.
 - 2-11-15, Parent stated that she was told that students walked out of class, and the teacher said you could leave. They asked him if the class was going to be cancelled, and the teacher did not respond. Students stated what's the point of being in this class, and students started walking out last week.
 - Student is involved in an after school group on campus, it was cancelled. Did not know if Mr. Jones was leading it.

Traditional US American History Class 5th Period:

- [REDACTED]: Mr. Jones said that he was not allowed to shake our hands, only use the textbook
 - 2-11-15, left message.
- [REDACTED]: He was only to use the textbook
 - 2-11-15, left message. On 2-12-15 student stated that mother got my message and told her why I was calling.

Traditional US American History Class 7th Period:

- [REDACTED] He could only use the American Visions. She thought if they walked out put Mr. Jones in a worst place. We thought it concerned us. Mr. Jones informed us

with...(student did not finish statement). He told us he could not answer any questions. We could only use the book. He enjoys his students. He used articles. (Maria B. CRC we asked CRC teacher to utilize textbook and critical thinking). Student stated they come up with own ideas. Student stated a planned walkout on 18th all students, students talked to other teachers to walk to district. Student suggested to get correct information. Students would show-up for Mr. Jones. A girl who wants students to go to her house to know how to do walkout. Student stated she got the student handbook to understand what students could do.

- 2-11-15 student's parent was contacted and mother stated student was to do good for others. Her daughter informed her of the situation. She was informed by her daughter that students were meeting outside of the class.