

## DV Glossary of Terms 3-26-2024

This DV Glossary of Terms provides definitions of education-related concepts and terms utilized in Deer Valley Unified School District. It offers explanations of frequently used acronyms and was designed to provide all members of the district community with a common understanding of terms. The glossary is managed by members of the Deer Valley Unified School District Executive Cabinet. Any additions or updates can be submitted at any time to Julie Chelius, Secretary of Data Analysis and Organizational Improvement [julie.chelius@dvusd.org](mailto:julie.chelius@dvusd.org). **There is an AMG that supports this work.**

Terms	Definition
504	Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met.
A+ School of Excellence (A+ School)	This program is a comprehensive school assessment program that celebrates outstanding schools and brings to light the positive stories and successes happening in public schools every day. Additional Information can be found at: <a href="https://www.azedfoundation.org/a-schools">https://www.azedfoundation.org/a-schools</a> . <b>There is an AMG that supports this work.</b>
ABODA	Arizona Band and Orchestra Directors Association oversees all band and orchestra activities for elementary and secondary schools in the state of Arizona.
Accommodations	Accommodations are used when the student is expected to learn the same curricular content. The student may be taught in a different way, respond or test in a different way or need changes in the environment. A change is made to provide access or equal opportunity to demonstrate skills does not change instructional level, content or performance criteria. It does not change how much of the curriculum the student is expected to learn. It only changes how students access and express knowledge on a daily basis.
ACT	The American College Test is the leading US college admissions test, measuring what you learn in high school to determine your academic readiness for college. Students will take the ACT as part of the state's annual achievement testing in the spring of their 11th grade year. The assessment measures students in Reading, English, Writing, Mathematics, and Science.
ACT-Aspire	The ACT-Aspire test is the statewide achievement test for-Arizona public school students in 9th grade. The assessment measures students in Reading, English Language, Writing, Mathematics, and Science.
ADE School Labels / School and District Accountability	During the 2016-17 school year the State Board of Education (with the help of ADE, a technical committee, and an ad hoc committee) developed a new school accountability framework that satisfies components of Every Student Succeeds Act (ESSA). The system assigns letter grades of A, B, C, D, or F based on AASA and AzSci assessment proficiency, student learning growth, college and career readiness (for high schools), and a number of acceleration/readiness indicators. In FY23, ADE also assigned an LEA Letter Grade based on the distribution of school letter grades. Additional information can be found at: <a href="http://www.azed.gov/accountability-research/">http://www.azed.gov/accountability-research/</a>
Addenda	A supplemental contract (typically greater than \$1000) for employees working in excess of their regular contract. <b>There is an AMG that supports this work.</b>
Advanced Placement Courses (AP)	Advanced Placement is a program run by the College Board that allows students to take courses that are designed to give students the experience of an intro-level college classes while still in high school. Students who earn an A, B, C are awarded an extra honor point toward their GPA.
Advanced Placement (AP) Exams	At the conclusion of an AP course, students will participate in a national Advanced Placement exam AP exams are scored on a scale of 1 to 5, with 5 being the highest. Many colleges accept a score of 4 or 5 on an AP exam as college credit in that subject area. In some cases, a 3 is accepted for college credit for specific courses.
AMG	Administrative Management Guidelines are documented standard DVUSD processes and procedures to help guide district employees. AMG's must be approved by Executive Cabinet before being deployed and posted to the Portal under CMS Tools for all employees to access. <b>There is an AMG that supports this work.</b>
APG	The Academic Planning Guide (APG) is a handbook containing information on graduation requirements, post-secondary admission requirements for Arizona universities, and the descriptions and prerequisites of high school course offerings that will enable students to reach future goals. In addition to the traditional high school course of study, specialized programs and endorsements are reviewed including the International Baccalaureate Program, Advanced Placement courses, Dual-Enrollment courses, and Career and Technical Education courses. This planning guide is reviewed annually by an Academic Planning Guide work team and adjustments are made as necessary. <b>There is an AMG that supports this work.</b>
ASBA	The Arizona School Boards Association is a private, non-profit, non-partisan organization that promotes locally elected governance of public education and continuous improvement of student success by providing training, leadership and essential services to public school governing boards statewide.
AASBO	Arizona Association of School Business Officials is a professional association that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.
ASPAA	Arizona School Personnel Administrators Association is the professional association for school personnel employees affiliated with AASPA (American Association of School Personnel Administrators).

Aspire Deer Valley's Online Learning Program	Aspire, Deer Valley's Online Learning Program, is a fully accredited Arizona Online Instruction (AOI) school offering full-time enrollment for students in grades K-12. Aspire provides both synchronous and asynchronous instruction, complemented by in-person opportunities. For grades 9-12, Aspire offers the flexibility of accredited and rigorous part-time online semester courses, allowing students to advance, accelerate, or recover credits. Additionally, a selection of online middle school courses and programmatic options is available. Beyond the regular academic year, Aspire extends its services to include online learning during the summer. Online summer school caters to students seeking credit recovery or the opportunity to advance in credits. Lastly, Aspire hosts a middle school summer school for those requiring additional support to promote to the next grade.
ASPRA	Arizona School Public Relations Association is a professional organization that provides support to educators involved in school public relations and professional development for school public relations professionals.
Average Daily Membership (ADM)	Per A.R.S. 15-901, Average Daily Membership means the total enrollment of fractional students and full-time students, minus withdrawals, of each school day through the first one hundred days in session for the current school year. Average One hundredth day Average Daily Membership is used in the formula to distribute funds to Arizona Public Schools.
Awards & Recognition	Prior to each regular Board Meeting during the school year, the Communications & Community Engagement Department will host an <a href="#">Awards &amp; Recognition Ceremony</a> honoring District students, staff, teams, departments and programs who have been recognized for their achievements in and out of the classroom.
AZELLA	Arizona English Language Learner Assessment is a test that comes in two parts, placement and reassessment. The AZELLA Placement is a language screener to determine if a student has a need for language support. It is given to any student who is enrolling in an Arizona school for the first time and has identified a language other than English on their Primary Home Language Other than English (PHLOTE). The PHLOTE is a federally mandated form that every family completes upon enrollment in school. The AZELLA Reassessment test is given to any student who qualifies for EL services based on AZELLA placement or a previous AZELLA Reassessment score. Annual reassessment is federally mandated to determine growth in English proficiency and determine if a student continues to qualify for services. K-2 tests are on paper with a computer-based speaking portion and grades 3-12 are computer based tests. Both tests assess listening, reading, writing, and speaking proficiency. Students take the AZELLA Reassessment within a six-week window in February and March.
Az SAFE	Arizona Safety Accountability for Education: Program linked to SAIS which provides educators with information needed to maintain and improve the safety of their schools.
AASA	The Arizona Academic Standards Assessment (AASA) is the statewide achievement test. Arizona public school students in Grades 3 – 8. The assessment measures students in ELA (Reading and Writing) and Mathematics.
ACFR	Annual Comprehensive Financial Report (ACFR) is a set of government financial statements that comply with the accounting requirements of the Governmental Accounting Standards Board (GASB). The ACFR is compiled by district staff and audited by an external certified accounting firm.
AzSCI	The Arizona Science Assessment (AzSCI) is the statewide achievement test for Arizona public school students in Grades 5, 8, and 11. The assessment measures students in grade bands of science standards. Students in 5th grade are measured on 3rd-5th grade science standards. Students in 8th grade are measure on 6th-8th grade science standards. Students in 11th grade are measured on 28 essential high school science standards.
Baldrige Criteria for Performance Excellence	This national program, framework and criteria was designed to strengthen U.S. competitiveness. By challenging organizations with the questions that make up the Baldrige Criteria for Performance Excellence, this framework helps improve organizational processes, capabilities, and results. The program facilitates communication and sharing of best practices among organizations and serves as a working tool for understanding and managing organizational performance, guiding strategic thinking, and providing opportunities to learn.
Best Practices	Best practices in teaching refer to the most effective and efficient methods, strategies, and approaches employed by educators to facilitate learning and maximize student outcomes. These practices are informed by research, experience, and pedagogical theory, aiming to create engaging, inclusive, and conducive learning environments.
Blended Learning	Blended learning in a K-12 classroom refers to an educational approach that combines traditional face-to-face instruction with online learning activities and resources. It integrates both physical and digital learning environments to create a more flexible and personalized learning experience for students. In a blended learning model, students typically engage in a mix of teacher-led instruction, independent study, and collaborative online activities.
BoardDocs	A meeting management system developed specifically for local governments, school boards and other private and public governing bodies to alleviate the enormous task of assembling, printing, distributing and revising agenda items and policies. DVUSD also uses BoardDocs to vote electronically at Governing Board meetings to document approved agenda items.
Booster Club	A high school parent organization formed to help support the efforts of sports teams, school clubs, and curricular, co-curricular and/or extra-curricular courses (e.g., sports, band, choir, etc.).
Boystown Professional Development	This program is comprised of two comprehensive research-based behavior programs rooted in multi-tiered systems of support (MTSS): Specialized Classroom Management (SCM) and Well Managed Schools (WMS). Both of these programs focus on social skills instruction and tiered responses to behavioral and social skills supports.
Building Leadership (BLT)	A group of elected administrators who collaborate monthly with the superintendent to discuss system issues, problem-solve, and communicate building-level leadership suggestions for continuous improvement for the entire system of DVUSD.
Business Partners	A business partner provides a product, service, money, or time, to a school or DVUSD as a whole, in exchange for exposure to the company's name, product, and/or service to students, staff, and/or parents.

Calming Room	A room where a student is placed when he/she is harming themselves or others and needs a place to calm down to get behaviors under control. The calming room is never to be used as a punishment or form of discipline and may only be used in crisis situations. At all times an adult must supervise a student in the calming room. Following placement in the calming room, seclusion documentation must be completed by the campus administrator, school psychologist or special education strategist and parents must be notified of the incident.
Campus Improvement Plan (CIP)	Aligned with the District's current Strategic Plan, the Campus Improvement Plan (CIP) is an ongoing document containing a school's long- and short-term goals and yearly plan of action. It outlines the priority areas a school identifies in order to achieve its goals, vision, and mission statement. <b>There is an AMG that supports this work.</b>
Campus Improvement Team (CIT)	A Campus Improvement Team (CIT) collaboratively analyzes data to identify strengths and opportunities for improvement, determines root causes, focus areas, key strategic supporting objectives, creates improvement goals and develops action plans to improve performance. Fiscal resources are aligned within the school plan. The CIT may be comprised of various stakeholders: teacher representatives, classified representatives, parents, students, community members, business partners and administrators.
Canvas	Canvas is Deer Valley's learning management system (LMS) designed to facilitate online learning and course management. Canvas offers a comprehensive platform for DVUSD teachers to create, deliver, and manage educational content, assessments, and communication with students.
Career and Technical Education (CTE)	Career and Technical Education (CTE) Programs provide students with the rigor and relevance needed to succeed in today's global economy. CTE provides students with industry training and work based learning in their chosen program of study. CTE programs include, but are not limited to Accounting, Biomedical Science, Business Operations, Construction Technologies, Culinary Arts, Digital Communications, Early Childhood Education, Education Professions, Engineering, Film & TV Production, Finance, Graphic Design, Hospitality Management, Interior Design, Law and Public Safety, Marketing, Nursing, Software and App Design, Sports Medicine, and Stagecraft. Signature programs are offered on specific high school campuses but open to any DVUSD high school student interested in enrolling: Barry Goldwater High School - Construction Technologies, Culinary Arts, Law and Public Safety Boulder Creek High School - Engineering, Deer Valley High School - Hospitality Management, Nursing, Sports Medicine, and Air Force JROTC, Mountain Ridge High School - Biomedical Science, Engineering, Sandra Day O'Connor High School - Interior Architectural Design, Sports Medicine, and Air Force JROTC <b>There is an AMG that supports this work.</b>
Citizens' Bond Advisory Committee (CBAC)	Provides administration information from community members regarding size and scope of potential bonds before calling for a bond election.
Citizen's Bond Oversight Committee (CBOC)	Provides administration the opportunity to be transparent about its expenditure of bond funds while also giving residents the opportunity to play a role in advising the district on how projects should progress.
Civics Assessment (American Civics Act – House Bill 2064)	Arizona House Bill 2064 requires students, beginning with the graduating class of 2017, to pass a civics test based on the United State Immigration and Naturalization civics questions. Students must score 70% or higher on the assessment in order to graduate. Deer Valley Unified administers a 100-question assessment based on ADE's Civics test and correlate with Kindergarten through High School Social Studies standards. The majority of the standards are at the 8 <sup>th</sup> grade and below. The assessment is administered to all 8 <sup>th</sup> grade students and any 11 <sup>th</sup> or 12 <sup>th</sup> grade student who has not yet passed the test.
Cognia	Cognia is a nonprofit, accreditation organization that conducts external reviews of PreK-12 schools and school systems with the goal of evaluating, verifying, and improving school quality. Accreditation serves as the recognition that systems meet high quality standards, engage in continuous improvement, and produce sustainable results. In order for Deer Valley High Schools to compete in the Arizona Interscholastic Association (A.I.A.), high schools must be accredited by an appropriate accrediting organization, of which Cognia is the regional accreditation organization.
College and Career Readiness	Students are considered college and career ready when they have the knowledge, skills, academic preparation, and behaviors needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes are needed for entry and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.
Community Eligibility Provision (CEP)	An option of the National School Lunch Program that allows districts to provide breakfast and lunch at no charge to all enrolled students at qualifying sites.
CFM	Common formative assessments (CFAs) are assessments administered across a school system or a group of educators teaching the same grade level or subject area. These assessments are designed collaboratively by teachers to evaluate students' understanding of essential concepts, skills, and standards taught within a specific timeframe or unit of instruction.
Community Education	Community Education offers a wide range of academic and enrichment programs to the community including preschool/pre-kindergarten, before and after school care, break camps and enrichment classes. In addition, we partner with First Things First in the facilitation of the Deer Valley Family Resource Center (DVFRC) providing resources, referrals, and education to families of children aged five and younger. <b>There is an AMG that supports this work.</b>
Core Values	Core values guide the behaviors and actions of the members of the organization. They guide decision making of all employees, helping DVUSD to accomplish its mission and obtain its vision. Values drive performance, especially during times of change. DVUSD Core Values, R.A.I.S.E. Respect: We treat each other with dignity. Accountability: We fulfill our commitments. Integrity: We are honest and ethical. Student-Driven: We put students first. Excellence: We strive to be extraordinary.

CTED	Established in 1990, Career Technical Education Districts (CTEDs), formerly called Joint Technical Education Districts, are specialized school districts designed to deliver career and technical education (CTE) course offerings to secondary students in cooperation with school districts and charter schools. . DVUSD is part of the West-MEC-Western Maricopa Education Center (West-MEC).
District Assessment Calendars	District assessment information is located on the District Assessment Calendars. These calendars list the required and optional district assessments for each month and include information for each assessment title listed such as grade level, content area, testing window start and end dates, scoring windows. security level, contact person, purpose of the assessment, and where the assessment data is housed. The district assessment calendar for K-8th grade courses is at <a href="https://url.dvUSD.org/K8AssessmentCalendar">https://url.dvUSD.org/K8AssessmentCalendar</a> . The district assessment calendar for 9th-12th grade courses is at <a href="https://url.dvUSD.org/HSAAssessmentCalendar">https://url.dvUSD.org/HSAAssessmentCalendar</a> .
Deer Valley Voice	A bi-weekly publication of district events, news and celebrations that is emailed to all District employees and posted on the Portal.
Department Improvement Plan (DIP)	Aligned with the District's current Strategic Plan, the DIP is a dynamic document that tracks a department's yearly plan of action using quarterly submissions. DIP contains long and shorter-term goals. <b>There is an AMG that supports this work.</b>
DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment. The assessment has a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. <b>There is an AMG that supports this work.</b>
Dual Language Immersion (DLI)	Dual language Immersion programs allow students to engage in learning grade level course content using two identified languages. In DVUSD, English-Mandarin and English-Spanish programs are available at select schools.
DVEA	Deer Valley Education Association is the professional Association for certified employees affiliated with AEA (Arizona Education Association) and NEA (National Education Association). Those who join are required to be members of all three organizations.
DVEF	Deer Valley Educational Foundation is a 501(c)3 non-profit organization funding programs that enhance the capabilities of Deer Valley's schools to stimulate students' academic achievement and enrich the learning environment.
DVESPA	Deer Valley Education Support Personnel Association is the professional Association for classified employees affiliated with AEA (Arizona Education Association) and NEA (National Education Association). Those who join are required to be members of all three organizations.
DVFC	The Deer Valley Family Resource Center, in partnership with First Things First, offers education, prevention, and awareness by coordinating existing programs and services to meet the needs of families with children ages birth through five years old.
DVUSD	Deer Valley Unified School District #97.
Interim Assessments	The Deer Valley School District measures student achievement in Reading and Mathematics twice per school year using a district ELA Interim and Math Interim assessment.
DVUSD Strategic Plan	DVUSD's 2023-2028 five-year strategic plan was developed through a systematic process of envisioning a desired future, gathering stakeholder input and translating this vision into key strategic objectives that lead to achieving our mission and vision.
Early Release	In Deer Valley, early release days are identified as a 90 minute early release for students on most Fridays through the school year. During this time, teams of teachers, curriculum/professional development teacher leaders, instructional coaches, and principals meet to answer the four driving PLC questions: 1. What do we want students to know? 2. How will we know that they have learned it? 3. What do we do if they didn't learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?
ECAP	An Education and Career Action Plan reflects a high school student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals.
English Language Learner (ELL)	Students whose first language is not English, and encompasses both students who are just beginning to learn English and those who have already developed considerable proficiency are considered an English Language Learner. <b>There is an AMG that supports this work.</b>
Enrichment Classes	Scheduled outside of the school day, these classes are high quality educational, cultural, and recreational programs and activities offered by Community Education to all age groups, from preschoolers to adults. These classes are taught by both outside vendors contracted with the district, as well as DVUSD certified teachers.
Equity	Educational equity means that each child receives what they need to develop to their full academic and social potential.
EFRG	Education Finance Reform Group is an educational lobbying group of like-minded public school districts working together to help the legislature and Governor's office support public education including the improvement of regulations, statutes, and financial systems.
ESEA – Elementary and Secondary Education Act	The Elementary and Secondary Education Act (ESEA) (Pub.L. 89-10, 79 Stat. 27, 20 U.S.C. ch.70), is a United States federal statute enacted April 11, 1965 . It was passed as a part of President Lyndon B Johnson's "War on Poverty" and has been the most far-reaching federal legislation affecting education ever passed by Congress. The act is an extensive statute that funds primary and secondary education, while explicitly forbidding the establishment of a national curriculum. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to shorten the achievement gaps between students by

	providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development for instructional materials, for resources to support educational programs, and for parental involvement promotion. The act was originally authorized through 1970. However, the government has reauthorized the act every five years since its enactment. ESEA was reauthorized as the No Child Left Behind (NCLB) Act of 2001, named and proposed by President George W. Bush. In March of 2015, President Obama signed the current reauthorization as Every Student Succeeds Act (ESSA). The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses, and telephone listings when requested.
Every Student Succeeds Act (ESSA)	ESSA reauthorizes the 50 year-old Elementary and Secondary Education Act (ESEA), a national education law and commitment to opportunity for all students. President Obama signed ESSA on December 10, 2015. The previous version of the law, No Child Left Behind (NCLB) was enacted in 2002. Each state must submit a plan for implementing the law at a state level. Additional information can be found at: <a href="https://www.ed.gov/essa">https://www.ed.gov/essa</a>
Essential Academic & Social Behaviors	Set of behavioral expectations that support academic achievement and positive social interactions.
Executive Cabinet	The Executive Cabinet is composed of the district's Senior Department Leaders who work closely with the Superintendent to ensure the implementation of district-wide goals and initiatives, as well as manage the day-to-day activities required to successfully support and operate campuses.
Expulsion	The permanent removal of a student from school and school activities through the Expulsion Hearing process as referenced in the Student Rights and Responsibilities Handbook.
Extended School Year (ESY)	Special education and/or related services that are provided beyond the school year or the school day for the child's grade level. These services are not enrichment programs, summer school programs or compensatory services and are not just an extension of time or duplication of regular school year services. ESY services are determined by the IEP team to provide the student educational benefits gained during the school year that are significantly jeopardized by a break in service. ESY is necessary when the lack of ESY services would thwart the goal of maintaining the meaningful progress gained during the school year which could affect FAPE (free appropriate public education).
Facility Rentals	Facility Rental – The rental of any district facility. Facility rental agreements are initiated at the individual school sites and forwarded to the Finance Department for processing, where the final approval, invoicing and collections take place. Facility rental also handles all unforeseen problems with each rental as they occur. A fee schedule is approved annually by the Governing Board. <b><i>There is an AMG that supports this work.</i></b>
Fidelity	The extent to which any program or plan is implemented in the way in which it was designed.
Formative Assessment	Assessments and assessment procedures used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. Formative assessments help the teacher understand what the student already knows, what the student still needs to learn, and what feedback to provide to the student. From this information, the teacher can adjust the instruction for the individual student or group of students. Also see: Summative Assessment.
Free Appropriate Public Education (FAPE)	Special Education and related services are provided at public expense, under public supervision and direction, and without charge; meet the standards of the state education agency, including the requirement of this part; include an appropriate preschool, elementary school or secondary school education in the state involved; and are provided in conformity with an Individualized Education Program (IEP) that meets the requirement of 300.320 through 300.324 of the IDEA.
Free and Reduced-price Meals Plan	The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act signed by President Harry Truman in 1946. <b><i>There is an AMG that supports this work.</i></b>
Frontline Education Absence Management (formerly AESOP)	DVUSD's adopted attendance system used for all employee absence management and employee substitute placement.
Frontline Education Professional Development and Professional Growth system.(formally- MLP or My Learning Plan)	A web-based educator evaluation and professional learning data management solutions. Frontline supports the effective management and support of educator evaluation and professional learning.
GASB	Government Accounting Standards Board aims to ensure greater accountability and well-informed decision making through excellence in public-sector financial reporting.
General Education Teacher	A general education teacher is a professional who provides education to all students in general education classrooms.General education teachers are licensed/certified to teach. They may be certified to teach specific grade levels (i.e., elementary education) or in subject areas such as math or reading.
General Operating Fund	The General Operating Fund is the district's primary source of money for operating the schools. It accounts for all financial resources and expenditures except the maintenance and operation of the school. The principal sources of revenue include local property taxes and state funding. Expenditures include costs associated with the daily operations of the school.
GFOA	Government Financial Officers Association is a professional organization that promotes excellence in governmental accounting, including reviewing government audits for excellence in reporting.



Gifted	A gifted student is a child or student who performs or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. <b>There is an AMG that supports this work.</b>
GLAD	Guided Language Acquisition Design: GLAD is a set of strategies and methodologies used in the SEI/ELD classrooms in order to teach ELs the English language, classroom content, and study skills.
Governing Board	Governing Board members are elected by voters within the school district, or occasionally are appointed. School Board elections are part of the general election in even-numbered years. Governing Boards derive their power and authority from the state. In compliance with state and federal laws, the Board establishes and approves policies and regulations and is responsible for employing the superintendent, approving and providing guidance in the development of the budget, approving purchases, curriculum materials, the school calendar, personnel actions based on the superintendent's recommendation, closing or constructing schools, assessing board effectiveness, and monitoring progress towards goals. See <i>Arizona State Statute (ARS) 15-341</i> <a href="http://www.azleg.gov/ars/15/00341.htm">http://www.azleg.gov/ars/15/00341.htm</a> <a href="http://www.azleg.gov/ars/15/00341.htm">http://www.azleg.gov/ars/15/00341.htm</a>
GRAG	The Grading, Reporting, and Graduation (GRAG) Guide is a comprehensive handbook designed to guide high school educators with current procedures and processes related to grading, reporting of grades and credits, and graduation. The handbook is reviewed and revised annually.
Growth Percentile Rank	The relative learning growth of a student as compared to the rest of the students' academic peer group (students with similar performance in previous years). ADE calculates the growth percentile based on results on the state assessment (AASA). Growth percentiles are a distinctly different growth concept from value added models (VAM) which provide an absolute level of learning growth.
High Yield Strategies	Research based methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based.
Honors/AP/IB Dual Enrollment	Honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses provide rigorous and challenging studies for high school students who are capable of or motivated to pursue rigorous and challenging instruction. The Honors, AP, IB, and dual enrollment rate is the number of students enrolled in at least one Honors, AP, IB, or dual enrollment course, divided by the total number of students.
IEP	Individualized Education Program: Legal document mandated by IDEA (Individuals with Disabilities Education Act) that defines the individualized goals of a child who has been found to have a disability, as defined by federal regulations.
IGA	Intergovernmental Agreement – A contract between two governmental entities that must be approved by the Governing Board and legal counsel.
Immersion Programs	DVUSD Dual Language Immersion (DLI) programs offer extraordinary language and cultural opportunities by providing instruction in two languages to foster bi-literacy in English and an additional language. Students are immersed in the target language for 50% of the school day, studying the language and learning academic content <i>through</i> the language.
Implementation Measures	Implementation Measures are goals set by the Principal for teacher implementation of the training received during professional development.
Incident Management	Incident Management: An Arizona mandated computer system developed to collect, track and report school safety and discipline incident data. Applies to certain incidents.
Inclusive Practices	Inclusive Practices include structuring collaborative classes, extracurricular activities, and small group activities so that students of all ability levels, with and without disabilities, are educated together. Instruction is differentiated to meet the needs of every student. Accommodations and modifications are made for equitable access to grade level curriculum. (See Least Restrictive Environment).
In-District Professional Growth	A course through which credit may be granted by the District for advancement on the District hiring schedule for participation in workshops, conferences, seminars, in-service training programs, etc. which are offered through the Deer Valley Unified School District. Fifteen in-class hours are needed to receive one semester hour credit (in-class is defined as actual time spent on the subject matter while present in the prescribed area of instruction. This does not allow for, or include, lunch breaks, classroom breaks, outside projects or papers, or registration times.) Participants must pay the \$50 fee related to earning 1 in-district credit. Professional growth credit will be paid annually at the rate of \$50 per credit. <i>*The instructor of in-district professional growth courses has the discretion to cancel the courses due to low enrollment. There is an AMG that supports this work.</i>
Individual Professional Plan (IPP)	IPPs are aligned to a specific key strategic priority and key strategic objective. IPP goals align with the department/campus strategic goal within the DIP/CIP, and the employee supplies a rationale for their goal and identifies measurement indicators. The employee updates the status and refines their action steps while documenting results and next steps, and lists professional development activities that they have participated in to support their goal. The IPP provides insight into the employee's personal progress and efforts toward reaching their goal.
Induction Program	The Induction Program provides newly hired K-12 grade General Education and PreK-12 Special Education teachers with a systematic structure of support. The program helps them become familiar with their school and district, allows opportunity to spend time reflecting on teaching practices with a mentor, and furthers their understanding of professional responsibilities. <b>There is an AMG that supports this work.</b>
In-Service	A program of planned activities, designed to increase the competencies in job related professional responsibilities. Such training would occur within the normal "service hours" (school hours) and could count toward recertification. The activities could focus on any job related task.
Instructional Assistant	An assistant to the teacher in the regular education classrooms and Head Start classrooms, appropriately trained and supervised in accordance with state law, regulations, or written policy.

Interfaith Advisory Council	The DVUSD has over 130 houses of faith within its boundaries. Realizing that we serve the same community, families, and children, breakfast meetings are scheduled during the school year with faith leaders and district senior leaders to share information and maintain open and positive lines of communication.
International Baccalaureate (IB)	The International Baccalaureate (IB) program is a rigorous pre-university course of study with an intentional focus designed to meet the needs of highly motivated and academically talented students. It provides students the intellectual, social, and critical perspectives necessary for the adult world through the integration of demanding academic coursework, public service, and extensive independent research.
Interventions	The directing of instruction in the area(s) of concern that is in addition to regular classroom instruction. Interventions are designed to meet the identified needs of an individual and are monitored on a regular and frequent basis. Changes in instruction, for the area of learning difficulty, are designed to improve learning and to achieve adequate progress.
LEEDS	Leadership in Energy and Environmental Design is an internationally recognized green building certification system developed by the U.S. Green Building Council. LEED provides building owners and operators a concise framework for identifying and implementing practical and measurable green building design, construction, operations and maintenance solutions.
LEA	Local Education Agency (LEA) is a commonly used synonym for a school district.
Learning Center	A room or suite of rooms supervised by certified staff where students on IEPs may go for academic and/or behavioral support services, specially designed instruction, and/or to provide a place for students to calm down when overly emotional and as identified by the student's IEP.
Learning Requirements	Learning requirements are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.
Lexile	Lexile ratings measure how difficult a book is to comprehend and how well a student can read. This measurement is used to determine how well that student will likely understand a particular book. The Lexile Text Measure indicates the reading demand of the text in terms of semantic difficulty (word frequency) and syntactic complexity (sentence length).
LRE	Least Restrictive Environment refers to the mandate in the Individuals with Disabilities Education Act (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with non-disabled peers. "Each public agency shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the [general] educational environment occurs only if the nature or severity of the disability is such that education in [general] classes with the use of supplementary aids and services cannot be achieved satisfactorily." <i>Individuals with Disabilities Education Act, 34 CFR 300.550</i> . The level of special education services indicated on the IEP is reported yearly to the state through the state Student Accountability Information System (SAIS).
LTS	Long Term Suspension - Any suspension from school with a duration of more than 10 days. <b><i>There is an AMG that supports this work.</i></b>
Math 180	Math 180 is a Math intervention program specifically designed to target algebra readiness skills. The Math 180 blended Instructional model includes both a personalized computer software rotation and a teacher facilitated differentiated small group lesson. Scripted daily small group lessons are included to ensure best practices are utilized systematically. The Growth Mindset and Eight Mathematical Practices are embedded in both rotations of the Math 180 program. Teacher materials include manipulatives and math games to build a conceptual understanding of math concepts.
MCESA	Maricopa County Education Service Agency – The county body of government responsible for more than 100 mandates related to education in Maricopa County.
McREL	Mid-continent Research for Education and Learning is a non-profit, non-partisan education research and development organization that turns knowledge about what works in education into practical, effective guidance and training for K-12 teachers and education leaders across the U.S. and around the world. Within DVUSD, McREL Balanced Leadership training is our framework for school improvement strategies and professional development for principals and district leadership. <b><i>There is an AMG that supports this work.</i></b>
Median Growth Percentile	Median is a statistical measure of central tendency found by taking the value which splits the top half of a distribution from the bottom half. For any group of students (class, grade, school, or district) with growth percentile ranks, the Median Growth Percentile is the value which splits the distribution. If there is an even number of students, the median value is the average of the two middle values. Also see: Growth Percentile Ranks.
Mission Statement	A mission statement expresses the organization's purpose in a way that inspires support and ongoing commitment. It motivates those who are connected to the organization and is articulated in a way that is convincing and easy to grasp. DVUSD Mission: To provide extraordinary educational opportunities to every learner.
Modifications	Are used when the student is expected to learn <u>less</u> of the curricular content. A change is made in what a student is expected to learn and/or demonstrate. These changes customize the curriculum and expectations of the student's mastery of essential skills. This could require the modification of assignments, tests, worksheets and other materials in the classroom.
Move on When Reading (MOWR)	Arizona's Move on When Reading legislation is designed to provide students with evidence-based reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and the workforce. The heart of the legislation focuses on early identification and intervention for struggling readers, especially in kindergarten through second grade. Each school district is required to submit to the State Board of Education a literacy plan for improving the reading proficiency of their K-3 students.
Move on When Ready	Move On When Ready is a new performance-based high school education model designed to increase academic achievement and prepare <i>all</i> students for college and careers. Key components of the model include use of

	proven world-class instructional systems; multiple education pathways adaptive to individual student interests and needs, moving away from a “one-size-fits-all” approach; and a new performance-based high school diploma called the Grand Canyon Diploma.
Multi-Tiered System of Supports (MTSS)	DVUSD has a shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every student. Through our Collaborative Team process, we are able to use data to determine the learning needs of each student, monitor and adjust instruction, provide interventions, and plan learning extensions for enrichment. MTSS requires an all hands on deck approach to meet both the academic and behavioral needs of our students.
MYP	The Middle Years Program (IBMYP) is a program of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The MYP program encompasses grades 6-8 at Norterra Canyon and grades 9-10 at BGHS.
NBC	National Board Certification (NBC) is a voluntary, advanced teaching credential that goes beyond state licensure. NBC has national standards for what accomplished teachers should know and be able to do. The National Board certifies teachers who successfully complete its rigorous certification process.
NEHS, NHS & NJHS	The National Honor Society (NHS), National Junior Honor Society (NJHS), and National Elementary Honor Society (NEHS) are the nation's premier organizations established to recognize outstanding high school and middle level students. More than just an honor roll, NHS and NJHS serve to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character (and Citizenship for NJHS). These characteristics have been associated with membership in the organization since their beginnings in 1921 and 1929.
NVEC	The Consortium of K-12 school districts in the north portion of phoenix assembled to provide cost effective educational programs, activities and services to its member districts. North Valley Education Consortium -Paradise Valley Unified School District, Fountain Hills Unified School District, Cave Creek Unified School District, Deer Valley Unified School District, Peoria Unified School District, Dysart Unified School District, Nadaburg Unified School District and Scottsdale Unified School District constitute the member districts.
OASYS	Observation and Appraisal System is the DVUSD adopted system utilized to manage teacher and other professional observations and evaluations.
OCR	On-Campus Reassignment: An alternative to an off-campus suspension with a duration of 10 days or less.
OELAS	Office of English Language Acquisition Services: OELAS is the state entity that monitors EL programs to ensure that all state and federal regulations are met and implemented with fidelity.
Office for Civil Rights	The U.S. Department of Health and Human Services (HHS) Office for Civil Rights (OCR) enforces federal civil rights laws, conscience and religious freedom laws, the Health Insurance Portability and Accountability Act (HIPAA) Privacy, Security, and Breach Notification Rules, and the Patient Safety Act and Rule, which together protect your fundamental rights of nondiscrimination, conscience, religious freedom, and health information privacy. OCR protects your rights by: Teaching health and social service workers about civil rights laws, conscience and religious freedom laws, health information privacy, and patient safety confidentiality laws. Educating communities about civil rights, conscience and religious freedom rights, and health information privacy rights. Investigating civil rights, conscience and religious freedom, health information privacy, and patient safety confidentiality complaints to identify discrimination or violation of the law and taking action to correct problems.
On-boarding	Onboarding is the process of acclimating and welcoming new employees into an organization and providing them with the tools, resources, and knowledge to become successful and productive. While orientation prepares someone for their first day of work, onboarding is a broader, long-term process that helps new employees acclimate smoothly, and become an engaged part of the organization.
Organizational Profile (OP)	The OP is a snapshot of your organization, the key influences on how it operates, and your competitive environment. DVUSD references the Baldrige Framework OP tool. <b>There is an AMG that supports this work.</b>
Panorama	Digital platform that consolidates data from multiple systems to strengthen MTSS/RTI and PBIS with dynamic dashboards featuring unified academic and behavior data for each student to streamline interventions.
Performance Gap	Performance gap generally refers to the academic performance of specific student populations relative to the general population (Gen Ed). Specific gaps monitored and targeted for improvement are the Special Education/Gen Ed gap, English Language Learners/Gen Ed gap, and Title I/Gen Ed gap.
PISA	The Program for International Student Assessment (PISA) is an international study to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. Deer Valley does not yet participate in the PISA program.
PLC	A Professional Learning Community provides an ongoing structure for Collaborative Teams to focus on instructional delivery and how it impacts student learning using common language and process so all students can learn at high levels. Through the Collaborative Team process, teams determine student proficiency, develop a Guaranteed and Viable Curriculum, and build Collective Efficacy within campuses and the district.
POP	Parent Organization Presidents (PTA, PTO, etc.) from each of DVUSD's campuses meet during a superintendent hosted luncheon throughout the school year that provides opportunity to share information about current programs and initiatives, provide insight into future planning, solicit feedback on important district and Governing Board considerations, and networking.
Portal	DVUSD's intranet website for staff.
Portrait of a Graduate	The DVUSD Portrait of a Graduate showcases the essential skills and attitudes our student will possess in order to be ready for college, career, and community.



Positive Behavioral Intervention Supports (PBIS)	PBIS is a decision-making framework that emphasizes the use of data for informing decisions about the selection, integration, implementation and progress monitoring of the best evidence-based academic and behavioral practices. PBIS comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is a three tiered, systematic approach to establishing the social, cultural and behavior supports needed for all children in a school, to achieve both social and academic success. These systems and supports have been found to significantly reduce in-school suspensions (ISS) and out-of-school suspensions (OSS). PBIS has been found to positively impact the school environment as well as positively impact students' perception of safety on campus.
PRAG	Promotion, Retention, Acceleration & Grading Handbook (PRAG) is an annually published K-8 handbook whose purpose is to provide information on student promotion, retention, and acceleration in grades Kindergarten through Middle School. This handbook also delineates grading and reporting guidelines for teachers and administrators. The guidelines outlined in this handbook adhere to the requirements of the Arizona Revised Statutes and DVUSD policies and regulations. This handbook is reviewed annually by a Handbook Review Committee and adjustments are made as necessary. <b>There is an AMG that supports this work.</b>
PreK-12 Administrator Conference	PreK-12 Administrators Conferences are scheduled throughout the year for school and department administrators to equip and prepare leaders through collaboration, systemic communication, and professional development for focused continuous improvement.
Professional Development	A program of planned activities, designed to increase the knowledge and competency related to professional responsibilities.
Professional Growth	Credit shall be granted for graduate hours earned at a college or university and approved through the Human Resources Department, and/or offered by DVUSD and approved through HR. The number of professional growth credits earned will be the same as the graduate credits given by the college or university. Professional growth credit will be paid annually at the rate of \$50 per credit.
Progress Monitoring	A systematic process for assessing and charting progress being made toward goals.
PS & PK	Preschool (age 3-4) or Pre-Kindergarten (age 4-5) assists children to grow academically, intellectually, socially, and emotionally in a literacy rich, play based environment. This Community Education program is Department of Health Services (DHS) licensed and is tuition based.
PSAT	The PSAT/NMSQT (Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test) is a preliminary version of the SAT. The PSAT helps prepare students to take the SAT or ACT, a great score on the PSAT can also open the door to National Merit Scholarships and other awards.
PVWH	Pursuing Victory with Honor: Deer Valley Unified School District (DVUSD) supports the philosophy of good sportsmanship as a commitment to fair play, ethical behavior and integrity. All stakeholders in athletics will demonstrate trustworthiness, respect, responsibility, fairness, caring and citizenship.
QFIC	Quality, Fidelity, Intensity and Consistency are utilized to determine the effectiveness of a strategy implemented. <u>Quality</u> : with a high degree of skill, excellence, or effectiveness (e.g., implement in ways that encourage high levels of participant engagement, implement in ways that accomplish the goals of the program/innovation). <u>Fidelity</u> : In accordance with the core components (e.g. research- based findings and/or guidance) of the program/innovation. <u>Intensity</u> : With focus and commitment to providing participants with the recommended exposure to the components of the program/innovation. <u>Consistency</u> : in the same way over time, maintaining established standards of quality, fidelity, and intensity. <u>Quality</u> is specifically what we want to see in each classroom regarding an effective research based strategy (the what). <u>Fidelity</u> is the steps taken to accomplish the quality indicators (the how). <u>Intensity</u> is the frequency (how many times) and <u>Consistency</u> includes all of the above.
Read 180	A reading intervention program in wide use by students in Grades 4–10 who read at least two years below grade level. It is a thoroughly researched and documented reading intervention program. It is built on more than two decades of scientifically-based research and the collaboration of reading experts. Developed in clinical and classroom settings, the program is uniquely positioned to address the needs of struggling readers. <b>There is an AMG that supports this work.</b>
Related Services (Itinerant Services)	These related services allow a student to benefit from specialized instruction and provide them with access to the general education curriculum. The IDEA, Individuals w/Disabilities Education Act specifically includes transportation, speech- language pathology and audiology services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including rehabilitation counseling), orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. The law also specifies that it includes any other service an IEP Team determines is needed for a student to benefit from special education.
Renaissance	Renaissance Highly Gifted Academies provide an all-day self-contained learning experience addressing the individual needs of highly gifted identified students. Students acquire a solid foundation in the content areas of mathematics, language and communication arts, social studies, science, and technology literacy. Students have a broadened musical exposure and performance at the Highland Lakes program, a more in-depth STEM learning focus at the Canyon Springs program and a Global Studies focus at the Las Brisas program. Students are placed based on an application process that starts with specific required scores on the Cognitive Abilities Test.
Research Based Strategy	A Research Based Strategy are strategies that have been identified, by independent research, to be the most effective at influencing student learning outcomes and student achievement.
Response to Intervention (RTI)	RTI has three main parts: 1) using a three tier model of instructional or behavioral support, 2) using a problem-solving method for decision-making, and 3) using data to inform educational decision- making (IL Board of Education, 2009). RTI is used to help students manage their behavior through the practice of providing

	high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the student's response data to important educational decisions. <b><i>There is an AMG that supports this work.</i></b>
SchoolCity	SchoolCity is Deer Valley's assessment system. This platform includes an item bank and is used to create and administer assessments. District benchmark/Interims and post assessments are housed on the platform. Educators are able to use pre-built assessment, create their own assessment, view assessment reports and analyze data. Data from multiple assessments is housed here allowing teachers to view historical and longitudinal data on current students.
School Resource Officer (SRO)	School Resource Officer is a law enforcement officer with a sworn authority to maintain public order and make arrests with an assignment to a school or schools within the Deer Valley Unified School District. SROs are required to deliver Law Related Education (LRE) classes and participate in school safety meetings. SROs usually consist of the same officer working full time at one campus.
School Safety Officer (SSO)	School Safety Officers are law enforcement officers that do not necessarily have to deliver Law Related Education (LRE). SSOs frequently work part time at a campus, unlike their SRO counterparts.
Scorecard	The presentation of a mixture of performance measures within a single concise report generally aligned to the Strategic Plan. Ideally there will be multiple data points for each measure so trends can be identified. DVUSD generates scorecards at the school level and a rolled-up District Balanced Scorecard.
Self-contained	A federal reporting category that refers to the appropriate amount of time a student receives special education services. This term is synonymous with a Level Of Service (LOS) of "C." It is not a "place;" it is a service.
Senior Leaders (SL)	Senior Leaders are the department leads who meet weekly as a group to collect and share information and focus on action through district and campus improvement and action plans.
Short Term Suspension (STS)	Any suspension from school with a duration of 10 or less days.
SMART Goals	Specific, Measureable, Attainable, Results-oriented, Time-bound goals. Students and employees develop SMART goals to achieve desired learning and organizational outcomes.
Phased Retirement (ESI)	Deer Valley's phased retirement program (PRP). <b><i>There is an AMG that supports this work.</i></b>
Software Approval	Deer Valley's system for requesting approval of software, including web-based programs, apps, and extensions. Users can search the site to locate software already approved for use. The site can be accessed by all DVUSD employees at <a href="http://software.dvUSD.org">software.dvUSD.org</a> .
Specially Designed Instruction	Adapting the content, methodology, or delivery of instruction to address the unique needs of a child with a disability and ensure the child has access to the general education curriculum, so that he or she can access the educational standards that apply to all students.
Special Education (SPED)	SPED – Special Education (SPED) means a free appropriate Public Education (FAPE) by providing specially designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability. The purpose of the IDEA is "to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living." [34 C.F.R. § 300.1(a)]
Stakeholder	All individuals that are affected by organizational actions and success. In DVUSD we recognize and gather input from seven stakeholder groups: students, staff, parents, business partners, community members, post-secondary education and governing board members.
STEM	Science, Technology, Engineering and Mathematics Education. For additional information go to <a href="http://www.stemcoalition.org">www.stemcoalition.org</a>
Summative Assessment	Assessments at the completion of a learning process which summarizes the development of learners after a period/unit of learning.
Superintendent's Student Advisory Council	The Superintendent's Student Advisory Council is comprised of representatives from 13 schools; 5 high schools, 3 middle schools, 15 K-8 schools, 1 K-7 school and 1 K-12 school. The Council meets monthly for two hours and each year they choose a service learning project which involves students from all DV schools at an annual student summit. The purpose of the project is to educate and empower students and their peers about meaningful topics and then to empower those students to go out and do something with the information they received that will impact other students and the community.
Suspension Rate	The unduplicated count of the number of students suspended divided by the June 30 total enrollment.
SWAE	Southwest Alliance for Excellence (SWAE), is a nonprofit organization, helping organizations in Arizona, Nevada and Utah achieve superior results by providing organizations feedback on their organizational self-assessment, performance and the development of best practices through the use of Baldrige Criteria for Performance Excellence.
Systems Approach to Continuous Improvement	DVUSD uses a systems approach to Continuous Improvement (CI). This means research and data is used to make decisions, from the boardroom to the classroom. We intentionally train all employees in CI and the implementation of both Campus/Department Improvement Plans (CIP/DIP). All CIP/DIP are aligned to the Strategic Plan and include the use of PDSA and quality tools. In order to be as efficient and effective as possible, CI must deploy throughout the District.
Teacher of Record	The teacher of record is legally responsible for ensuring the required subject matter is taught and the student's grades are recorded and reported.
Textbook Adoption Process	The adoption of new curriculum resources (textbooks) generally follows a 7- year cycle of implementation. If we plan to implement new curriculum resources, the process actually starts the preceding year with a team of

	educators and community members identifying needs, specific criteria for the resources, and alignment to standards. Once resources have been narrowed down a 60- day public review occurs in various locations in the district. The public review asks educators and community members to provide feedback about the various resources. After that, the team reviews public comments and a choice is selected to bring forward to the governing board for approval. We work to provide pre-implementation at a few of our schools during the spring to identify possible challenges and professional development needs. Professional development occurs throughout the summer for teachers who will implement the new resources. The new textbook is implemented in the fall of the next school year.
The A-Team	This is an informational system to alert district officials when emergency services (e.g. police, fire, etc.) are called to a campus. The A-team notification is accessed through GroupWise. Drills at schools are only to be reported to The Drill Team.
Tier I	The universal instruction and curriculum that all students are guaranteed to receive, which includes data driven interventions for learners at every level. Teachers will deliver positive behavior and academic interventions in the classroom through whole and small group instruction. Tier I interventions are research-based strategies that instructors put in place at the first sign that a student is struggling academically or behaviourally. Approximately 80-85% of students will respond to high-quality Tier I differentiation and intervention as evidenced by data. DVUSD uses the Behavior Solutions framework for Tier I essential academic and social behaviors. <b><i>There is an AMG that supports this work.</i></b>
Tier II	Academic and behavioral interventions are individualized and intensified through additional time (15- 30 minutes, 3-5 days per week, FITT). Tier II interventions are monitored using 3 data points collected over a 2- 3 week period. If no significant growth is demonstrated, implement a new strategy or higher intensity within Tier II. These interventions occur in the classroom and are delivered by the classroom teacher. This additional instructional time is reserved for students who have failed to respond to Tier I strategies. In most cases, Tier II research-based strategies may be similar to those deployed within Tier I, but occur more frequently and intensely. Approximately 10- 15% of students require Tier II interventions. <b><i>There is an AMG that supports this work.</i></b>
Tier III	Tier III academic and behavior interventions are the most intensive support available in a school and are generally reserved for students with significant needs. These interventions are concentrated, aligned with Tier II, require a reduced student/teacher ratio, and an increase in time (15-30 minutes in addition to the Tier II intervention time, FITT). Approximately 5% or less students required Tier III interventions. In most circumstances, this time is accomplished outside of the general education classroom. Tier III is not exclusively special education nor an automatic referral for assistance. <b><i>There is an AMG that supports this work.</i></b>
Title I	Title I, Part A of the Elementary and Secondary Education Act provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. The purpose of Title I is to help all children achieve the state's academic standards. This is accomplished through supplemental programs that consist of instructional services, instructional support services, school wide reform efforts, and increased involvement of parents in their children's education (ADE, 2012). <b><i>There is an AMG that supports this work</i></b>
Title II	The purpose of Title II is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. <b><i>There is an AMG that supports this work.</i></b>
Title III	The purpose of Title III is to help ensure that children and youth who are limited English proficient attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards that all children are expected to meet.
Title IX	The Deer Valley Unified School District receives federal financial assistance and is therefore prohibited from discriminating on the basis of sex by Title IX. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic sport or intramural athletics offered by DVUSD. The district must provide equal participation opportunities to members of both sexes, both in terms of the selection of sports and levels of competition available. The Director of ALS is DVUSD's Title IX coordinator.
Traditional School	A traditional school is a "school of choice" that has no neighborhood boundaries. The Traditional School at Bellair accepts students based on the open enrollment policy of the Deer Valley District. A Traditional school curriculum features teacher directed instruction and incorporates resources directly tied to a back-to-basics accelerated learning model.
Trend	A trend is determined by data (at least three data points) and is used to determine what will happen in the future.
TRP	The Trip Reduction Program is mandated by Maricopa County for any work site that has 50 or more employees. DVUSD is required to complete a plan each year to show a conscientious effort to reduce air pollution by allowing incentives for employees who choose to walk, carpool, ride a bike, take a bus, or vanpool an average of at least one day per week.
TSW	Transition from School to Work is a partnership between DVUSD and Rehabilitation Services Administration (RSA) to provide various services to a select group of qualified students with disabilities in their last year of high school. The students must meet the eligibility requirements through a Vocational Rehabilitation (VR) process. TSW provides career development services including goal setting, career exploration, job shadowing, job search skills, and self-advocacy.
Universal Screener	A Universal Screener is an assessment administered to all students to gauge whether they are at risk in the area of math or reading.
Vision Statement	An aspirational description of what an organization would like to achieve or accomplish in the mid- term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. DVUSD

	Vision: Graduating lifelong learners who will successfully compete, lead and positively impact the world.
West-MEC Western Maricopa Education Center	West-MEC is a public school district, a CTED that focuses on hands-on learning, leadership development training and industry certification to help prepare today's students for tomorrow's careers. Programs include, but are not limited to Aesthetician, Automotive Collision Technology, Automotive Technology, Aviation Maintenance Technology, Avionics/Electronics, Air Conditioning Technician, Coding,, Emergency Medical Technician, Energy and Industrial Technology, Fire Science, General Construction Technology, Hairstyling.IT Security, Law, Public Safety, and Security, Medical Assisting, Medium/Heavy Diesel Technology, Pharmacy Technician, Precision Manufacturing, Veterinary Sciences, and Welding Technology.