

SECTION L

EDUCATION AGENCY RELATIONS

**L-0250 ©
RELATIONS WITH OTHER SCHOOLS =
AND SCHOOL SYSTEMS**

LB

It shall be the policy of the District to cooperate with other schools and local and state regional agencies and organizations in the solution of educational problems of common concern. The District may also cooperate with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.

This cooperation shall extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities that may be efficiently utilized on a cooperative basis.

Adopted: date of ~~manual~~Manual adoption

LEGAL REF.: A.R.S. 11-952

15-141(~~C~~)

15-205

15-342(~~13~~)

15-365

15-1371

L-0450 ©
RELATIONS WITH CHARTER SCHOOLS

LBD

To prepare for the possible receipt of a proposal requesting sponsorship of a charter school, and in order to facilitate the decision to accept or reject sponsorship of a charter application/proposal, the Governing Board establishes the charter school application requirements as set forth in Exhibit LBD-E. In addition to these application requirements, each applicant shall submit a full set of fingerprints to the District for the purpose of obtaining a state and federal criminal records check. The criminal records check shall be completed prior to issuance of a charter [A.R.S. 15-183]. Additional supporting information and data may be required and shall be provided by the applicant if requested by the District or the Superintendent to assist the Board in evaluation of the application for possible sponsorship of the charter school.

The Superintendent is directed to prepare copies of the requirements, together with any instructions deemed appropriate to the distribution or receipt of the applications.

Upon receipt of the application/proposal, the Superintendent shall provide copies to the Board and review the submission for inclusion of the application requirements, reporting the findings to the Board.

The Superintendent may designate personnel to provide liaisons between applicants and the District. If requested, a liaison may also provide technical assistance to improve the application.

Public Meetings

The Board may schedule and hold community meetings in the affected areas or the entire District to obtain information to assist the Board in making a decision about the charter school application. All persons or groups that have an interest in the approval or denial of the charter school application must present their comments or concerns to the Board in writing in a timely manner or in testimony during a public meeting.

Decision on Sponsorship

The Board will make a decision to accept or reject sponsorship of the applicant charter school, in either a regular or special meeting, within ninety (90) days after

receipt of the application/proposal. An applicant may submit a revised application for reconsideration by the Board. If the application is rejected, the Board shall notify the applicant in writing of the reasons for the rejection [A.R.S. 15-183].

A Charter Plan

If the District decides to sponsor a charter school, a contract shall be prepared and executed by the charter applicant and the Board, containing at a minimum the following:

- ♦• The charter requirements and assurances found in A.R.S. 15-181 through A.R.S. 15-189.
- ♦• All representations contained in the application/proposal and those submitted as additions to the application/proposal.
- ♦• A description of all Board policies and rules the charter school will be required to follow.
- ♦• Other matters as deemed necessary to the creation of a charter school document.

An approved plan to establish a charter school is effective for fifteen (15) years from the first day of operation [A.R.S. 15-183].

Renewal/Nonrenewal of a Charter

A charter may be renewed for a period of twenty (20) years if the District deems that the school is in compliance with its own charter and A.R.S. 15-183. A charter renewal request shall be made at least fifteen (15) months prior to expiration of the approved plan in the form of an application, which must contain a report on the progress of the charter school in meeting the obligations of the contract and other terms of the agreement, including the laws applicable to the charter school.

A charter operator may apply for an early renewal by submitting to the District, at least nine (9) months prior to a renewal consideration, a letter of intent to apply for early renewal. The District shall review the charter school's annual fiscal audits and academic performance data collected by the District, shall review the existing contract with the charter school, and shall provide a renewal application to a qualifying charter school. The District shall give written notice to the charter school of its consideration of the renewal application.

Notice of intent not to renew a charter shall be given at least twelve (12) months prior to the expiration of the approved plan [A.R.S. 15-183]. The Superintendent shall assess the charter school's performance, including compliance with the charter and laws affecting the charter school, and report the findings to the Board in a timely fashion.

A charter may be renewed for successive periods of twenty (20) years.

Revocation of a Charter

The District shall review approved charters at five (5)- year intervals and may revoke a charter at any time if the charter school breaches one (1) or more provisions of its charter. The District shall give written notice of intent to revoke a charter at least ninety (90) days before the effective date of the proposed revocation, thereby allowing the charter school at least ninety (90) days to correct the problems associated with the reasons for the proposed revocation. The notice shall be delivered personally to the operator of the charter school, or sent by certified mail, return receipt requested, to the address of the charter school. The notice shall incorporate a statement of reasons for the proposed revocation of the charter.

Final determination of whether to revoke the charter shall be made at a public hearing called for such purpose.

Adopted: ~~January 12, 2010~~ date of Manual adoption

LEGAL REF.: A.R.S. 15-181
15-182
15-183
15-184
15-185
15-187
15-188
15-189
15-741
15-816

EXHIBIT**EXHIBIT**

RELATIONS WITH CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION REQUIREMENTS

<u>REQUIREMENTS</u>	<u>MINIMUM COMPONENTS</u>
<u>Purpose and Need</u>	
<u>Purpose</u>	<u>State the purpose for this charter school and point out the consistency of this purpose with the requirements of statute [A.R.S. 15-181 et seq.].</u>
<u>Need</u>	<u>Describe the need for the charter school. How was that need established?</u>
<u>Support</u>	<u>Provide any support for the formation of the proposed charter school indicated by parents, teachers, and students.</u>
<u>Mission and Goals</u>	
<u>Mission statement</u>	<u>Provide a copy of the mission statement of the charter school, including the process used to develop this statement. The mission statement of the proposed charter school must be consistent with the declared purposes set forth in the law [A.R.S. 15-183].</u>
<u>Goals of school</u>	<u>State the proposed three-year goals for the school, including time lines. The applicant also should describe the process used to identify the goals.</u>
<u>Grades Served</u>	
<u>Population to be served</u>	<u>Describe with specificity the grades, ages, classes, or other groupings to be served by the charter school [A.R.S. 15-184].</u>
<u>Student Achievement and Curriculum</u>	
<u>Program and performance standards</u>	<u>Describe the charter school's educational program and the student performance standards to be achieved by the proposed school. Standards must meet or exceed State Board of Education and statutory standards and those adopted by the District [A.R.S. 15-183].</u>
<u>Effectiveness measures</u>	<u>Outline the criteria designed to measure the effectiveness of the charter school [A.R.S. 15-183].</u>
<u>Objectives and measuring performance</u>	<u>Provide a description of the curriculum to be used in the school. It should list the objectives and means of measuring student performance for each subject and each grade level.</u>
<u>State Board standards</u>	<u>Design a method to measure student progress toward the student outcomes adopted by the State Board of Education.</u>
<u>Evaluators and correcting student standards</u>	<u>Present a description of the charter school's plan for evaluating student performance, including types of assessment that will be used to measure student progress toward achievement of the school's performance standards, time lines for achievement of such standards, and procedures for taking corrective action in the event that student performance at the charter school falls below such standards.</u>
<u>Reporting achievement results</u>	<u>Detail the plan for academic accountability, including testing programs, distribution of reports, and time lines for these activities [A.R.S. 15-183].</u>
<u>At-risk student development</u>	<u>Describe any objectives and means for increasing the educational opportunities for "at-risk" students, meaning those who because of physical, emotional, socioeconomic, or cultural factors are less likely to succeed in school.</u>
<u>Criteria for Enrollment Decisions</u>	
<u>Enrollment standards</u>	<u>Describe the enrollment policy and the criteria for enrollment decisions, including a description of the proposed school's plans to include academically low-achieving students, to promote diversity, and to provide for exceptional students as well as students with special needs [A.R.S. 15-183 and 15-184].</u>
<u>Capacity determination</u>	<u>Define the charter school's determination of capacity for purposes of enrollment limits and indicate any plans to increase capacity in the future. Also describe the</u>

	<u>equitable-selection process to be used when capacity limits enrollment [A.R.S. 15-184].</u>
<u>Limits</u>	<u>Describe any limits on admission based upon age group or grade level [A.R.S. 15-184].</u>
<u>Governance and Decision Making</u>	
<u>Governing body and process</u>	<u>Describe the governing body, the means of selection, and the form in which the charter school will do business. This should include a detailed description of the rules and procedures followed to arrive at policy and operational decisions [A.R.S. 15-183].</u>
<u>Parent and community involvement</u>	<u>Describe the types and extent of parental and community involvement in the operation of the proposed school. Provide information on how the charter school will be accountable to the public. Specifically include how the following areas will be addressed:</u> <ul style="list-style-type: none"> <u>• Provisions for charter school accountability to the school community.</u> <u>• Development of an annual school improvement plan, with supporting profile information.</u> <u>• Reporting to the Board and the school community, including the school report card per A.R.S. 15-746.</u>
<u>District school relations</u>	<u>Describe the relationship between the proposed charter school and the School District.</u>
<u>Expectations of sponsoring district</u>	<u>Describe the specific role and duties of the sponsor of the charter school [A.R.S. 15-183].</u>
<u>Requested rules exceptions</u>	<u>Determine what specific Governing Board policies and regulations the charter school would like waived.</u>
<u>Employment Plan and Practices</u>	
<u>Policies and practices</u>	<u>Describe the employment practices of the school, including personnel policies, a description of the qualifications for certificated and support staff employees, employee compensation schedules, recruitment and selection procedures, and plans for resolving employee relations problems [A.R.S. 15-183].</u>
<u>Proposed employment modifications if appropriate</u>	<u>If applicable, in case of a proposal to take over a current school, include a plan for the displacement of students, teachers, and other employees who will not attend or be employed in the charter school.</u>
<u>Financial Data, Facilities, and Transportation</u>	
<u>Cost-benefit analysis</u>	<u>Provide necessary evidence that the plan for the charter school is in conformance with statutory requirements and is economically sound for both the charter school and the District.</u>
<u>Budget, audit, and cash management</u>	<u>Include a proposed budget and financial plan for the first three years of the charter and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services purchased from the District, is to be conducted.</u>
<u>Financial responsibility</u>	<u>Determine who will be financially responsible for the school's payment of obligations.</u>
<u>Procedures for accountability</u>	<u>Detail the plan for fiscal accountability, including accountability for student-activity accounts and other nontax funds [A.R.S. 15-183].</u>
<u>Purchased services or property</u>	<u>Describe the services the charter school plans to purchase from the School District or from other sources. Describe any leases, lease-purchases, or other purchases of property contemplated.</u>
<u>Insurance</u>	<u>Provide a detailed summary of all insurance coverage [A.R.S. 15-183]. The legal liability issues must be fully addressed.</u>
<u>Facility analysis</u>	<u>Describe the facilities to be used, their location, and the way they will be obtained and maintained. Include any proposed renovations, the proposed contractor, and proposed cost [A.R.S. 15-183].</u>
<u>Transportation arrangements</u>	<u>Describe the proposed student transportation system, including the contract if services will be provided by a second party. If transportation is to be provided by the charter school, include a plan for addressing the required transportation needs of eligible nonresident disabled students and low-income students.</u>
<u>Assurances</u>	
<u>Statement of assurances</u>	<u>Provide policies, procedures, and, if none are available, written assurances that the charter school will ensure compliance with the requirements found in A.R.S. 15-181, 15-183, and 15-184.</u>
<u>Additional Information</u>	

Information requested Provide any additional statements of understanding that may be required or implied by applicable statutes or rules.

Supporting data Provide any additional information that might be helpful in supporting this request to establish a charter.

**RELATIONS WITH EDUCATION
RESEARCH AGENCIES**

The Superintendent is authorized to cooperate with colleges, universities, and other recognized research agencies in promoting potentially useful research. Because of the ~~number of requests for studies in schools~~, requirements in the Protection of Pupil Rights Amendment (20 U.S.C. 1232h) it may be necessary to limit the number and establish guidelines for the approval of studies.

Decisions in connection with research involving students, teachers, or other employees will be influenced by the following factors:

- ♦• The objectives of the research should be clearly stated and the design should produce valid and reliable results that will then be made available to the District.
- ♦• The research should be expected to contribute to the improvement of education or the general welfare of students.
- ♦• Data derived from school records, interviews, surveys or questionnaires that have potential for invasion of the privacy of students or their families must have advance written authorization of parents or guardians even though the collecting and reporting of data are to be conducted under conditions of anonymity.
- ♦• Research proposals should be of sufficient scope and depth to justify the time and effort.
- ♦• In general, instructional activities will not be interrupted unless there is a clear significance for the educational program of the schools.
- ♦• Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. This faculty member must have direct responsibility related to the student's research.

The following activities require direct annual notification to parents at the beginning of the school year of the specific or approximate dates when scheduled, if scheduled in accordance with the Protection of Pupil Rights Amendment:

- Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that

information (or otherwise providing that information to others for that purpose).

- The administration of any survey containing one (1) or more items described below.
 - Political affiliations or beliefs of the student or the student's parent.
 - Mental or psychological problems of the student or the student's family.
 - Sex behavior or attitudes.
 - Illegal, anti-social, self-incriminating, or demeaning behavior.
 - Critical appraisals of other individuals with whom respondents have close family relationships.
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
 - Religious practices, affiliations, or beliefs of the student or the student's parent.
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Any nonemergency, invasive physical examination or screening that is:
 - required as a condition of attendance;
 - administered by the school and scheduled by the school in advance; and
 - not necessary to protect the immediate health and safety of the student, or of other students.

Adopted: date of ~~manual~~Manual adoption

~~CROSS REF.: CA Administration Goals/Priority Objectives~~

LEGAL REF.: A.R.S. 15-104
20 U.S.C. 1232h
34 C.F.R. 98

**RELATIONS WITH EDUCATION
RESEARCH AGENCIES**

~~In order to advance educational research that will lead to increased knowledge and improvement in education, the District will cooperate with outside research requests under the following guidelines:~~

- ~~◆ Questionnaires from recognized organizations requiring a relative short period of time for answering will be completed by the appropriate administrator.~~
- ~~◆ Projects that require a greater degree of time and that may involve building administrators and/or students will be considered only if they meet the following standards:~~
 - ~~▪ The research is related to a doctoral study in the field of education.~~
 - ~~▪ The research project is in an area that will benefit the students and the school system.~~
 - ~~▪ The project will not hamper or disrupt the ongoing program of the school system.~~
 - ~~▪ The project will not place a burden on the professional staff.~~
 - ~~▪ The project is presented in sufficient time to alert the staff and to make the proper arrangements. (At least 30 days prior to the requested date of completion.)~~
 - ~~▪ All requests for participation will be routed through the appropriate associate superintendent and have approval by the Superintendent's cabinet.~~

~~Adopted: date of manual adoption~~

MODEL NOTIFICATION OF RIGHTS UNDER
THE PROTECTION OF
PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and students who are under age eighteen (18) or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one (1) or more of the following protected areas:
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income other than as required by law to determine program eligibility.

- Receive notice and opportunity to opt a student out of:
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Receive/Inspect, upon request and before administration or use:
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

- Instructional material used as part of the educational curriculum.

School District will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

School District will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.

School District will also directly notify parents and eligible students, such as through registration materials, the U.S. Mail or e-mail, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Parent's or Guardian's Signature _____ Date _____

Student's Signature (if age eighteen or older) _____ Date _____

L-0550 ©
RELATIONS WITH COLLEGES =
AND UNIVERSITIES

LD

In order for staff members and students to benefit from the resources provided by colleges and universities, the Superintendent shall seek out and utilize the services of college and university faculty members or programs when they are compatible with the needs of the District.

Research involving student time shall be of benefit to the District.

~~It is the intent of the District administration and the faculty to maintain the finest kind of relationship with the University of Arizona and Pima Community College in whatever joint venture is undertaken.~~

Adopted: date of ~~manual~~Manual adoption

STUDENT TEACHING AND INTERNSHIPS

The District, its students, and the teaching profession receive great benefit from the participation of student teachers in District classrooms. The contributions of student teachers to the school environment are welcome and encouraged.

The School District assumes the obligation to provide apprentice teaching opportunities for student teachers from colleges and universities. It is the District's responsibility to:

- Provide supervised learning experiences.
- Provide a realistic environment.
- Provide experiences as a teacher decision maker.
- Evaluate the individual and the institutional preparation provided.

Authorization

The Superintendent or appropriate associate superintendent, principals, and teachers involved shall determine the number of trainees who shall be placed in the schools at any given time.

Before providing services directly to students, a person in a teacher preparation program who participates in a student teaching or other field experience shall obtain a fingerprint clearance card.

Definitions

Student teacher. A student teacher is a teacher trainee, an observer, or an intern.

Supervising teacher. A supervising teacher is the individual employed by the college or university to supervise the student teacher program.

Cooperating teacher. A cooperating teacher is a regular classroom teacher of the School District with whom a student teacher serves in the internship program.

Administrative Responsibilities

A student teacher situation is essentially on-the-job training where the basic knowledge has been obtained elsewhere as theory and is to be applied. Guiding the learning process in preparing to meet the daily demand requires recognition of the conditions of the job and some "model" to provide guidelines for teacher behavior in the interaction with students.

Satisfactory results of the program require the cooperative efforts of the college supervisor, the cooperating teacher, and the student teacher. Those efforts should include:

- Permitting the student teacher to observe the class to be taught.
- Encouraging the student teacher to assist the cooperating teacher for the first week or two (2).
- Gradually directing the student teacher to assume full control of the class.

Limitations

No student teacher shall assume full control of the class without approved plans for instruction in the format required by the cooperating teacher.

By agreement with the student teaching program, the cooperating teacher is permitted to delegate some responsibilities temporarily to the student teacher, but the cooperating teacher is always responsible to the school administration, the Governing Board, and the parents for promoting the best interests of the pupils.

Final Evaluation

The student teacher's final professional evaluation and grade, if any is given, is determined by the college supervisor.

Adopted: ~~January 12, 2010~~ [date of Manual adoption](#)

LEGAL REF.: A.R.S. 15-534
15-1640
15-1651

L-0611

AUSD10

LDA-R

STUDENT TEACHING AND INTERNSHIPS

It is the responsibility of the school system to provide supervised learning experiences for teachers in training to:

- Provide a realistic environment.
- Provide experiences as a teacher decision maker.
- Evaluate the individual and the institutional preparation provided.

A student teacher situation is essentially on-the-job training where the basic knowledge has been obtained elsewhere as theory and is to be applied. Guiding the learning process in preparing to meet the daily demand requires recognition of the conditions of the job and some "model" to provide guidelines for teacher behavior in the interaction with students.

Administration and Staff

The responsibilities of the administration and the staff to the student teacher are as follows:

- The student teacher should be supplied with all necessary materials and should be introduced to personnel and the school routine and procedures.
- The student teacher should observe the class to be taught, assist the cooperating teacher for the first week or two (2), and gradually be directed to ~~assume full control of the class.~~ ~~No student teacher shall~~ assume full control of the class.
- No student teacher shall assume full control of the class without approved plans for instruction in the format required by the cooperating teacher.
- Weekly conferences should be held between the student and teacher, with arrangements being made by the cooperative teacher.
- A broad range of noninstructional activities should be provided for the student teacher.

- Serious difficulties of the student teacher should be reported promptly to the supervising teacher and the school principal.
- The cooperating teacher should be in the student teacher's classes approximately eighty percent (80%) of the time the student is actually teaching, adjusted to the success and needs of the student.
- The student teacher should not be required to miss any regular college classes.

Cooperating Teacher

Additional responsibilities of the cooperating teacher are as follows:

- By agreement with the student teaching program, the cooperating teacher is permitted to delegate some responsibilities temporarily to the student teacher, but the cooperating teacher is always responsible to the school administration, the Governing Board, and the parents for promoting the best interests of the pupils.
- The goal of the cooperating teacher will be to develop a good team relationship with the student teacher, working as senior and junior partners. The cooperating teacher's absence from the room should be on a planned basis, briefly at first, and gradually being extended to an occasional full period if the student teacher can continue to maintain high-level learning.
- If it appears to the cooperating teacher that the student teacher is unprepared for practice teaching and cannot hope to complete the semester successfully, it should be openly discussed with the student, pointing out the weaknesses and the belief that dropping the course at this time will prove beneficial to all concerned.
- If the cooperating teacher has private doubts and feels genuine concern for the student teacher's ability to grow, the student teacher should be discussed with the principal and the supervising teacher, and both of them should be invited to observe the student teacher's work. A school, college, and student teacher conference should be held if termination of the student teaching program for that student teacher is being considered.
- The principal should be informed of the student teacher's progress at all times.
- A written report describing the following areas will be submitted to the building principal by the sixth (6th) week of practice teaching:
 - Preparation of plans.

- Cooperation.
 - Timeliness of assignments being met.
 - Management of classroom.
- The grades on the pupil's report cards are the final responsibility of the cooperating teacher.

Selection of Cooperating Teachers

The school principal will be responsible for the selection of cooperating teachers under the following guidelines:

- Normally, a first-year employee shall not participate as a cooperating teacher.
- A teacher with three (3) years of prior experience in teaching may participate as a cooperating teacher after one (1) year with the School District.
- A teacher shall be considered for the cooperating teacher role after ~~one (1) year~~ two (2) full years of teaching experience with the ~~School~~ District.
- ~~A teacher shall be considered for the cooperating teacher role after two (2) full years of teaching experience with the District.~~

Student Teacher Placement

Usually the university or college will ask to have contact personnel in the School District named for the purpose of arranging the student teaching experience. The building principal shall be responsible for this function.

Assignment. An effort should be made to distribute the number of student teachers in different classes because of pupil scheduling and to decrease the probability that a pupil will have more than one (1) student teacher.

Central reporting. Upon placement, the appropriate associate superintendent of curriculum shall receive the following information:

- Name of student, address, telephone number, etc.
- Assignment by grade, department, and building
- Name(s) of cooperating teacher(s).
- College.
- Period of assignment.

- Supervising teacher.

L-0800 ©
RELATIONS WITH STATE
EDUCATION AGENCIES

LF

It shall be the policy of the District to cooperate with the state educational agencies in the attainment of educational goals and objectives.

Waiver from Administrative Rules

A waiver from any administrative rule may be requested, in accord with A.A.C. R7-2-801, by submitting such request to the State Superintendent of Public Instruction for approval by the State Board of Education. Such request shall include, at a minimum, the following:

- ♦• Evidence that the school or the District is currently in compliance with all state laws and State Board of Education rules.
- ♦• A statement identifying goals that will be accomplished and how the waiver will assist in enhancing school improvement.
- ♦• A three (3)-year plan for school improvement.
- ♦• Identification of the specific rules for which the waiver is requested.
- ♦• Evidence of a public hearing held by the school or the District that provided for parental and public involvement and input into the proposed three- (3) year plan.

A school within the District, as represented by the principal, may request approval of a waiver by submitting to the District Superintendent a proposal containing the minimum requirements as indicated above.

Proposals submitted by a school will be forwarded by the Governing Board to the State Superintendent of Public Instruction within thirty (30) days.

A waiver approved by the State Board of Education may be renewed.

A completed renewal request may be submitted to the Superintendent. The Governing Board will forward such renewal request to the State Superintendent of Public Instruction within thirty (30) days from receipt.

Adopted: date of ~~manual~~Manual adoption

LEGAL REF.: A.R.S. 15-203

15-239

A.A.C. R7-2-801

**RELATIONS WITH STATE
EDUCATION AGENCIES**

Waiver from Administrative Rules

A school or school district with a waiver approved by the State Board of Education shall document progress obtained as a result of the waiver and shall report on or before June 30 of each year to the State Superintendent of Public Instruction.

A school district having a school with an approved waiver may report the effects that such waiver has had on the operation of the school district. Reports shall be submitted on or before June 30 of each year to the State Superintendent of Public Instruction.

~~*Adopted:*—date of manual adoption~~

L-0900 ©
RELATIONS WITH EDUCATION
ACCREDITATION AGENCIES

LH

It shall be the policy of the Board to seek the highest status of membership for its schools in the North Central Association of Colleges and ~~Secondary~~ Schools, cooperating in the association's evaluations of the school system and considering its recommendations.

Adopted: date of ~~manual~~Manual adoption

~~AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10~~
SUGGESTED MOTIONS TO ACCOMPLISH
POLICY MANUAL ADOPTION

Initial Motion I

"I move ~~that we to~~ rescind and ~~make void~~nullify all current and past policies of the Amphitheater Unified School District No. 10."

If ~~Motion I passes, then make one of~~ the motion carries, the Board should proceed to act on the following ~~motions~~motion.

Subsequent Motion Ha

~~I move that we approve the policy manual as developed with consulting help from the Arizona School Boards Association.~~

"I move ~~that we approve~~adopt the ~~policy manual that was~~Policy Manual developed with consulting ~~help~~assistance from the Arizona School Boards Association, ~~with changes as described~~containing selected retained documents from the predecessor Manual and new and modified documents hereby prescribed and approved by the Board."