

I-4500 AUSD10 IIA GROUPING FOR INSTRUCTION

The grouping of students in the elementary and secondary classrooms should reflect the heterogeneity of the society in which the students function. The instructional program should serve the needs of the individual student.

The Governing Board recognizes that students learn in different ways and at different rates.

Therefore, the staff is expected to develop and utilize a continually progressive learning program and to provide a variety of methods and materials by and from which a student may learn.

Because there is a need for educating parents and the community in general about the latest research in learning, the Governing Board will assist the staff in keeping the community informed.

Adopted: date of Manual adoption

I-4550 © IIB
CLASS SIZE
Regular Education

The teacher-student ratio for staffing in the District is the responsibility of the Board. Staffing patterns and student grouping shall be flexible so as to accommodate varied instructional delivery approaches, student needs, curriculum requirements, and fiscal resources. Each year the Superintendent will make staffing recommendations during the budget review and preparation process.

Special Education

It is the intent of the District to maintain a special education student-teacher ratio that will allow the teacher to work effectively and efficiently toward the individualized education program (IEP) objectives of each student with a disability and to work with classroom teachers to prevent learning problems whenever possible.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-341
 15-342
 15-764

CROSS REF.: IHB - Special Instructional Programs

REGULATION

REGULATION

I-4561 AUSD10 IIB-R CLASS SIZE

The District recognizes that *in specific situations* a lower class size has a positive impact on student learning, attitude, and behavior. It is also recognized that under many current teaching practices class size/load impacts teacher performance. The issue of class size/load equity is also acknowledged. Therefore, the following guidelines are established in determining appropriate class size/load of teachers:

- The following parameters will be established for regular classroom teachers' class-size maximums:
 - K-1 31*
 - 2-3 33*
 - 4-5 37
 - 6-8 39 Teacher Load 185
 - 9-12 39 Teacher Load 185

* In schools with Title I reading programs, class-size maximums for kindergarten and first grade will be twenty-eight (28), and class-size maximums for second and third grades will be thirty (30).

- The following parameters will be used for regular classroom teachers' class-size minimums:
 - K-1 17
 - 2-3 17
 - 4-5 17
 - 6-8 17 Teacher Load 112
 - 9-12 17 Teacher Load 112
- If at any time after three (3) weeks into the semester class-size maximums are exceeded or class-size minimums are underenrolled, a school-based process will be developed to review the situation. This process will include the following:

- Administrator, teacher(s), and department chairperson meet and review the above options within five (5) working days.
- Options are reviewed.
- After exploring options in good faith, a plan of action will be developed for implementation.
- Options for remedying situations where maximums are exceeded may include, but are not limited to the following:
 - Offer additional professional development opportunities to the teacher/department.
 - Provide additional technology to the classroom.
 - Explore team teaching.
 - Increase planning time.
 - Provide assistance for clerical work.
 - Remove other duties from teacher (e.g., bus duty, hall duty).
 - Offer additional funds for materials, supplies.
 - Offer additional funds for travel (conferences, etc.).
 - Transfer students to other classes or other schools.
 - Explore creative scheduling.
 - Explore creative teaching techniques.
 - Offer instructional aide time.
 - Create a new class/section.
- Options for remedying situations where classes are underenrolled, may include, but are not limited to the following:
 - Combine classes.
 - Cancel classes.

- Transfer students to other classes or other schools.
- Use technology.
- Offer special-interest classes less frequently.
- Local criteria that should be used when making school-based decisions regarding class size will include the following:
 - Promotes systems efficiency.
 - Ensures equity among teachers.
 - Is in the best interest of students.
 - Encourages flexibility and creativity at the school level.
 - Provides alignment with the schools' strategic plan.
- Within five (5) working days after the meeting held in accordance with the third grouping above, a written plan of action shall be prepared. If the written action plan does not involve hiring or transferring personnel, the plan shall be implemented within five (5) working days thereafter. If the action plan involves hiring or transferring personnel, it may be implemented only after said hiring and/or transferring has been accomplished in accordance with District policy.
- If any of the above remedies are implemented and class size changes to exceed the minimums or fall below the maximums established, the option(s) may, at the discretion of the site administrator, be discontinued.
- Class-size numbers will not be applicable in instances involving innovative and/or experimental programs: BLOCK or "school-within-a-school" programs, special-needs learners, and/or large-group instruction. Class numbers will not apply for other special grouping arrangements that may be agreed to by the staff and principal.
- Special education class-size numbers will comply with rules and regulations that govern these programs.

Special Education Class Ratios

The District has set student/teacher ratios for special education students to better serve the needs of the students:

STUDENTS: TEACHER WITH AIDE*

Cross categorical resource	22:1	32:1
Cross categorical special class	14:1	20:1
Emotionally disabled	12:1	18:1
Mild mental retardation	16:1	23:1
Hearing impaired	10:1	14:1
Moderate mental retardation	10:1	14:1
Orthopedic impairment	10:1	14:1
Multiple disabilities with severe sensory impairment	10:1	14:1
Vision impaired itinerant	12:1	17:1
Severe/profound mental retardation or autistic	9:1	

(with aides to maintain a student: adult ratio of 3:1)

WITH 0.5 FTE
SPEECH TECHNICIAN

Speech/language	55:1	75:1
Adaptive physical education	50:1	65:1

TEACHER TEACHER /W AIDE W/2 AIDES

Emotionally disabled	12:1	22:1
----------------------	------	------

*The ratio stated is with an aide assigned throughout instructional hours. Partial aide time may be assigned for enrollments up to this number.

If, three (3) weeks into the semester, class-size maximums are exceeded by three (3) students, a school-based process will be developed to review the situation. This process will include the following:

- Principal and teacher(s) meet and review situation (K - 6); Principal and department head meet and review situation (6 - 12).

- Options are reviewed (see Policy IIB).
- After a good-faith effort by all parties involved, a mutual decision will be made. If a mutual decision cannot be reached, the principal, teacher(s) and department head (where applicable) will meet with the director of special education and review the situation and options.
- Again, after a good-faith effort by all parties involved, a mutual decision will be made. If a mutual decision cannot be reached, the final decision will be made by the director of special education.

CROSS REF.: IHB - Special Instructional Programs

EXHIBIT

EXHIBIT

**I-4581 AUSD10 IIB-E
CLASS SIZE**

CLASS SIZE/LOAD ACTION PLAN

(May be submitted to site administrator after three weeks into semester.)

School

Date

Teacher

Grade Level Administrator

Class Size/Load

Max/Min Class Size by Policy (circle Max or Min)

Date/initials:

_____ Step 1 Submit form to site administrator.

_____ Step 2 Administrator, teacher(s), and department chairperson meet and review options indicated in Policy IIB within five working days.

_____ Step 3 A plan of action is written within five working days after Step 2 is completed. If the action plan does not involve hiring or transferring personnel, the plan will be implemented within five working days.

Action Plan Narrative Implementation date _____

I-4700 © IIE
STUDENT SCHEDULES AND COURSE LOADS

It shall be the responsibility of the principal, with the cooperation of assigned counselors, to assist students in the scheduling of classes.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-341

REGULATION

REGULATION

I-4711 AUSD10 IIE-R STUDENT SCHEDULES AND COURSE LOADS Auditing and Reviewing

Auditing:

- Auditing classes in the District is permitted.

Reviewing:

- Reviewing a course is defined as attending a class in a subject in which a student has earned credit. By recommendation from a counselor and permission by the administration, a student may review a class.
- Usually a maximum of twelve (12) weeks is allowed for reviewing a class.

Special Programs/Electives/ Academic Load

Middle school and high school:

- A student's selection of subjects and any change in the student's selection of subjects must be approved by the student's parent/guardian and a counselor.
- When a student is excused from physical education class for physical or health reasons, course credit must be made up in other subjects or in special work.
- Course credit will be arranged for special work, such as office helper or library helper.

High school:

- Driver training will not result in course credit.
- The normal student load should be five (5) subjects. The normal load may be exceeded by special arrangement.

I-4900 AUSD10 III INDEPENDENT STUDY

A student who proposes doing work completely outside the framework of a regular class situation may be enrolled for independent study. This would normally be work of an advanced nature in a subject in which the student had previously been enrolled. The objectives of independent study are (1) to develop the independent, self-directed learner and (2) to provide the learner with an opportunity to explore areas of knowledge not to be found in the regular curriculum.

In general, independent study is reserved for unusually competent students who have shown intellectual curiosity and have demonstrated ability to accept responsibility.

If the proposed study is to be considered for credit, the student must submit a description of the proposed project for committee approval. The committee shall be composed of the instructor, the department head, and the school principal or designee.

Adopted: date of manual adoption

AI-5250 © IJ
INSTRUCTIONAL RESOURCES AND MATERIALS
Supplies

All students in the elementary (K-8) schools will have required textbooks and supplies furnished by the District.

The Governing Board shall furnish free required textbooks and related printed subject matter materials for high school students in grades nine (9) through twelve (12).

A student or parent may purchase, at the price paid for the books, such books as are necessary for high school students. Students and their parents shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Parents may be required to pay for any damage to school property.

The Superintendent is authorized to establish a replacement-fee schedule and make it available to students, staff members, and parents. Students and parents will be advised of this replacement-cost policy upon enrollment or at the beginning of each school year.

Access to Instructional Material by Parents and Guardians

The Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District access to the instructional materials currently used by, or being considered for use by, the District in accordance with the terms of this policy. The request by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review.

Such procedures shall make available at least one (1) copy of the instructional materials for review by the parents or guardians. Printed textbooks, printed supplementary books, and printed subject-matter materials may be checked out from the District premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films, may be reviewed only on the District premises.

Parents or guardians will be notified when and where the instructional materials may be picked up or reviewed. Materials will be made available on a first-come, first-served basis.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-102
 15-342
 15-341

CROSS REF.: 15-721 to 15-730
ABA - Community Involvement in Education
KB - Parental Involvement in Education

REGULATION

REGULATION

I-5261 AUSD10 IJ-RA INSTRUCTIONAL RESOURCES AND MATERIALS Availability of and Access to Instructional Materials by Parents or Guardians

Parents or guardians of students enrolled in the District shall have access to instructional materials currently in use, or being considered for use, in the District. Such access shall be governed by the following:

- Requests must be in writing and must specify the materials that the parents or guardians want to review.
- Requests shall be submitted to the office of the principal.
- At least one (1) copy of such instructional materials shall be available for parent or guardian review.
- Printed textbooks, supplementary books, and other printed subject matter may be checked out for removal from District premises for up to forty-eight (48) hours. All other materials, including films, may be reviewed only on District premises.
- School personnel involved in handling requests to review materials will notify the parents or guardians as to when and where such materials may be picked up or reviewed.
- Materials will be available on a first-come, first-served basis.

Objections to Learning Materials and Activities

A student whose parent or guardian objects to any learning material or activity may be withdrawn from the activity or from the class or program in which the material is used, providing:

- The objection is in writing and is specific in its description of the activity or learning material to which the parent or guardian objects.
- The objection includes a statement that the parent or guardian understands that the educational information and concepts covered in the activity or material may not be covered in any other manner or form and that the parent or guardian understands that the student may not be able to make up the material or activity in any other way.

- Although the student may be unable to make up for the missed activity or material, no penalty will accrue to the student in grades or credit, with the exception that, if the objection removes a student from a substantial portion of a class, promotion and credit decisions will be based on applicable District policies.
- All such objections shall be directed to the principal of the school in which the student is enrolled, who shall forward a copy of the written objection to the Superintendent, indicating that the student has been removed from the activity or stating the reason for nonremoval.
- Upon receiving a principal's recommendation for removal or nonremoval, the Superintendent will review the situation and make a decision regarding the matter and communicate that decision to the parent or guardian and the principal.
- Within ten (10) days after receiving notification of such decision from the Superintendent, the parent or guardian may request an appeal to the Board.

Exemptions from Classes

Religious/personal belief exemption:

- A student who needs to be exempted or withdrawn from a physical education class or health education class for religious reasons, or because of the parent's personal beliefs, must submit a written request from the parent or guardian and an exemption form, prepared by their affiliated religious group, to the principal or (at the high school level) to the appropriate counselor. The necessary program change will be executed by the principal, or by the counselor after consultation with the principal.

Physical condition exemption:

- A student who needs to be exempted or withdrawn from a physical education class due to a physical disability or a precluding physical condition must submit a written request from the parent or guardian and a medical examination report from a doctor verifying the need for exemption from physical education to the principal or (at the high school level) to the appropriate counselor. The necessary program change will be executed by the principal, or by the counselor after consultation with the principal.

Student activities exemption:

- Students who need to be exempted or withdrawn from other student activities due to religious or personal beliefs, or for physical reasons, must follow the appropriate procedure as stated above.

Activity exemptions:

- A parent or guardian may request that a student be exempted from certain types of student activities for religious, personal, or physical reasons.
- A parent or guardian who wishes to have a child excused or exempted from certain types of student activities for any of the above reasons must:
 - Present a request in writing to the principal; *and*
 - Present a medical examination report from a doctor; *or*
 - Submit an exemption form or letter from the affiliated religious group; *or*
 - Give good cause regarding the family's personal beliefs in the letter to the principal.

Approval:

- The principal will effect the necessary change if the request is approved.

REGULATION

REGULATION

I-5262 AUSD10 IJ-RB INSTRUCTIONAL RESOURCES AND MATERIALS Responsibility of Student for Care of Textbooks

The Governing Board shall hold students responsible for the loss, damage, or destruction of any textbooks, supplementary books, related printed subject-matter materials, or instructional computer software issued to and/or used by them on or off school premises.

Students must return all textbooks, supplementary books, related printed subject-matter materials, and instructional computer software issued free of charge to them by the school upon completion of the courses in which they are enrolled or upon withdrawal from any course in which they are enrolled or upon withdrawal from the school or upon being expelled from the school. All such books and materials shall be returned to the high school bookstore at the high school that the student attends.

A student who, after having been issued same by the school, has lost, damaged, or destroyed any textbook, supplementary book, subject-matter materials, or computer software shall reimburse the School District for the cost of such item(s).

If for any reason a student needs to have a second copy of any textbook, supplementary book, subject-matter materials, or computer software issued prior to completion, withdrawal, or expulsion from a course in which the student is enrolled, no replacement copy will be issued until the student has paid for the cost of the lost, damaged or destroyed item. (However, the student shall not be required to pay for the issuance of a second set of books and materials if the student withdraws from school, turns in all books and materials as required, then later in the same academic year reenters the same school and reenrolls in the same courses previously attended.)

REGULATION

REGULATION

I-5263 AUSD10 IJ-RC
INSTRUCTIONAL RESOURCES AND MATERIALS
Alternative Instructional Activities

It shall be the responsibility of the building principal and the student's teacher(s) to provide alternative instructional activities for a student whose parents object to certain learning materials or activities.

The parents shall be advised of the content of the alternative instructional activities for their children.

The alternative instructional activities shall be appropriate to the age and/or learning ability of the student, and the student shall receive a grade and appropriate credit for such activities and assignments.

**I-5800 AUSD10 IJJ
TEXTBOOK / SUPPLEMENTARY MATERIALS
SELECTION AND ADOPTION**

The Board will approve and adopt all new textbooks and supplementary books. The Superintendent shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students, and community members. These procedures may provide for the establishment of textbook selection committees. Recommendations from textbook selection committees will be forwarded to the Superintendent.

Textbooks and supplementary books for common schools recommended by textbook selection committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption.

In recommending books, the committees will strive for continuity of textbooks throughout the different grades and use the same book series in all classes of the same grade.

The Superintendent will establish procedures for the purchase and distribution of all necessary textbooks, supplemental books, and other related instructional materials from the adopted list free of cost to students.

Removal of Textbooks/Supplementary Materials

Textbook selection committees may recommend to the Superintendent that certain previously adopted textbooks or supplementary materials be deleted from the Board-approved list. Textbooks and supplementary materials will not be deleted without the approval of the Board.

Disposal of Learning Materials

The Board authorizes the Superintendent to establish regulations for the disposal of surplus or outdated learning materials when it has been determined that the cost of selling such materials equals or exceeds estimated market value of the learning materials.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-203 1
5-342
15-721
15-722
15-726

CROSS REF.:

DN - School Properties Disposition

IJL - Library Materials Selection and Adoption

KEC - Public Concerns/Complaints about Instructional
Resources

REGULATION

REGULATION

I-5811 AUSD10 IJJ-RA TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (Adoption of Textbooks)

In compliance with state statutes, the Governing Board shall approve the course of study, the basic textbook for each course, and all units recommended for credit under each general subject title prior to implementation of such course, at both the common (kindergarten through grade eight) and high school levels. In the selection and adoption of textbooks, supplementary books, and instructional computer software, the following conditions shall apply:

- If no textbook is to be used at all in a given subject, there is no requirement in the law that one must be used.
- If any course does not include a basic textbook, the Governing Board shall approve all supplemental books used in such course prior to approval of the course.
- Textbooks not included on the State Board of Education's advisory list may be used in the classroom as the basic medium of instruction, provided the Governing Board approves and adopts such textbooks prior to their use.
- If any course includes a basic textbook and also uses supplemental books, the Governing Board may, prior to approval of the course, approve all supplemental books and teaching aids, including instructional computer software, used in such course.
- If any course includes a basic textbook and uses supplemental books or teaching aids that have not been approved by the Governing Board, such supplemental books may be used by the teacher at any time during the school year, provided that such supplemental books and teaching aids shall be brought to the attention of the Governing Board for approval and ratification by the Board during the school year in which they are added.
- A teacher who wishes to use any supplemental book that has not been approved by the Governing Board must complete and submit to the principal a copy of the District's Supplementary Book Evaluation form, and the principal must approve such supplemental book prior to its use in the classroom. It is then the principal's responsibility to bring said supplemental book to the attention of the Governing Board, through the Superintendent or designee.

- The provisions of this regulation apply to instructional computer software on the same basis as for supplemental books.

REGULATION

REGULATION

I-5812 AUSD10 IJJ-RB TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (Textbook Adoption Committees)

The Superintendent has delegated to the certificated staff the responsibility of recommending textbooks to the Governing Board for adoption by the District. All staff members teaching in a given subject-matter area may be included in the process. Committees are organized as the need arises. Principals and supervisors are included on textbook-adoption committees as coordinating and leadership personnel. All meeting of committees authorized for the purpose of textbook review and selection shall be open to the public.

Function

The function of such committees is to select textbooks that are to be proposed to the Governing Board for final adoption. Emphasis is placed upon the needs of youth enrolled in the respective grade levels and courses, on enhancing the quality of the instructional program, and on establishing continuity throughout the subject-matter area.

Procedures for Textbook Adoption

Textbook adoption cycle:

- In grades kindergarten (K) through twelve (12), textbooks will be reviewed and adopted on a regular basis to correlate with the Arizona Board of Education review and revision of state standards, according to needs established by teachers, or through the process of program evaluation.

Committee composition:

- The committee shall be composed of teachers representing each school and/or subject area involved and the Superintendent or the Superintendent's designee. Parents and/or representatives from the community should be asked to serve on the committee. When appropriate (grade-level consideration), students will also be asked to serve on the committee.
- The Superintendent or the Superintendent's designee will appoint the chairperson of the textbook adoption committee by September 30 of the adoption year.

Committee procedures:

- During a meeting of the textbook adoption committee, the Superintendent or designee will outline the purpose, function, and suggested process to the committee. The committee members shall identify and screen various textbooks for their respective grade-level and/or subject-area colleagues to review.

Solicitation of information:

- Opportunity for input into the textbook-adoption process will be offered at the building/grade/department level to all people or their representatives who would be affected by the selection. Each teacher will be given an opportunity to assure that curricular objectives and students' needs at the individual classroom levels are met.

Synthesis of teacher recommendations:

- The textbook adoption committee will review teacher input and complete the Textbook and Materials Selection Guides at a general meeting. Two (2) kinds of information should be generated by the Textbook and Materials Selection Guides: qualitative ratings/rankings and quantitative ratings/rankings. Each committee member should have an opportunity to present qualitative findings in writing and orally to the total group. Using consensus decision making, the committee will select the textbook(s) to recommend for adoption.

Recommendation for adoption:

- The committee will notify the appropriate associate superintendent for curriculum and instruction of their selection. The associate superintendent will present the committee's recommendation to the Governing Board for adoption.
- A copy of each textbook recommended to the Governing Board for adoption shall be available at the District office for review by the public for a period of sixty (60) days prior to formal adoption of the textbook by the Governing Board.

EXHIBIT

EXHIBIT

**I-5831 AUSD10 IJJ-EA
TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND
ADOPTION**

SUPPLEMENTARY BOOK EVALUATION FORM

Title _____

Author or editor _____

Publisher _____

Copyright date _____ Last revision _____

Instructional course for which material will be used _____

Rationale for selection of this book _____

Course objective(s) to be met by using this book _____

District goal(s) to be met by using this book _____

This form should be filled out and kept on file by the teacher before a book is used as a supplement to the basic text in any class. It is important that the teacher have a rationale for the use of supplementary books in the classroom.

EXHIBIT

EXHIBIT

I-5832 AUSD10 IJJ-EB
TEXTBOOK / SUPPLEMENTARY MATERIALS
SELECTION AND ADOPTION
TEXTBOOK AND MATERIALS SELECTION GUIDE

The Selection Guide may be found on the District's webpage at:
<http://www.amphi.com/district/forms>

I-5950 © IJL
LIBRARY MATERIALS SELECTION AND ADOPTION

The Superintendent shall annually recommend to the Board an expenditure level for the purchase of library books, materials, and electronic media. The Superintendent shall approve the purchase of library books, materials, and electronic media that:

- Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- Assure a comprehensive collection appropriate for the users of the library.
- Provide a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Superintendent is authorized to establish a professional library for the use of the District staff.

The Superintendent will establish procedures for the removal of the following categories of books and other material from the library:

- Damaged materials.
- Materials that no longer present current information.
- Materials that no longer support the goals of the District.
- Materials that have not been used frequently enough to justify the use of library space.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-362
15-721

15-722

REGULATION

REGULATION

I-5961 AUSD10 IJL-R LIBRARY MATERIALS SELECTION AND ADOPTION

Students should have the opportunity to develop a wide variety of interests and to develop an understanding and appreciation of human achievement in the humanities, fine arts, and sciences. These are two (2) of the educational goals adopted by the Governing Board. The library media center shall be instrumental in the achievement of these goals.

Objectives of Selection of Materials

The primary objective of the school's library media center is to implement, enrich, and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

To this end, the Governing Board endorses *The Students' Right to Read*, the *Library Bill of Rights*, and the *School Library Bill of Rights for School Library Media Center Programs*, approved by the board of directors of the American Association of School Librarians, Atlantic City, 1969, the last of which is a part of this regulation.

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles and to provide maximum accessibility to these materials.
- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.
- To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
- To provide materials that reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the

American and world heritage and culture, thereby enabling students to develop intellectual integrity in forming judgments.

- To provide a written statement, approved by the Governing Board, of the procedures for meeting the challenge of censorship of materials in school library media centers.
- To provide qualified professional personnel to serve teachers and students.

Materials Defined

Materials shall include, but not be limited to, books, periodicals, filmstrips, videotapes, computer software, and the like.

Responsibility for Selection of Materials

Although the Governing Board is legally responsible for all matters relating to the operation of District schools, the responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system.

Selection of materials may involve any or all of the following individuals: principals, teachers, parents, supervisors, and media specialists. The responsibility for coordinating the selection of library and media center materials and making recommendations for purchase rests with the professionally trained media personnel.

Criteria for Selection of Materials

Needs of the individual school based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

- Overall purpose;
- timeliness or permanence;
- importance of the subject matter;
- quality of the writing/production;
- readability and popular appeal;
- authoritativeness;

-
- reputation and significance of the author/artist/composer/producer, etc.;
-
- format and price.

Requests from faculty and students shall be given consideration.

Procedures for Selection

In selecting materials for purchase, the media specialist shall evaluate the existing collection and consult:

- Reputable, unbiased, professionally prepared selection aids; specialists from all departments and/or all grade levels.

In specific areas, the media specialist shall follow these procedures:

- Gift materials shall be judged by basic selection standards, and shall be accepted or rejected by these standards.
- Multiple items of outstanding and much-in-demand media shall be purchased as needed.
- Worn or missing standard items shall be replaced periodically.
- Out-of-date or no longer useful materials shall be withdrawn from the collection.

Challenged Materials and Committee

Occasional objections to a selection will be made by the public, despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials.

Committee selection. When a request for evaluation is received, a challenged materials committee shall be appointed by the Superintendent and shall be representative of the entire District. The committee shall consist of: three (3) professionally trained media specialists, three (3) teachers (one [1] from each grade level: elementary, middle and high school), two (2) parents or community members, and one (1) administrator.

If a complaint is made, the procedures outlined below shall be followed:

- Invite the complainant to file the objection(s) in writing by filling out the prepared questionnaire. The complainant shall be advised to return the questionnaire to either the school librarian or department chairperson,

who, in turn, will distribute copies to the building principal, Superintendent, and challenged materials committee chairperson for distribution to committee members within five (5) days of receipt.

- Materials are not to be removed from use until a decision approving such removal has been made by the Governing Board unless temporary removal has been recommended by the Superintendent or the Superintendent's designee.
- If consideration for temporary removal is recommended by the Superintendent or the Superintendent's designee, the following procedures shall be followed:
 - The Superintendent or the Superintendent's designee shall call a special meeting of the challenged materials committee.
 - The Superintendent may override the decision of the committee for or against temporary removal of the challenged item.
 - If the decision reached is for temporary removal of the item, the item shall be removed pending committee action.
 - If temporary removal is not considered, the item shall be retained subject to committee action.
- The challenged materials committee shall:
 - Read and/or view and examine material referred to it.
 - Check general acceptance of the material by reading reviews and soliciting opinions from others competent in the field concerned.
 - Weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context.
 - Meet within sixty (60) workdays of receipt of the complaint to determine whether the material meets the objectives of selection.
- A quorum of the Challenged Materials Committee shall consist of five (5) members.
- In the event of a decision by the committee to remove the material permanently from circulation, a two-thirds (2/3) vote for removal by a quorum must be reached. The Superintendent may not override a two-thirds (2/3) vote of a quorum.

- A majority vote must be reached in deciding whether the material shall remain in unlimited circulation and/or be placed in restricted circulation.
- Within thirty (30) days of that meeting, the committee chairperson will forward copies of the report to the Superintendent, the principal, the media specialist or department chairperson who received the complaint, and the complainant.
- The report will indicate the recommendation of the committee as to whether the material will remain in circulation, be placed on restricted circulation, or be withdrawn permanently from circulation and the reasons for its decision.
- Upon review of the committee's report, and within ten (10) workdays of receipt, the Superintendent or the Superintendent's designee shall either confirm the recommendation or refer the report back to the committee for further study and a subsequent report.
- If the Superintendent confirms a recommendation to have the material permanently removed from the schools of the District, a recommendation for action will be made to the Governing Board.
- The complainant, committee members, school principals, department chairpersons, and media specialists shall be advised of the action of the Governing Board.
- Record of the disposition of the complaint will be retained by the District.

Appeal of Decision

The complainant shall be advised that an appeal may be made to the Governing Board in writing within ten (10) days of receipt of the decision. The Governing Board will review the materials and within thirty (30) days render its final decision.

I-6000 © IJM
SPECIAL - INTEREST MATERIALS SELECTION AND ADOPTION

Commercial organizations offer a variety of materials for use by teachers in the classroom. Many of these materials are of high educational value, with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

In general, supplementary materials (printed materials, models, films, slides, pictures, charts, exhibits for educational purposes, et cetera) from commercial, political, religious, or other nonschool sources should have approval by the Associate to the Superintendent. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials, are timely and up to date, and promote American democratic ideals and moral values.

The Superintendent shall be the final judge of whether or not such materials shall be utilized with students and will establish necessary procedures for their evaluation, approval, and use.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-341
 15-535

I-6200 © IJNC
RESOURCE CENTERS / MEDIA CENTERS / SCHOOL LIBRARIES

Library facilities are considered of the utmost importance to the students and should be designed, to the extent possible, to accommodate:

- A comprehensive collection of instructional materials selected to meet the needs of the students.
- Maximum accessibility to these materials.
- A place for materials that will support the curriculum, taking into consideration the individual student's needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of all of the students.
- A place for materials for teachers and students to encourage growth in knowledge, which will develop literary, cultural, and aesthetic appreciation and ethical standards.
- The allotment of space for an adequate professional library.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-341
 15-362
 41-1354

I-6300 © IJND
TECHNOLOGY RESOURCES
(Movies/Videos)

It is the policy of the District that there is educational value in utilizing movies, and videos in classrooms only when such movies and videos extend and/or reinforce the concepts being taught and have been planned for in advance.

The Superintendent shall develop regulations governing the use of movies, /videos in the classroom.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-341

REGULATION

REGULATION

I-6311 AUSD10 IJND-R TECHNOLOGY RESOURCES (Movies/Videos/Software Programs)

In *elementary schools*, teachers *must* notify parents in advance when they plan to show movies/videos with a rating of PG. Form IJND-E must be completed by the teacher and used to inform parents of the proposed viewing. Movies/videos with ratings above PG (PG-13, R, or NC-17) are not to be shown. This includes movies/videos shown in the classroom or any District facility (this includes buses and motels where students are present). Parents have the right to deny permission for their children to view a particular movie/video (see permission on form IJND-E).

In *middle schools*, teachers *must* notify parents in advance when they plan to show movies/videos with a rating of PG-13. Form IJND-E must be completed by the teacher and used to inform parents of the proposed viewing. Movies/videos with ratings above PG-13 (R and NC-17) are not to be shown. This includes movies/videos shown in the classroom or any District facility (this includes buses and motels where students are present). Parents have the right to deny permission for their children to view a particular movie/video (see permission on form IJND-E).

In *high schools*, teachers *must* notify parents in advance when they plan to show movies/videos with a rating of R. Form IJND-E must be completed by the teacher and used to inform parents of the proposed viewing. Movies/videos with ratings above R (NC-17) are not to be shown. This includes movies/videos shown in the classroom or any District facility (this includes buses and motels where students are present). Parents have the right to deny permission for their children to view a particular movie/video (see permission on form IJND-E).

Use of Media in Schools

It is the responsibility of Amphitheater Public Schools employees to use sound professional judgment in the selection of media to be used with students. With regard to the use of video/films and computer software, the following issues must be considered:

General Guidelines

- School personnel must preview all media before showing to students.
- Every video, film, and computer software program used in a school must be used to add value to the instructional program; there shall be specific rationale designating the selection's instructional benefits.

- The content of any media shall be selected with the age and maturity of the students in mind.
- If a video, film, and computer software program selected to be shown in school has potential for controversy or contains any element listed on form IJND-E (on file in the principal's office), then form IJND-E shall be completed and sent to parents to obtain approval in writing for their child to view it.
- By law when a teacher shows any video that does not include "public performance rights" the teacher must comply with the "Fair Use" provisions and Chapter 1, Section 110, Title 17 of the United States Code as part of the *Copyright Law Revision of 1976*. The following is a summary of the guidelines from those documents. Videos shown in school must:
 - be used with students in "face to face" instruction with the teacher present.
 - be directly related to the curriculum and current instruction.
 - be a legally obtained copy.
 - not be used for extra-curricular, reward or recreation.

A video can be distributed via a closed-circuit system for multi-classroom use within one (1) school, as long as it complies with the "Fair Use" provisions described above and the broadcast does not leave the school grounds. *The House of Representatives Report No. 94-1476* that accompanied the passage of the Copyright Law supports this interpretation. This report states, "...as long as the instructor and student pupils are in the same building or general area, the exemption would extend to the use of devices for amplifying or reproducing sound and projected visual images."

- Showing a video outside the curricular setting (a club, parent group, or for a special event like "Movie Night") constitutes a "public performance" and only the copyright holder can authorize this showing. To show a video in this instance, one (1) of three (3) criteria must be met:
 - the video must have been purchased with "public performance rights" included in purchase price.
 - the group showing the video must obtain "public performance rights." Purchasing a "Movie Copyright Compliance Site License" can provide these rights.

- the group showing the video must get a signed affidavit from the copyright holder giving permission for the video to be used.
- The use of television programming, other than for specific instructional purposes, is inappropriate. Having televisions tuned to broadcasts of general programming while students are working independently is an unacceptable practice, which diminishes quality work habits. Live broadcasts of historical events including live speeches, space exploration, or state funerals are permissible.
- According to the "Fair Use Guidelines," a broadcast program (a television program transmitted by television stations for reception by the general public without charge) may be recorded and shown once and there may be a repeated showing (for instructional reinforcement) once within ten (10) consecutive school days of the broadcast. For the following thirty-five (35) days, teachers may keep the tape for evaluation purposes only. The tape may not be used in school after the forty-five (45) day period and must be destroyed after forty-five (45) days. Special permission must be obtained for taping from cable or "paid programming." Rules vary by copyright holder.

EXHIBIT

EXHIBIT

**I-6331 AUSD10 IJND-E
TECHNOLOGY RESOURCES
(Movies/Videos)**

TEACHER REQUEST/PERMISSION FORM FOR MOVIE/VIDEO USE

Date of Request: _____

Teacher and School: _____

Course Title and/or Grade: _____

Movie/Video Title: _____

Movie/Video Rating (circle one): G PG PG-13 R NC-17 NR-(not rated)

Total length of the movie/video to be shown (minutes): _____

Length of the movie/video to be shown (minutes): _____

Proposed date(s) of viewing: _____

The Amphitheater Public Schools recognize that film/video shall only be used to enhance instruction. Please explain why you believe that this film/video excerpt is essential to your course/unit of study (continue on an attached sheet of paper if necessary).

Excerpt contains (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> None of the following | <input type="checkbox"/> Adult language |
| <input type="checkbox"/> Human sexual behavior | <input type="checkbox"/> Violence |
| <input type="checkbox"/> Graphic content | <input type="checkbox"/> Illicit drug or alcohol use |

What alternative arrangement/assignment do you propose for a student whose parent does not give permission for his/her child's viewing of this movie/video? (Continue on an attached sheet of paper if necessary).

Denied _____

Approved _____

Teacher Signature

Administrator Signature

Date _____

Parental Response:

- I give my permission for my student to view the movie/video described above.
 I do **not** give my permission for my student to view the movie/video described above.

Student Name (please print)

Parent Signature

^I-6400 AUSD10 IJNDB
USE OF TECHNOLOGY RESOURCES IN INSTRUCTION
(Appropriate use of Electronic Information Services)

Electronic information resources services (EIS) are now available to students and staff in the District. Electronic information resources currently include CD-ROMS, laserdiscs, multimedia, on-line services, software, videocassettes, and electronic mail. We are very pleased to provide access to students and staff members of the District and believe these resources offer vast, diverse, and unique opportunities. Our goal in providing these services to students, teachers, administrators, and staff members is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

One such resource is the Internet, a global electronic information infrastructure. The Internet is a fluid environment; the information that will be available to students is constantly changing. On a global network it is impossible to control all materials, and a user may discover controversial information. We firmly believe that the valuable information and interaction available on the worldwide network outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Every effort should be made to ensure that electronic information resources are used only in support of education and research and in accordance with the educational objectives of the District. Use of other organizations' networks or computing resources must comply with the rules appropriate for those networks. Transmission or reception of any material in violation of any governmental regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected as a trade secret. Use for commercial activities and product advertisements is prohibited.

The District is providing only a conduit to the information; users must be wary of the content. The District cannot be held accountable for information that is retrieved via the network. In addition to the appropriateness of information, users need to consider the source of any information they obtain, and consider the validity of that information. No system is guaranteed to be operating perfectly all the time. The District does not assume liability for any information that may be lost, damaged, or unavailable due to technical, or other, difficulties.

The electronic networking environment requires that school officials prescribe guidelines for proper use of electronic information resources. The Superintendent shall develop such guidelines. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary and/or legal action.

Information that delineates responsibilities, guidelines, and consequences regarding such resources is made available to every student in the Parent and Student Information Booklet which is also available on the District's website. These guidelines address issues of privacy, ethical use of information with respect to intellectual property, or using the networks for illegal or inappropriate activities. The smooth operation of the network relies upon the proper conduct of the users, who must adhere to strict guidelines.

Filtering and Internet Safety

As required by the Children's Internet Protection Act, the District shall provide for technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by students, harmful to students. Safety and security mechanisms shall include monitoring the online activities of students.

As required by the Children's Internet Protection Act, the prevention of inappropriate network usage includes unauthorized access, including "hacking", and other unlawful activities; unauthorized disclosure, use and dissemination of personal identification information regarding minors.

It is the policy of the Board to place limits, controls, and prohibitions on the district's electronic resources to prevent unauthorized:

- User access over the District's computer network.
- User access to, or transmission of, inappropriate material through all forms of direct electronic communications.
- access and other unlawful online activities.
- Unauthorized disclosure, use and dissemination of personal information.
- Comply with the Children's Internet Protection Act [P.L. No. 206-554 and 47 USC 254(h)].

Education, Supervision and Monitoring

It shall be the responsibility of all District employees to be knowledgeable of the Board's policies and administrative guidelines and procedures. Further, it shall be the responsibility of all employees, to the extent prudent to an individual's assignment to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

REGULATION

REGULATION

I-6411 © IJNDB-R USE OF TECHNOLOGY RESOURCES IN INSTRUCTION (Safety and use of Electronic Information Services)

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District. Filtering, monitoring, and access controls shall be established to:

- Limit access by minors to inappropriate matter on the Internet and World Wide Web.
- Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Monitor for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.
- Restrict access by minors to materials harmful to minors.

Content Filtering

A content filtering program or similar technology shall be used on the networked electronic information services (EIS) as well as on standalone computers capable of District authorized access to the Internet. The technology shall at a minimum limit access to obscene, profane, sexually oriented, harmful, or illegal materials. Should a District adult employee have a legitimate need to obtain information from an access-limited site, the Superintendent may authorize, on a limited basis, access for the necessary purpose specified by the employee's request to be granted access.

Monitoring

As a means of providing safety and security in direct electronic communications and to prevent abuses to the appropriate use of electronic equipment, all computer access to the Internet through the District electronic information services (EIS) or standalone connection shall be monitored periodically or randomly through in-use monitoring or review of usage logs.

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.

- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

I-6500 AUSD10 IJOA FIELD TRIPS

The School District will sponsor only such student trips as are of value in meeting educational objectives, are necessary to the fulfillment of obligations to the interscholastic athletic programs or in connection with community civic projects, and do not seriously interfere with the educational routine of students who must remain in the school.

School transportation vehicles, if available, will be furnished for all trips sponsored according to the above guidelines, and public transportation may be authorized when deemed advisable by the appropriate supervisor. All travel is subject to budget limitations. Use of school vehicles for summer trips and trips during the school year that are not sponsored by the School District is not allowed.

On all school-sponsored trips involving students, the school will provide for proper supervision by certificated personnel or approved chaperones.

Adopted: date of Manual adoption

REGULATION

REGULATION

I-6511 AUSD10 IJOA-R FIELD TRIPS

Out-of-Town, State, and National Trips

Out-of-town, state, and national trips are defined as educational trips, and a time and place for such trips should be determined only as the need arises. The following stipulations will apply:

- Superintendent approval must be obtained.
- Appropriate instruction shall precede and follow each trip, with definite objectives determined in advance.
- Written approval by a parent or guardian shall be required for student participants.
- The trip costs may be borne by the students, with funds necessary to ensure adequate travel collected before the trip takes place.
- The same standards for supervision will be provided as for any other type of student trip.

Field Trips and Community Service

Educational field trips and community service activities should be determined as the need arises. All field trips shall begin and end at the school.

Teacher's responsibilities. The following conditions shall be observed:

- Field trips shall be arranged with the principal's approval.
- Appropriate instruction shall precede and follow each field trip or community service activity.
- Field trips and community service activities shall be considered as instruction and planned as such with definite objectives determined in advance.
- The teacher's request should be made in writing to the principal at least ten (10) days prior to date desired. Whenever practical, an alternate date should be listed. The purpose of the trip or activity and its relation to the course of study must be stated.

- Whenever possible, classes should combine field trips.
- When a field trip is made to a place of business or industry, the teacher will ensure that an employee of the host company serves as a guide.
- The teacher will secure written approval by parents or guardians.
- Teachers, other certificated personnel, or approved chaperone shall accompany students on all field trips and shall assume responsibility for their conduct.

Principal's responsibilities. The following regulations shall be observed:

- The principal shall approve or disapprove the request and notify the teacher.
- If approval is given, the principal shall forward a request for school bus service to the transportation business office seven (7) days in advance of the date requested.
- A copy of the approved request will be provided to the teacher by the principal.
- The principal shall ensure that any trip requiring school bus transportation shall not interfere with the regularly scheduled transportation of students to and from school.
- Appropriate educational experience and proper supervision shall be provided for any students whose parents do not wish them to participate in field trips.
- To every extent possible, the principal shall utilize extra-curricular tax credit funds received pursuant to A.R.S. 43-1089.01 to defray the cost of field trips to the District and students.

Governing Board approval. Governing Board approval must be obtained if the activity requires out-of-state travel.

Parental permission. Written approval by a parent or guardian is required for participation of a student in community service activities and for field trips that extend beyond the boundaries of the School District and outside the Tucson metropolitan area, as well as field trips that occur outside the normal school hours.

School transportation. If a school bus is used in transportation, the bus driver shall see that all rules and regulations are enforced in the use of the school bus for said field trip, etc. Certificated personnel shall assist the school bus driver. (See Regulation EEAE-C-R - Student Conduct on School Buses.)

Private transportation. Parents who wish to transport their own child on any such school-sponsored trip rather than sending the student on the bus, will be required to make such arrangements with the teacher. Before a student will be permitted to travel with a parent, the parent will be required to provide written verification to the teacher to indicate that they have transported the student.

Supervision of student activities away from school. When any school-sponsored activity requires that groups of students leave the school grounds, adequate adult supervision must be provided. This supervision shall extend to all subsequent and related activities in connection with the trip and over which the schools are reasonably expected to assume responsibility.

- Each teacher shall prepare a roster of participants on a standard form. The form will have a column for the student's names and columns for checking off students in conjunction with each departure of the bus.
- Groups of students and/or teams will be kept together on the same bus as much as possible. Caution will be used not to segregate students according to sex, race, etc. If a group has to be split, the teacher who is responsible will check the students on each bus.
- The buddy system will be used as a backup to double check for any students who are not present.
- A least one (1) certificated staff member or other responsible adult (preferably a District employee) will be assigned to and travel on the bus with the group of students. (For example, if two [2] buses are used and two [2] teachers are accompanying the group, at least one [1] teacher must be on each bus.)
- In addition to certificated personnel, in some instances it may be desirable for support staff personnel and/or responsible parents to accompany groups of students.

I-6550 AUSD10 IJOB COMMUNITY RESOURCE PERSONS / SPEAKERS

The Governing Board recognizes that the school staff needs a variety of instructional resources to accomplish the goals and objectives of curriculum and instruction adopted by the Board and to meet the needs of students.

The Governing Board further recognizes that instructional resources are broader than - that is, not limited to - books, materials, and equipment. Instructional resources should also include those available in the broader community, both facilities and human. The Superintendent and the staff are requested to develop a continuing file listing such resources. They may request the services of the Parent-Teacher Organization (P.T.O.) in developing such lists.

Special lecturers, when qualified in their subjects, may be requested to speak before classes and assemblies of students of the school. Appropriate criteria and procedures shall be established by the administration for the consideration of such requests. Those requiring payment must be approved by the administration in advance and shall be paid from appropriate funds.

Adopted: date of Manual adoption

I-6600 AUSD10 IJOC SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to the students and educational programs of the District. A volunteer program is approved subject to suitable rules, safeguards, and regulations as developed by the Superintendent.

School personnel can greatly benefit from knowledge, advice, skills, and other assistance willingly given by citizens of the District. Assistance may be provided through the volunteer program, booster clubs, parent chaperons, or through other groups and/or programs.

The Superintendent shall promote appropriate annual recognition of volunteer services.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 13-3716
 15-512
 23-901.06

CROSS REF.: GCFC - Professional Staff Certification and Credentialing
 Requirements (fingerprinting requirements)
 GDFA - Support Staff Qualifications and Requirements
 (fingerprinting requirements)

AI-6700 AUSD10 IKA GRADING / ASSESSMENT SYSTEMS

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for on-going assessment for instructional purposes with reporting student progress by giving a grade.

The authority for determining progress, assigning grades, and granting or withholding credit for individual courses shall rest with the teacher of the student. In making such determinations, teachers will be guided by standards set forth by the District which include:

- Progress grades or marks shall be based on the accomplishment of standards appropriate to the grade level or subject area.
- At all levels within our school system, teachers are expected to identify what they want students to learn and the criteria by which they will measure that learning.
- Assessments which measure progress toward the final outcome should be utilized prior to assigning a final grade.
- Assessments of learning which document achievement at a particular point in time will be utilized to determine final grades for reporting.
- Assessments and grading should provide information that students can use for self-evaluation in order to determine the next steps for their learning and which teachers can use for their support of learning.
- Additional standards in the areas of effort and behavior may be established.
- The ability of the student may be taken into consideration when determining grades.

District-developed grading systems which are appropriate for elementary, middle school and high school students will be established and utilized.

Teachers will keep a complete and accurate record of the grades assigned to students.

Teachers will report to parents on student progress toward meeting and/or exceeding academic standards, students' conduct, attendance, and tardiness.

Special Education

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes.

Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

Adopted: date of Manual adoption

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

15-516

15-521

15-767

I-6750 © ICAA
TESTS AND EXAMINATIONS

Final examinations may be used as evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives on which learning activities have been based.

Adopted: date of Manual adoption

REGULATION

REGULATION

I-6761 AUSD10 IKAA-R TESTS AND EXAMINATIONS

Student examinations to determine progress in a subject, field, or area are considered a necessary part of the instructional program. Normally, the instructor of the class will make the determination as to the time and subject matter covered in the examinations, unless the examination is for District-wide purposes. In the instance of District testing, the determination of the date, time, and conditions of the testing will be made by the District administration.

In order that the purpose of the examination is carried out, but that students who are absent due to reasons beyond their control or because of religious reasons are not penalized, attempts should be made to schedule examinations other than on religious holidays. A makeup examination should be given to students whose absences were beyond their control.

AI-6800 © IKAB
REPORT CARDS / PROGRESS REPORTS
School Report Cards

Each school must distribute copies of an annual report card, on the standard form provided by the State Department of Education, containing the descriptions and information required by statute.

The annual report cards will be distributed to parents of students enrolled in the school no later than the last day of school of each fiscal year, and a summary of the contents shall be presented at an annual public meeting held at the school. Notice shall be given at least two (2) weeks prior to the public meeting, clearly stating the purposes, time, and place.

Student Progress Reports

It is essential that students' progress in school be fully communicated to their parents.

Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students. The Superintendent will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration. The progress of all students will be reviewed at the midpoint of each grading period.
- Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
- When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.

- When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.
- Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on their progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's individualized education program (IEP) by the end of the school year.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-709
15-746
15-767

I-6900 AUSD10 IKACA PARENT CONFERENCES

The Governing board believes that good communication between the parent/guardian and the teacher is vital in the educational process.

With this in mind, the Governing Board directs all schools to maintain varied and frequent reporting contacts between teachers and parent(s)/guardian(s). Various forms of communication should be utilized, including parent-teacher conferences, letters to parents, telephone calls, home visits, electronic mail messages, telephone calls, home visits, teacher Internet web pages, et cetera, in addition to regular report cards.

LEGAL REF.: A.R.S. 15-901

CROSS REF.: IKAB - Report Cards/Progress Reports

I-7050 © IKB HOMEWORK

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process.

Homework should be assigned consistent with the maturity, special needs, potential, and achievement level of the individual student. It should not carry the stigma of punishment. Its assignment should be specifically addressed to the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

Students, regardless of their intellectual capacity, should understand that mastery of skills is not always possible within the time constraints of the classroom. Each student should leave the District with a firm foundation for pursuing knowledge and developing skills on an independent basis.

The Superintendent is responsible for procedures that will achieve objectives through homework, including, but not limited to, the following:

- Intervention that changes deficient performance to performance that meets acceptable standards.
- Reinforcement and mastery of critical skills and concepts. Special emphasis will be placed on the mastery of basic skills.
- Challenge through exploration of concepts and skills that complement and elaborate those introduced in the classroom.
- Feedback from the teacher through correction and clarification of all outside assignments.

Adopted: date of Manual adoption

REGULATION

REGULATION

I-7061.1 AUSD10 IKB-R HOMEWORK

No hard and fast rule concerning homework can be made. Some generally accepted principles should govern the teacher in the assignment of homework:

- These should stem from real needs and the consideration of the total educational background of the individual student.
- Homework should serve a definite purpose: to provide drill or practice on a principle or skill already taught, to provide real-life application of the matter in hand, to develop appreciation for or knowledge of community resources, or to develop the personal culture of the student.
- Homework should be used as a technique for learning. "Busy work" turned in by the student and discarded by the teacher does not further learning; it merely inspires resentment and lessens the effectiveness of the teacher.
- Homework should not be assigned as punishment under any circumstances.
- Homework should be reasonable in view of the student's personal situation. Health, housing conditions, outside work or responsibility, leisure-time activity, and conflicting demands of home and school should not be allowed to become a frustrating and damaging combination for the student.
- Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
- Homework is more effective if a conference with the parent results in an understanding of purpose and ways in which help at home can best be offered.
- Responsibility for homework in the elementary school should gradually increase for grades one through six. Elementary teachers should explain that parents can supplement school instruction by helping students drill on their spelling words and number combinations, encouraging them to read at home, and working with other assigned activities. Homework in the middle school grades usually increases from approximately one to one and one-half hours per night until, at the high school level, two hours of homework per night are expected.

- There should be a cooperative effort on the part of teachers to coordinate homework assignments so that students are not overburdened with excessive quantities of homework.
- Each teacher should teach students what to study and how to study.
- Teachers at the elementary and middle school levels are encouraged to use some type of homework assignment booklet in which students can record their assignments on a daily basis. Such a record could serve to remind the student and to inform the parents of assignments due.

I-7100 © IKC
CLASS RANKINGS / GRADE POINT AVERAGES

Rank in class is required by colleges and universities on transcripts submitted for entrance evaluation.

Class rank shall be determined as follows:

- Class ranking will be determined each semester beginning with the first semester of the ninth (9th) grade.
- Class rank will be based only on the grades earned in classes that meet or exceed graduation requirements.
- Total grade points begin accumulating with the ninth (9th) grade. These are divided by total units attempted to produce the accumulative grade point average. Students are then ranked according to grade point average, with 4.00 as high.

Adopted: date of Manual adoption

**I-7150 © IKD
HONOR ROLLS**

An honor roll system is an additional means for encouraging goal setting by students and for providing recognition of students who have achieved those goals.

Honor roll use will be determined at the site level. The Principal will establish the minimum achievement level for all honor rolls, and such determination may be subject to Board approval. Students will be informed of the honor roll system and instructed to ensure an understanding of the specific grades and methods used to compute the honor roll formula.

The District will promote public recognition of students who have attained honor roll status.

Adopted: date of Manual adoption

**PROMOTION AND RETENTION OF STUDENTS
(Promotion or Retention of Elementary Students;
High School Course Pass or Fail)**

Regular Education

The District's promotion policy is based on the premise that students should possess minimal competencies at each instructional level in order to be promoted. It is generally held that to be successful in school a student must be minimally competent in the basic skills of reading, language, and math. Therefore, the District places emphasis on the basic skills competencies, especially in the primary grades.

In making promotion/retention decisions, consideration should also be given to developmental factors affecting learning and classroom success. Nonpromotion (retention) should not be the first recourse for a student having difficulty meeting the criteria for promotion.

Criteria have been developed to provide each student with a maximum opportunity to succeed in school. Promotion is based on students achieving competency in skills necessary for success at each succeeding level.

Beginning in school year 2013-2014, the promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. 15-701 and depicted in Administrative Regulation IKE-RB.

For a variety of reasons, some students may require more than the allotted time to develop their educational potential. Alternative instructional methods and materials may be required. For one who may be retained, an individual success plan will be developed to focus on the areas of deficiencies while maintaining other skill competencies. At such time as deficient competencies have been mastered, the student's grade-level placement may be reconsidered. Retention should not be a repetition of a grade without modifications in the instructional program. If retention is to occur, it should occur in the earliest possible years and generally no more than once during the elementary school experience. A student who has been retained once and continues to have difficulty meeting standards should be considered for evaluation and remediation.

Parents, students, and school personnel shall be made fully aware of the promotion standards. Arizona Revised Statute 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian who opposes the decision of the teacher(s) may appeal through the prescribed appeal process.

Special Education

Promotion/retention decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program and in accordance with A.A.C. R7-2-301 and R7-2-401.

Students who do not meet regular promotion requirements must meet the course of study and promotion requirements for special education under the guidance of A.A.C. R7-2-401. The programs for such students may need adaptations.

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by a multidisciplinary team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-203
 15-341
 15-342
 15-521
 15-701
 15-701.01
 15-715
 A.A.C. R7-2-301 and R7-2-401
 A.G.O. 184 - 016

CROSS REF.: IHA - Basic Instructional Program
 IKF - Graduation Requirements

REGULATION

REGULATION

AI-7211

AUSD10

IKE-RA

PROMOTION AND RETENTION OF STUDENTS

Procedure for Retention of Elementary School Students

The student shall be promoted from an elementary school grade if *two (2) of the three (3)* following criteria are met.

- *Teacher evaluation of general readiness for promotion.* Consideration will be given to the student's social, emotional, and physical development, as assessed by anecdotal records, attendance patterns, and records of teacher conferences with students and parents. A teacher *may* use a social/emotional checklist.
- *Achievement on class assignments, projects and tests.* To be promoted, each student is expected to attain a minimum average achievement level of sixty percent (60%) or a letter grade of *D*, or higher on daily class assignments, required projects, and tests by subject for three (3) of the four (4) grading periods. At grade levels where these criteria are not applicable, each student must attain an overall average deemed "satisfactory for promotion" by the teacher for three (3) of the four (4) grading periods.
- *Proficiency in State Standards.* To be promoted, each student is expected to demonstrate competency in the Arizona Academic Standards for that grade level as measured by appropriate assessments. A student who does not demonstrate competence in a required subject area may be stronger in another subject area. The total number of standards in *all* subject areas may be used to determine competency.

Beginning in school year 2013-2014, the promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. 15-701 and depicted in Administrative Regulation IKE-RB.

For a student who has been previously retained in grade or a student who enters school on or after March 1, the teacher(s) *may* consider only the first criterion (general readiness) and the second criterion (class achievement) for promotion to occur.

A student who does not meet the foregoing promotion criteria must attend summer school. If, after attending summer school, the student meets the foregoing criteria, the student may then be promoted.

Limited English Proficiency

The second criterion (achievement of class assignments) and the third criterion (proficiency of State Standards) will be in English, according to Arizona law.

Students identified as LEP through established District procedures will not be retained if the basis for retention is the student's lack of proficiency in understanding, speaking, reading, or writing in English. Such students should be provided with alternative instruction within the ESL program or through individual success plans that outline adaptations for classroom instruction.

Special Education

A student enrolled in a special education program must meet the course of study and graduation requirements of pupils enrolled in special education under the guidance of Arizona Department of Education Rule R7-2-401.

Promotion or retention determinations for special education students shall be made by the student's individualized education program (IEP) team based on consideration of the following:

- Present level of functioning.
- Extent of achievement of goals as state in their IEP.
- Degree to which student approaches grade level curriculum standards or individual expectancy levels.

Chronic Health Conditions

Students who suffer from chronic health conditions due to illness, disease, or accidents have the opportunity to complete missed assignments and not lose credit because of absences. District attendance policies shall not penalize students with chronic health conditions as long as required course work is completed.

Review of Promotion/ Retention Decision

A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent/legal guardian cannot overturn a teacher's decision on promotion or retention under Arizona law, but a parent/guardian who opposes the teacher as provided in A.R.S. 15-521 may appeal the teacher's decision to the Governing Board by utilizing form IKE-EE. Whether the Governing Board should hear the appeal will be recommended by a hearing officer pursuant to Regulation IKE-RD.

REGULATION

AI-7212 © IKE-RB PROMOTION AND RETENTION OF STUDENTS

REGULATION

Competency Requirements for Promotion of Students from Third Grade for School Year 2012-2013

The District shall:

- provide for universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.
- provide an annual written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of the Arizona Instrument to Measure Standards (AIMS) test, or a successor test, that demonstrates the student is reading far below the third (3rd) grade level will not be promoted from the third (3rd) grade.

If the student is determined to be substantially deficient in reading before the end of grade three (3), the District shall provide to the student's parent/guardian a separate written notification of that deficiency that includes the following information:

- A description of the current reading services provided to the student;
- A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies;
- Parental/guardian strategies to assist the student to attain reading proficiency; and
- A description of the District policies on midyear promotion to a higher grade.

Competency Requirements for Promotion of Students from Third Grade for School Years 2013-2014 and Thereafter

A third (3rd) grade student shall not be promoted if he/she obtains a score on the reading portion of the AIMS test, or a successor test, that demonstrates the student's reading skills fall far below the third (3rd) grade level.

Good Cause Exceptions

Upon a finding of a good cause exception to the competency requirements stated above, the Governing Board may promote a student from the third (3rd) grade. The following are good cause exceptions:

- The student has a disability as defined in A.R.S. 15-761, and did not take the AIMS test or a successor test;
- The student has a disability as defined in A.R.S. 15-761, has taken the AIMS test, or a successor test, and has previously been retained in a grade;
- The student is English language learner or a limited English proficient student as defined in A.R.S. 15-751 and has had fewer than two (2) years of English language instruction; and/or
- The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

Process for Consideration of Good Cause Exception

A parent/guardian may appeal for a good cause exception to the Governing Board by utilizing form IKE-EE. Whether the Governing Board should hear the appeal will be recommended by a hearing officer pursuant to Regulation IKE-RE. At a minimum, the written request must include documentation showing that promotion of the student is appropriate based on the student's academic record, including:

- Academic progress reports.
- Student's Individualized Education Program (if applicable).
- Letters from the student's teacher(s) and the principal of the school recommending the pupil be promoted from the third (3rd) grade.

An acceptance or rejection of the exemption request will be provided within thirty (30) days after receipt of the parent/guardian's request.

Intervention and remedial strategies

For students who are not promoted from the (3rd) grade, the Governing Board shall offer at least one (1) of the intervention and remedial strategies developed by the State Board of Education (SBE). The student's parent/guardian, the student's teacher(s) and his/her principal may choose the most appropriate strategy(ies) for that student, which will include:

- A requirement that the student be assigned to a different teacher for reading instruction;
- Summer school reading instruction;
- Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day; and/or
- Online reading instruction.

REGULATION

REGULATION

I-_____

AUSD10

IKE-RC

PROMOTION AND RETENTION OF STUDENTS

(High School Promotion Criteria)

Requirements

The District requires the student to obtain a requisite number of credits for graduation, to include specific courses determined by the Governing Board, as set forth in Policy IKF.

Successful completion of the required courses is determined by the teachers based upon the student meeting the following criteria:

- *Achievement of class assignments, projects, and tests.* A minimum average achievement of 60 percent on assignments, projects, and tests must be demonstrated.

and either of the following

- *Proficiency in State Standards.* Students must demonstrate competency under state academic standards for the required subjects at the state-prescribed level, as measured by appropriate assessment measurements.

or

- *Attendance.* Attendance is required in each course for a specific amount of time, consistent with the District attendance policy.

Completion of the tenth grade:

- The student shall have completed with a passing grade at least 10 credits, which shall include the completion of at least two units of English, two units of math, two units of science, one unit of social studies, and three units of additional courses prescribed by the Governing Board.

Limited English proficiency:

- Assessment for achievement of class assignments shall be in English in accordance with law.
- A student identified as LEP through established District procedures will not be retained if the basis for retention is the student's lack of proficiency in

understanding, speaking, reading, or writing English. Such students should be provided with alternative instruction within the ESL program or through individual success plans that outline adaptations for classroom instruction.

Special education:

- A student enrolled in a special education program must meet the course of study and graduation requirements of pupils enrolled in special education programs under guidance of Arizona Department of Education Rule R7-2-401. The programs for such students may need adaptations. Any student unable to meet regular academic requirements for promotion/graduation must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by a multidisciplinary team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion/graduation.

Chronic health conditions:

- Students who suffer from chronic health conditions due to illness, disease, or accident have the opportunity to complete missed assignments and not lose credit because of absences. District attendance policies shall not penalize students with chronic health conditions as long as required course work is completed.

Review of promotion/retention decisions:

- A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian cannot overturn a teacher's decision on promotion or retention under Arizona law, but a parent or guardian who opposes the teacher as provided in A.R.S. 15-521 may appeal the teacher's decision to the Governing Board by utilizing form IKE-EE. Whether the Governing Board should hear the appeal will be recommended by a hearing officer pursuant to Regulation IKE-RD.

Recommended Time Line

Parents or legal guardians may be notified of unsatisfactory progress about the fifth week, ninth week, and fourteenth week of each semester during the school year, or at any other time the teacher deems appropriate. Where appropriate, the school will alter the instructional program for students who are not meeting

with success. A student who receives three (3) *unsatisfactory* notices for a nine-week grading period will be referred to the academic intervention team by the student's counselor to assess the reason(s) for the lack of academic progress. The academic intervention team will provide strategies to the teachers, parent(s) or guardian(s), and/or the student to increase the student's probability of success.

Parents or legal guardians and students will be notified during the semester immediately preceding graduation if sufficient credits for graduation have not been completed.

REGULATION

REGULATION

I-7215

AUSD10

IKE-RD

PROMOTION AND RETENTION OF STUDENTS

(Procedure for Review of Promotion/Retention/ Failure Decision and Failure Grade Appeals)

Teachers make the decision to promote or retain students in the common grades and to pass or fail students in the secondary grades. A parent/guardian who does not accept the decision of the teacher may request in writing that the Governing Board review the teacher's decision. Only the Governing Board can overturn the teacher's decision.

A.R.S. 15-342 provides that the student has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the student. In order to meet that burden of proof, the student must demonstrate that he/she has mastered the academic standards adopted by the State Board of Education pursuant to A.R.S. 15-701 and 15-701.01 (the state standards). The Governing Board can only overturn the teacher's decision based upon a written finding that the student has mastered the appropriate state standards.

To request a review of the teacher's decision, the student/parent/guardian must complete form IKE-EE and return it to the student's last school of attendance within thirty (30) calendar days of the teacher's decision. The Principal will forward this form with the child's pertinent education records to the Superintendent within ten (10) working days. The Superintendent will appoint an administrative officer to conduct a review.

The administrative officer will:

- review the teacher's decision;
- review the applicable state standards;
- review the student/parent/guardian's applicable documentation;
- consult with the student's teacher(s);
- perform what further investigation is deemed necessary.

Upon the conclusion of the review, the administrative officer will prepare a report to the Superintendent. The report will indicate whether the student/parent/guardian has presented information which suggests that the student may have mastered the relevant state standards. If such evidence is presented, the administration officer will recommend that the Board convene a hearing to consider and determine the appeal. If no such evidence is presented, the administrative officer will recommend that the Governing Board decline to hear the appeal. A copy of the hearing officer's report will be sent to the student/parent/guardian.

Upon receipt of the administrative officer's report, the Superintendent will prepare an agenda item for the next Governing Board meeting with a recommendation as to whether or not the Board should hold a formal hearing to hear the appeal.

If the Board determines to hear the appeal, that hearing will be held in confidential Executive Session during the next Governing Board meeting. Notification of the formal hearing before the Governing Board will be provided to the parent/guardian at least five (5) days prior to the meeting and will include:

- The date, time, and place of the hearing;
- A copy of the teacher's decision;
- A copy of the state standards at issue or direction to the parent as to the location of the standards on the internet;
- Notification that the student or parents may be represented by counsel at their expense; and that the decision of the Board is final.

EXHIBIT

EXHIBIT

I-7231

AUSD10

IKE-EA

PROMOTION AND RETENTION OF STUDENTS

ELEMENTARY SCHOOLS FLOW CHART

School _____

Grade Level _____

Date _____

Ethnic Code _____

Student's primary language _____

Parent's primary language _____

Student's name _____ Birth date _____

Teacher _____

Previous Retention _____

If the process should be discontinued for any reason, please note the reason for discontinuance and date, and retain within the student's cumulative folder. All communication with the parent/guardian(s) must be in the parent's primary language.

TASKS

_____ Student manifests potential educational problems that may require retention

_____ Teacher determines if student previously retained: (reasons, grades, dates)

_____ Teacher determines if student previously considered for retention: (reasons, grades, dates)

_____ Teacher refers student to failure prevention team (FPT)

The FPT will provide assistance to teacher(s) through modified instructional materials or techniques; individual or group counseling; student behavioral management; parental involvement; and/or program modification. A retention

history will be formulated, if applicable. *Goals will be set for the remainder of the school year.*

FPT membership:

Teachers/Specialists:

- Audiologist
- General Education
- Nurse/Health
- SEI (if LEP student)
- Speech/Language
- Special Education
- School Psychologist
- REACH (if gifted student)

Other Representatives:

- Advocate
- Agency Representative
- Counselor
- LEA Representative
- Other: _____
- Other: _____

- February 1** Deadline to send progress report to parent indicating potential educational problems that may require retention. Prior to reporting to parent, regular classroom teacher must collaborate:
 - with special education teacher, if special education student
 - with SEI/REACH teacher, if LEP student

_____ Send progress report to principal; if warranted, include teacher/support staff input

- March 15** Send permission form to parent for *only* those students who require additional educational data collection from psychologist, LD teacher, SEI teacher and/or the lower quartile teacher.
- March 31** Deadline for parent conference to communicate specific reasons for student's lack of progress. Conference should include teacher(s), principal; special education student advocate and school psychologist (if special education student); SEI teacher (if LEP student); REACH teacher (if gifted student); and other personnel as necessary. *Goals will be set and/or modified for remainder of school year.*
- May** (First week – optional) Re-administer appropriate assessments for state standards academic proficiency
- May** (On/before last day of school) Conference to report/discuss decision to promote/retain student. Conference should include teacher(s), principal; special education student advocate and school psychologist (if special education student); SEI teacher (if LEP student); REACH teacher (if gifted student); and other personnel as necessary. Report shall include:
 - All recommendations
 - Retention rationale
 - Individual success plan for retained student

_____ Send copy of Promotion/Retention Flow Chart to appropriate Associate Superintendent

_____ Retain copy of Promotion/Retention Flow Chart in student cumulative folder

_____ If appropriate, Principal will forward parental appeal of a teacher's promotion/retention decision to Superintendent

Dated: _____

Principal

EXHIBIT

EXHIBIT

I-_____ **AUSD10** **IKE-EB**
PROMOTION AND RETENTION OF STUDENTS

PROMOTION/RETENTION FLOW CHART

MIDDLE SCHOOLS

Student _____ Birth date _____ Ethnic code _____

Student's primary language _____ Parent's primary language _____

School _____ Date _____

Teacher _____ Grade level _____

Previous retention _____

- If the process should be discontinued for any reason, please note the reason for discontinuance and date, and retain within the student's cumulative folder. All communication with the parent(s) must be in the parent's primary language.

Teacher/Counselor

Mid-Quarter & Quarter Reports.

DATES

_____ Students in danger of not meeting promotion criteria for each quarter shall be identified. Parent(s) or legal guardian(s) will receive notification of the student's progress at each mid-quarter and at the end of each quarter.

_____ Quarter 1: mid _____ Quarter 1: end

_____ Quarter 2: mid _____ Quarter 2: end

_____ Quarter 3: mid _____ Quarter 3: end

_____ Quarter 4: mid _____ Quarter 4: end

_____ Following the assignment of first-quarter grades, a student manifests potential educational problems that may require retention.

_____ The teacher(s)/counselor refers the student with potential educational problems to the failure prevention team (FPT).

Failure prevention team meeting(s). The FPT will provide assistance to the teacher(s) through modified instructional materials or techniques, individual or group counseling/behavior management for the student, parental involvement, and/or program

modification. The FPT must include the ESL teacher for a LEP student, the REACH teacher for a gifted student, and the student's advocate and the school psychologist for a student with disabilities. *Goals will be set for the remainder of the school year.* A retention history will be formulated if applicable.

February

_____ On or before *February 28*, a progress report must be sent to the parent(s) or legal guardian(s) indicating potential educational problems that may require nonpromotion (retention).*

*If the student is placed in special education, the regular classroom teacher(s) and the special education teacher(s) must collaborate prior to reporting to parents. If the student is LEP or gifted, the classroom teacher and ESL or REACH teacher must collaborate prior to reporting to the parents.

_____ A list of students being considered for retention will be sent to teachers.

_____ On or before March 31, the classroom teachers, the administrator, and the parent(s) or guardian(s) shall meet to discuss the student's current performance. *Goals will be set for the remainder of the school year.***

**For a special education student, this meeting must include the student's advocate and the school psychologist. For a LEP student the ESL teacher must be included, for a gifted student the REACH teacher must be included.

March

_____ On or before *March 15*, a permission form is sent to parent(s) or guardian(s) of any student requiring additional educational data collection. (Data are to be collected by the psychologist, LD teacher, ESL teacher, and/or Chapter I teacher.)

May

_____ Appropriate assessments for the state academic standards may be readministered to possible nonpromotion (retention) candidates during the first week of May.

_____ A list of nonpromotion (retention) students and recommendations are sent to teachers for review and suggested changes.

_____ Nonpromotion (retention) letters in the parents' primary language are mailed.

_____ A conference, if requested, should be held with the parent(s) or guardian(s), teacher(s), administrator(s), and other school personnel to report and discuss the decision to promote or retain the student on or before the last day of school.***

***For a special education student, this meeting must include the student's advocate and the school psychologist. For a LEP student the ESL teacher must be included. For a gifted student the REACH teacher must be included.) The report shall include (1) all recommendations, (2) reasons for nonpromotion (retention), and (3) an individual success plan for a retained student.

_____ to be PROMOTED to grade _____

_____ to be RETAINED in grade _____

Principal

_____ A copy of the Promotion/Retention Flow Chart will be forwarded to the appropriate Associate Superintendent, and a copy will be retained in the student's cumulative folder.

_____ If the teachers' decision to promote or retain the student is rejected by the parent(s) or guardian(s), the parent(s) or guardian(s) may appeal the teachers' decision to the Governing Board through the Superintendent.

_____ The report is sent to the Superintendent

Signed _____
Principal

EXHIBIT

EXHIBIT

I-7233

AUSD10

IKE-EC

PROMOTION AND RETENTION OF STUDENTS

ELEMENTARY SCHOOL STUDENT RETENTION REPORT

School _____

School Year _____

Report Date _____

Student's name _____ Birth date _____

Address _____

Home phone _____ Classroom teacher(s) _____

Decision of the teacher(s)

The above-named student shall be retained in grade _____ for the _____ school year for not meeting the minimum requirements in the areas indicated below. I acknowledge and affirm that my decision was made in accordance with the Amphitheater School District policy IKE.

- General readiness for promotion
- Achievement on class assignments, projects, and tests
- Proficiency in State Standards

Signature(s)

Teacher Date _____

Teacher Date _____

Teacher Date _____

Teacher Date _____

Principal Date _____

Note: Pursuant to A.R.S. §15-521, the teacher shall make the decision for the promotion or retention of a student. Such decisions may not be overturned except as provided in A.R.S. §15-342 and Governing Board Policy IKE.

See also, Student Retention Report - Parent/Guardian Response

EXHIBIT

EXHIBIT

I-7233

AUSD10

IKE-ED

PROMOTION AND RETENTION OF STUDENTS

STUDENT RETENTION REPORT

School _____

School Year _____

Report Date _____

Student's name _____ Birth date _____

Address _____

Home phone _____ Classroom teacher(s) _____

Decision of the teacher(s)

The above-named student shall be retained in grade _____ for the _____ school year for not meeting the minimum requirements in the areas indicated below. I acknowledge and affirm that my decision was made in accordance with the Amphitheater School District policy and regulation.

- Achievement on class assignments, projects, and tests
- Demonstration of essential skills.
- Teacher evaluation of general readiness for promotion
- Eighth grade only:* Arizona and United States Constitutions.

The student has not met the academic requirements (by numbers) for passing the following classes:

English* _____

Mathematics* _____

Science* _____

Social Studies* _____

Physical Education* _____

Elective* _____

* Academic core subjects

Signature(s)

_____ Date _____
Teacher

_____ Date _____
Teacher

_____ Date _____
Teacher

_____ Date _____
Teacher

_____ Date _____
Teacher

_____ Date _____
Teacher

_____ Date _____
Counselor

_____ Date _____
Principal

Note: Pursuant to A.R.S. §15-521, the teacher shall make the decision for the promotion or retention of a student. Such decisions may not be overturned except as provided in A.R.S. §15-342 and Governing Board Policy IKE.

See *also*, Student Retention Report - Parent/Guardian Response

PROMOTION AND RETENTION OF STUDENTS
PUPIL RETENTION REPORT - PARENT OR GUARDIAN RESPONSE

School _____
School Year _____
Report Date _____

Student's name _____ Birth date _____

Address _____

Home phone _____ Classroom teacher(s) _____

Parent or Guardian Response in Agreement

- I have been informed of the decision to retain my student in grade ____ for the _____ school year. I understand and agree with that decision.
- I also understand that documentation and/or records of this decision will be placed in my student's permanent educational record.

Signature(s) of parent(s)/legal guardian(s):

_____ Date _____

_____ Date _____

Parent or Guardian Response in Disagreement

- I have been informed of the decision to retain my student in grade ____ for the _____ school year. I disagree with that decision.
- I request a review of the decision by the Amphitheater School District Governing Board. I understand to initiate an appeal of the teacher's decision, I must provide a written appeal and the following information to the District Superintendent:
 - Academic progress reports;
 - Student's Individualized Education Program (if applicable); and
 - Letters from the student's teacher(s) and the principal of the school recommending my student be promoted.

- I also understand that, upon request, my student must provide a demonstration of his/her ability to meet the State Standards (as set forth in A.R.S. 15-701).
- My student is in the third (3rd) grade and should be granted a good cause exception to retention because (check all that apply):
 - He/she student has a disability as defined in A.R.S. 15-761, and did not take the AIMS test or a successor test;
 - He/she has a disability as defined in A.R.S. 15-761, has taken the AIMS test, or a successor test, and has previously been retained in a grade;
 - He/she is English language learner or a limited English proficient student as defined in A.R.S. 15-751 and has had fewer than two (2) years of English language instruction; and/or
 - He/she has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).
- I understand that only the Governing Board has the authority to overrule the teacher's decision and promote my student.
- I also understand that any documentation and/or records of this decision and appeal shall be placed in my child's permanent record.

Signature(s) of parent(s) or legal guardian(s): _____ Date _____
 _____ Date _____

Decision

- Insufficient evidence was presented to support the appeal within the prescribed timelines. No further action will be taken.
- The student did not meet prescribed State Standards. The appeal will not be forwarded for Governing Board review.

_____ Date _____
 Superintendent/Designee

Board agenda date: _____.

The teacher's decision is:

- sustained
- reversed

Grade placement for the above-named student for the _____ school year shall be _____.

For the Governing Board

Date

EXHIBIT

EXHIBIT

I-7236

AUSD10

IKE-EF

PROMOTION AND RETENTION OF STUDENTS

RETENTION – INDIVIDUAL SUCCESS PLAN

School _____

Grade Level _____

Date _____

Ethnic Code _____ Gender _____

Student's primary language _____

Parent's primary language _____

Student's name _____ Birth date _____

Teacher(s) _____

Academic performance (standardized testing, informal assessment results, strengths, weaknesses) _____

General performance (social, behavior, strengths, weaknesses) _____

Recommended Long-Term Goals (_____, _____, _____)

Recommended Long-Term Objectives (_____, _____, _____)

Summary: Please report how the goals and objectives will be met, to include modifications of materials, instructional techniques, etc. _____

Retention Team Members

Signature

Title

Date

Signature

Title

Date

Signature

Title

Date

Signature

Title

Date

I-7250 AUSD10 IKEA MAKEUPMAKE UP OPPORTUNITIES

The Superintendent shall develop and implement standards that shall apply to requirements for student makeup assignments during absence for pesticide application periods and for other appropriate reasons.

In the case of a student's exclusion from school for disciplinary reasons, makeup opportunities shall be provided for short-term suspensions but shall not be provided for long-term suspensions or expulsions.

Adopted: December 9, 2008date of Manual adoption

LEGAL REF.: A.R.S. 15-152 15-803

CROSS REF.: EBAA - Reporting of Hazards/Warning Systems

REGULATION

REGULATION

**I-7261 AU\$D10 IKEA-R
MAKEUPMAKE UP OPPORTUNITIES**

When a student provides a written statement signed by a parent or guardian that the student will be or was absent because of the application of pesticides, each teacher will be notified and the following procedure will apply:

- Each teacher will provide the student's assignment(s) and any handouts or materials necessary for accomplishment of such assignment(s), allowing a minimum make up period of one (1) day for each day absent.
- It will be the responsibility of any student who misses a laboratory assignment or test to arrange with the teacher a mutually convenient time to do perform the laboratory assignment or to take the test.

The following standards shall apply in the District for makeupmake up work other than for absence due to pesticide application. Adjustments may be made when it is in the best interest of the student(s).

- It will be the student's responsibility to ask for makeupmake up work and to arrange for a time to make up tests when the student returns.
- If the teacher is unable to supply the student with a makeupmake up assignment, the student will not be held responsible for that makeupmake up assignment.
- The student has the responsibility to work with the teacher to develop a plan for making up homework and tests.
- If work is not turned in by the time the assignment is due, and the student fails to provide an acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce the grade on the assignment or withhold credit on the assignment.
- When a student has been absent for illness, ample time will be given for makeupmake up work once the student returns to school.
- In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox, measles, etc. et cetera), or when the

parent notifies the office that the student will be absent more than one (1) week for other reasons (e.g., vacation), teachers may provide required assignments in advance or send assignments to the student.

- Students who are short-term suspended from school shall be provided with makeup opportunities.
- Students who are long-term suspended (more than nine [9] school days) shall not be provided makeup opportunities.
- Students who are expelled from school shall not be provided makeup opportunities.

I-7300 © IKEB ACCELERATION

When circumstances indicate that acceleration in grade placement is in the best interest of the student, close cooperation between the parents and all school personnel involved is imperative. Each student will have individual consideration, and decisions will be made only after a careful study of facts relating to the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also determining factors. A decision should be based on sufficient data collected over a period of time and motivated by a desire to place the student in the school program where the greatest success will result.

The decision to accelerate a student rests with the Superintendent. Parental involvement in all steps of the process is vital. Parental consent to the acceleration of a student should be in writing.

If parents do not approve of a decision regarding the acceleration of the student, they may appeal the decision to the Superintendent. Further appeal, if necessary, may be made to the Board.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-701.01

CROSS REF.: IKE - Promotion and Retention of Students

**^ & ^|-7350 AUSD10 IKF
GRADUATION REQUIREMENTS**

Regular Education

A minimum of twenty-two (22) units of credit are required for graduation. Listed below are the units that must be completed before a student may receive a high school diploma. Each student shall demonstrate accomplishment of the standards in reading, writing, science, social studies, and mathematics adopted by the State Board of Education and pass each of the sections of the required competency test. A student not successfully passing the competency test shall graduate with a recognized diploma if the student meets the alternative graduation requirements established by A.R.S. 15-701.02. The Superintendent shall prepare regulations to implement the alternative graduation requirements and appoint a hearing officer for appeals.

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements.
- By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. R7-2-302.04 and rules established by the Superintendent.
- By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01.
- An out-of-state transfer student is not required to pass the competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

Graduation requirements are:

2012-2013:

English	4.0 units
Math	4.0 units*
Science	3.0 units
American Government and Arizona Government	0.5 unit
American History - including Arizona History	1.0 unit
World History and Geography	1.0 unit

Economics	0.5 unit
Fine Arts or Career, Technical and Vocational Education	1.0 unit
Electives	7.0 units
Total	22.0 units

* In lieu of one (1) credit of Algebra II or its equivalent course content a student may request a personal curriculum in mathematics following R7-2-302.03.

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Governing Board may be met by a student as defined in A.R.S. 15-701.01 and A.A.C. R7-2-302.

Competency requirements. Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

Waiver of Graduation Requirements

The parents or legal guardian of a high school student, or the student if at least eighteen (18) years of age and/or emancipated, may petition, in writing, to waive a high school class required for graduation if the class is required by District policy but not by state law.

The letter (petition) should completely set forth the reasons for requesting the waiver and should be sent to the associate superintendent for school operations.

The Associate Superintendent for School Operations will ensure the completeness of the information contained therein and put the matter before the Governing Board in the appropriate manner.

The Governing Board will render its decision in open meeting, while preserving student confidentiality.

Adopted: date of Manual adoption
 LEGAL REF.: A.R.S. 15-203
 15-341
 15-701.01

15-701.02
A.A.C. R7-2-302.01
R7-2-302.02
R7-2-302.03
R7-2-302.04
R7-2-302.06
R7-2-302.07

CROSS REF.: IGD - Curriculum Adoption
IGE - Curriculum Guides and Course Outlines
IIE - Student Schedules and Course Loads
IKA - Grading/Assessment Systems

REGULATION

REGULATION

I-7361 © IKF-RA GRADUATION REQUIREMENTS (Determining Competency for Graduation Credit)

Determination and verification of student accomplishment of subject-area course requirements and/or competencies for graduation credit shall be the responsibility of a subject-area teacher and, at a minimum, shall be in accord with the following:

- The student shall have successfully completed the subject-area course requirement incorporating the standards and competencies adopted by the State Board of Education from the course of study as determined by the Governing Board in accord with the District's designated grading system; or
- As an alternative to completing the course requirements, a student may request, upon a showing of familiarity with the subject matter of the course, an examination on the competencies of the course. The student may take an examination on a particular course one (1) time only in an academic year. The examination shall be prepared by a teacher of the subject matter who is designated by the Superintendent. To receive graduation credit, the student must demonstrate accomplishment of the standards and competencies adopted by the State Board of Education and the Governing Board, respectively. Demonstration of accomplishment of the skills and competencies shall be determined in accord with accepted practices in evaluation of students. A copy of the test results, verified by the appointed teacher, shall be filed with the student's records.

REGULATION

REGULATION

^ & ^I-7362 © IKF-RB GRADUATION REQUIREMENTS (Alternative Graduation Requirement)

Pursuant to A.R.S. 15-701.02, A.A.C. R7-2-302.06 and R7-2-302.07, a student who fails to achieve a passing score on the State Board required competency test in reading, writing, and mathematics assessment for high school graduation during the 2007-2008 through the 2010-2011 school years and thereafter may graduate if the student meets the alternative graduation requirements. Using the state approved formula, this process allows a student to augment their State Board required competency test scores with additional points derived from classroom performance. The student must meet the eligibility requirements described below to be eligible to receive augmentation points. Points are calculated using grades of C or better in the state specified credits of required coursework.

- *Threshold determination:*
 - If a student's augmented assessment scores would not meet or exceed the "Meets the Standard" threshold if augmented by twenty-five percent (25%) for school years 2007-2008 and 2008-2009, by fifteen percent (15%) for school year 2009-2010, or by five percent (5%) for school year 2010-2011 and thereafter, no additional credit shall be calculated per A.R.S. 15-701.02(c).
- *Eligibility requirements for augmentation:*
 - The student must have completed with a passing grade all coursework and credits prescribed for the graduation of students from high school by the governing board of the student's school district or charter school.
 - The student must have taken the State Board standards assessment at every administration when the student was eligible to take the test after August 12, 2005.
 - The student must have participated in any academic remediation program available in the student's school in those subject areas where the student failed to achieve a passing score on the State Board competency test.
- *Failure to meet eligibility requirements - Appeal:*

- If a student is not eligible for the standards assessment score augmentation due to failure to:
 - Have taken the State Board competency test at every administration when the student was eligible to take the test after August 12, 2005. An appeal, following the procedures indicated below, may be requested in which the student or parent shall have the burden of demonstrating what circumstances prevented compliance with this requirement. An appeal should be granted only upon presentation of credible evidence that extreme circumstances made the student ineligible for each State Board competency test administration the student did not attend.
 - Have participated in any academic remediation program available in the student's school in those subject areas where the student failed to achieve a passing score on the State Board competency test. An appeal, following the procedures indicated below, may be requested in which the student or parent shall have the burden of demonstrating what circumstances prevented compliance with this requirement. An appeal should be granted only upon presentation of credible evidence that the student participated in at least one state or school sanctioned remediation program in those subject areas where that student failed to achieve a passing score on the State Board competency test.
- *Appeal procedure:*
 - If a senior student fails a subject matter competency test, that student may request an appeal by submitting a petition form prepared by the District to the high school principal within ten (10) days of being notified of failure to achieve "Meets the Standard" on any section of the State Board competency test. The principal shall be the hearing authority for all appeals.
 - School officials shall provide adequate notice to the student and the student's parents or guardians regarding the date, time, and place of the appeal. A student or a student's representative may participate in the appeal either personally, by telephone, or by providing written documentation.
 - The student or parent shall have the burden of demonstrating what circumstances prevented compliance with the requirements.
- An appeal shall be granted only (see Suggested Basis for Appeal below):

- Upon presentation of credible evidence that extreme circumstances made the student ineligible for each State Board competency test administration the student did not attend.
- Upon presentation of credible evidence that the student participated in a least one (1) state or school sanctioned remediation program in those subject areas where that student failed to achieve a passing score on the State Board competency test.
- The response to the appeal shall be in writing within five (5) days of the appeal hearing.
- The decision of the principal is final.

Suggested Basis for Appeal

A student who has not satisfied the requisites of A.A.C R7-2-602.6 (C)(2) and/or (3) to qualify for the alternative graduation requirement may appeal the determination to the Governing Board when one (1) or more of the conditions listed below exist:

- The student was precluded from taking all available administrations of the AIMS assessment, or has not fully participated in the school's academic remediation program, due to a bona fide emergency. For the purpose of this policy a bona fide emergency is defined as a circumstance beyond the student's or the student's family's control. Examples of a bona fide emergency may include, but are not limited to the following:
 - The student's sudden serious illness or injury simultaneously with the assessment or remediation program offering as attested as affirmed by a licensed medical practitioner.
 - The sudden serious illness, injury, or death of an immediate member of the student's family, as defined in Board Policy GCCA, when such circumstance prevented the student's attendance for an assessment or a remediation program offering, and when affirmed by a licensed medical practitioner.
 - Weather or road conditions that interfered with the student's attendance at the assessment or remediation program offering when the condition was declared by or has been verified with appropriate public authorities.
 - A religious event of the student's and/or the student's family's faith when the student and/or the student's family have historically and

consistently participated in the religious event in lieu of any other event occurring at the same time.

The school principal must have received from the student's parent(s) written, dated, and signed notification within twenty-four (24) hours, or as soon thereafter as is practicable, of any event that prevented the student from participating in the assessment or the remediation program offering. Notification by telephone or other means may temporarily suffice, but must be validated by a written, dated, and signed notification not less than fourteen (14) calendar days from the date of the event.

Other extreme and extraordinary circumstances may be considered for appeal by the Board when credible evidence is provided affirming actual occurrence of the extreme and extraordinary circumstance.

REGULATION

REGULATION

I-7363 AUUSD10 IKF-RC GRADUATION REQUIREMENTS (Credit and Advanced Placement)

A middle school student who demonstrates achievement - as measured by a cumulative test that is developed by appropriate faculty members representing the high school and respective feeder middle schools - may receive high school credit for algebra and/or advanced Spanish taken during the eighth (8th) grade year.

The above objective criteria may be amended and high school credit may be given to individual students approaching the objective criteria if consensus is reached among appropriate faculty members representing the high school and the feeder middle school. (This policy is consistent with the requirements of the North Central Association.)

A middle school student who takes a high school course shall receive high school credit only if the course is taught by a teacher then certificated at the high school level.

EXHIBIT

EXHIBIT

^ & ^I-7381 © IKF-EA
GRADUATION REQUIREMENTS
ALTERNATIVE GRADUATION REQUIREMENTS APPEAL FORM

Appeal procedure:

- The student may request an appeal by submitting a request on a petition form prepared by the District to the high school principal within ten (10) days of being notified of failure to achieve "Meets the Standard" on any section of the State Board competency test. The principal shall be the hearing authority for all appeals.
- School officials shall provide adequate notice to the student and the student's parents or guardians regarding the date, time, and place of the appeal. A student or a student's representative may participate in the appeal either personally, by telephone, or by providing written documentation.
- The student or parent shall have the burden of demonstrating what circumstances prevented compliance with the requirements.
- An appeal shall be granted only:
 - Upon presentation of credible evidence that extreme circumstances made the student ineligible for each State Board competency test administration the student did not attend.
 - Upon presentation of credible evidence that the student participated in at least one (1) state or school sanctioned remediation program in those subject areas where that student failed to achieve a passing score on the State Board competency test.
- The response to the appeal shall be in writing within five (5) days of the appeal hearing.
- The decision of the principal is final.

Date: _____

Student Name: _____

Grade: _____

Projected Graduation Date: _____

Parent/Guardian Name: _____

Requirement(s) being appealed: (check one [1] or both boxes if applicable)

Has not taken the AIMS assessment each time the test was offered.

Has not participated in at least one (1) available academic remediation program as described:

Based on the box(es) checked above, provide evidence to support your appeal. Evidence must demonstrate "extreme circumstances" causing an inability to meet the augmentation requirements.

Signature

Date

**^ & ^I-7382 © IKF-EB
GRADUATION REQUIREMENTS
AUGMENTATION POINTS CALCULATIONS**

Threshold Determination

Multiply "Meets the Standard" for each section of the State Board competency test by the factor listed below by year of graduation to determine the score that must be met at a minimum before the augmentation procedure may be completed.

Graduation Factor .95

Example: In the graduation year if the "Meets the Standard" score for reading were to be 674. Then, multiplying 674 *times* .95 produces 640.3 rounded to 640, the test score below which no augmentation scores will be calculated and for which no appeal would be allowed. The "Meets the Standards Scores" will be determined the State.

Calculation of Augmentation points to be used for each competency test section failed when the threshold is met.

Only classes that satisfy the specifically required subject matter credits by the State Board for graduation shall be included in the calculation of the augmentation score. Use the highest grades earned or if advanced placement/honors courses the grade credited with the most points per R7-2-302.07(E)(b & c).

Credits Additional Course Name Grades (1)(2) Points

1) _____
English or ESL

1) _____
English or ESL

1) _____
English or ESL

1) _____
English or ESL

1) _____
AZ and US History and Constitution

.5) _____
AZ and US History and Constitution

1) _____
World History/Geography

1) _____
Mathematics

1) _____
Mathematics

1) _____
Science

1) _____
Science

1) _____
Fine Arts or Vocational Education

TOTAL of 11.5 credits Total added points () for 2009 through 2011.

Total added points divided by 11.5 equals Average Additional Points per Credit

_____ (Student's Original Augmentation Points per Credit *times* Score, by Section) *equals* Points 100

Augmentation points may be added to the highest score on each section of the State Board competency test that the student may have taken. If the augmented score of the student exceeds the passing score on the competency test, the student shall be considered to have passed the competency test in that area for graduation purposes.

(1) Advanced Placement or Honors

A equals twenty-five (25) times credits equals points

B equals twenty (20) times credits equals points

C equals fifteen (15) times credits equals points

D or F equals zero (0)

(2) Other eligible grades

A equals twenty (20) times credits equals points

B equals fifteen (15) times credits equals points

C equals twelve (12) times credits equals points

D or F = zero (0)

**^I-7400 © IKFA
EARLY GRADUATION**

The Board will authorize early high school completion in order to meet career goals for selected students. Students desiring early graduation must submit a written request to the high school principal during the first half of the semester preceeding the semester of desired completion. The Superintendent may accept requests after this date in special circumstances. The request must contain the reasons for the request and the written approval of the student's parents or guardian. All graduation requirements must be met by the early completion date.

The Superintendent will establish procedures to evaluate each request and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on co-curricular activities.

Diplomas normally will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.

The District shall notify the Arizona Department of Education and the Commission for Postsecondary Education when a student graduates at least one (1) year before the student's scheduled graduation date.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-105
 15-701.01
 15-1821

Section 63, Arizona Laws 2009, HB2011

I-7450 © IKFB
GRADUATION EXERCISES

Graduation exercises will be held for students who have met state and local requirements for graduation from high school.

Participation in high school commencement exercises is encouraged but is not compulsory. However, since these exercises require planning and rehearsals, the following rules shall apply:

- Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reasons for absence, may be cause for excluding students from participating in the exercises.
- Students may not participate in the commencement exercises unless they have successfully completed the requirements for graduation.
- Awards to seniors will be printed on the commencement program and announced at the exercises only in cases where the recipients have been selected solely by the school.
- Other awards to graduating seniors selected by persons or organizations outside the school may be presented at the final awards assembly if approved by the principal.

Adopted: date of Manual adoption

AI-7500 © IL
EVALUATION OF INSTRUCTIONAL PROGRAMS
(Testing Programs)

The use of tests is one indication of the success and quality of the educational program. In the case of an individual student, tests, in combination with other criteria, can provide an indication of student achievement.

The Board authorizes:

- A testing program as outlined in A.R.S. 15-741 and 15-755.
- A District testing program that will be subject to regular review and evaluation.
- In-service education of teachers and other staff members in the use of tests and interpretation of test results.

Test Participation

All Arizona students in grades two (2) through twelve (12) shall be administered, at least once each year, a standardized, nationally-normed written test of academic subject matter given in English except that students with disabilities will be included with appropriate accommodations and alternate assessments where necessary in accord with their respective Individual Education Program.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-741
 15-743
 15-744
 15-745
 15-755

CROSS REF.: IKF - Graduation Requirements
 ILB - Test / Assessment Administration
 (State Mandated Testing)
 JR - Student Records

AI-7600 © ILB
TEST / ASSESSMENT ADMINISTRATION
(State-Mandated Testing)

Security of Testing Materials

Employees designated by the Superintendent to administer the achievement test adopted by the Arizona State Board of Education shall:

- Keep all test materials in locked storage.
- Not reproduce any test materials in any manner.
- Not disclose any actual test items to students prior to testing.
- Not provide answers of any test items to any students.
- Administer only practice tests that are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
- Strictly observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
- Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
- Not change a student's answer.
- Return all test materials to the Superintendent immediately upon completion of testing.

Failure to comply with these requirements or others as required by Arizona Revised Statutes or by other rules or regulations shall be considered cause for discipline, including but not limited to suspension or termination. All violations of this policy shall be reported to the State Superintendent of Public Instruction.

Standards Adopted by the State Board of Education

The District shall establish specific objectives to accomplish the goals established by the State Board of Education. The Superintendent will make recommendations for such objectives based upon the data gathered annually.

The Superintendent will establish regulations and procedures for assessing student achievement of standards adopted by the State Board of Education and for reporting and utilizing test results and nontest indicator data.

Reporting results. The District will provide to the parent or guardian of each student who participates the associated grade equivalents, percentiles, and stanines from standardized norm-referenced testing. The District shall provide the parent or guardian of each student the resulting scores on the test of standards adopted by the State Board of Education and associated scores for the District, the county, and the state.

The District will provide the public, through a report card, scores for each school in the District and for the District as a whole, the county, the state, and the nation.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 15-741
 15-741.01
 15-742
 15-743
 15-744
 15-745
 15-755
 A.A.C. R7-2-301
 R7-2-302.04
 R7-2-306
 R7-2-310

CROSS REF.: IL - Evaluation of Instructional Programs (Testing Programs)
 JR - Student Records

I-7850 ©
EVALUATION OF INSTRUCTIONAL PROGRAMS

The instructional programs of the District will be regularly evaluated, and periodic reports will be provided to the Board. The Board will rely on the Superintendent to provide regular evaluation of the educational program and instructional processes. The Superintendent may also arrange for evaluations to be conducted by outside agencies within the budgeted funds of the District.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-341

I-7950 © IMA
TEACHING METHODS
(Lesson Plans)

The Board considers written lesson plans a useful tool to ensure continuity of instruction.

The Superintendent shall establish procedures that set forth the requirements for lesson plans and for their preparation and review. Such procedures shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of the District.

To facilitate more effective instruction, lesson plans should be prepared sufficiently in advance of the class presentation to allow plan books to be inspected and compared to the guidelines established by the Superintendent.

Teachers shall make thorough preparation for all daily lessons and shall prepare their plans to reflect such preparation.

Adopted: date of Manual adoption

REGULATION

REGULATION

I-7961 © IMA-R TEACHING METHODS

(Lesson Plans)

Guidelines for the implementation of this administrative regulation shall include:

- Lesson plans shall be developed according to District-wide formats and shall reflect the scope and sequence of the courses of instruction. Acceptable alternatives may be approved by the principal.
- Lesson plans shall demonstrate the correlation of the lesson with State Board standards when applicable.
- Lesson plans should include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects of such plans.
- While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Material to be used in a lesson(s) - such as duplicated material, cassette tapes, films, filmstrips, transparencies - may serve as an integral part of the plan.
- Lesson plans for individualized programs should be consistent with the general overview and purpose of the instructional program. The progress of individual student(s) must be a consideration in the plan.
- Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.
- The provision that copies of lesson plans must be available for substitute teachers.

I-8000 © IMB
TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES

Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

The teacher holds a position of authority and respect in the classroom and community, and by virtue of that position has great influence in the formation of the values of all students. It must be clear that personal views are not a part of the instructional program and must be tempered by the responsibility to maintain professionalism.

To ensure that controversial issues are dealt with fairly and objectively, and with instruction as their goal, such issues may be a part of the curriculum as long as the following policies are observed:

- Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established facts to specific problems.
- Teachers should seek to develop in students the ideals of truth and honesty.
- All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.
- Constitutional guarantees of due process and freedom of speech will continue to be observed as to students and teachers alike when they are involved in a controversial issue.
- Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
- Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.
- Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

Adopted: date of Manual adoption

^I-8250 © IMD
SCHOOL CEREMONIES AND OBSERVANCES

The following shall be adhered to regarding required opening exercises and school programs as they pertain to customs and holidays:

- The flag of the United States of America shall be raised above each schoolhouse and above other appropriate places during all school sessions, weather permitting. The flag shall be raised before the opening of school and taken down at closing each day.
- Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.
- Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed..."

- Each teacher in charge of a classroom for the first class of each day shall conduct a period of meditation, not to exceed one (1) minute in duration. No other activities will be allowed in the classroom at that time.
- Students whose parents have informed the school that they are not to take part in the meditation period or patriotic observances will be expected to observe the courtesy of not disturbing others.
- When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

Adopted: date of Manual adoption
LEGAL REF.: A.R.S. 15-203
 15-342
 15-506

EXHIBIT

EXHIBIT

I-8281 AUSD10 IMD-E SCHOOL CEREMONIES AND OBSERVANCES (RELIGIOUS CEREMONIES)

The Supreme Court of the United States, in two significant decisions, declared it illegal to hold formal, prescribed religious exercises in the public school. However, while the Court's prohibitions are narrow, its permissions are broad. Accordingly, *the following types of school activities are permitted* as long as they do not take on the character of religious devotions:

- Reading literature or writing on religious subjects.
- Playing, singing, and presenting music that is religious in its inspiration or origin.
- Performance of drama that deals with religious history or is religious in its content.
- Production or exhibition of art work dealing with religious themes.
- Recognition of significant religious holidays by declaring school vacations or by sponsoring activities that acknowledge the importance of those holidays in our cultural life.
- Comparative studies of religion.
- Analyses of the Bible, and other religious books, as part of a study about religions.
- Studies of the contribution made by religion to civilization.
- Study of the Bible for its historic significance.
- Study of the Bible for its literary importance.
- Recitations or study of historical documents that contain references to God.
- Singing of official anthems that contain references to God.

I-8450 AUUSD10 IME SCHOOL ASSEMBLIES

Assemblies, public programs, and public performances by students have an important place in a well-rounded educational program. They must, however, be consistent with the educational goals of the schools.

- Programs should have both educational and/or inspirational value. All aspects of human endeavor should be considered, including the comic as well as the tragic.
- Programs should be varied and should appeal to the interests of students.
- Good taste should be demonstrated in the kinds of programs and behavior shown.

Adopted: date of manual adoption

REGULATION

REGULATION

I-8461 AUSD10 IME-R SCHOOL ASSEMBLIES

In planning for school assembly programs, the principal and designees should:

- Maintain high standards of performance in all programs selected.
- Make every effort to provide for the expression of divergent or opposing viewpoints where political concepts are being presented.
- Review all program materials and offerings in advance of scheduling to determine sound educational value.
- Seek counsel of supervisors on programs relating to their areas in the process of selection and, if a controversial question arises, consult with the Superintendent or designee.
- Make an effort to increase student involvement in planning and make greater use of community resources as opposed to paid professional performances.

I-8550 © IMG
ANIMALS IN SCHOOLS

The Superintendent may establish procedures for appropriately and humanely bringing live animals into a classroom. Such procedures shall forbid the transporting of live animals on school buses.

Seeing-eye and service dogs are permitted on school buses and in classrooms to perform the functions for which they are trained. A dog's laminated identification card may be requested for verification.

Pets and other animals are not permitted on District property, or in District vehicles, unless the animal is a service animal or is present for an educational purpose by written approval from the Superintendent or school principal.

Adopted: date of Manual adoption

LEGAL REF.: A.R.S. 11-1024
 A.A.C. R17-9-102

REGULATION

REGULATION

I-8561 © IMG-R ANIMALS IN SCHOOLS

Animals may be brought into the classroom for educational purposes. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior permission from the principal. The following guidelines shall apply to animals in the schools:

- Prior to granting permission, teachers should check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction.
- Animals shall not be transported on school buses.
- Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.
- Only the teacher or students designated by the teacher are to handle the animals.
- If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
- Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities.

I-8600 © IMH
CLASS INTERRUPTIONS

The Superintendent shall establish regulations limiting class interruptions, with particular emphasis on use of communication devices and interruptions by salespersons or visitors.

Adopted: date of Manual adoption

REGULATION

REGULATION

I-8611 © IMH-R CLASS INTERRUPTIONS

It will be the responsibility of the principal to limit the clerical duties of classroom teachers as much as possible and to reduce, to a minimum, interruptions of classroom programs. Teachers should not be called out of their classrooms for telephone calls, salespersons, or visitors. Exceptions may be made in emergencies. The classroom setting shall not be interrupted by the use of the interschool communication system unless authorized by the principal.