



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **May 8, 2012**

TITLE: **Review of Proposed Governing Board Policies Contained in Policy Classification I (Instructional Program), IA through IHCA; Discussion of Specific Policies in I Series**

BACKGROUND: The District is currently conducting a periodic review of the entire Governing Board and Administrative Regulation system. This periodic review is intended to ensure that the policies of the District continue to reflect intentions of the Governing Board over time.

The Governing Board's policies are, of course, intended to be broad, overall direction for the operation of the District. Implementation of policy is through administrative function, including the administrative regulations approved by the Superintendent. (Regulations are denoted by a "-R", "-RA" or similar designation; exhibits are denoted by "-E" or "-EA", etc.). The Board is only required to approve changes to policies, not regulations or exhibits. Simply put, policies are "theory and intention"; Regulations are those procedural steps necessary to affect the theory; and Exhibits are the forms needed to implement the Policy's Regulation(s).

The policy manual is organized according to the classification system of the National School Boards Association. This system provides an efficient means of coding, filing, and finding policies.

The current review of the I Series on "Instructional Program" will be broken down into two separate reviews, due to the large number of individual policy documents contained in that series. The attached draft revision documents represent approximately the first half of the I Series.

How to Search for Specific Policies

With documents as large as those attached, discussion of specific provisions by the Board Members can be complicated, particularly when it is important to have everyone "on the same page" – literally. As individual Board Members add comments and notes to their electronic Board agenda items, pagination numbers within the original documents may be altered, preventing Board Members from accurately referring other Board Members or staff to a specific page number.

Therefore, during discussion of a particular policy, Board Members may wish to make reference to the policy index number of a certain policy. These numbers appear to the top left at the first page of every policy and appear like "**I-0050**". Other board members can then enter this index number into the term search window at the top right of their Boardbook viewing window. This will automatically take the Board Member to the first page of the same policy being discussed.

As in previous submissions in this review process, many of the policy documents included in the attachment to this item have only minor or technical changes. Typically such changes or corrections are made to enhance sentence structure, improve grammatical presentation, correct semantics, accommodate statutory codification adjustments, and so forth. Some simply correct references to state law or other policies that may have changed.

Many of the documents have no changes at all.

Substantive Changes

There are several policies within the presented "I Series" that do have substantive changes or may represent entirely new policies. These are addressed below.

Policy IHAMA — Teaching About Drugs, Alcohol, and Tobacco

A modification to A.R.S. 15-712 added "date rape drugs" to the list of dangerous drugs schools may include in their instructional program. The term is now consequently added to this policy.

Regulation IHAMC-R – Family Life Education

Changes to Arizona law requiring that instruction on sex education include instruction on sexual conduct with a minor is incorporated.

Policy IHB — Special Instructional Programs

A change in Arizona law (Senate Bill 1256) expanded the definition of the home school district of a child with a disability to include a child. The change in statute is mirrored in this policy for clarity.

Regulation IHB-R – Special Instructional Programs.

Revisions by the State Board of Education (SBE) to A.A.C. R7-2-401 were made to assure that state special education rules align with and support the Individuals with Disabilities Education Act (IDEA). Arizona Department of Education Exceptional Student Services subsequently made corresponding amendments to 'Confidentiality' and the 'Evaluation and Eligibility' provisions, and those changes are incorporated into this administrative regulation, which is brought to the Board's attention.

Changes include provisions for parents and eligible students to revoke consent to placement and services under IDEA – a right guaranteed under federal law now.

Regulation IHBD-R and Exhibits IHBD-EA and IHBD-EB

These documents will now incorporate required provisions under Title I that set forth district and school level compacts for parental involvement.

Policy/Regulation IHBHD and IHBHD-R – Online/Concurrent/Correspondence Courses.

Arizona Laws enacted during the 2009 legislative session (HB2011 and SB1196) provided substantial directions affecting the development of online instruction programs. Among other things, the bills required the State Board of Education (SBE) and the State Board for Charter Schools (SBCS) to develop standards for the approval of online course providers and online schools, and set annual reporting mechanisms for schools to participating in online instruction. Appropriate policy recommendations are offered by these ASBA model documents that reflect the provisions of law.

RECOMMENDATION: This item is presented for the Board's study at this time. The policy revisions will be brought back for the Board's approval.

INITIATED BY:



Todd A. Jaeger, Associate to the Superintendent

Date: May 1, 2012



Vicki Balentine, Ph.D., Superintendent