NOTICE OF REGULAR BOARD MEETING
OF THE GOVERNING BOARD
OF THE WINDOW ROCK UNIFIED SCHOOL DISTRICT #8

Pursuant to ARS 38-431.01 & 38-431.02, notice is hereby given to the general public and the members of the Governing Board that the Window Rock Unified School District Governing Board will hold a meeting open to the public, in the Governing Board Room located at: Corner N7 & N12 - West of TMS Hospital Housing, next to Tsehootsooi Primary Learning Center (TPLC) Building , Fort Defiance, AZ 86504. Members of the public are encouraged to attend in person. Meetings may but are not required to be live-streamed. Governing Board members may appear in person, telephonically, or virtually. Note: Times listed on the agenda are approximate only and may actually occur earlier or later than indicated. Meeting doors will open 15 minutes prior to the posted start time of the public meeting. Information regarding agenda items may be reviewed in the Office of Superintendent of Schools in Fort Defiance. The Board may vote to convene an executive session, which will not be open to the public, pursuant to ARS §38-431.03(A)(3) for legal advice from the District's attorney(s) related to any item on the agenda. Per Governing Board Policy BEDH, *Call to the Public* forms must be submitted to the Superintendent prior to the start of the meeting. Persons with disabilities, who are in need of accommodation, or persons who require translation services, may contact the Superintendent's office at 928.729.6706 or contact@wrschool.net at least 72 hours prior to the Governing Board Meeting. Any questions, comments, and concerns may also be directed to the Superintendent's Office.

REGULAR BOARD MEETING

August 4, 2026
6:00 PM

Administration Governing Board Room
Fort Defiance, Arizona

I. The District is encouraging members of the public to view and access the Governing Board meeting at the following link:
Meeting Link: https://wrschool.webex.com/wrschool/j.php?MTID=m204559ddc9467c85077d8f93fac7a9ca
Meeting number 2489 566 0018 | Password: FightingScouts
Or join by phone: 415-655-0001 | Access Code: 2489 566 0018##
Agenda: https://meetings.boardbook.org/Public/Organization/893
II. CALL TO ORDER / FLAG SALUTE
III. ROLL CALL / WELCOME
IV. APPROVAL OF THE AGENDA
V. APPROVAL OF THE BOARD MINUTES
    A. July 14, 2026 - Regular Board Meeting
    B. July 28, 2026 - Special Board Meeting
VI. INFORMATION ONLY
    A. Superintendent's Report
        1. August 3, 2026 - First Day of School
        2. August 3, 2026 - Permissive Practice for WRHS Cross Country Starts
        3. August 10, 2026 - Permissive Practice for WRHS Volleyball Starts
        4. August 12, 2026 - Meet the Teacher Night (PreK-12)
        5. August 14, 2026 - Early Release - National Navajo Code Talker's Day
        6. Staff/Student Recognition
        7. Construction Update
        8. Enrollment Update
    B. Governing Board's Report
        1. Dr. Jacquelyne Wauneka, Governing Board Clerk
        2. Patrick Lynch, Governing Board Member
        3. Stephanie Calabaza, Governing Board Member
        4. Dr. Shayla Yellowhair, Governing Board Member
        5. Yvonne Kee-Billison, Governing Board President
    C. Department/School Sites Report
        1. Tsehootsooi Primary Learning Center
        2. Tsehootsooi Intermediate Learning Center
        3. Tsehootsooi Middle School
        4. Tsehootsooi Dine Bi'Olta
        5. Window Rock High School
        6. Technology Department
        7. Transportation Department
        8. Security Department
VII. CALL TO THE PUBLIC:

VIII. ACTION ITEMS

A. CONSENT AGENDA: Due to recent Attorney General's OMLET Team findings, consent agenda items #1 report will not be attached to the agenda. Instead, they will be available at the meeting.

1. Possible Action to Approve School District Vouchers: Expenditure - #2629-$95,598.92 & #2702-$1,002,099.89 and Payroll #02-$261,068.99.

2. Possible Action To Approve Revised Memorandum Of Understanding for Special Education and Related Services Between Window Rock Unified School District And Navajo Head Start From July 1, 2025, To June 30, 2029.

3. Possible Action to Approve Personnel Schedule for SY 26-27. 3

a. Resignation - SY 26-27

b. New Hire - Sy 26-27

c. Extra Duty Pay - SY 26-27

d. Renewal - SY 26-27

B. SPECIFIC ITEMS OF DISTRICT BUSINESS:

1. Discussion And Possible Action To Approve Revised Position Description.

IX. INFORMATION AND DISCUSSION ITEMS

A. 1st Reading of Policy Advisory #1047-1064 4

B. Regular Board Meeting — Tuesday, September 1, 2026, at 6:00pm

X. ADJOURNMENT

WINDOW ROCK SCHOOL DISTRICT #8 PERSONNEL ITEMS **August 4, 2026**

A. Resignation - SY26/27					
	Name	Site	Position	Recruitment Fee	
1	Jarod Tsosie	B&G	Custodian Part-time	$0.00	
2	Jessica Denetdeal	HR	Substitute Teacher	$0.00	
B. New Hire - SY26/27					
	Name	Site	Position	Fund	
1	Jolene Jones	WRHS	Guidance Counselor	M & O	
2	Monique Nakai	TMS/WRHS	Teacher	M & O	
3	Cheron Laughing	HR	Substitute Teacher	M & O	
4	Alexis Alexius	HR	Substitute Teacher	M & O	
C. Extra Duty Pay - SY26/27					
	Name	Site	Position	Fund	
1	Melissa Calamity	TMS	Trancript Move	M & O	
2	Quintanya Jensen	ESS	Scouts Alternative Program	M & O	
3	Velda Anderson	TDB	Student Council	M & O	3
4	Sheena Belenti	TDB	Student Council	M & O	
5	Lori Prince	TILC	Student Council	M & O	
6	Eric Flores De Sousa	TMS	Student Council	M & O	
7	Melissa Calamity	TMS	Student Council	M & O	
8	Joel Harper	WRHS	Student Council	M & O	
9	Joshua Hjul-Nielsen	WRHS	National Honor Society	M & O	
10	Lynn Lindblad	WRHS	National Honor Society	M & O	
11	Joshua Hjul-Nielsen	WRHS	Senior Class Sponsor	M & O	
12	Veroncia Yellowhair	WRHS	Senior Class Sponsor	M & O	
13	Roshelle S'Gleason	WRHS	Junior Class Sponsor	M & O	
14	Lynn Lindblad	WRHS	Junior Class Sponsor	M & O	
15	Arileauna Davis	WRHS	Sophomore Class Sponsor	M & O	
16	Ashley Mitchell	WRHS	Freshman Class Sponsor	M & O	
D. Renewal - SY26/27					
	Name	Site	Position		
1	Clarissa Castro	Transportation	Bus Driver		

7/31/26

© 2026 by Arizona School Boards Association

POLICY SERVICES
ADVISORY

Volume 38, Number 3 **July 2026**

Policy Advisory No. 1047 ..... Policy BEDB — Agenda

Policy Advisory No. 1048 ..... Policy CBA — Qualifications and Duties of The Superintendent

Policy Advisory No. 1049 ..... Policy DJ —Purchasing Ethics

Policy Advisory No. 1050 .....Policy DJE — Bidding / Purchasing Procedures

Policy Advisory No. 1051 ..... Policy IHA — Basic Instructional Program

Policy Advisory No. 1052 .....Regulation IHB-R — Special Instructional Programs

Policy Advisory No. 1053 ..... Regulation IKE-RB — Promotion and Retention of Students

Policy Advisory No. 1054 ..... Policy IKF — Graduation Requirements

Policy Advisory No. 1055 .....***NEW*** Regulation JF-R — Student Admissions

Policy Advisory No. 1056 .....***NEW*** Regulation JFAA-R — Admission of Resident Students

Policy Advisory No. 1057 ..... ***NEW*** Regulation JFAB-R — Tuition / Admission of Nonresident Students

Policy Advisory No. 1058 ..... ***NEW*** Regulation JFABC-R — Admission of Transfer Students

Policy Advisory No. 1059 ..... ***NEW*** Regulation JFABD-RB — Admission of Homeless Students

Policy Advisory No. 1060 .....***NEW*** Regulation JFABDA-RB — Admission of Students in Foster Care

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Policy Advisory No. 1061 ..... ***NEW*** Regulation JFB-RB — Open Enrollment

Policy Advisory No. 1062 ..... Policy JJAB — Limited Open / Closed Forum

Policy Advisory No. 1063 ..... Regulation JR-R — Student Records

Policy Advisory No. 1064 ..... Policy KFA — Public Conduct on School Property

POLICY ADVISORY DISCUSSION

Summary

The following Policy Advisories reflect legislation enacted during the Fifty-seventh Legislature, Second Regular Session, which convened in January 2026 and adjourned sine die on June 13, 2026. The general effective date for these bills is September 12, 2026, unless otherwise specified.

Policy Advisory Discussion

Policy Advisory No. 1047 **Policy BEDB — Agenda**

This revision reflects the requirements of Chapter 62, HB 2876, amending Arizona's Open Meeting Law. The legislation prohibits a public body from placing a proposal to impose or increase a tax rate, assessment, or fee on a consent agenda. It also provides that any matter discussed in executive session that requires a final vote or decision by the Governing Board must be placed on the regular agenda and may not be included on the consent agenda. These changes reinforce the Open Meeting Law requirement that significant matters requiring Board action be considered as individual agenda items rather than as part of a consent agenda.

Policy Advisory No. 1048 **Policy CBA — Qualifications and Duties of The Superintendent**

This revision reflects the requirements of Chapter 58, HB 2370, amending A.R.S. 15-341. The policy now provides that if the District has a weapons detection system at a school operated by the District, the Governing Board may authorize the Superintendent to modify the system without prior Governing Board approval. The policy also incorporates the statutory requirements that the Superintendent report each modification to the Governing Board within twenty-four (24) hours and that no other person may be authorized to modify the system without prior Governing Board approval.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Policy Advisory No. 1049 Policy DJ —Purchasing Ethics

This revision incorporates the guidance in the Arizona Auditor General's Uniform System of Financial Records (USFR) regarding the approval and documentation of food and beverage purchases made with public monies.

Although A.R.S. 15-342(39) authorizes Governing Boards to provide food and beverages at District events, including official school functions and trainings, the updated USFR provides guidance indicating that Governing Boards are responsible for approving such purchases in advance or, alternatively, adopting a sufficiently detailed policy or resolution delegating approval authority. The added language incorporates the USFR's recommended process for advance Governing Board approval of individual food and beverage purchases, including documentation of the approved expenditure, funding source, public purpose, District benefit, and compliance with applicable law and funding restrictions.

Districts choosing to authorize food and beverage purchases through a standing policy or resolution rather than individual Governing Board approval should ensure their local policy or resolution includes the specific parameters outlined in the USFR.

Policy Advisory No. 1050 Policy DJE — Bidding / Purchasing Procedures

This revision reflects the 2027 Uniform System of Financial Records (USFR) update increasing the threshold for written price quotations from ten thousand dollars ($10,000) to fifteen thousand dollars ($15,000). The policy now provides that purchases of at least fifteen thousand dollars ($15,000) and less than one hundred thousand dollars ($100,000) require written price quotations from at least three (3) vendors.

Policy Advisory No. 1051 Policy IHA — Basic Instructional Program

This revision reflects the requirements of Chapter 92, HB 2423, amending A.R.S. 15-708. If an advanced mathematics course is available, the policy now provides for the automatic enrollment of qualifying students entering grades six (6), seven (7), or eight (8) in the next advanced mathematics course, unless the student's parent objects. The policy also incorporates the statutory requirement that the District notify the student's parent of the purpose and goals of the automatic enrollment and provide instructions for objecting to the placement.

Policy Advisory No. 1052 Regulation IHB-R — Special Instructional Programs

ASBA previously notified districts of this statutory change in a 2025 Policy Alert following the enactment of Chapter 196 (HB 2170). This revision incorporates that requirement into the model regulation by providing that when a pupil is determined to need special education and related services because of a specific learning disability, the pupil's Individualized

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Education Program (IEP) must indicate whether the pupil has been diagnosed with dyslexia, as required by A.R.S. 15-763.

Policy Advisory No. 1053 Regulation IKE-RB — Promotion and Retention of Students

This revision reflects the requirements of Chapter 75, HB 2032, amending A.R.S. 15-701. The regulation has been updated to align with the revised statutory promotion requirements for third-grade students by requiring that students who do not demonstrate sufficient reading skills, as established by the State Board of Education, not be promoted to the fourth grade. The regulation also incorporates the statutory requirement that a student who is not retained and whose statewide assessment results subsequently demonstrate insufficient reading skills receive evidence-based intervention and remedial strategies.

Policy Advisory No. 1054 Policy IKF — Graduation Requirements

This revision reflects the requirements of Chapter 117, HB 2895, establishing A.R.S. 15-701.05. The policy now provides that if the State Board of Education or the District includes a world language requirement in the minimum course of study for high school graduation, a student may satisfy that requirement by demonstrating proficiency in a Native American language. The policy also clarifies that the District is not required to offer a Native American language course.

Policy Advisory No. 1055 *NEW* Regulation JF-R — Student Admissions

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Policy Advisory No. 1056 *NEW* Regulation JFAA-R — Admission of Resident Students

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Policy Advisory No. 1057 ***NEW*** **Regulation JFAB-R — Tuition / Admission of Nonresident Students**

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Policy Advisory No. 1058 ***NEW*** **Regulation JFABC-R — Admission of Transfer Students**

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Policy Advisory No. 1059 *NEW* Regulation JFABD-RB — Admission of Homeless Students

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Policy Advisory No. 1060 *NEW* Regulation JFABDA-RB — Admission of Students in Foster Care

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Policy Advisory No. 1061 *NEW* Regulation JFB-RB — Open Enrollment

This revision reflects the requirements of Chapter 102, HB 2621, which establishes procedures for serving students who reside in unorganized territories and students placed by a court or state placing agency. The legislation clarifies school district responsibilities related to Child Find activities, special education evaluations and services, enrollment, Certificates of Educational Convenience, and related definitions.

Because the comprehensive update to Section J has not yet been published, ASBA has created substantively identical regulations to accompany the affected policies as an interim measure. This approach maintains compliance with the new statutory requirements while

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

simplifying the transition to the updated Section J. When the revised Section J is published, these interim regulations will be incorporated into the updated and consolidated documents and may then be removed with minimal effort.

Policy Advisory No. 1062 Policy JJAB — Limited Open / Closed Forum

This revision reflects the requirements of Chapter 4, HB 2312, establishing A.R.S. 15-120.08. The policy now provides that a public school may not deny a patriotic youth group equal access or a fair opportunity to meet in a designated open forum or limited public forum, or otherwise discriminate against the group based on its membership or leadership requirements or its oath of allegiance to God and country. The policy also incorporates the statutory procedures governing requests by patriotic youth groups to address students during the first quarter of the school year and the distribution of materials provided by those groups.

Policy Advisory No. 1063 Regulation JR-R — Student Records

The revision adds the new statutory requirements established by Chapter 28, SB 1126, amending A.R.S. 15-141. The Regulation now provides that, upon request and in accordance with the Family Educational Rights and Privacy Act (FERPA), a school must identify for a Department of Child Safety caseworker any school that has requested a student's educational records and any person who has withdrawn the student from school. It also requires the school to provide other requested information or records relating to a student who is or was enrolled at the school. In addition, the Regulation reflects the prohibition against preventing a school employee, contractor, or volunteer from speaking with a Department of Child Safety caseworker who is investigating an allegation of abuse or neglect.

Policy Advisory No. 1064 Policy KFA — Public Conduct on School Property

This policy has been comprehensively updated as part of ASBA's continuing review of the model policy manual. The revisions improve the organization and alignment of the policy with Arizona law governing public conduct on school property.

==========

If you have any questions, call Policy Services at (602) 254-1100. Ask for Dr. Charlotte Patterson, Policy Analyst; Lynne Bondi, Policy Analyst; or Renae Watson, Policy Technician. Our e-mail addresses are, respectively, [cpatterson@azsba.org], [lbondi@azsba.org] and [rwatson@azsba.org]. You may also fax information to (602) 254-1177.

Note: **This material is written for informational purposes only, and not as legal advice. You may wish to review the policy references and consult an attorney for further explanation.**

© 2026 by Arizona School Boards Association

ADVISORY 1047

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

BEDB ©
AGENDA

The agenda shall list the specific matters to be discussed, considered or decided at the meeting. Except for a meeting through technological devices, the agenda shall also include the time that the public will have physical access to the meeting place. The Governing Board may discuss, consider or make decisions only on matters listed on the agenda and other matters related thereto. (Subject to A.R.S. 38-431.02)

Preparation and Dissemination

Regular Meetings

The Superintendent will prepare Board meeting agendas in consultation with the Board President.

The Superintendent may place items on the agenda. Any Board member may propose an item for consideration of placement on the agenda and will notify the Superintendent of the particular item of business at least five (5) working days before the meeting.

The agenda and supporting materials shall be distributed to the Board members not less than twenty-four (24) hours prior to the meeting.

Copies of the agenda shall be available to the public and the press.

Special Meetings

Whenever possible, the procedures for agenda preparation and dissemination used for regular meetings will be used for special meetings.

These procedures may be altered by the Superintendent during an emergency or when compliance would be impractical. However, the Superintendent shall comply with all legal requirements in scheduling special meetings.

Order of Business

Unless changed by a majority vote of Board members present at a meeting, the order of business shall be as follows:

Regular meetings:

A. Call to order

B. Adoption of the agenda (*Discussion of items is not in order*.)

C. Pledge of allegiance

D. Board Meeting minutes not previously approved

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. Information only items (*Items to be heard only; the Board will not propose, discuss, or take legal action during the meeting unless the specific matter is properly noticed for legal action*.)

1. Summary of current events

a. Superintendent

Celebrations and recognitions

b. Governing Board members

2. Reports (*Notice must be specific as to type of report that will be given, subject matter and whom will be making the report*.)

F. Public comments (*Members of the Governing Board shall not discuss or take legal action on matters raised during an open call to the public unless the matters are properly noticed for discussion and legal action*.)

G. Action items (*Matters on which the Governing Board may take legal action during the meeting*.)

1. Consent agenda items (*When so presented, should fully describe the matters on the agenda and inform the public where more information can be obtained*.)

A proposal to impose or increase a tax rate, assessment or fee in this state may not be placed on the consent agenda.

2. Specific items of District business (*As listed for consideration, may include various categorical areas as the business of the District necessitates Board discussion, deliberation, and action*.)

H. Information and Discussion items (*Matters about which the Board may engage in discussion but will take no action during the meeting*.)

I. Information items (*The Board will not propose, discuss, or take legal action during the meeting*.)

Requests for future agenda items

J. Adjournment

Special meetings:

A. Call to order

B. Items for which the special meeting was called (*May include timely action, discussion, and information items as conditioned for regular meetings*.)

C. Announcements

D. Adjournment

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Executive sessions:

An executive session may be scheduled, as necessary, during either a regular or special meeting. (*See Arizona Attorney General Agency Handbook Section 7.6.7.*)

1. When an executive session is to be held, the notice must state the specific provision of law authorizing the executive session. An agenda is also required and must contain a general description of the matters to be considered.

2. The following statement may be included on every agenda:

"The Board may vote to hold an executive session for the purpose of obtaining legal advice from the Board's attorney on any matter listed on the agenda pursuant to A.R.S. 38-431.03(A)(3)."

3. A matter that is discussed in executive session on which the Governing Board must take a final vote or make a final decision must be placed on the regular agenda and may not be placed on the consent agenda.

Emergency meetings

In the case of an actual emergency, the Governing Board, after giving such notice as is appropriate to the circumstances, may act on an emergency matter or call an emergency meeting in accordance with the requirements set out in A.R.S. 38-431.02. The emergency meeting shall follow the order of business for a special meeting. An emergency meeting shall be subsequently followed by the posting of a public notice within twenty-four (24) hours declaring that an emergency session has been held and setting forth the information specified by A.R.S. 38-431.02. Chapter 7 of the Arizona Agency Handbook shall be consulted for guidance when an emergency action or meeting is being considered.

Accommodations for Individual with Disabilities

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [name of designated District contact person] at [provide telephone number and e-mail]. Requests should be made as early as possible to allow time to arrange the accommodation.

Adopted: _____

LEGAL REF.:
A.R.S.
38-431
38-431.01
38-431.02
38-431.03
28 CFR § 35.163
7.6.7 AZ Agency Handbook

CROSS REF.:
BDA - Board Organizational Meeting and Board President Duties
BE - School Board Meetings

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1048

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

CBA ©
QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Qualifications

The Superintendent shall have appropriate qualifications as determined by the Governing Board by action taken at a public meeting.

The Superintendent shall have a valid fingerprint card issued pursuant to A.R.S. 41-1758.03.

Duties

The Superintendent is the District's chief executive officer and the administrative head of all divisions and departments of the school system. It is the Superintendent's duty to administer the policies of the Board and to provide leadership for the entire school system. The Superintendent is the professional consultant to the Board and, in this capacity, makes recommendations to the Board for changes in Board policies and the educational program.

The Superintendent, as chief administrative officer of the District, shall supervise, either directly or through delegation, all activities and all personnel of the school system according to the laws of the state of Arizona, rules of the Arizona State Board of Education, and adopted policies of the Governing Board.

The Superintendent provides the initiative and the technical guidance for the improvement of the total program of the school system. The delegation of authority for the operation of the various functions of the school system is one of the Superintendent's duties. The Superintendent is, however, responsible to the Board for all functions of the District, including but not limited to those listed below.

Education:

A. Administers the development, coordination, maintenance, and evaluation of all educational programs.

B. Supervises methods of teaching, supervision, and administration in effect in the schools.

C. Keeps informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means.

D. Keeps the public informed about modern education practices, educational trends, and the policies, practices, and problems in the District schools.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Management:

A. Ensures that all activities of the District are conducted in accordance with the laws of the state of Arizona, the regulations of the Arizona Board of Education, and the policies of the Governing Board.

B. Assumes responsibility for the overall financial planning of the District and for the preparation of the annual budget and submission of it to the Board for review and approval.

C. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.

D. Maintains adequate records for the schools, including, but not limited to:

1. financial accounts,

2. business and property records,

3. personnel,

4. school population,

5. student records including verifiable documentation of each student's residency in this state in accordance with guidelines and forms adopted by the Arizona Department of Education, and

6. scholastic records.

E. Provides suitable instructions and regulations to govern the maintenance of District properties.

F. Provides suitable instructions and regulations to govern the safety and transportation of students.

G. Assumes responsibility for the use of buildings and grounds.

H. Recommends the locations and sizes of new school sites and of additions to existing sites; the locations and sizes of new buildings; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the District.

I. Oversees the processing and submission of required reports.

J. Interprets the budget and finances to the community.

K. Remains current on new legislation and implements laws to the best advantage of the District.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Governing Board:

A. Attends and participates in all meetings of the Board and its committees, except when excused by the Board.

B. Takes prompt action to implement all directives of the Board.

C. Advises the Board on the need for new and/or revised policies.

D. Provides timely advice to the Board on the implication of changes in statutes or regulations affecting education.

E. Informs and advises the Board about programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under the Board's authority.

> If the District has a weapons detection system at a school operated by the District, the Governing Board may authorize the Superintendent to modify the system without prior approval by the Governing Board. If authorized to modify the system, the Superintendent shall report each modification to the Governing Board not later than twenty-four (24) hours after the modification is made. No person other than the Superintendent may be authorized to modify the weapons detection system without prior approval by the Governing Board.

F. Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.

G. Develops and implements rules and regulations in keeping with Board policy.

H. Acts as chief public relations agent for the District.

I. Acts on own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy guidance in the future.

Personnel:

A. Recommends to the Board the appointment or dismissal of all employees of the District.

B. Ensures that all employees are evaluated in accordance with the schedule established by the Board.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

C. Determines assignments, defines the duties, and coordinates and directs the work of all employees of the District.

D. Recommends all promotions, demotions, and salary changes to the Board.

E. Communicates to all employees all actions of the Board relating to personnel matters, and receives from employees all communications to be made to the Board.

Adopted: _____

LEGAL REF.:
A.R.S.
15-341
15-503
15-802
38-201
41-1758
A.A.C.
R7-2-603

CROSS REF.:
CBI - Evaluation of Superintendent

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1049

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

DJ ©
PURCHASING ETHICS

Governing Board

The District's Governing Board members and employees shall not use their offices or positions to receive any valuable things or benefits that would not ordinarily accrue to them in the performance of duties if the things or benefits are of such value or character as to manifest a substantial and improper influence upon the performance of their duties.

Food and Beverages

The Governing Board may provide food and beverages at School District events, including official school functions and trainings, as allowed by the Arizona Constitution, laws pertaining to travel and subsistence, gifts, grants (including federal grants), or devises, and policies of the Department of Education.

Food and beverage purchases shall be approved in advance by the Governing Board. For each purchase, the Governing Board will approve the total amount to be spent or an allowable per-person cost and identify the District fund to be used. The District will document how the purchase benefits the District and serves a public purpose and will determine that the purchase complies with applicable state law, the Arizona Constitution's Gift Clause, and the allowable uses of the identified funding source.

Personal Gift or Benefit

A person who supervises or participates in contracts, purchases, payments, claims or other financial transactions, or a person who supervises or participates in the planning, recommending, selecting or contracting for materials, services, goods, construction, or construction services of a school district or school purchasing cooperative is guilty of a Class 6 felony if the person solicits, accepts or agrees to accept any personal gift or benefit with a value of three hundred dollars ($300) or more from a person or vendor that has secured or has taken steps to secure a contract, purchase, payment, claim or financial transaction with the school district or school purchasing cooperative. Soliciting, accepting or agreeing to accept any personal gift or benefit with a value of less than three hundred dollars ($300) is a Class 1 misdemeanor.

Any person or vendor who has secured or has taken steps to secure a contract, purchase, payment, claim or financial transaction with a school district or school purchasing cooperative that offers, confers or agrees to confer any personal gift or benefit with a value of three hundred dollars ($300) or more on a person who supervises or participates in contracts, purchases, payments, claims or other financial transactions, or on a person who supervises or participates in planning,

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

recommending, selecting or contracting for materials, services, goods, construction or construction services of a school district or school purchasing cooperative, is guilty of a Class 6 felony. Offering, conferring or agreeing to confer any personal gift or benefit with a value of less than three hundred dollars ($300) is a Class 1 misdemeanor.

Definitions

For the purpose of this policy, a *gift* or *benefit* means a payment, distribution, expenditure, advance, deposit or donation of monies, any intangible personal property or any kind of tangible personal or real property. A *gift* or *benefit* does not include an item of nominal value such as a greeting card, t-shirt, mug or pen. A *gift* or *benefit* does not include food or beverage, or expenses or sponsorships relating to a special event or function to which individuals involved in procurement and purchasing are invited.

Reprisals

A District employee who has control over personnel actions may not take reprisal against a District employee or that employee's disclosure of information that is a matter of public concern, including a violation of District policy or laws/regulations governing the District.

Adopted: _____

LEGAL REF.:
A.R.S.
15-213
15-323
15-341
15-342
38-501 to 38-511
A.A.C.
R7-2-1001 to R7-2-1003
R7-2-1308
Uniform System of Financial Records (USFR)
Article IX, section 7, Constitution of Arizona
Policies adopted by the Department of Education

CROSS REF.:
DJE - Bidding/Purchasing Procedures
GBEAA - Conflict of Interest

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1050

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

DJE ©
BIDDING / PURCHASING PROCEDURES

The Superintendent shall be responsible for all purchasing, contracting, competitive bidding, and receiving and processing of all bid protests, in accordance with the Arizona school district procurement rules, including A.A.C. R7-2-1141 *et seq*. A contract shall not be awarded to an entity that does not verify employment eligibility of each employee through the E-verify program in compliance with A.R.S. 23-214 subsection A. Each contract shall contain the warranties required by A.R.S. 41-4401 relative to the E-verify requirements. District purchases shall also be in accordance with 2 C.F.R. 200 (Code of Federal Regulations Title 2).

The Superintendent shall ensure that all aspects of bidding and purchasing procedures conform to federal and state laws, rules and regulations, including A.R.S. 38-503(C). The Superintendent shall establish administrative regulations to ensure the District is in full compliance, including contracting with small and minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms. (2 C.F.R. 200.321).

Bidding

The District is not required to engage in competitive bidding in order to place a student in a private school that provides special education services if such placement is prescribed in the student's individualized education program and the private school has been approved by the Department of Education Division of Special Education pursuant to A.R.S. 15-765. The placement is not subject to rules adopted by the State Board of Education before November 24, 2009 pursuant to A.R.S. 15-213.

The District may, without competitive bidding, purchase or contract for any products, materials and services directly from Arizona Industries for the Blind, certified nonprofit agencies that serve individuals with disabilities and Arizona Correctional Industries if the delivery and quality of the goods, materials or services meet the District's reasonable requirements.

Intergovernmental agreements and contracts between school districts or between the District and other governing bodies as provided in A.R.S. 11-952 are exempt from competitive bidding under the procurement rules adopted by the State Board of Education pursuant to A.R.S. 15-213.

The District is not required to engage in competitive bidding to make a decision to participate in insurance programs authorized by A.R.S. 15-382.

The District is not required to obtain bid security for the construction-manager-at-risk method of project delivery.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Online Bidding

Until such time as the State Board of Education adopts rules for the procurement of goods and information services by school districts and charter schools using electronic, online bidding, the District may procure goods and information services pursuant to A.R.S. 41-2671 through 2673 using the rules adopted by the Department of Administration in implementing 41-2671 through 2673.

Except as otherwise provided below, only purchases of ~~ten~~ fifteen thousand dollars (~~$10~~ 15,000) or more are subject to competitive bidding requirements.

Purchasing

Purchases from District Employees

Districts are required to follow the School District Procurement Rules for all purchases of goods or services from District employees regardless of dollar amount. A.R.S. 38-503(C) prohibits public employees from providing their employers with any equipment, material, supplies, or services unless provided under an award or contract let after public competitive bidding. Districts must follow the School District Procurement Rules, regardless of the expenditure amount, when purchasing goods or services from District employees. This applies to any purchase using District monies, including extracurricular activities fees tax credit contributions and monies held in trust by the District, such as student activities monies. Although the School District Procurement Rules exempt expenditures of student activities monies from the Rules, that exemption does not apply to purchases in which a District employee acts as a vendor.

Purchases from District Board Members

Districts are required to follow the School District Procurement Rules for all purchases of services from District Board members regardless of dollar amount. A.R.S. 38-503(C) prohibits governing board members from providing their district with any services, unless provided under an award or contract let after public competitive bidding. However, for purchases of supplies, materials, and equipment from district board members, districts are required to follow the School District Procurement Rules only if the purchase exceeds one hundred thousand dollars ($100,000). Purchases below the one hundred thousand dollar ($100,000) threshold must comply with the guidelines for written quotes. For districts with three thousand (3,000) or more students, statutes limit purchases of supplies, materials, and equipment from board members to three hundred dollars ($300) per transaction and one thousand dollars ($1,000) total within any twelve (12)-month period and require that the governing board adopt a policy authorizing such purchases within the preceding twelve (12) months. Districts with fewer than three thousand (3,000) students may purchase supplies, materials, and equipment from governing board members in any amount, provided each purchase is approved by the governing board and the amount of the purchase is included in the board's meeting minutes.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Purchases Requiring Bidding

For transactions of at least ~~ten~~ fifteen thousand dollars ($~~10~~ 15,000) and less than one hundred thousand dollars ($100,000), written price quotations will be requested from at least three (3) vendors. If three (3) written price quotations cannot be obtained, documentation showing the vendors contacted that did not offer written price quotations, or explaining why written price quotations were not obtained, shall be maintained on file in the District office.

For transactions to purchase construction, materials, or services costing more than one hundred thousand dollars ($100,000), sealed bids and proposals shall be requested.

All transactions must comply with the applicable requirements of the Arizona Revised Statutes, the Arizona Administrative Code and the Uniform System of Financial Records.

Purchases Not Requiring Bidding

Except as otherwise provided above, purchases of less than ~~ten~~ fifteen thousand dollars ($~~10~~ 15,000) may be made at the discretion of the Superintendent. Such procurements are not subject to competitive purchasing requirements; however, reasonable judgment should be used to ensure the purchases are advantageous to the District.

Contract Requirements

Contract Duration

Unless otherwise provided by law, contracts for materials or services and contracts for job-order-contracting construction services may be entered into if the duration of the contract and the conditions of renewal or extension, if any, are included in the invitation for bids or the request for proposals and if monies are available for the first fiscal period at the time the contract is executed. The duration of contracts for materials or services and contracts for job-order-contracting construction services shall be limited to no more than five (5) years unless the Board determines that a contract of longer duration would be advantageous to the District. Once determined, the decision should be memorialized in meeting minutes and in the contract/bid file. Payment and performance obligations for succeeding fiscal periods are subject to the availability and appropriation of monies. The maximum dollar amount of an individual job order for a job-order-contracting construction service shall be one million dollars ($1,000,000) or as determined by the Board.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Public Inspection and Rationale for Awarding a Contract

The Governing Board shall make available, for public inspection, all information, all bids, proposals and qualifications submitted, and all findings and other information considered in determining whose bid conforms to the District's invitation for bids. The documentation provided will include information regarding the most advantageous, with respect to price, conformity to the specifications, and other factors, or whose proposal for qualifications are to be used to select and award the bid. Included in this information will be the rationale for awarding a contract for any specified professional services, construction, construction service or materials to an entity selected from a qualified select bidders list or through a school purchasing cooperative. The invitation for bids, request for proposals or request for qualifications shall include a notice that all information and bids, proposals and qualifications submitted will be made available for public inspection.

Requirement: Registered Sex Offender Prohibition

All purchase orders, agreements to purchase, and contracts for services to be provided by personnel other than District employees must include the following statement on the document:

> ***Registered Sex Offender Restriction.*** *Pursuant to this order, the named vendor agrees by acceptance of this order that no employee or subcontractor of the vendor, who is required to register as a sex offender, pursuant to A.R.S. 13-3821, will perform work on District premises or equipment at any time when District students are, or are reasonably expected to be, present. The vendor further agrees by acceptance of this order that a violation of this condition shall be considered a material breach and may result in a cancellation of the order at the District's discretion.*

Adopted: _____

LEGAL REF.:
A.R.S.
11-952
15-213
15-213.01
15-213.02
15-239
15-323
15-342
15-382
15-765
15-910.02

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

23-214
34-101 *et seq*.
35-391 *et seq*.
35-393 *et seq*.
38-503
38-511
39-121
41-2632
41-2636
41-4401
A.A.C.
R7-2-1001 *et seq*.
R7-2-1023
R7-2-1029
A.G.O.
I83-136
I87-035
I06-002
Uniform System of Financial Records
2 C.F.R. 200
2 C.F.R. 200.321

CROSS REF.:
BCB - Board Member Conflict of Interest
DJ - Purchasing Ethics
DJG - Vendor/Contractor Relations and Sales Calls Requirements
GBEAA - Conflict of Interest
JLIF - Sex Offender Notification

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1051

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

IHA ©
BASIC INSTRUCTIONAL PROGRAM

The various instructional programs will be developed to maintain a balanced, integrated, and sequential curriculum that will serve the educational needs of all school-aged children in the District. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning.

The instructional program shall reflect the importance of language acquisition/reading-skill development as the basic element in each student's education. The first priority of the instructional program will be language acquisition through a planned sequence of reading skills and language experiences beginning in the kindergarten program. The improvement of specific reading skills of students should be continuous throughout their education. Each school educating students in kindergarten and grades one (1) through three (3) shall have a reading program as required by A.R.S. 15-704 and applicable State Board of Education rules.

The second priority of the instructional program will be mastery of the fundamentals of mathematics, beginning in the kindergarten program.

If an advanced mathematics course is available, the District shall enroll a student entering grades six (6), seven (7), or eight (8) in the next advanced mathematics course for which the student qualifies, unless the student's parent objects. Automatic enrollment applies if the student demonstrates the highest level of proficiency in grade-level mathematics in either the statewide assessment or a benchmark assessment per A.R.S. 15-708.

When a student is automatically enrolled, the District shall notify the student's parent of the purpose and goals of the automatic enrollment and provide instructions for objecting to the placement.

The instructional program will ensure that on or before July 1, 2022, at least one (1) kindergarten through third (K-3) grade teacher, literacy coach or literacy specialist in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

Attention to the above-listed priorities shall not result in neglect of other areas of the curriculum.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Minimum Course of Study for Students in the Common Schools

Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified, in the following required subject areas:

A. English language arts (ELA);

B. Mathematics;

C. Social studies; including:

1. Civics; and

2. Instruction on the Holocaust and other genocides for at least three (3) class periods, or the equivalent, on at least two (2) separate occasions during any of grades seven through twelve (7-12).

3. Instruction in the Constitutions of the United States and Arizona, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona for a total of one (1) year during kindergarten (K) through eighth (8th) grades.

D. Science;

E. Two (2) or more of the following:

1. Visual Arts

2. Dance

3. Theatre

4. Music

5. Media Arts

F. Health/Physical education, including mental health. Mental health instruction may be included as part of other subject areas and shall comply with A.R.S. § 15-701.03.

Minimum Course of Study for Graduation from High School

See Policy IKF.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Observance Days

September 11, in each year shall be observed as 9/11 Education Day. On 9/11 Education Day, each public school that provides instruction to students in any of grades seven (7) through twelve (12) shall provide age-appropriate instruction to students in each of grades seven (7) through twelve (12) on the terrorist attacks of September 11, 2001.

September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day. On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

If Sandra Day O'Connor Civics Celebration Day or 9/11 Education Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday.

The Superintendent is directed to emphasize the use of the resources developed by the State Board of Education relating to civics education which align with the academic standards in social studies pursuant to A.R.S. 15-701 and 15-701.01.

Adopted: _____

LEGAL REF.:
A.R.S.
1-319
1-321
15-203
15-211
15-219
15-341
15-501.01
15-701
15-701.01
15-701.03
15-704
15-708
15-710
15-710.02
15-741.01
15-802
A.A.C.
R7-2-301 et seq.

CROSS REF.:
IJNDB - Use of Technology Resources in Instruction
IKF - Graduation Requirements

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1052

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

IHB-R ©

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS

(Identification and Placement of Exceptional Students)

This detailed administrative regulation is issued to:

A. Accomplish the requirements of the Governing Board set out in Policy IHB - Special Instructional Programs.

B. Assure District compliance with the requirements of applicable federal and state laws and the lawful regulations of the State Board of Education.

C. Aid District personnel in fulfilling their duties relating to the topic by presenting the procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists.

Citations from the following sources are annotated to the material to assist in conducting research and for clarification:

A. Arizona Revised Statutes (A.R.S.)

B. Arizona Administrative Code (A.A.C.) Title 7, Chapter 2, State Board of Education Rules

C. Regulations of the Family Educational Rights and Privacy Act as published in Part 99 of Title 34 of the Code of Federal Regulations (C.F.R.)

D. Regulations to the Individuals with Disabilities Education Act (IDEA) as published in Title 34 of the C.F.R., Part 300.

Whenever the term "District" is used in this regulation, it is to be interpreted contextually to mean the School District, the respective local school site, a representative of the District or a representative of the local school site, as is applicable to the circumstance.

Applicability

To accommodate the necessity to present procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists, this generic regulation contains procedural requirements for covered individuals of all ages. However, any statement in this regulation that addresses a provision that is not applicable to the grade levels and age ranges included in the student membership of the District is to be considered for the purposes of compliance to be not applicable.

© 2026 by Arizona School Boards Association

Child Find

Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules R7-2-401.

The District is responsible for child identification activities for children whose parents reside in the District unless:

A. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;

B. The student is enrolled in a nonprofit private school. In that event, the District within whose boundaries the private school is located is responsible for child identification activities.

The District will identify, locate, and evaluate all children with disabilities within its geographic boundaries who are in need of special education and related services including, but not limited to, children who are:

A. Homeless;

B. Highly mobile, including migrant children;

C. Wards of the state; and,

D. Attending private schools or who are homeschooled.

In its identification process the District will include children who are suspected of being children with a disability and in need of special education, even though:

A. They are advancing from grade to grade; or

B. They are highly mobile children, including those who are migrant children. [34 C.F.R. 300.111]

The District will maintain a record of children who are receiving special education and related services. [34 C.F.R. 300.111]

The District will inform the general public and all parents within its boundaries of the responsibility of the availability of special education services for students aged three (3) through twenty-one (21) years, and how those services may be accessed including information regarding early intervention services for children aged birth through two (2) years. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22). [A.A.C. R7-2-401.C]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District shall establish, implement, and make available (either in writing or electronically) to its school-based personnel, and all parents within District boundaries of responsibility for the identification and referral of all children with disabilities aged birth (0+) through 21 (twenty-one), including children with disabilities attending private schools and home schools, regardless of the severity of their disability. [A.A.C. R7-2-401.D]

The District shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The District shall maintain documentation of school-based personnel review. [A.A.C. R7-2-401] Identification screening for possible disabilities shall be completed within forty-five (45) calendar days after:

A. Entry of each preschool or kindergarten student and any student enrolling without appropriate records or screening, evaluation, and progress in school; or

B. Notification to the District by parents of concerns regarding developmental or educational progress by their child (aged three [3] years through twenty-one [21] years). [A.A.C. R7-2-401].

Screening procedures shall include vision and hearing status and consideration of the following areas:

A. Cognitive or academic;

B. Communication;

C. Motor;

D. Social or behavioral; and

E. Adaptive development. [A.A.C. R7-2-401]

Screening does not include detailed individualized comprehensive evaluation procedures. [A.A.C. R7-2-401]

For a student transferring into a school, the District shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. [A.A.C. R7-2-401.D]

If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within ten (10) school days and informed of the District's procedures to follow-up on the student's needs. [A.A.C. R7-2-401.D]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator, should the student be enrolled or not enrolled in the District. [A.A.C. R7-2-401.D]

If the identification process indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student who has reached the age of majority may request an evaluation of the student. [A.A.C. R7-2-401.D]

If, after consultation with the parent, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent in a timely manner. [A.A.C. R7-2-401.D]

Confidentiality

The District will permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the District under Individuals with Disabilities Education Act (IDEA). The District will comply with a request without unnecessary delay and in no case more than forty-five (45) calendar days after the request has been made, and before:

A. Any individualized education program (IEP) meeting;

B. Any hearing involving a due process complaint or disciplinary hearing;

C. Any resolution session. [34 C.F.R. 300.613]

The right to inspect and review education records includes:

A. The right to a response from the District to reasonable requests for explanations and interpretations of the records;

B. The right to request that the District provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

C. The right to have a representative of the parent inspect and review the records. [34 C.F.R. 300.613]

The District may presume that the parent has authority to inspect and review records relating to his or her child unless the District has been advised to the contrary by legal proceeding involving guardianship, separation and divorce. [34 C.F.R. 300.613]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the District), including:

A. The name of the party;

B. The date access was given; and

C. The purpose for which the party is authorized to use the records. [34 C.F.R 300.614]

If any education record includes information on more than one (1) child, the parents of those children have the right to inspect and review only the information relating to their child. [34 C.F.R 300.615]

The District will provide parents on request a list of the types and locations of education records collected, maintained or used by the District. [34 C.F.R 300.616]

The District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records. [34 C.F.R 300.617]

The District will not charge a fee to search for or to retrieve information. [34 C.F.R 300.615]

A parent who believes that information in the education records collected, maintained or used by the District is inaccurate or misleading or violates the privacy or other rights of the child, may request the District to amend the information. [34 C.F.R 300.618]

The District will decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request. [34 C.F.R 300.618]

If the District refuses to amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing under 34 C.F.R 300.619. [34 C.F.R 300.618]

The District will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 C.F.R 300.619]

If, as a result of a hearing, the District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will do so accordingly and so inform the parent in writing. [34 C.F.R 300.620]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

If, as a result of a hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the District will inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the District's decision. [34 C.F.R 300.620]

Parental consent will be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under Family Educational Rights and Privacy Act (FERPA). [34 C.F.R 300.622]

Parental consent will be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321. [34 C.F.R 300.622]

If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence. [34 C.F.R 300.622]

Upon receiving a written request, the District shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S. 15-828(F). The District shall also forward records to any other person or agency for which the parents have signed consent. [A.A.C. R7-2-401.J(4)]

The District will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [34 C.F.R 300.623]

One (1) official at the District will assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information will receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 C.F.R. part 99). [34 C.F.R 300.623]

The District will maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information. [34 C.F.R 300.623]

The District shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with IDEA and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes. [A.A.C. R7-2-401.J(1)]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District will inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child. [34 C.F.R 300.624]

The information will be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. [34 C.F.R 300.624]

Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the District shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information. [A.A.C. R7-2-401.J(2)

The rights of the parents regarding educational records are transferred to the student at age eighteen (18) under FERPA unless the student has been declared legally incompetent, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. 15-773. [34 C.F.R 300.625]

If the rights of the parents regarding educational records are transferred to the student at age eighteen (18) under the IDEA, the District will provide any notice required under the procedural safeguards provisions. [34 C.F.R 300.625]

The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. 15-773. [A.A.C. R7-2-401.J(3)]

Discipline

On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the District will provide services to the extent required to:

A. Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. [34 C.F.R. 300.530]

The District is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for the (10) days or less in that school year, if it provides services to non-disabled children similarly removed. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days, and the current removal is for not more than ten (10) consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the individualized education program (IEP) goals. [34 C.F.R. 300.530]

If the removal is a change in placement, the child's IEP team determines the appropriate services. [34 C.F.R. 300.530]

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the District, parent, and relevant members of the IEP team will review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:

A. If the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or

B. If the conduct in question was the direct result of the District's failure to implement the IEP. [34 C.F.R. 300.530]

The conduct will be determined to be a manifestation of the disability if either of the above-named conditions occurred, and, if the IEP was not implemented, the District will take immediate steps to remedy that deficiency. [34 C.F.R. 300.530]

If the District, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child will be returned to the placement from which the child was removed, unless the parent and District agree to a change of placement. The IEP team will either:

A. Conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or

B. If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior. [34 C.F.R. 300.530]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child:

A. Carries a weapon to or possesses a weapon at school, on school premises, to or at a school function under the jurisdiction of the state or the District;

B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or the District; or

C. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or the District. [34 C.F.R. 300.530]

The District will notify parents and provide notice of procedural safeguards on the day the District determines the student has violated the code of conduct, and the violation constitutes a change in placement (i.e., interim alternative education setting). [34 C.F.R. 300.530]

The District shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities. [A.A.C. R7-2-401.P]

The District shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. [A.A.C. R7-2-401.P]

The District shall maintain documentation of staff review. [A.A.C. R7-2-401.P]

Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes. [A.A.C. R7-2-401.P]

The child's IEP team determines the interim alternative educational setting for services. [34 C.F.R. 300.531]

The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. R7-2-405.I. [34 C.F.R. 300.532]

When the District believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others the District may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. R7-2-405.I. [34 C.F.R. 300.532]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The student will remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and District agree otherwise. [34 C.F.R. 300.533]

A non-eligible student who engaged in a behavior that violated a code of student conduct may assert protections if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District will be deemed to have such knowledge if:

A. The parent of the child expressed concern in writing to supervisory or administrative personnel of the District, or a teacher of the child, that the child is in need of special education and related services;

B. The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or

C. The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the District. [34 C.F.R. 300.534]

The District will not be deemed to have knowledge if the parent of the child:

A. Has not allowed an IDEA evaluation of the child;

B. Has refused special education services for the child; or

C. The child has been evaluated and determined to not be a child with a disability under IDEA. [34 C.F.R. 300.534]

When the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.

If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation will be conducted in an expedited manner.

A. Until the evaluation is completed, the child remains in the educational placement determined by the District, which can include suspension or expulsion without educational services.

B. If the child is determined to be a child with a disability, the District will provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536. [34 C.F.R. 300.534]

The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities. 34 C.F.R. 300.535]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

When reporting a crime committed by a child with a disability the District ensures that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the District reports the crime, but only to the extent permitted by FERPA. [34 C.F.R. 300.535]

A change of placement occurs if:

A. The removal is for more than ten (10) consecutive school days; or

B. The child has been subjected to a series of removals that constitute a pattern:

1. because the series of removals total more than ten (10) school days in a school year;

2. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and

3. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. [34 C.F.R. 300.536]

The District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings. [34 C.F.R. 300.536]

Evaluation and Eligibility

The District, when proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, and after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.

A. Parental consent for initial evaluation will not be construed as consent for initial provision of special education and related services.

B. The District will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation. [34 C.F.R. 300.300]

For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, the District is not required to obtain consent from the parent if:

A. Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parents of the child;

B. The rights of the parents of the child have been terminated in accordance with state law;

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

C. The rights of the parent to make educational decisions have been subrogated by a judge, in accordance with state law, and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. 300.300]

The District may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the District refuses, or fails to respond to, a request to provide consent for an initial evaluation. [34 C.F.R. 300.300]

The District will obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and will make reasonable efforts to obtain that consent. [34 C.F.R. 300.300]

If a parent refuses consent for the initial provision of special education and related services, the District will not seek consent through due process hearing procedures. The District:

A. Will not be considered to be in violation to provide a Free Appropriate Public Education (FAPE);

B. Is not required to convene a IEP team meeting or develop an IEP for the child. [34 C.F.R. 300.300]

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:

A. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;

B. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;

C. Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and

D. Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services. If a parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the District is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District will obtain informed consent prior to conducting any reevaluation of a child with a disability.

A. If the parent refuses consent, the District may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.

B. The informed parental consent for reevaluation need not be obtained if the District can demonstrate that:

1. it made reasonable efforts to obtain such consent and has documented those attempts;

2. the child's parent has failed to respond. [34 C.F.R. 300.300]

Parental consent is not required before:

A. Reviewing existing data as part of an evaluation or reevaluation; or

B. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration. [34 C.F.R. 300.300]

The District will not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the District, except as required by this part. [34 C.F.R. 300.300]

If a parent of a child who is home-schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the District will not utilize due process hearing procedures to seek consent. [34 C.F.R. 300.300]

Consistent with consent requirements of §300.300, either a parent of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability. [34 C.F.R. 300.301]

If the parent requests the evaluation, the District must, within a reasonable amount of time not to exceed fifteen (15) school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The sixty (60)-day evaluation period shall commence upon the District's receipt of the parent's informed written consent. [A.A.C. R7-2-401.E]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The initial evaluation will:

A. Be conducted within sixty (60) calendar days of receiving informed written parental consent for the evaluation, unless: [34 C.F.R. 300.301] [A.A.C.R7-2-401(E)(3)]

1. the parents and the District agree, in writing, that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) calendar days; or;

2. the child enrolls in the District following the child's departure from a previous district after the parent has provided consent and before the determination of eligibility by the child's previous district. In that event, the District ensures prompt completion of the evaluation.

3. the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.

B. Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child. [34 C.F.R. 300.301] [A.A.C. R7-2-401.E]

C. The initial evaluation of a child being considered for special education or re-evaluation shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.

D. Neither the sixty (60)-day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-evaluation within three (3) years of the previous evaluation. [34 C.F.R. 300.301] [A.A.C. R7-2-401.E]

The District will conduct a reevaluation of a child with a disability if:

A. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or

B. If the child's parents or teacher requests a reevaluation; except

C. The District will not conduct a reevaluation more than once a year unless the parent and District agree otherwise. [34 C.F.R. 300.303]

The District will conduct a reevaluation at least once every three (3) years. The Multidisciplinary Evaluation Team shall determine, in accordance with IDEA and regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a student's re-evaluation. [34 C.F.R. 300.303] [A.A.C. R7-2-401.E]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. [34 C.F.R. 300.304]

In conducting an evaluation or reevaluation, the District will:

A. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;

1. whether the child is a child with a disability; and

2. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

B. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

C. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. [34 C.F.R. 300.304]

For the following disabilities, the full and individual initial evaluation shall include:

A. *Emotional disability*: verification of a disorder by a qualified professional.

B. *Hearing impairment*:

1. An audiological evaluation by a qualified professional, and

2. An evaluation of communication/language proficiency.

C. *Other health impairment*: verification of a health impairment by a qualified professional.

D. *Specific learning disability*: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that meets the District's criteria through one of the following:

1. A discrepancy between achievement and ability;

2. The child's response to scientific, research-based interventions; or

3. Other alternative research-based procedures.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. *Orthopedic impairment*: verification of the physical disability by a qualified professional.

F. *Speech/language impairment*: an evaluation by a qualified professional.

G. For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:

1. An audiometric screening within the past calendar year,

2. A review of academic history and classroom functioning,

3. An assessment of speech problems by a speech therapist, or,

4. An assessment of the student's functional communication skills.

H. The Department of Education shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in A.A.C. R7-2-401.E.7.

The District ensures that evaluation materials and strategies:

A. Are selected and administered so as not to be discriminatory on a racial or cultural basis;

B. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;

C. Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;

D. Are administered by trained and knowledgeable personnel;

E. Are administered in accordance with the instructions provided by the assessment publisher;

F. Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

G. Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and

H. Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.

I. Provide relevant information that directly assists in determining the educational needs of the child. [34 C.F.R. 300.304]

Evaluations of children who transfer to or from another District in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation. [34 C.F.R. 300.304]

As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will:

A. Review existing evaluation data on the child including:

1. evaluations and information provided by the parents;

2. current classroom-based, local and state-wide assessments, and classroom-based observations;

3. observations by teachers, and related services providers.

B. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:

1. the child is or continues to be a child with a disability, and, if so, the educational needs of the child;

2. the present levels of academic achievement and related developmental needs of the child;

3. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.

C. The IEP team may conduct the review without a meeting. [34 C.F.R. 300.305]

D. The District may accept current information about the student from another state, public agency, public education agency, or through an independent education evaluation.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

If additional data are needed, the District will administer the assessments required to obtain the additional data. [34 C.F.R. 300.305]

If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the District will notify the parents of:

A. The determination and the reasons for the determination; and

B. The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs. [34 C.F.R. 300.305]

The District will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or at the conclusion of the instructional year during which the child attained the age of twenty-two (22).

When the child's eligibility terminates because of graduation or at the conclusion of the instructional year during which the child attained the age of twenty-two (22), the District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals. [34 C.F.R. 300.305]

Upon completion of the evaluation process, the District ensures that:

A. A group of qualified professionals and the parent of the child determine:

1. if the child is a child with a disability under the Individuals with Disabilities Education Act, Arizona State Statutes, and Arizona Administrative Code; and

2. if so, the educational needs of the child.

B. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination. [34 C.F.R. 300.306]

A child will not be determined to be a child with a disability if the primary factor for the determination is:

A. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the Elementary and Secondary Education Act [ESEA]);

B. Lack of appropriate instruction in math; or

C. Limited English proficiency. [34 C.F.R. 300.306]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §300.320 through 300.324. [34 C.F.R. 300.306]

Additional procedures for identifying children with specific learning disabilities:

A. *Option 1*:

The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

B. *Option 2*:

The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

C. *Option 3*:

The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §300.307-311:

a. The state-adopted criteria based on a child's response to scientific, research-based intervention;

b. The identification of a severe discrepancy between intellectual ability and achievement. [34 C.F.R. 300.307]

The determination of whether a child suspected of having a specific learning disability is a child with a disability will be made by the child's parents and a team of qualified professionals which will include:

A. The child's regular education teacher; or

B. If the child does not have a regular education teacher, then a regular education teacher qualified to teach children of that age;

C. For a child of less than school age, an individual qualified by the state to teach children of his/her age;

D. At least one (1) person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. [34 C.F.R. 300.308]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

A child may be determined to have a specific learning disability if:

A. The child does not achieve adequately for the child's age or meet state-approved grade level standards in one (1) or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet state-approved grade level standards:

1. oral expression
2. listening comprehension
3. written expression
4. basic reading skill
5. reading fluency skills
6. reading comprehension
7. mathematics calculation
8. mathematics problem solving

B. The child does not make sufficient progress to meet age or state-approved grade level standards in one (1) or more of the areas listed immediately above when using a process based on the child's response to scientific, research-based intervention; or

C. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability using appropriate assessments. [34 C.F.R. 300.309]

The findings of this section are not primarily the result of:

A. A visual, hearing or motor disability;

B. Intellectual disability;

C. Emotional disturbance;

D. Cultural factors;

E. Environmental or economic disadvantage; or

F. Limited English proficiency. [34 C.F.R. 300.309]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The group ensures that the underachievement is not due to a lack of appropriate instruction in reading or math and consider:

A. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

B. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents. [34 C.F.R. 300.309]

The District will promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in the two (2) immediately preceding bullets. [34 C.F.R. 300.309]

The District ensures that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. [34 C.F.R. 300.310]

In the case of a child less than school age or out of school, a group member will observe the child in an environment appropriate for a child that age. [34 C.F.R. 300.310]

For a child suspected of having a specific learning disability, the eligibility determination will contain a statement of:

A. Whether the child has a specific learning disability;

B. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;

C. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;

D. The educationally relevant medical findings, if any;

E. Whether the child does not achieve adequately for his/her age or to meet state-approved grade level standards consistent with whether the child has a specific learning disability; and does not make sufficient progress to meet age or state-approved grade level standards consistent with the basis of a determination in accordance with IDEA; or

F. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development consistent with the observation of relevant behavior.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

G. The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level. [34 C.F.R. 300.311]

If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:

A. The instructional strategies used and the student-centered data collected; and

B. The documentation that the child's parents were notified about the state's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;

C. Strategies for increasing the rate of learning; and

D. The parent's right to request an evaluation. [34 C.F.R. 300.311]

Each group member will certify in writing whether the report reflects the member's conclusion. If it does not, the group member will submit a separate statement presenting the member's conclusions. [34 C.F.R. 300.311]

The District shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education. [A.A.C. R7-2-401.E]

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. R7-2-401.E]

Free Appropriate Public Education

The determination that a child is eligible for special education and related services will be made on an individual basis by a properly constituted District team. [34 C.F.R. 300.306 and, if applicable, 300.308]

For preschool children (age three [3] to five [5]):

The District will:

1. Make FAPE available no later than the child's third birthday;

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

2. Ensure that an IEP or an Individualized Family Service Plan (IFSP) is in effect for each child by that date;

3. Ensure that a child's IEP team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

For school-aged children (age five [5] through twenty-one [21]):

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District or county for provision of special education services. [A.R.S. 15-764.A(5)]

The special education programs and services established pursuant to this section and section 15-765 shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education. [A.R.S. 15-764.B]

The District ensures that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:

A. special education;

B. related services;

C. supplementary aids and service. [34 C.F.R. 300.105]

On a case-by-case basis, the District ensures the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP team determines that the child needs access to those devices in order to receive FAPE. [34 C.F.R. 300.105]

The District will make extended school year services available as necessary to provide FAPE to children with disabilities.

A. Extended school year (ESY) services will be provided only if a child's IEP team determines, in accordance with §§300.320-300.324, that the services are necessary for the provision of FAPE.

B. Services will not be:

1. limited to a particular category of disability; or,

2. unilaterally limited to the type, amount, or duration of services. [34 C.F.R. 300.106]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The ESY services that are provided to a child with a disability will:

A. Be provided beyond the normal school year of the District;

B. Be provided in accordance with the child's IEP;

C. Be provided at no cost to the parents of the child; and

D. Meet the standards of the state. [34 C.F.R. 300.106]

The District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services. [34 C.F.R. 300.107]

Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available. [34 C.F.R. 300.107]

The District will make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:

A. The child is enrolled full time in a separate facility; or

B. The child needs specially designed physical education as prescribed in the child's IEP. [34 C.F.R. 300.108]

If a child is enrolled in a separate facility, the District ensures that the child receives appropriate physical education services. [34 C.F.R. 300.108]

If special physical education is prescribed in a child's IEP, the District will provide for those services, either directly or through other public or private programs. [34 C.F.R. 300.108]

The District ensures that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education. [34 C.F.R. 300.110]

When serving children wearing hearing aids or surgically implanted medical devices, the District ensures that:

A. The hearing aids worn in school by children with hearing impairments are functioning properly; and

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. The external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the District will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device. [34 C.F.R. 300.113]

The District may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the District:

A. Will not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;

B. Will not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;

C. Will not use a child's public benefit if that use would:

1. decrease lifetime benefits;

2. result in the family paying for non-school services that would otherwise be paid for by public benefits;

3. increase premiums or lead to discontinuation of benefits; or

4. risk loss of eligibility. [34 C.F.R. 300.154]

The District will notify parents that their refusal to allow access to their public benefits does not relieve the District of its responsibility to provide all required IDEA services. [34 C.F.R. 300.154]

The District will obtain a one (1)-time written consent from the parent, after providing written notification and prior to accessing a child's or parent's public benefits for the first time. The consent must specify:

A. The personally identifiable information that may be disclosed;

B. The purpose of the disclosure; and

C. The agency to which the disclosure may be made.

The District will provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District responsible for serving preschool children with disabilities shall establish, implement, and make available to its personnel and parents, written procedures for:

A. The operation of the preschool program, in accordance with federal statute and regulations and the state statutes, that provides a continuum of placements for students;

B. The smooth and effective transition from the Arizona Early Intervention Program to a public school preschool program in accordance with the agreement between the Department of Economic Security and the Department; and

C. The provision of a minimum of three hundred sixty (360) minutes per week of instruction in a program that meets at least two hundred sixteen (216) hours over the minimum. [A.A.C. R7-2-401.K]

The District shall establish, implement, and make available to its personnel and parents written procedures regarding the access to special education services to students enrolled in private schools by their parents as identified by the IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. R7-2-401.F]

Graduation

The District ensures that the Governing Board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by District assessment. [A.R.S. 15-701(B) and A.A.C. R7-2-301(D)(1)]

The District ensures that the Governing Board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with R7-2-401 et seq. [A.R.S. 15-701(B) and A.A.C. R7-2-301(D)(1)]

The District will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma. [34 C.F.R. 300.102]

The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma. [34 C.F.R. 300.102]

Parents shall be provided written notification of a student's anticipated graduation date at least one (1) year before the anticipated high school graduation date.

Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503. [34 C.F.R. 300.102]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to conclusion of the instructional year during which the student attains the age of twenty-two (22). [34 C.F.R. 300.305]

For a child no longer eligible due to graduation or exceeding the age of eligibility, the District will provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals. [34 C.F.R. 300.305]

Pupils with disabilities as defined in A.R.S. 15-761 or children who receive special education as defined in 15-763, shall not be required to achieve passing scores on competency tests in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or eighteen [18] year old student) and IEP team. [A.R.S. 15-701.01(3)]

Individualized Education Program

Each individualized education program (IEP) of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes, and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring, and when appropriate, the delivery of the specially designed instruction. [A.A.C. R7-2-401.G]

Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessments as determined by the IEP team. [A.A.C. R7-2-401.G]

The contents of each individualized education program (IEP) will include a statement of:

A. The child's present levels of academic achievement and functional performance, including:

1. how the child's disability affects the child's involvement and progress in the general curriculum; or

2. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. Measurable annual goals, including academic and functional goals designed to:

1. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

2. meet each of the child's other educational needs that result from the child's disability;

3. for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

C. How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;

D. The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided to enable the child:

1. to advance appropriately toward attaining the annual goals;

2. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.

E. If a child needs special education and related services because of a specific learning disability, the child's IEP shall indicate whether the child has been diagnosed with dyslexia;

F. ~~E.~~ The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;

G. ~~F.~~ Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on state and District-wide assessments;

H. ~~G.~~ If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or District-wide assessment of student achievement, a statement of why:

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

1. the child cannot participate in the regular assessment; and

2. the particular alternate assessment selected is appropriate for the child;

I. ~~H.~~ The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. [34 C.F.R. 300.320]

J. ~~I.~~ The student's estimated graduation date, aligned with the transition plan, by the end of ninth (9th) grade or age sixteen (16), whichever comes first, or earlier, if determined necessary by the student's IEP team.

Beginning not later than the first IEP to be in effect when the student turns sixteen (16), or earlier if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of:

A. appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills;

B. transition plan and services (including courses of study) needed to assist the child in reaching those goals by the anticipated graduation date. [34 C.F.R. 300.320]

Beginning not later than one (1) year before a student reaches the age of eighteen (18), the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of eighteen (18). [34 C.F.R. 300.320]

The IEP team for each child with a disability will include:

A. The parents of the child;

B. Not less than one (1) regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

C. Not less than one (1) special education teacher of the child, or where appropriate, not less than one special education provider of the child;

D. A representative of the District who:

1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

2. is knowledgeable about the general education curriculum; and

3. is knowledgeable about the availability of resources of the District;

4. may be a District team member described in the IEP team described above, with the exception of the parents, if the above criteria are met.

E. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in the IEP team described above.

F. At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

G. Whenever appropriate, the child with a disability.

1. A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals;

2. If the student does not attend the IEP meeting, the District will take other steps to ensure that the student's preferences and interests are considered.

H. To the extent appropriate and with consent of the parents or the adult child, the District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

I. For a child who is transitioning from the Arizona Early Intervention Program (AzEIP), representatives from AzEIP must be invited to the initial IEP if the parent requests. [34 C.F.R. 300.321]

A member of the IEP team described above is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting. [34 C.F.R. 300.321]

A member of the District IEP team described above, and including a person who can interpret the results, may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing and the District consent to the excusal, and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting. [34 C.F.R. 300.321]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

A parent or the District may request in writing a review of the IEP and shall identify the basis for requesting review. Such review shall take place within forty-five (45) school days of the receipt of the request at a mutually agreed upon date and time. [A.A.C. R7-2-401.G]

In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting will, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services. [34 C.F.R. 300.321]

The District will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

A. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

B. Scheduling the meeting at a mutually agreed on time and place. [34 C.F.R. 300.322]

The meeting notice will:

A. Indicate the purpose, time, and location of the meeting and who will be in attendance; and

B. Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP if the meeting is for an initial IEP of a child transitioning from AzEIP. [34 C.F.R. 300.322]

Beginning not later than the first IEP to be in effect by the end of ninth (9th) grade or age sixteen (16), whichever comes first, or earlier, if determined necessary by the student's IEP team, the notice will also:

A. Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;

B. Indicate that the District will invite the student;

C. Identify any other agency that will be invited to send a representative. [34 C.F.R. 300.322]

If neither parent can attend, the District will use other methods to ensure parent participation, including individual or conference telephone calls. [34 C.F.R. 300.322]

A meeting may be conducted without a parent in attendance if the District is unable to convince the parents that they should attend. In this case, the District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

A. Detailed records of telephone calls made or attempted and the results of those calls;

B. Copies of correspondence sent to the parents and any responses received; and

C. Detailed records of visits made to the parent's home or place of employment and the results of those visits. [34 C.F.R. 300.322]

The District will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. [34 C.F.R. 300.322]

The District will give the parent a copy of the child's IEP at no cost to the parent. [34 C.F.R. 300.322]

At the beginning of each school year, the District will have in effect for each child with a disability in its jurisdiction, an IEP as defined in 300.320. [34 C.F.R. 300.323]

The District ensures that:

A. A meeting to develop an IEP for an eligible child is conducted within thirty (30) calendar days of a determination of eligibility for special education and related services.

B. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year. [34 C.F.R. 300.323]

For a child aged two (2) years nine (9) months to five (5) years previously served by AzEIP, the IEP team will consider the contents of the child's Individualized Family Service Plan (IFSP). An IFSP may serve as the IEP of the child if:

A. The District has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;

B. The parent and the District agree in writing to the use of an IFSP;

C. The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language and numeric skills; and

D. The IFSP is developed in accordance with IEP procedures. [34 C.F.R. 300.323]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The District ensures that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP.

A. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and

B. The specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another school system in Arizona, the District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:

A. Reviews and adopts the child's IEP from the previous district, or

B. Develops, adopts, and implements a new IEP. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another state, the District, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:

A. Conducts an evaluation for eligibility for special education in Arizona, or determines that such an evaluation is unnecessary; and

B. Develops, adopts, and implements a new IEP, if appropriate. [34 C.F.R. 300.323]

To facilitate the transition of a child enrolling from another school system, either from within or from outside of Arizona, the District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school system in which the child was enrolled. [34 C.F.R. 300.323]

When a records request is received from another district, from either within or outside of Arizona, the District will promptly respond to the request. [34 C.F.R. 300.323]

In developing each child's IEP, the IEP team will consider:

A. The strengths of the child and the concerns of the parents for enhancing the education of their child;

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. The results of the initial or most recent evaluation of the child; and

C. The academic, developmental, and functional needs of the child. [34 C.F.R. 300.324]

In consideration of special factors, the IEP team will:

A. In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;

B. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

C. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;

D. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

E. Consider whether the child requires assistive technology devices and services. [34 C.F.R. 300.324]

The regular education teacher of a child with a disability, as a member of the IEP team, will, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:

A. Appropriate positive behavioral interventions and strategies for the child; and

B. Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4). [34 C.F.R. 300.324]

In making changes to the IEP after the annual IEP meeting, the parent and the District may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The District will:

A. Inform all members of the child's IEP team of those changes, and

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. Upon request, provide the parents with the revised copy of the IEP. [34 C.F.R. 300.324]

To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child. [34 C.F.R. 300.324]

The District ensures that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:

A. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;

B. the results of any reevaluation;

C. information about the child provided to, or by the parents;

D. the child's anticipated needs, or other matters. [34 C.F.R. 300.324]

If a participating agency other than the District fails to provide the transition services in an IEP, the District will reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes. [34 C.F.R. 300.324]

Before the District places a child with a disability in a private school or facility, the District will initiate and conduct a meeting to develop an IEP for the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call. [34 C.F.R. 300.325]

Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District ensures that:

A. The parents and District representative are involved in any decisions about the child's IEP; and

B. They agree to any proposed changes in the IEP before those changes are implemented. [34 C.F.R. 300.325]

The District remains responsible to ensure FAPE to a child placed by the District in a private school or facility. [34 C.F.R. 300.325]

The District ensures that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.327]

The District shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs. [A.A.C. R7-2-401.G]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Procedures for IEPs shall meet the requirements of the IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. R7-2-401.G]

Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction. [A.A.C. R7-2-401.G]

Least Restrictive Environment

The District ensures that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 C.F.R 300.114]

The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. [34 C.F.R 300.115]

The continuum of alternative placements will include:

A. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;

B. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

The placement decision for each child will be:

A. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;

B. In conformity with the least restrictive environment (LRE) provisions of the IDEA regulations;

C. Determined at least annually;

D. Based on the child's IEP; and,

E. As close as possible to the child's home. [34 C.F.R 300.115]

Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled. [34 C.F.R 300.115]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that she/he needs. [34 C.F.R 300.115]

A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. [34 C.F.R 300.115]

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. [34 C.F.R 300.117]

The District ensures that the supplementary aides and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings. [34 C.F.R 300.115]

The District shall establish, implement, and make available to its school-based personnel and parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. R7-2-401.H]

A continuum of services and supports for students with disabilities shall be available through the District. [A.A.C. R7-2-401.H]

Procedural Safeguards

The District ensures that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. [34 C.F.R. 300.501]

The District ensures that the parents of a child with a disability shall:

A. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child.

B. be provided notice consistent with §300.322 to ensure they have opportunity to participate in meetings.

C. be members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.501]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the District must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. [34 C.F.R. 300.501]

A placement decision may be made by a group without the involvement of the parent, if the District is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement. [34 C.F.R. 300.501]

The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. The District must provide to parents, upon request for an independent educational evaluation:

A. Information about where an independent educational evaluation may be obtained; and

B. The District criteria applicable for independent educational evaluations. District criteria for the independent educational evaluation must be the same as the criteria the District uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation. [34 C.F.R. 300.502]

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District. If a parent requests an independent educational evaluation at public expense, the District must, without unnecessary delay, either:

A. File for a due process hearing to show that its evaluation is appropriate; or

B. Ensure that an independent educational evaluation is provided at public expense, unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria. [34 C.F.R. 300.502]

If a due process hearing decision is that the District's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. [34 C.F.R. 300.502]

If a parent requests an independent educational evaluation, the District may ask for the parent's reasons for the objections, but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation. [34 C.F.R. 300.502]

A parent is entitled to only one (1) independent educational evaluation at public expense each time the District conducts an evaluation with which the parent disagrees. [34 C.F.R. 300.502]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The results of any independent educational evaluation which is obtained by or provided to the District:

A. Must be considered by the District, if it meets District criteria, in any decision with respect to the provision of FAPE to the child; and

B. May be presented by any party as evidence in a due process hearing. [34 C.F.R. 300.502]

If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

Written notice must be given to the parents of a child with a disability a reasonable time after the District:

A. Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or

B. Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child. [34 C.F.R. 300.503]

Such notice shall occur before the proposal or refusal action is implemented.

The notice must include:

A. A description of the action proposed or refused by the District;

B. An explanation of why the District proposes or refuses to take the action;

C. A description of each evaluation procedure, assessment, record or report the District used as a basis for the proposed or refused action;

D. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

E. Sources for parents to contact to obtain assistance in understanding the provisions of this part;

F. A description of other options that the IEP team considered and the reasons why those options were rejected;

G. A description of other factors that are relevant to the District's proposal or refusal. [34 C.F.R. 300.503]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent. [34 C.F.R. 300.503]

If the native language or other mode of communication used by the parent is not a written language, the District ensures:

A. The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;

B. That the parent understands the content of the notice;

C. That there is written evidence of these requirements. [34 C.F.R. 300.503]

A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

A. Upon initial referral or parent request for evaluation;

B. Upon receipt of a first complaint to the state or first request for a due process hearing in a school year;

C. When a disciplinary change of placement /removal has been initiated;

D. Upon request by a parent. [34 C.F.R. 300.504]

The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to:

A. Independent educational evaluations;

B. Prior written notice;

C. Parental consent;

D. Access to education records;

E. Opportunity to present and resolve complaints through the due process hearing and state complaint procedures, including;

1. The time period in which to file a complaint;

2. The opportunity for the District to resolve the complaint;

3. The difference between due process hearing and state complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.

F. The availability of mediation;

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

G. The child's placement during the due process hearing;

H. Procedures for students subject to placement in an interim alternative educational setting;

I. Requirements for unilateral placements by parents of children in private schools at public expense;

J. Due process hearings including requirements for disclosure of evaluation results and recommendations;

K. Civil actions, including timelines;

L. Attorney fees. [34 C.F.R. 300.504]

This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503. [34 C.F.R. 300.504]

The parent of a child with a disability may elect to receive required notices by an electronic mail communication if the District makes that option available. [34 C.F.R. 300.505]

The District will establish procedures to allow parties to disputes, including those matters arising prior to a request for a due process hearing, to resolve disputes through mediation. Procedures will ensure that the mediation process:

A. Is voluntary on the part of the parties;

B. Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;

C. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques. [34 C.F.R. 300.506]

The District may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party:

A. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center;

B. Who would explain the benefits of, and encourage the mediation process to the parents. [34 C.F.R. 300.506]

A parent or District may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability. [34 C.F.R. 300.507]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The request for a due process hearing must allege a violation that occurred not more than two (2) years before the date the parent or District knew or should have known about the alleged violation. [34 C.F.R. 300.507]

The District must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request. [34 C.F.R. 300.507]

The District will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint. [34 C.F.R. 300.508]

The party filing the notice for a hearing must forward a copy of the request to the state. [34 C.F.R. 300.508]

The due process hearing complaint must include the following in order for the complaint to be heard:

A. The name of the child;

B. The residential address of the child;

C. The school of attendance;

D. A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and

E. A proposed resolution of the problem to the extent known and available to the party at the time. [34 C.F.R. 300.508]

The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within fifteen (15) days of receipt of the complaint, that it believes the complaint does not meet the content requirements. [34 C.F.R. 300.508]

Within five (5) days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination. [34 C.F.R. 300.508]

A party may amend its due process complaint only if:

A. The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. The hearing officer grants permission, but in no case later than five (5) days before the due process hearing begins. [34 C.F.R. 300.508]

If a party files an amended complaint, the relevant timelines begin again. [34 C.F.R. 300.508]

If the District has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within ten (10) days of receiving the complaint. [34 C.F.R. 300.508]

Within ten (10) days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint. [34 C.F.R. 300.508]

Within fifteen (15) days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the District must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the complaint that:

A. Includes a representative of the District who has District decision-making authority;

B. May not include an attorney of the District unless the parent is accompanied by an attorney. [34 C.F.R. 300.510]

The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the District has the opportunity to resolve the dispute. [34 C.F.R. 300.510]

The resolution meeting need not be held if:

A. The parent and District agree in writing to waive the meeting; or

B. The parent and District agree to use the mediation process. [34 C.F.R. 300.510]

The parent and the District determine the relevant IEP team members to attend the meeting. [34 C.F.R. 300.510]

If the District has not resolved the complaint to the satisfaction of the parent within thirty (30) days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this thirty (30) day period. [34 C.F.R. 300.510]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held. [34 C.F.R. 300.510]

If the District is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the District may, at the conclusion of the thirty (30) day period, request the hearing officer dismiss the parent's due process complaint. [34 C.F.R. 300.510]

If the District fails to hold the resolution meeting within fifteen (15) days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline. [34 C.F.R. 300.510]

The forty-five (45) day timeline for the due process hearing starts the day after:

A. Both parties agree in writing to waive the resolution meeting; or

B. After either the mediation or resolution meeting starts but before the end of the thirty (30) day resolution period, the parties agree in writing that no agreement is possible; or

C. If both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, one (1) party withdraws from the mediation process. [34 C.F.R. 300.510]

If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:

A. Signed by both the parent and District representative who has authority to legally bind the District; and

B. Enforceable in any state court of competent jurisdiction or in a district court of the United States. [34 C.F.R. 300.510]

Either party may void the agreement within three (3) business days of the agreement's execution. [34 C.F.R. 300.510]

The child involved in the due process hearing complaint must remain in his or her current educational placement:

A. Unless a discipline appeal has been filed as provided in §300.533;

B. During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

C. Unless the District and parents of the child agree otherwise. [34 C.F.R. 300.518]

If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings. [34 C.F.R. 300.518]

If the complaint involves an application for initial services for a child who has turned three (3) and transitioning from Part C to Part B, the District is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then the District must provide those services that are not in dispute. [34 C.F.R. 300.518]

If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the state and parent for the purposes of (1)(c) of this section. [34 C.F.R. 300.518]

The District ensures that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:

A. No parent can be identified;

B. After reasonable efforts are made, no parent can be located;

C. The child is a ward of the state (with no foster parent);

D. The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. [34 C.F.R. 300.519]

The District will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments. [34 C.F.R. 300.519]

The District ensures that a person selected as a surrogate parent:

A. Is not an employee of the state, the District, or any other agency that is involved in the education or care of the child;

B. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and

C. Has knowledge and skills that ensure adequate representation of the child. [34 C.F.R. 300.519]

In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section. [34 C.F.R. 300.519]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

When a child with a disability reaches age eighteen (18), unless that child has been determined to be incompetent:

A. The District will provide any notice required by the IDEA regulations to both the child and the parents; and

B. All rights accorded to parents under Part B of the Act transfer to the child. [34 C.F.R. 300.520]

When the rights are transferred, the District will provide notice to the child and parent of the transfer of rights. [34 C.F.R. 300.520]

The District shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination of information to parents about the District's and the state's dispute resolution options. [A.A.C. R7-2-401.I]

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1053

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

IKE-RB ©

REGULATION

PROMOTION AND RETENTION OF STUDENTS

Competency Requirements for Promotion of Students from Third Grade

The District shall identify each student who is at risk of reading below grade level in kindergarten and grades one (1), two (2), and three (3). The District shall provide an annual specific 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 state-wide assessment that does not demonstrate sufficient reading skills as established by the Board will not be promoted from the third (3rd) grade.

If the student's school has determined that the student is substantially deficient in reading before the end of grade three (3), the District shall provide to the parent or guardian of that student a specific written notification of the reading deficiency within three (3) weeks after identifying the reading deficiency. That notification shall include the following information:

A. A Description of the student's specific individual needs.

B. A description of the current reading services provided to the student.

C. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer more than one (1) evidence-based intervention strategy and more than one (1) remedial strategy developed by the State Board of Education for students with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose, in consultation with the student's teacher, the most appropriate strategies that will be implemented for the student.

D. Parental/guardian strategies to assist the student to attain reading proficiency.

E. The frequency with which the school district or charter school will provide timely updates and information to the parent on the student's progress toward reading proficiency.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

F. A ~~statement~~ requirement that ~~the~~ a student ~~will~~ not be promoted from the third (3rd) grade if the student ~~obtains a score on the reading portion of the state-wide assessment that~~ does not demonstrate~~s the student is~~ sufficient reading skills ~~far below the third-grade level does not demonstrate sufficient reading skills, unless the student is exempt from mandatory retention in grade three or the student qualifies for an exemption~~ as established by the State Board. A student who is not retained and who obtains a reading score on the state assessment that does not demonstrate sufficient reading skills must receive evidence-based intervention and remedial strategies.

G. A description of the District policies on midyear promotion to a higher grade.

Competency requirements for the promotion of a student from the third (3rd) grade shall include the following:

A. The student shall not be promoted from the third (3rd) grade if the student obtains a score on the reading portion of the state-wide assessment required test that does not demonstrate sufficient reading skills as established by the Board, unless the student is exempt from mandated retention or the student qualifies for an exemption as determined by the Governing Board.

B. The Governing Board may promote from the third (3rd) grade a student who does not demonstrate sufficient reading skills if the student:

1. is an English learner or a limited proficient student as defined in section 15-751 and has had fewer than two (2) years of English language instruction.

2. is in the process of a special education referral or evaluation for placement in special education or a student who has been diagnosed as having a significant reading impairment, including dyslexia or is a child with a disability as defined in section 15-761 if the student's individualized education program team and the student's parent or guardian agree that promotion is appropriate based on the student's individualized education program. "Dyslexia" as defined in section 15-701 means a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

3. has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third-grade reading standards as evidenced through a collection of reading assessments approved by the State Board of Education, which includes an alternative standardized reading assessment approved by the State Board.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

4. receives intervention and remedial services during the summer or subsequent school year pursuant to those indicated below under "Intervention and Remedial Strategies Developed by the State Board of Education" and demonstrates sufficient progress based on guidelines issued pursuant to the description of the school district or charter school policies on midyear promotion to a higher grade.

C. The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

A student may not be retained if data regarding the student's performance on the state-wide assessment is not available before the end of the current academic year. A student who is not retained due to the unavailability of test data must receive evidence-based intervention and remedial strategies as in the section immediately below if the third-grade assessment data subsequently does not demonstrate sufficient reading skills.

Intervention and Remedial Strategies Developed by the State Board of Education (SBE) for Students Who Are Not Promoted from the Third Grade

The Governing Board shall offer more than one (1) of the intervention and remedial strategies developed by the SBE. The parent or guardian of a student not promoted from the third (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBE shall include:

A. A requirement the student be assigned for evidence-based reading instruction by a different teacher who was designated in that teacher's most recent performance evaluation in one (1) of the top two (2) performance classifications pursuant to section 15-203.

B. Summer school reading instruction.

C. 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.

D. Small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.

E. A requirement that a school district governing board or charter school governing body that promotes a student pursuant to the above provide annual reporting to the Department of Education on or before October 1 that includes information on the total number of students subject to the retention provisions of Policy IKE and this regulation, the total number of students promoted pursuant to Policy IKE and this regulation, the total number of students retained in grade three (3) and the interventions administered.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

The intervention and remedial strategies developed by the SBE shall also:

A. Provide for universal screening of students 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.

B. Develop interventions and remedial strategies for students in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1054

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

IKF ©
GRADUATION REQUIREMENTS

Regular Education

A minimum number of units of credit are required for graduation by the Arizona State Board of Education. Listed below are the units that must be completed before a student may receive a high school diploma.

Graduation requirements may be met as follows:

A. By successful completion of subject area course requirements.

B. 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 and rules established by the Superintendent.

C. 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.

D. By the transfer of credits as described in Policy JFABC.

E. 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 as determined by the Arizona State Board of Education (A.A.C. R7-2-302) and the District Governing Board are as follows:

English		4.0 units
Math		4.0 units*
Science		3.0 units**
Social Studies		3.0 units***
American Government and Arizona Government	0.5 unit	
American History - including Arizona History	1.0 unit	
World History and Geography – including instruction on the Holocaust and other genocides for at least three (3) class periods, or the equivalent, on at least two (2) separate occasions during any of grades seven through twelve (7-12).	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

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

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

* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board (Governing Body).

Pursuant to A.R.S. 15-710, a total of one (1) year instruction in state and federal constitutions, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona is required during grades nine (9) through twelve (12).

Pursuant to A.R.S. 15-701.05, if the State Board of Education or the District includes, in the minimum course of study for graduation from high school, a requirement that students receive instruction in a world language, the District will allow a student to satisfy the requirement by demonstrating proficiency in a Native American language in accordance with A.R.S. 15-701.05. This does not require the District to offer a Native American language course. The State Board of Education may establish criteria for evaluating the Native American language proficiency of students.

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Governing Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Governing Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Governing Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

** Three (3) credits of science in preparation for proficiency at the high school level on a state required test.

*** Through the graduating class of 2025, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a student must correctly answer at least sixty (60) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship And Immigration Services.

Beginning with the graduating class of 2026, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a student must correctly answer at least seventy (70) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. The District school shall document on the student's transcript only a pass or fail designation that the student has passed or failed the test.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

A student in grade seven (7) or eight (8) may take the test described in this paragraph, and if the student correctly answers at least seventy (70) of the one hundred (100) questions on the test:

a) The district school or charter school shall document on the student's transcript only a pass or fail designation that the student has passed or failed the test required by this paragraph.

b) The student is not required to take the test required by this paragraph again in high school.

**** The State Board requirement for economics is at least one-half (.5) of a course credit, which shall include financial literacy and personal financial management.

The Governing Board may determine the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. A student who does not obtain a passing score on the test that is identical to the civics portion of the naturalization test may retake the test until the student obtains a passing score.

Each school district and charter school shall report to the department of education all of the following aggregate data, organized by grade level, relating to the test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services required by subsection A, paragraph 3 of A.R.S. 15-701.01:

1. The median score.

2. The percentage of students who passed by correctly answering the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of A.R.S. 15-701.01.

3. The percentage of students who failed by correctly answering fewer than the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of A.R.S. 15-701.01.

4. Any other data required by the department relating to the test.

A school district or charter school may not include the personally identifiable information of any student in the data reported to the department of education under subsection L of A.R.S. 15-701.01.

Assessments

If a high school student who is enrolled in a school district or charter school participates in a nationally recognized assessment that is both adopted by the State Board of Education and administered by a person other than the school district or charter school,

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

the student or student's parent or guardian may submit the student's official score report for the assessment to the school district or charter school. On receiving an official score report, the school district or charter school shall do all of the following:

1. record the score in the student's file.

2. report the score to the State Board of Education and the Department of Education.

3. If the student or student's parent or guardian submits an official score report to the school district or charter school before the date on which the school administers the tests, allow the student to opt out of participation in the assessment that is administered by the school district or charter school. If a student opts out of an assessment, the school district or charter school shall use the data from the student's official score report for the student's achievement test data. "Nationally recognized" has the same meaning as provided in A.R.S. 15-741.02.

A school district or charter school is not required to allow a student to opt out of the collection of non-test indicator data or other information that is collected about students who participate in the assessment that is administered by the school district or charter school.

Written Assessment

A school district or charter school may administer the statewide assessment in the form of a written test if any of the following applies:

1. a written test is required pursuant to an individualized education program or a section 504 plan.

2. to accommodate special circumstances.

3. for religious purposes.

4. on request by a student's parent or guardian.

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.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Students who receive special education shall not be required to achieve passing scores on the test that is identical to the civics portion of the naturalization test under A.R.S. 15-701.01 in order to graduate from high school unless the student is learning at a level appropriate for the student's grade level in a specific academic area and unless a passing score on the test that is identical to the civics portion of the naturalization test under section 15-701.01 is specifically required in a specific academic area by the student's individualized education program as mutually agreed on by the student's parents and the student's individualized education program team or the student, if the student is at least eighteen (18) years of age.

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.

State Seal of Biliteracy. The School District may voluntarily participate in the state seal of biliteracy program by notifying the Superintendent of Public Instruction of such intention. Schools will then identify the students who have met the requirements to be awarded the state seal of biliteracy, which shall be affixed to the diploma and noted on the transcript of each student who has met the requirements.

CPR Instruction and Training. School districts and charter schools shall provide public school students with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

Adopted: _____

LEGAL REF.:
A.R.S.
15-203
15-341
15-701.01
15-701.05
15-710
15-741
15-763
A.A.C.
R7-2-302
R7-2-302.03

CROSS REF.:
IGD - Curriculum Adoption
IGE - Curriculum Guides and Course Outlines
IHAMC - Instruction and Training in Cardiopulmonary Resuscitation
IHAMD - Instruction and Training in Suicide Prevention
IIE - Student Schedules and Course Loads
IKA - Grading/Assessment Systems
JFABC - Admission of Transfer Students

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1055

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JF-R ©

REGULATION

STUDENT ADMISSIONS

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and determines that the student is eligible for special education and related

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool.* If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1056

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JFAA-R ©

REGULATION

ADMISSION OF RESIDENT STUDENTS

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and determines that the student is eligible for special education and related services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool*. If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1057

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JFAB-R ©

REGULATION

TUITION / ADMISSION OF NONRESIDENT STUDENTS

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and

© 2026 by Arizona School Boards Association

determines that the student is eligible for special education and related services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool.* If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1058

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JFABC-R ©

REGULATION

ADMISSION OF TRANSFER STUDENTS

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and determines that the student is eligible for special education and related services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool*. If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1059

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JFABD-RB ©

REGULATION

ADMISSION OF HOMELESS STUDENTS

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

determines that the student is eligible for special education and related services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool.* If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1060

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JFABDA-RB ©

REGULATION

ADMISSION OF STUDENTS IN FOSTER CARE

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

determines that the student is eligible for special education and related services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool.* If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1061

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JFB-RB ©

REGULATION

OPEN ENROLLMENT

Special Programs and Services

Unorganized Territories:

"Unorganized Territory" means a geographic area that is not located within the boundaries of any school district.

A. *Child Find Screening, Special Education Evaluation, Student Enrollment*:

1. The parent of a student who resides in an unorganized territory may request a Child Find screening, a special education evaluation or enrollment of the student in the adjoining school district that is geographically closest to the student 's residence.

2. A school district that receives a request pursuant to this subsection is responsible for all Child Find activities for that student.

3. If a parent of a student who is a student with a disability as defined in A.R.S. 15-761 requests enrollment of the student in a school district, the school district is responsible for providing a free appropriate public education (FAPE) to the student.

B. *Early Intervention Services*:

1. Each program that provides early intervention services to student's who reside in unorganized territories shall initiate the process for transitioning the student from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) by notifying the Department of Education and referring the student to the adjoining school district that is geographically closest to the student's residence for a special education evaluation and transition at least ninety days before the student's third (3rd) birthday.

2. If a program determines that a student who resides in an unorganized territory is eligible for early intervention services pursuant to Part C of IDEA more than forty-five (45) days but fewer than ninety (90) days before the student's third (3rd) birthday, the program shall initiate the process for transitioning the student from Part C to Part B of IDEA as soon as possible, consistent with federal law.

C. *Special Education Evaluation*:

1. If the adjoining school district that is geographically closest to the residence of a student conducts a special education evaluation of the student and

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

determines that the student is eligible for special education and related services under Part B of IDEA, the student's parent(s) may request enrollment of the student in the school district at any time and the school district shall inform the student's parent(s) that the student's parent(s) may request enrollment of the student.

2. On receipt of a request for enrollment of a student residing in an unorganized territory, the school district shall prepare a Certificate of Educational Convenience application for the student as prescribed by A.R.S. 15-825 and offer a free appropriate public education to the student.

D. *Private School or Homeschool.* If a student resides in an unorganized territory and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph D.1 of this regulation and for providing the services described in paragraph D.2 of this regulation for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit, the adjoining school district that is geographically closest to the student's residence.

Placement by Court or State:

"State Placing Agency" means the department of juvenile corrections, the department of economic security, the department of child safety, the Arizona health care cost containment system or the administrative office of the court.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

E. If a student is placed by a state placing agency or a court of competent jurisdiction in a residential placement described in section 15-823(C), and either is parentally placed in a private school or attends a homeschool, the following apply:

1. The student retains the rights established under 20 U.S.C. section 1412, including the rights to be identified, located and evaluated for eligibility under Part B of IDEA.

2. If the student is parentally placed in a nonprofit private school or attends a homeschool, the student retains the right to equitable services under proportionate share funding pursuant to 20 U.S.C. section 1412.

3. The school district that is responsible for conducting the activities described in paragraph E.1 above and for providing the services described in paragraph E. 2 above for the student is:

a. If the student is parentally placed in a nonprofit private school that is located within the boundaries of a school district, the school district in which the private school is located.

b. If the student is parentally placed in a nonprofit private school that is located in an unorganized territory, the adjoining school district that is geographically closest to the private school.

c. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located within the boundaries of a school district, the school district in which the residential placement is located.

d. If the student attends a homeschool or is parentally placed in a private school that is not a nonprofit and the residential placement is located in an unorganized territory, the adjoining school district that is geographically closest to the residential placement.

Parent Request for Identification of Closest Adjoining District

On request from a student or a student's parent, a county school superintendent shall identify the adjoining school district that is geographically closest to the student's residence or residential placement.

Definitions

For the purposes of this section:

A. "Child find activities" means state obligations pursuant to 20 U.S.C. section 1412(a)(3), the federal regulations issued pursuant to IDEA and the rules adopted by the State Board of Education relating to the identification and referral of children with disabilities by public schools.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. "Free appropriate public education" has the same meaning prescribed in 20 U.S.C. section 1401.

C. "Homeschool" has the same meaning prescribed in A.R.S. 15-802.

D. "Unorganized territory" has the same meaning prescribed in section A.R.S. 15-825.

E. "Related services" has the same meaning prescribed in 20 U.S.C. section 1401.

F. "Special education" has the same meaning prescribed in 20 U.S.C. section 1401.

G. "Special education evaluation" means an evaluation conducted pursuant to A.R.S. 15-766 and rules adopted by the State Board of Education.

H. "State placing agency" has the same meaning prescribed in A.R.S. 15-1181.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1062

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JJAB ©
LIMITED OPEN / CLOSED FORUM

Student meetings may be held in the school(s) of the District that offer instruction in grades seven (7) and eight (8) or above under a "limited open forum" if requested by a pupil in grade seven (7) or above. Furthermore, insofar as the District has a procedure defined as a "limited open forum" under the provisions of Title VIII, the Equal Access Act, Section 801 et seq., the District school(s) shall offer to students a fair opportunity to conduct meetings using school facilities whereupon:

A. Such meetings are voluntary and student initiated.

B. There is no sponsorship of such meetings by the District, District employees or governmental entities, or employees of governmental entities.

C. District employees present at religious meetings will be present only in a nonparticipatory capacity.

D. Such meetings shall not materially and substantially interfere with the orderly conduct of the educational activities of the District.

E. Nonschool persons shall not be permitted to direct, conduct, control, or regularly attend such student group meetings.

Patriotic Youth Group

A public school may not deny a patriotic youth group equal access or a fair opportunity to meet in a designated open forum or limited public forum, or otherwise discriminate against the group, including on the basis of its membership or leadership requirements or its oath of allegiance to God and country. For purposes of this policy, the term *patriotic youth group* has the meaning prescribed in A.R.S. 15-120.08.

Any patriotic youth group representative who seeks to address students must, during the first two (2) weeks of the school year, submit a verbal or written request to the principal. The principal may provide a verbal or written approval with an assigned date and time for the presentation. Pursuant to A.R.S. 15-120.08(A) the presentation will be scheduled during the first quarter of the academic school year and may be scheduled during regular school hours. Subject to the conditions provided in 15-120.08(B), the principal may accept materials from the patriotic youth group for distribution to students.

Neither the District, any employee or agent of the District, nor of any state or federal governmental entity shall be permitted to:

A. Influence the form or content of any prayer or other religious activity connected

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

with student meetings.

B. Require any person to participate in prayer or other religious activity.

C. Expend public funds beyond the incidental cost of providing the space for such student-initiated meetings.

D. Compel any employee of the District to attend a school meeting that is contrary to the beliefs of the employee.

E. Sanction meetings that are otherwise unlawful.

F. Limit the rights of groups of students to avail themselves under the provisions of this policy to a specified numerical size.

G. Abridge either Arizona or U.S. constitutional rights of any employee, official, or student of the District.

Nothing in this policy shall be construed to limit the authority of the school or its agents or employees to maintain order and discipline on school premises, to protect the well-being of students and employees, and to assure that attendance of students at such meetings is voluntary.

Adopted: _____

LEGAL REF.:
A.R.S.
15-120.08
15-720
20 U.S.C. 4071 et seq., Equal Access Act, (Section 801)
20 U.S.C. 7905

CROSS REF.:
KF - Community Use of School Facilities

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1063

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

JR-R ©

REGULATION

STUDENT RECORDS

This regulation is designed to meet the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities in Education Act (IDEA). All personnel in the District are expected to fulfill the requirements of policy and the following procedures in order to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 C.F.R. 300.612].

The Superintendent has the responsibility for ensuring the confidentiality of any personally identifiable information [34 C.F.R. 300.612].

All rights and protections given parents under the FERPA and this regulation transfer to the student upon reaching age eighteen (18) except where the student continues as a dependent under specified circumstances, or enrolling in a postsecondary school. The student then becomes an "eligible student" [34 C.F.R. 99.5 and 300.625].

Definitions

For the purpose of this regulation, the District has used the following definitions of terms:

A. *Student* - Any person who attends or has attended a program of instruction sponsored by the District and for whom the District maintains education records.

B. *Eligible student* - A student who is at least eighteen (18) years of age or is emancipated.

C. *Parent* - Either the natural parent of a student, unless the parent's rights under the FERPA have been removed by a court order, statute, or other legal document, or a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian. The District may presume that the parent has the authority to inspect and review education records relating to his or her child unless the District has been advised that the parent does not have authority under applicable law.

D. *Education records* - Any information directly related to a student recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm or microfiche, that is maintained by the District, an employee of the District, or any agent of the District except:

1. Personal records kept by an employee of the District that meets the following tests:

a. It is used only as a personal memory aid.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

b. It is kept in the personal possession of the individual who made it.

c. It is not accessible and has never been revealed to any other person except the employee's temporary substitute.

2. Medical treatment records maintained for "eligible students."

3. Records collected and maintained by a law enforcement unit of the school.

4. Records containing only information about a person after that individual is no longer a student in the District.

5. An employment record that is used only in relation to a student's employment by the District. (*Employment for this purpose does not include activities for which a student receives a grade or credit in a course*.)

6. Related alumni records after the student no longer attends classes provided by the District, and the records do not relate to the person as a student.

E. *Personally identifiable information* - Any data or information that makes the subject of a record known. This includes the student's name, the name(s) of the student's parent(s) or other family member(s), the student's address, the student's Social Security number, a student number, a list of personal characteristics, or other information that would make the student's identity easily traceable.

F. *Signed and dated written consent* - May include a record and signature in electronic form that:

1. Identifies and authenticates a particular person as the source of the electronic consent.

2. Indicates such person's approval of the information contained in the electronic consent.

Locations of Education Records

A list of types and locations of education records collected, maintained, or used will be provided to the parents on request [34 C.F.R. 300.616]. See Exhibit JR-EA.

Procedure to Inspect Education Records

Parents of a student, the designated representative of the parents, and an eligible student may inspect and review the student's education records that are collected, maintained, or used by the District [34 C.F.R. 300.501]. In some circumstances it may be mutually more convenient for the record custodian to provide copies of records. Charges for the copies of records will be costs of copying unless the fee would effectively prevent the parent from exercising rights to inspect and review those records [34 C.F.R. 300.613 and 300.617].

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Since a student's records may be maintained in several locations, the school principal will offer to collect copies of records or the records themselves from locations other than a student's school so they may be inspected at one (1) site. However, if parents and eligible students wish to inspect records where they are maintained, the school's principal will make every effort to accommodate their wishes.

Parents, the designated representative of the parents, or the eligible student should submit to the student's school principal a signed and dated written request that identifies as precisely as possible the record or records wanted for inspection. The District will respond to any request without unnecessary delay before any meeting regarding any individual education program or hearing relating to the identification, evaluation, placement of a student, or the provision of a free appropriate public education, and in no case more than forty-five (45) days after the request has been made [34 C.F.R. 300.613 and 99.10]. See Exhibit JR-ED.

The principal, or other education records custodian, will contact the parent of the student or the eligible student to discuss how access will be best arranged (e.g., copies, at the exact location, or records brought to a single site).

Parents have the right, upon reasonable request, for explanations and interpretations of the information contained in the records and a right to request copies of the records containing the information, if not in violation of stated policy of FERPA. Parents have the right to have a representative of the parent to inspect and review the records [34 C.F.R. 300.613 and 99.10].

The principal, or other education records custodian, will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in forty-five (45) days or less after receipt of the request for access [34 C.F.R. 300.613].

If for any valid reason, such as working hours, distance between record location sites, or health, the parent or eligible student cannot personally inspect and review a student's education records, the District will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records [34 C.F.R. 300.613 and 99.10].

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students [34 C.F.R. 300.615, 99.5 and 99.12].

Child Safety Caseworker

If a request is received from a Department of Child Safety caseworker, a school shall, per FERPA:

A. Identify to the caseworker any school that has requested a student's educational records and any person who has withdrawn a student from school, based on educational records.

© 2026 by Arizona School Boards Association

B. Provide the caseworker with any other requested information or records relating to a student who is or was enrolled at the school

A school may not prohibit any school employee, contractor or volunteer from speaking to a Department of Child Safety caseworker who is investigating an allegation of abuse or neglect.

Fees for Copies of Records

All records subject to disclosure under this procedure shall be available for inspection free of charge. If copies are desired, they shall be furnished by the District to the parent or eligible student on request and free of charge. Additional copies may be sent to other schools or agencies without charge. However, the District reserves the right to charge up to thirty-five cents (35¢) per page for multiple or excessive requests. Copies of available records shall be produced as promptly as possible upon receipt of the request. No fee will be charged for search and retrieval of records [34 C.F.R. 300.617 and 99.11].

The District will provide copies of records:

A. When the refusal to provide copies effectively denies access to the records by the parent or eligible student [34 C.F.R. 300.617].

B. At the request of the parent or eligible student, when the District has provided the records to third parties by the prior consent of the parent or eligible student.

C. At the request of the parent or eligible student when the District has forwarded the records to another school where the student seeks or intends to enroll.

Directory Information

Personally Identifiable Information

The District designates the following personally identifiable information contained in a student's education records as "directory information" and may disclose that information without prior written consent [20 U.S.C. 1232g(a)(5)(A)]:

A. The student's name.

B. The student's address.

C. The student's telephone listing.

D. The student's date and place of birth.

E. The student's electronic mail address.

F. The student's photograph.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

G. The student's grade level.

H. The student's major field of study.

I. The student's dates of attendance.

J. The student's enrollment status (e.g., part time or full time).

K. The student's participation in officially recognized activities and sports.

L. The student's weight and height if a member of an athletic team.

M. The student's honors and awards received.

N. The student's most recently attended educational agency or institution.

Within the first three (3) weeks of each school year the District will publish in a District communication or send home with each student the above list, or a revised list, of the items of directory information designated as directory information. For a student who enrolls after the notice is published, the list will be given to the parent or eligible student at the time and place of enrollment. See Exhibit JR-EB.

After the parents or eligible student have been notified, they will have two (2) weeks to advise the District in writing (a letter to the Superintendent's office) of any or all of the items they refuse to permit the District to designate as directory information about that student.

According to state and federal law if the Governing Board permits the release of directory information relating to students to persons or organizations who inform students of educational or occupational opportunities, then the Governing Board shall provide access to directory information on the same basis to military official recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them.

Refusal to Release Personally Identifiable Information

Directory information shall be released on or before October 31 of each year unless the parent or eligible student requests in writing to the District (a letter to the Superintendent's office within two [2] weeks after notification) not to release directory information to any person or organization without prior signed and dated written consent. The District shall distribute a form, separate from any other form, designed and provided to districts by the Arizona Department of Education allowing students to request that directory information not be released. If the District distributes materials to students through electronic communication or on an internet website, the form may be distributed in the same manner.

A person who is wrongfully denied access to directory information or access to school buildings, school grounds or other property may notify the Department of Education, which shall report the alleged violation to the United States Department of Education. If the

© 2026 by Arizona School Boards Association

parent or eligible student refuses to allow the release of directory information without prior signed and dated written consent, then the District will not provide military recruiters, upon request, directory information containing the student's name, addresses and telephone listings.

Permission to Release Personally Identifiable Information

At the end of the two (2)-week period, if the parent or eligible student has not returned the form indicating refusal to allow the release of directory information, the District will assume it has their permission to release the above-mentioned information. The Governing Board shall provide the student with a transcript release form that allows the student to designate in separate check boxes whether the transcript is to be released to postsecondary institutions, the militia of this state or the armed services of the United States, or to any combination of these entities.

This designation will remain in effect until it is modified by the prior signed and dated written direction of the parent or eligible student. The student's records will be appropriately marked by the records custodian to ensure compliance with the parents' or eligible student's request.

Use of Student Education Records

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The District will use the following criteria to determine who are school officials [34 C.F.R. 99.31]:

A. A person duly elected to the Board (under limited circumstances).

B. A person certificated by the state and appointed by the Board to an administrative or supervisory position.

C. A person certificated by the state and under contract to the Board as an instructor.

D. A person employed by the Board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of such performance as a substitute.

E. A person employed by or under contract to the Board to perform a special task, such as a secretary, a clerk, the Board attorney, or auditor, for the period of such performance as an employee or contractor.

District officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so [34 C.F.R. 99.32]. A "legitimate educational interest" is the person's need to know in order to:

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

A. Perform an administrative task required in the school employee's position description approved by the Board.

B. Perform a supervisory or instructional task directly related to the student's education.

C. Perform a service or benefit for the student or the student's family, such as health care, counseling, student job placement, or student financial aid.

Records of students placed in special educational programs will be under the direct supervision of the program administration. All persons collecting or using personally identifiable information in records of students determined to be a student with a disability will receive training or instruction regarding Arizona's policies and procedures for the protection of these records at the collection, storage, disclosure, and destruction stages in accordance with FERPA and IDEA [34 C.F.R. 300.623].

The District will maintain for public inspection a current listing of the names and positions of employees who have access to personally identifiable information maintained on students placed in special education [34 C.F.R. 300.623]. When the information maintained in these records is no longer needed to provide educational services to the student, the District will notify the parents of their right to have the personally identifiable information destroyed [34 C.F.R. 300.624]. However, a permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed will be maintained [34 C.F.R. 300.624]. Destruction of records will be accomplished in accordance with the requirements of Arizona law and regulations of the Department of Library, Archives, and Public Records [34 C.F.R. 300.623].

The District will release information from or permit access to a student's education records only with a parent's or eligible student's prior signed and dated written consent, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure [34 C.F.R. 99.30, 99.31, 99.34, and 99.37]:

A. When a student seeks or intends to enroll in another school district or a postsecondary school the District will not further notify parents or eligible students prior to such a transfer of records. Parents and student have a right to obtain copies of records transferred under this provision. See Exhibit JR-EC.

B. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District.

C. To parties who provide or may provide financial aid to a student to:

1. Establish the student's eligibility for the aid.

2. Determine the amount of financial aid.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

3. Establish the conditions for the receipt of the financial aid.

4. Enforce the agreement between the provider and the receiver of financial aid.

D. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials.

E. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials of the juvenile justice system and the officials certify in writing that the information will not be disclosed to any other party, except as provided under state law, without prior signed and dated written consent of the parent or the eligible student.

F. When the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid, or improve instruction.

G. To accrediting organizations to carry out their accrediting functions.

H. To parents of an eligible student if the parents claim the student as a dependent as defined by the Internal Revenue Code of 1954.

I. To comply with a judicial order or lawfully issued subpoena. The District will make a reasonable effort to notify the parent or the eligible student before making a disclosure under this provision unless directed otherwise by a court of competent jurisdiction.

J. To comply with an *ex parte* order from a court of competent jurisdiction requiring the District to permit the U.S. Attorney General or U.S. Attorney General's designee to collect education records in the possession of the District that are relevant to an authorized investigation or prosecution of an offense listed in 18 U.S.C. 2332b(g)(5)(B) for an act of domestic or international terrorism as defined in 18 U.S.C. 2331. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to the adverse party. A disclosure pursuant to an *ex parte* order will not be recorded as a disclosure of information from a student's education records by the District.

K. If the District initiates legal action against a parent or student, the District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the District to proceed with the legal action.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

L. If a parent or eligible student initiates legal action against the District, the District may, without a court order or subpoena, disclose the student's education records that are relevant for the District to defend itself.

M. To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism.

N. The disclosure is in connection with a health or safety emergency. Time is an important and limiting factor in determining whether the disclosure is in connection with a health or safety emergency. The District will permit any school official to make the needed disclosure from student education records in a health or safety emergency if:

1. The official deems the disclosure is warranted by the seriousness of the threat to the health or safety of the student or other persons.

2. The information is necessary and needed to address the emergency.

3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.

O. The District may release student attendance, disciplinary, and other education records to a law enforcement agency and county attorney pursuant to an intergovernmental agreement between the District, the law enforcement agency, the county attorney, and other state, local, or tribal government agencies to create a local or tribal juvenile justice network for the purpose of:

1. providing appropriate programs and services to intervene with juveniles currently involved in the juvenile justice system.

2. providing appropriate programs and services designed to deter at-risk juveniles from dropping out of school or other delinquent behavior.

3. increasing the safety and security of the community and its children by reducing juvenile crime.

P. Education records provided pursuant to an intergovernmental agreement entered into in accord with the above provisions shall be used solely for the purposes of the agreement and shall not be disclosed to any other party, except as provided by law.

A District school official may release information from a student's education records, other than directory information, to a third party if the parent or the eligible student gives prior signed and dated written consent for the disclosure and the third party agrees that the

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

information will not be disclosed to any other party without the prior consent of the parent or eligible student. The signed and dated written consent must include at least:

A. A specification of the records to be released.

B. The reasons for the disclosure.

C. The person or the organization or the class of persons or organizations to whom the disclosure is to be made.

D. The signature of the parent or eligible student.

E. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The parent or the eligible student may obtain a copy of any records disclosed under this provision, unless otherwise provided.

Records of Requests for Access and Disclosures Made from Education Records

The District will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's education records, and of information it discloses and access it permits, with some exceptions as listed below. This record will be kept with, but will not be a part of, each student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, or local officials for the purpose of auditing or enforcing federally supported educational programs [34 C.F.R. 99.32]. See Exhibit JR-EE.

The record will include at least:

A. The name of the person, organization or agency that made the request.

B. The interest the person, organization or agency had in the information.

C. The date the person, organization or agency made the request.

D. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The District will maintain this record as long as it maintains the student's education records. The record will not include requests for access or access granted to:

A. the parent or eligible student,

© 2026 by Arizona School Boards Association

B. authorized law enforcement officials conducting an investigation of acts of terrorism,

C. school officials who have a legitimate educational interest in the student,

D. requests for or disclosures of information contained in the student's education records if the request is accompanied by or authorized by the prior signed and dated written consent of the parent or eligible student, or

E. for requests for or disclosures of directory information designated for that student.

Procedures to Seek to Correct Education Records [34 C.F.R. 99.20 and 99.21]

Parents of students and eligible students have a right to seek to change any part of the student's record they believe is inaccurate, misleading, or in violation of student rights [34 C.F.R. 300.618 and 99.20]. (*Note*: Under the FERPA, the District may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term *incorrect* will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term *correct* will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term *requester* will be used to describe the parent of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure [34 C.F.R. 300.618 and 99.20].

First-level decision. A parent of a student or an eligible student who finds an item in the student's education records that appears to be inaccurate, misleading, or in violation of student rights should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the record to the requester's satisfaction or the record does not appear to be obviously incorrect, the custodian will:

A. Provide the requester a copy of the questioned record at no cost.

B. Ask the requester to initiate a written request for the change.

C. Follow the procedure for a second-level decision.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

Second-level decision. The written request to correct a student's education records through the procedure at this level should specify the correction the requester wishes the District to make. It should at least identify the item thought to be incorrect and state whether the requester believes the item:

A. Is inaccurate and why,

B. Is misleading and why, or

C. Violates student rights and why.

The request will be dated and signed by the requester.

Within two (2) weeks after receiving a written request, the record custodian will study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the District's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, a decision is reached that the record should be corrected, the record custodian will affect the change and notify the requester, in writing, of that action. Each such notice will include an invitation for the requester to inspect and review the student's education records to make certain the record is in order and the correction is satisfactory.

If a decision is reached that the record is correct, the custodian will make a written summary of any discussions with other officials and of the findings in the matter. This summary and a copy of the written request will be transmitted to the Superintendent.

Third-level decision. The Superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the Board (in executive session unless otherwise requested by parent[s]). The Superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two (2) weeks. If it will take longer, the Superintendent will notify the requester in writing of the reasons for the delay and a date when the decision will be made.

If the Superintendent decides the record is incorrect and should be changed, the record custodian will be advised to make the changes. The record custodian will advise the requester of the change.

If the Superintendent decides the record is correct, a letter to the requester will be prepared that will include [34 C.F.R. 300.619 and 99.20]:

A. The District's decision that the record is correct and the basis for the decision.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

B. A notice to the requester explaining the requester's right to ask for a hearing to present evidence that the record is incorrect and that the District will grant such a hearing.

C. Instructions for the requester to contact the Superintendent to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. (The District will not be bound by the requester's positions on these items but will, as far as possible, arrange the hearing as the requester wishes.)

D. Advice that the requester may be represented or assisted in the hearing by other parties, including an attorney, at the requester's expense.

Fourth-level decision. After the requester has submitted (orally or in writing) any wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within one (1) week, notify the requester when and where the District will hold the hearing and whom it has designated as the hearing officer [34 C.F.R. 300.621, 99.21, 99.22, and 99.34].

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records is incorrect as shown in the requester's written request for a change in the record (second level).

Within one (1) week after the hearing, the hearing officer will submit to the Superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit recommendations, based solely on the evidence presented at the hearing, that the record should be changed or should remain unchanged.

The Superintendent will prepare the District's decision within two (2) weeks after the hearing. That decision will be based on the summary of the evidence presented at the hearing and on the hearing officer's recommendation. However, the District's decision will be based solely on the evidence presented at the hearing. Therefore, the Superintendent may overrule the hearing officer if the hearing officer's recommendation is deemed inconsistent with the evidence presented. As a result of the District's decision, the Superintendent will take one (1) of the following actions:

A. If the decision is that the District will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester at the second-level decision [34 C.F.R. 300.620 and 99.21].

B. If the decision is that the District will not change the record, the Superintendent will prepare a written notice to the requester that will include [34 C.F.R. 300.620 and 99.21]:

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

1. The District's decision that the record is correct and will not be changed.

2. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision.

3. Advice to the requester that an explanatory statement may be placed in the student's education records stating the reasons for disagreement with the District's decision and/or the reasons for believing the record to be incorrect.

Final administrative step in the procedure. When the District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education records as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record and whenever the questioned part of the record is disclosed the explanatory statement will also be disclosed [34 C.F.R. 300.620 and 99.21].

Annual Notification to Parents Regarding Confidentiality of Student Education Records [34 C.F.R. 300.612]

Dear Parent:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. The Governing Board has established written policies regarding the collection, storage, retrieval, release, use, and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents' and students' rights to privacy. These policies and procedures are in compliance with:

The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act;

Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT);

Every Student Succeeds Act of 2015 (ESSA);

The Individuals with Disabilities in Education Act; 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and

Arizona Revised Statutes, Title 15, sections 141 and 142.

Student education records are collected and maintained to help in the instruction, guidance, and educational progress of the student, to provide information to parents and staff members, to provide a basis for the evaluation and improvement of school programs, and for legitimate educational research. The students' records maintained by the District may include - but are not necessarily limited to, identifying data, report cards and transcripts of

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

academic work completed, standardized achievement test scores, attendance data, reports of psychological testing, health data, teacher or counselor observations, and verified reports of serious or recurrent behavior patterns.

These records are maintained in the office of the District under the supervision of the school administrator and are available only to the teachers and staff members working with the student. Upon request, the District discloses education records, including disciplinary records, without consent to officials of another school district in which a student seeks or intends to enroll. Otherwise, records are not released to most agencies, persons or organizations without prior signed and dated written consent of the parent [34 C.F.R. 99.7]. The signed and dated written consent may be in electronic form under certain conditions [34 C.F.R. 99.30].

You shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child. The information must be maintained for two (2) years after the date your child was last enrolled in this school district.

You have the right to inspect and review any and all records related to your child within forty-five (45) days of the day of receiving a request for access, including a listing of persons or organizations who have reviewed or have received copies of the information [34 C.F.R. 99.7]. Parents who wish to review their children's records should contact the principal for an appointment or submit to the principal a written request that identifies the record(s) you wish to inspect. District personnel will make arrangements for access and notify you of the time and place where the records may be inspected. District personnel will be available to explain the contents of the records to you. Copies of student education records will be made available to parents when it is not practicable for you to inspect and review the records at the school. Charges for the copies of records will be costs of copying unless the fee prevents the parent from exercising rights to inspect and review those records.

You have the right to request that an amendment be made to the student's education records and to add comments of your own if you believe information in the record file is inaccurate or misleading [34 C.F.R. 99.7(a)(1)]. You should write the principal, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by you, the District will notify you of the decision and advise you of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of the right to a hearing.

You have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a

© 2026 by Arizona School Boards Association

special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Copies of the District student education records confidentiality policies and procedures may be reviewed in the assigned office in each school [34 C.F.R. 99.7]. You have the right to file a complaint under 34 C.F.R. 99.63 and 99.64 with the ~~Family Educational Rights and Privacy Act Office~~ U.S. Department of Education in Washington, D.C., concerning alleged failures by the District to comply with the requirements of FERPA [34 C.F.R. 99.7]. ~~The name and address of the Office that administers FERPA are:~~

~~**Family Policy Compliance Office**~~
~~**U.S. Department of Education**~~
~~**400 Maryland Avenue, SW**~~
~~**Washington, DC 20202-4605**~~

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

ADVISORY 1064

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

KFA ©
PUBLIC CONDUCT ON SCHOOL PROPERTY

No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

Interference or Disruption

A person commits interference with or disruption of an educational institution by doing any of the following:

A. Intentionally, knowingly or recklessly interfering with or ~~disruption of~~ disrupting the normal operations of an educational institution by either:

1. Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.

2. Threatening to cause damage to ~~the District,~~ District property ~~of the District~~, or the property of any ~~person attending the~~ District employee or student.

B. Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with ~~or denying~~ the lawful use of the property or in any manner that denies or interferes with the lawful use of the property ~~to~~ by others.

C. Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.

The ~~above~~ threats identified ~~acts~~ in item A above need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy and Arizona law.

Restitution

Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor or felony charges as provided in A.R.S. 13-2911.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

~~A person may also interfere with or disrupt the District function by committing any of the following:~~

~~A. Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the Board.~~

~~B. Physical or verbal abuse or threat of harm to any person on property owned or controlled by the District or at supervised functions sponsored by the District.~~

~~C. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.~~

~~D. Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on District property or at school-sponsored functions.~~

~~E. Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.~~

~~F. Failure to comply with the lawful directions of District officials or of District security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.~~

~~G. Knowing violation of a District rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.~~

~~H. Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.~~

~~I. Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.~~

Additional Requirements of the General Public

For purposes of this policy, ~~The definition of~~ *general public* ~~is~~ means any~~one~~ person who ~~does~~ is not ~~come under the definition of~~ a District student, faculty member, staff member, or employee.

A. No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the principal or the principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

~~B. Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.~~

B. ~~C.~~ Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.

C. ~~D.~~ Persons who engage in disorderly conduct ~~of any kind~~ pursuant to A.R.S. 13-2904 may be subject to removal and exclusion from the facility.

D. ~~E. The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit~~ No person shall possess a deadly weapon on school grounds except as authorized by law.

E. ~~F.~~ No person shall possess or engage in the use of ~~medical~~ marijuana on District property, at a District event, or in a District vehicle.

If the Superintendent, or a person authorized by the Superintendent, has reasonable grounds to believe that any member of the general public is in violation of these rules, the member of the general public shall be instructed to leave the property of the District. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings.

Adopted: _____

LEGAL REF.:
A.R.S.
13-2904
13-2905
13-2911
13-3102
15-108
15-341
15-507
36-2801 *et seq*.
36-2802
36-2851

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

© 2026 by Arizona School Boards Association

CROSS REF.:
GBEA – Ethics and Code of Conduct
~~GBEB - Staff Conduct~~
GCQF - Discipline, Suspension, and Dismissal ~~of Professional Staff Members~~
~~GDQD - Discipline, Suspension, and Dismissal of Support Staff Members~~
JIC - Student Conduct
JK - Student Discipline
KI - Visitors to Schools

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.