Policy Work Session Agenda

Friday, November 13, 2026 | 1:00 PM | District Office Board Room, 8176 N. Westover, Joseph City, AZ 86032

No actions will be taken at this meeting. The board may direct staff to study a matter or to schedule an item for further consideration and decision at a later date. The meeting room will be open to the public fifteen minutes prior to the beginning of the meeting.

1. **OPENING ITEMS**

Notice and Agenda, Governing Board Policy Work Session

Joseph City Unified School District No. 2

Friday, November 13, 2026, 1:00 PM. Board Room, District Office, 8176 N Westover, Joseph City, Arizona

Pursuant to A.R.S. 38-431.02, notice is hereby given to the members of the Governing Board of Joseph City Unified School District No. 2 and to the general public that the Governing Board will hold a policy work session open to the public on Friday, November 13, 2026 at 1:00 PM in the Board Room at the District Office, 8176 N Westover, Joseph City, Arizona. This work session was previously scheduled for November 20, 2026. All items are for discussion only. No action will be taken.

Call to order and roll call.

Section B holdovers from October 23: Policies BE, School Board Meetings, BEDA, Notification of Board Meetings, and BEDB, Agenda, with new Regulation BEDA-R, Notification of Board Meetings and Executive Session Notice (information). Discussion only.

Sections A, B and C items returned from October 23: Policy A, District Mission and Belief Statement; Policies BBBA, Board Member Qualifications, BBBD, Board Member Removal From Office, and BEDH, Public Participation and News Media Services at Board Meetings, for readoption with a clean date; and the policies with no adoption date on file: ADAA, School District Priority Goals and Objectives, AEAA, Commitment to Accomplishment, BDH, Board Consultants, BG, School Board Policy Process, BID, Board Member Compensation and Expenses, CE, Administrative Councils, Cabinets and Committees, CH, Policy Implementation, CHCA, Handbooks and Directives, and CL, Research, Administrative Reports. Discussion only. Policies discussed are expected to come to the December 8, 2026 regular meeting for first reading.

Section I of the policy manual, Instructional Program: Policies IA, IB, IC, ID, IE, IGA, IGD, IGE, IHA, IHAA, IHAL, IHAMA, IHAMB, IHAMC, IHAMD, IHB, IHBA, IHBB, IHBCA, IHBD, IHBE, IHBF, IHBHD, IHBJ, IHCA, IIB, IIE, IJ, IJJ, IJL, IJM, IJNC, IJND, IJNDB, IJNDBA, IJOA, IJOB, IJOC, IKA, IKAA, IKAB, IKACA, IKB, IKC, IKD, IKE, IKEA, IKEB, IKF, IKFA, IKFB, IL, ILB, ILE, IMA, IMB, IMD, IMG and IMH, with their Regulations and Exhibits. Discussion will center on fairness to students, including promotion and retention, acceleration, grading, make-up work and homework. Discussion only. Policies discussed at this session are expected to come to the December 8, 2026 regular meeting for first reading and the January 12, 2027 regular meeting for second reading and adoption.

Draft District guidance on generative artificial intelligence, implementing Policy IJNDB, Use of Technology Resources in Instruction, and based on Arizona's June 2026 K-12 generative AI guidance framework: student and staff data privacy, academic honesty, staff use, and student photographs. Discussion only.

Items for the next policy work session, Friday, December 11, 2026: Sections D, E and F of the policy manual. Discussion only.

Adjournment.

Persons with a disability may request a reasonable accommodation by contacting the District Office at 928.288.3307 at least 48 hours before the meeting.

JOSEPH CITY UNIFIED SCHOOL DISTRICT NO. 2

Governing Board Policy Work Session, Friday, September 18, 2026, 1:00 PM

REQUEST TO ADDRESS THE GOVERNING BOARD

Policy BEDH, Exhibit BEDH-E. Hand this form to the Superintendent before the meeting begins.

I request permission to address the Governing Board on the following item on today's agenda:

☐ 2.A Policy review plan ☐ 2.B Conflict of interest (BCB, GBEAA) ☐ 2.C Purchasing ethics (DJ, DJ-R)

☐ 2.D Credit cards (DGD) ☐ 2.E Retirements ☐ 2.F Admissions regulations ☐ 2.G Restraint and seclusion (JLDB)

☐ 2.H Title IX (ACAA) ☐ 2.I October workshop

Only items on the posted agenda may be discussed at this meeting. A general call to the public is not on today's agenda.

Name: _____

Telephone: _____

Street address: _____

City, State, Zip: _____

E-mail: _____

Representing (self, organization):

_____

Date: September 18, 2026 Signature: _____

The Board President recognizes speakers, maintains order, and may set a time limit for the comment period and for individual speakers (Policy BEDH). Personal attacks upon Board members, staff, or others are discouraged; Policies KE, KEB, KEC and KED provide for legitimate complaints.

1.A. Call to order and roll call

2. **ITEMS FOR DISCUSSION AND REVIEW**

The Governing Board will not vote on Discussion or Review Items and any action taken as a result of this discussion will be limited to directing staff to study the matter or scheduling the matter for a future agenda.

Governing Board Policy Work Session

Joseph City Unified School District No. 2

Friday, November 13, 2026 | 1:00 to 3:00 PM | Board Room, 8176 N Westover

Discussion only. No action will be taken.

Section B holdovers. Sections A, B and C items returned from October 23. Section I, Instructional Program: 59 Board policies, reviewed for fairness to students. Draft District guidance on generative AI. Session three of nine. Shannon Harvilla, Superintendent

Today's agenda, as posted

Item numbers match BoardBook. Slides run in the posted order, 1.A through 3.

Item	What it is	Files	Slides	Start	Min
1.A	Call to order and roll call	Notice; Request to Address form	4	1:00	3
2.A	Section B holdovers: BE, BEDA with new Regulation BEDA-R, BEDB	08	5	1:03	25
2.B	Sections A, B and C items returned from October 23; Policy A and the mission plan	05A, 11	6 to 7	1:28	10
2.C	Section I, Instructional Program: our lens and the research, the 59 policies, the policies that touch students directly and public comment, the housekeeping piles, the direction recap	02, 03, 04, 05, 10, 13	8 to 26	1:38	60
2.D	Draft District guidance on generative AI	09	27	2:38	12
2.E	Next session, Friday, December 11: Sections D, E and F		28 to 29	2:50	3
3	Read back today's direction; adjournment		30	2:53	7

Only items on the posted notice can be discussed (A.R.S. 38-431.02). 59 Section I policies: Confirm 8, Read in full 3, Decide 46, Noted 2; 47 regulations and exhibits come to the Board as information.

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How today runs

Discussion only under BED-R. The Board gives direction; every policy vote happens at a regular meeting.

1 Call it

The President calls the item and I present. About two minutes, then questions.

2 Public

Anyone who filled out a Request to Address the Board form may speak on that item. Three minutes.

3 Direction

The President asks for the Board's direction and says it back out loud.

4 Record

Dayton Flake, Clerk, writes the letter on the notes sheet. We move on. Ten minutes on any one question.

What direction sounds like

- **A** Bring it for adoption as written
- **E** Bring it with the edits named
- **R** Retire it
- **H** Hold, more information needed
- **I** Information only
- **S** Split, revisit
- **C** Post it for public comment before first read

Off the agenda: only items on today's notice can be discussed (A.R.S. 38-431.02). A member who wants something added gives the Superintendent the code and it goes on a later notice. **Minutes:** the direction as read back at the close. The session is recorded as a backup to the Clerk's notes.

1.A Call to order and roll call

Eldon Larsen, President. Dayton Flake, Clerk. Karsten Flake. Lexi Nelson. Cat Hansen. Three of five is a quorum.

Public: please sign in at the door. To speak on an item, fill out a Request to Address the Board form before that item is called.

Today's papers are all on BoardBook: the notice and agenda, the Request to Address form, and the files named on each slide.

2.A Section B policies held from October 23

BOARD DIRECTION

BE, BEDA with new Regulation BEDA-R, BEDB | Packet file 08 | First read December 8 for BE and BEDB

Policy	What the Board asked on October 23	What is in the packet (file 08)	Direction sought
BE, School Board Meetings	A response time for an employee named for executive session; words that being discussed is not an invitation in	One added paragraph: ask in writing to the Superintendent, any time before the item; the office asks for an answer by noon the working day before, or two hours before (the Board picks); notice is not an invitation to attend	E, with the time the Board picks. First read Dec 8
BEDA, Notification of Board Meetings	Document how agendas move from draft to posting; add the response procedure	Policy stays as written. New Regulation BEDA-R: agenda sequence, member requests, the 24-hour count, changes after posting, employee notice	A for BEDA; I for BEDA-R (Superintendent issues after counsel review)
BEDB, Agenda	Agenda order that matches practice; executive session wording; one way to cite the statute; a notice letter every meeting	Ten-item order of business from the published October 13 agenda; statute cited, no name on the agenda; notice practice written in; position in place of a named employee	E. First read Dec 8. The agenda does not change until adopted

BE: get a time out of the room today, noon the working day before or two hours before. BEDA-R is the Superintendent's to issue after counsel review; the Board receives it as information.

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2.B Sections A, B and C items returned from October 23

BOARD DIRECTION

Packet file 05A | ADAA and Policy A held; ASBA answered Nov 12, so the rest come to first read Dec 8

Item	What the Board asked Oct 23	Where it stands Nov 12	Direction sought
ADAA, Priority Goals	Do not readopt now; wait for the community mission work	Held	H until the community process
AEAA; BDH; BG; BID; CE; CH; CHCA; CL	Ask ASBA whether each is still in the model and which version. CE: does a committee the Board directs fall under open meeting law. BDH: keep principal reports; add a site-level line when next revised	ASBA answered Nov 12: BDH, BG, BID, CE, CH, CHCA match the model; AEAA and CL are no longer in it. CE: a committee the Board directs is under open meeting law	A with a clean date, first read Dec 8, adoption Jan 12; R AEAA and CL
BBBA; BBBD	Ask ASBA what was published and where the June 10, 2025 date came from	ASBA: from its Section B update of March 20, 2025 (PA 824 and 827)	A with a clean date, first read Dec 8
BEDH	Same question. A voice asked to add a sign-up deadline, which would be an edit	ASBA: PA 847, March 20, 2025. Practice: forms in before call to order	A as written, or E with the deadline
Policy A, Mission and Belief	Community process next school year	Stays in force as adopted April 8, 2025. See file 11	I; returns after the community process

ASBA answered on November 12. Retire AEAA and CL; the others match the model and come to first read December 8 with a clean date.

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2.B Policy A and the mission plan

INFORMATION ONLY

Packet file 11 | Policy A adopted April 8, 2025 stays in force

WHAT THE BOARD DIRECTED OCTOBER 23

- Next school year (2027-28), a community mission, vision and goals process, one Friday a month, with the Wildcat Club as a participant and Holbrook and Winslow families invited on purpose. Policy A stays as written until then; the Board's goals (ADAA) follow the new mission and vision.

WHERE IT STANDS

- From the Board's October 23 direction. A design for the Friday sessions comes to the Board before the end of this school year.

WHAT I CHECK

- Policy A, District Mission and Belief Statement, stays as written until the community process.
- ADAA, the Board's goals, is held until the new mission and vision are set.
- The Friday-session design comes to the Board before the end of this school year.

DIRECTION NEEDED

I, information. Policy A and ADAA return after the community process.

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2.C Section I: the lens for every policy today

OUR BELIEFS

Policy A, adopted April 8, 2025: comprehensive, success-oriented learning for every student

THE DISTRICT'S OWN GOALS, POLICY A

- A. Every student educated academically and socially to be a productive citizen and succeed in college or a career.
- B. Staff with high expectations for themselves and their students.
- C. Staff, parents, students and community all matter to a high-quality education.
- D. A positive climate and a safe, secure place for everyone.
- E. The resources students need to succeed.

WHY SECTION I IS WHERE FAIRNESS LIVES

Section I is instruction: how students are taught, graded, promoted and recognized. These are the policies a student feels every day. Student conduct, discipline and attendance are Section J, on the March 12 and April 16 sessions, and get the same lens.

THREE FAIRNESS QUESTIONS

1. Does it measure and reward learning, the same standard for every student, not behavior, background or the bus ride home?
2. Does it give every student a path forward: reteaching, another try, acceleration when ready?
3. Does it match how students actually learn, by the research on the next two slides?

2.C Best practice: Visible Learning (Hattie)

BEST PRACTICE

Effect size: how much a practice moves achievement against a year of normal growth. The bar worth clearing is about 0.40.

What the research says	Effect size	What it means for our policies
About a year of growth for a year of school	**0.40**	The bar a practice has to clear to be worth our time
Collective teacher efficacy: staff believe together they can move every student	**1.57**	IMA: teacher teams and common checks for understanding
Acceleration (earlier data)	**0.88**	IKEB: clear criteria, acceleration by subject
Feedback close to the work	**about 0.75**	IKA, IKA-R, IKEA-R: grades that show learning; retakes after reteaching
Homework (overall; smaller for young children)	**0.29**	IKB-R: less in K-6, purposeful in 7-12
Reducing class size	**0.21**	IIB: keep the override promise for small early grades
Retention (holding a student back)	**about -0.13 to -0.17**	IKE: retention only after a documented intervention plan

Figures come from published summaries of Hattie's work and vary by edition; researchers have criticized averaging very different studies. A guide for where to look, not proof. Sources on file 13.

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2.C Best practice: gradual release of responsibility

BEST PRACTICE

Pearson and Gallagher (1983); Fisher and Frey. The lesson model most Arizona districts train on.

1 I do it

The teacher models the thinking out loud.

FOR POLICY

IMA: name this as the District's lesson model.

2 We do it

Teacher and students work it together.

FOR POLICY

Practice is learning, not a test: early attempts should not sink a grade (IKA-R).

3 You do it together

Pairs and small groups; the teacher circulates and corrects.

FOR POLICY

Feedback here is where the 0.75 lives.

4 You do it alone

Independent work: proof the release happened.

FOR POLICY

Grade this step. IKB-R already says homework is independent practice of a skill taught well.

The most common breakdown: going straight from step 1 to step 4. A student who has not had steps 2 and 3 and then fails step 4 needs reteaching and another try, not a permanent zero.

2.C How we sort the 59 policies

AGREE THE METHOD

The same seven questions as October 23. A policy lands in Confirm only when it is clean on all seven.

Q1 Has ASBA changed the model? **Q2** Did we adopt it in the last five years? **Q3** Does it point to a policy we no longer have? **Q4** Does it order a regulation we never wrote? **Q5** Has an audit, a monitor or a lawyer flagged it? **Q6** Does practice match the text? **Q7** Is this one where being wrong is expensive?

Pile	Count	What happens
Confirm	**8**	One motion at first read, unless a member pulls one
Read in full (Q7)	**3**	IHAL, IHAMB, IJNDB, plus IHB and IHBA from the Decide piles: two minutes each
Decide, no date	**35**	Adopt with a date after ASBA confirms the model, or retire
Decide, over five years	**11**	Adopt with a clean date after the model is confirmed
Noted	**2**	IHA and IKF, acted on September 15, 2026 with IHB-R and IKE-RB; no new direction
Regulations and exhibits	**47**	Information; the Superintendent issues them under Policy CH

New today: the policies that touch students directly (slides 17 to 21) are pulled out for a closer look whatever their pile, and the Board may send them out for public comment.

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2.C Section I (1 of 4): IA to IGE, 8 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IA	Instructional Goals and Objectives	no date	Decide	5
IB	Academic Freedom	no date	Decide	7
IC	School Year	September 14, 2021	Decide	8
ID	School Day	no date	Decide	9
IE	Organization of Instruction	no date	Decide	10
IGA	Curriculum Development	September 9, 2025	Confirm	11
IGD	Curriculum Adoption	December 12, 2023	Confirm	12
IGE	Curriculum Guides and Course Outlines	no date	Decide	13

2.C Section I (2 of 4): IHA to IHCA, 17 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IHA	Basic Instructional Program	September 9, 2025	Noted	15
IHAA	English Instruction	no date	Decide	18
IHAL	Teaching About Religion	May 12, 2026	Read in full	21
IHAMA	Teaching About Drugs Alcohol and Tobacco	no date	Decide	23
IHAMB	Family Life Education	October 11, 2022	Read in full	24
IHAMC	Instruction and Training in Cardiopulmonary Resuscitation	September 11, 2018	Decide	32
IHAMD	Instruction and Training in Suicide Prevention	September 14, 2021	Decide	34
IHB	Special Instructional Programs	October 10, 2018	Decide	35
IHBA	Special Instructional Programs and Accommodations for Disabled Students	no date	Decide	68

Code	Title	Adopted	Pile	Page in file 03
IHBB	Gifted and Talented Education	no date	Decide	76
IHBCA	Programs for Pregnant / Parenting Students	no date	Decide	77
IHBD	Compensatory Education	no date	Decide	79
IHBE	Bilingual Instruction / Native Language Instruction	no date	Decide	88
IHBF	Homebound Instruction	no date	Decide	93
IHBHD	Online / Concurrent / Correspondence Courses	no date	Decide	94
IHBJ	Indian Education	no date	Decide	97
IHCA	Summer School	no date	Decide	105

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2.C Section I (3 of 4): IIB to IJOC, 13 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IIB	Class Size	no date	Decide	106
IIE	Student Schedules and Course Loads	no date	Decide	109
IJ	Instructional Resources and Materials	September 14, 2021	Decide	110
IJJ	Textbook / Supplementary Materials Selection and Adoption	November 14, 2023	Confirm	113
IJL	Library Materials Selection and Adoption	October 11, 2022	Confirm	119
IJM	Special / Interest Materials Selection and Adoption	no date	Decide	122
IJNC	Resource Centers / Media Centers / School Libraries	October 11, 2022	Confirm	123
IJND	Technology Resources	no date	Decide	126
IJNDB	Use of Technology Resources in Instruction	July 8, 2025	Read in full	128
IJNDBA	Website Accessibility	May 9, 2017	Decide	142
IJOA	Field Trips	no date	Decide	143
IJOB	Community Resource Persons / Speakers	no date	Decide	145
IJOC	School Volunteers	no date	Decide	146

2.C Section I (4 of 4): IKA to IMH, 21 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IKA	Grading / Assessment Systems	no date	Decide	147
IKAA	Tests and Examinations	no date	Decide	150
IKAB	Report Cards / Progress Reports	April 10, 2018	Decide	151
IKACA	Parent Conferences	no date	Decide	152
IKB	Homework	no date	Decide	153
IKC	Class Rankings / Grade Point Averages	no date	Decide	156
IKD	Honor Rolls	no date	Decide	158
IKE	Promotion and Retention of Students	April 12, 2016	Decide	159
IKEA	Make Up Opportunities	no date	Decide	165
IKEB	Acceleration	no date	Decide	167
IKF	Graduation Requirements	September 9, 2025	Noted	168

Code	Title	Adopted	Pile	Page in file 03
IKFA	Early Graduation	no date	Decide	173
IKFB	Graduation Exercises	September 14, 2021	Decide	174
IL	Evaluation of Instructional Programs	September 11, 2018	Decide	175
ILB	Test / Assessment Administration	no date	Decide	176
ILE	Evaluation of Instructional Programs	no date	Decide	178
IMA	Teaching Methods	June 10, 2024	Confirm	179
IMB	Teaching About Controversial / Sensitive Issues	October 11, 2022	Confirm	181
IMD	School Ceremonies and Observances	October 11, 2022	Confirm	182
IMG	Animals in Schools	April 14, 2015	Decide	184
IMH	Class Interruptions	no date	Decide	186

2.C Where being wrong is expensive (Q7)

READ IN FULL

These get two minutes each whatever pile they are in | Full text in file 03 at the pages shown | ASBA advisories touching Section I: file 10

THE FIVE I READ IN FULL

- IHAL, Teaching About Religion (May 12, 2026): the elective on biblical text; legal review before any such course is offered. Page 21.
- IHAMB, Family Life Education (October 11, 2022): public notice and open committee meetings before a sex education course of study is selected; the consent exhibits are the forms we use. Page 24.
- IHB and IHBA, special education and Section 504, with IHB-R (readopted September 15, 2026), IHBA-RA and IHBA-RB. Pages 35 and 68.
- IJNDB, Use of Technology Resources in Instruction (July 8, 2025): holds the adopted Generative Artificial Intelligence Programs section; the authority for item 2.D. Page 128.

WHAT I CHECK

- IHAL: legal review before any elective on biblical text is offered.
- IHAMB: public notice and open committee meetings before a sex education course of study is selected; the consent exhibits are the forms we use.
- IHB and IHBA: special education, and Section 504, with their regulations.
- IJNDB: the adopted generative AI section is the authority for item 2.D.

DIRECTION NEEDED

Heard, no change (A), or the one question to carry forward.

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2.C Policies that touch students directly

FOR PUBLIC COMMENT

Proposed for public comment before first read | The four groups on the next four slides

Group	Policies	Slide
Grading and reporting	IKA and IKA-R Grading; IKAA Tests; IKAB Report Cards; IKEA and IKEA-R Make Up Work	18
Promotion, acceleration and recognition	IKE Promotion and Retention; IKEB Acceleration; IKFA Early Graduation; IKC Class Rank; IKD Honor Rolls	19
Homework, schedules and class size	IKB and IKB-R Homework; IIB Class Size; IIE Schedules and Course Loads	20
Every learner	IMA Teaching Methods; IHA Basic Instruction; IHB Special Programs; IHBA Section 504; IHBB Gifted; IHBD Compensatory Education	21

PROPOSED PROCESS

Today

The Board names which of these go out for comment (direction C), and which possible changes come back as Decide items.

December 8

Drafts at first read, posted on BoardBook and jcusd.org with a comment form for families, students and staff.

January 4

Comments close Monday, January 4, 2027. A summary of every comment comes to the Board with the January 12 adoption.

2.C Grading and reporting

FOR PUBLIC COMMENT

Fairness question 1: grades measure learning, the same standard for every student | Details are regulations the Superintendent issues with the Board's direction

Policy	What it says now	Best practice	Possible change
IKA Grading (no date)	District grading system; reports every nine weeks; teachers report conduct, scholarship and attendance	Feedback close to the work (about 0.75)	Grades report learning; conduct and work habits reported on their own line
IKA-R Grading	Below 60% is an F; about two grades a week; grades must not rest on conduct or work habits; elementary may use 1 to 4 standards-based marks	Grade step 4, after practice (gradual release)	Retakes on major assessments after reteaching; missing work is owed before it becomes a zero
IKEA-R Make Up	Teacher may reduce or withhold credit for late work	Same standard, fairer measure	Limit late penalties so they do not grade work habits, which IKA-R forbids
IKAB Report Cards (2018)	At least four reports a year; attitude kept separate from academic performance	Clear success criteria	A, with a clean date
IKAA Tests (no date)	Final exams may be used when they measure the course goals	Common checks for understanding	A after the ASBA check

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2.C Promotion, acceleration and recognition

FOR PUBLIC COMMENT

Fairness question 2: every student has a path forward

Policy	What it says now	Best practice	Possible change
IKE Promotion and Retention (2016)	Primary grades are 'suggested as the most appropriate time' to retain; physical and social traits are factors	Mixed: older studies negative (about -0.13); newer third grade studies show gains with intensive support	Drop that phrase; retain only after a documented intervention plan; keep the third grade reading law (A.R.S. 15-701)
IKEB Acceleration (no date)	Whole-grade decision by the Superintendent after a study of growth and development	Acceleration 0.88	Clear written criteria; allow acceleration by subject
IKFA Early Graduation (no date)	Written request to the principal; diplomas in spring	Path forward when ready	A after the ASBA check
IKC Class Rank (no date)	Says colleges require class rank; 3-semester residency for valedictorian	Accurate information to families	Correct the college statement, which is not true of all colleges
IKD Honor Rolls (no date)	Grades 4 to 12; Superintendent sets the level	Recognize growth and achievement	A after the ASBA check

2.C Homework, schedules and class size

FOR PUBLIC COMMENT

Fairness question 1 again: time at home and the bus ride should not decide a grade

Policy	What it says now	Best practice	Possible change
IKB and IKB-R Homework (no date)	Up to 60 minutes a night in grades 5 and 6, 1.5 hours in 7 and 8, 2 hours in 9 to 12; none on weekends; homework is independent practice of a skill taught well	Near zero in elementary; helps more in high school (Cooper 2006)	Lower the chart; K-6 reading only; 7-12 purposeful practice, counted little in the grade; allow for long bus rides and home internet
IIB Class Size (no date)	Ratio is the Board's responsibility; states an intent only for special education ratios, none for regular class size	0.21; the 2024 override promise	State the intent to keep early-grade classes small; point to the open enrollment caps
IIE Schedules (no date)	Six periods for every high school student except graduating seniors	Fair access to courses	Check how this applies to ESA students enrolled in single classes

2.C Every learner

FOR PUBLIC COMMENT

Fairness question 3: policy that matches how students learn, for every student

Policy	What it says now	Best practice	Possible change
IMA Teaching Methods (2024, Confirm)	Lesson plans and their inspection	Collective teacher efficacy 1.57; gradual release	Add teacher teams, common checks for understanding, and the District lesson model
IHA Basic Instruction (Sept 2025)	Reading and math priorities	Tiered support (MTSS)	One line connecting to the MTSS manual
IHB and IHBA (IHB 2018; IHBA no date)	IHB: special education. IHBA: Section 504 accommodations. Both read in full today	Every student, same high expectations	A after the ASBA check; regulations IHBA-RA and RB with it
IHBB Gifted (no date)	Gifted services in the regular school day; scope and sequence filed with ADE	Acceleration 0.88	Pair with IKEB criteria
IHBD Compensatory Education (no date)	Still refers to No Child Left Behind	Current law	Update the reference

2.C 35 policies with no adoption date on file

BOARD DIRECTION

Q1 and Q2 cannot be answered until the Board adopts with a date or retires | Packet file 05

WHAT WE FOUND

- The library shows 'date of Manual adoption.' Q1 and Q2 cannot be answered until the Board adopts with a date or retires.

THE THIRTY-FIVE

- IA, IB, ID, IE, IGE, IHAA, IHAMA, IHBA, IHBB, IHBCA, IHBD, IHBE, IHBF, IHBHD, IHBJ, IHCA, IIB, IIE, IJM, IJND, IJOA, IJOB, IJOC, IKA, IKAA, IKACA, IKB, IKC, IKD, IKEA, IKEB, IKFA, ILB, ILE, IMH

INSIDE THE LIST

- IHBA (Section 504) is read in full.
- ILE: ASBA says its Section I update, due within days, removes ILE from the model. Retire ours; wait for that update before the December 8 first read.
- Student-impact policies in this list also go through the comment step if the Board so directs.

THE FIX

- The same fix the Board used for the undated A, B and C policies on October 23.
- ASBA Policy Services confirms whether each is still in the model and in which version.
- One motion to adopt all with a clean date at first read, as written or with the edits named today.
- Retire any ASBA has dropped.

DIRECTION NEEDED

A with a clean date after ASBA confirms; R any dropped.

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2.C 11 policies adopted more than five years ago

BOARD DIRECTION

Q2 | Dated but old; adopt with a clean date once the current ASBA model text is confirmed

Code	Title	Adopted	Page
IC	School Year	September 14, 2021	8
IHAMC	Instruction and Training in Cardiopulmonary Resuscitation	September 11, 2018	32
IHAMD	Instruction and Training in Suicide Prevention	September 14, 2021	34
IHB	Special Instructional Programs	October 10, 2018	35
IJ	Instructional Resources and Materials	September 14, 2021	110
IJNDBA	Website Accessibility	May 9, 2017	142
IKAB	Report Cards / Progress Reports	April 10, 2018	151
IKE	Promotion and Retention of Students	April 12, 2016	159
IKFB	Graduation Exercises	September 14, 2021	174
IL	Evaluation of Instructional Programs	September 11, 2018	175
IMG	Animals in Schools	April 14, 2015	184

Direction needed: adopt with a clean date in the same motion once ASBA confirms the model text; E if the model moved. IHB and IKE pair with IHB-R and IKE-RB, readopted September 15, 2026.

27

2.C Already acted on this year

INFORMATION ONLY

Adopted September 15, 2026 from ASBA Policy Advisories 1051 to 1054 | No new direction

Code	Title	What happened
IHA	Basic Instructional Program	PA 1051 (HB 2423, grades 6 to 8 advanced math). Adopted September 15, 2026.
IKF	Graduation Requirements	PA 1054 (HB 2895, Native American language and the world language requirement). Adopted September 15, 2026.
IHB-R	Special Instructional Programs Regulation	PA 1052 (HB 2170, dyslexia diagnosis in the IEP). Adopted September 15, 2026. Regulation.
IKE-RB	Promotion and Retention of Students Regulation B Competency Requirements for Promotion of Students from Third Grade	PA 1053 (HB 2032, third grade reading promotion). Adopted September 15, 2026. Regulation.

The September 15 text governs. File 03 shows the earlier library copy of these four.

2.C The 47 regulations and exhibits

INFORMATION ONLY

Issued by the Superintendent under Policy CH. The Board receives them as information.

WHAT THE SUPERINTENDENT WILL DO

- IJJ-RB, Technology: requires approval of all software 'through the technology committee.' No committee is seated. Seat one with a roster, or amend IJJ-RB to name the Technology Department. Decision before the December 8 first read.
- IJNDB-EC, Acceptable Use of Technology Staff Agreement: titled for staff, written for students ('Students agree', 'Students will'). Reissued in staff voice with the AI guardrails.
- IJNDB-EB, Electronic Information Services User Agreement: an AI clause added, matching file 09.
- IJJ-R and IHBE-R, named in the September plan: the library has IJJ-RA and IJJ-RB and no IHBE regulation; IHBE-R is new and follows the Board's direction on IHBE.
- The rest are confirmed against practice with the principals before December 8.

2.C Section I: the direction we need today

BOARD DIRECTION

Six answers, in this order, before we move to 2.D

1	**The method and the piles**	Agreed?
2	**Confirm pile (8)**	One motion at first read?
3	**Read in full: IHAL, IHAMB, IJNDB, IHB, IHBA**	Heard, or a question to carry forward?
4	**Student-impact policies (slides 17 to 21)**	Which go out for public comment (C), and which possible changes come back as Decide items?
5	**No date (35) and over five years (11)**	Adopt with a clean date after ASBA confirms, retire any dropped?
6	**First read December 8, adoption January 12**	Still the target?

30

2.D Draft District guidance on generative artificial intelligence

BOARD DIRECTION

Packet file 09 | Implements Policy IJNDB (adopted July 8, 2025); built on Arizona's June 2026 K-12 guidance | The Superintendent issues it; the Board gives direction

Section	The rule in one line
Student and staff data privacy	No student personally identifiable information in a tool not covered by a District agreement; no employee information in any AI tool without written approval; approved tools only; agents get read-only, limited access and a human approves any action
Academic honesty	The teacher's instruction for the assignment governs; students disclose when AI shaped their work; AI detectors are never the sole basis for a finding; the handbook defines AI-assisted work
Staff use	Use freely for your own drafting, planning and leveling on approved tools; use with a human check for anything a family receives; never for a decision; safety training for everyone who uses AI
Student photographs	No student image, video or voice into a non-covered tool; no AI-generated or altered images of students or staff; existing photo consent governs; the rule carries into JRD-R in April

Two choices for the Board: below grade 6, teacher-mediated use only? AI-use expectations per assignment (as drafted), or one district-wide statement?

31

2.E Next session, December 11, and the calendar

CONFIRM THE CLOCK

Only the December 11 session is on today's notice; the dates after it are information

Work session (Fri 1:00)	Sections	Policies	First read	Adoption
Fri Nov 13 (moved from Nov 20)	I, Instructional Program	59	Tue Dec 8	Tue Jan 12
Fri Dec 11	D, E, F, Fiscal Management, Support Services, Facilities Development	55	Tue Jan 12	Tue Feb 9
Fri Jan 15	G, Personnel	38	Tue Feb 9	Tue Mar 9
Fri Feb 19	K, L, School and Community Relations, Education Agency Relations	32	Tue Mar 9	Tue Apr 13
Fri Mar 12	J, Students, first half (JA through JI)	40 to 44	Tue Apr 13	Tue May 11
Fri Apr 16	J, Students, second half (JJ through the end of Section J)	44 to 47	Tue May 11	Tue Jun 8
Fri May 14	Catch up, new ASBA advisories, procedures owed by the Superintendent			

Information only: the dates after December 11 are the revised 2026-27 calendar; any change to it comes to a regular meeting as an action item. **Section J:** student conduct, discipline and attendance, on March 12 and April 16, reviewed with the same lens and comment step.

2.E What happens next

CONFIRM THE CLOCK

From today to adoption

When	What
Wednesday, November 18, 2026	Minutes of this session posted (the tracker as read back)
Tuesday, December 8, 2026	First reading of Section I as directed today, and of BE and BEDB if the Board so directs; adoption of the Sections A, B and C policies read first on November 10 (the items returned today come to first read December 8)
Tuesday, December 8 to Monday, January 4	Public comment on the student-impact policies the Board names today
Friday, December 11, 2026, 1:00 PM	Policy work session: Sections D, E and F (55 policies)
Tuesday, January 12, 2027	Adoption of Section I; first reading of Sections D, E and F
By Friday, May 14, 2027	Every section reviewed in a work session
By Tuesday, June 8, 2027	Every section brought for adoption

3. Read back and adjourn

PROCEDURAL

The President reads back today's direction, item by item; the Clerk confirms the notes. Adjournment is the only motion.

Item	Direction sought	Direction given
2.A BE, BEDA, BEDB, BEDA-R	BE: E, with the time the Board picks. BEDA: A. BEDA-R: I. BEDB: E. First read Dec 8	
2.B A, B and C returned	ADAA: H. Policy A: I. Eight undated, BBBA, BBBD: A with a clean date, first read Dec 8; R any ASBA dropped. BEDH: A, or E with the deadline	
2.C Method and Confirm	Method agreed; Confirm pile (8) in one motion at first read	
2.C Read in full	IHAL, IHAMB, IJNDB, IHB, IHBA: heard, or the question to carry forward	
2.C Student impact	Which go out for public comment (C); which changes come back as Decide items	
2.C No date and over five years	A with a clean date after ASBA confirms; R any dropped	
2.D AI guidance	Below grade 6 teacher-mediated only? Per assignment, or one district-wide statement?	
2.E Next session	December 11, Sections D, E and F; first read January 12, adoption February 9	

Minutes of this session are the direction as read back, posted by Wednesday, November 18. Next regular meeting Tuesday, December 8 at 6:00 PM.

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Governing Board Policy Work Session

Joseph City Unified School District No. 2

Friday, November 13, 2026 | 1:00 to 3:00 PM | Board Room, 8176 N Westover

Discussion only. No action will be taken.

Section B holdovers. Sections A, B and C items returned from October 23. Section I, Instructional Program: 59 Board policies, reviewed for fairness to students. Draft District guidance on generative AI. Session three of nine. Shannon Harvilla, Superintendent

Today's agenda, as posted

Item numbers match BoardBook. Slides run in the posted order, 1.A through 3.

Item	What it is	Files	Slides	Start	Min
1.A	Call to order and roll call	Notice; Request to Address form	4	1:00	3
2.A	Section B holdovers: BE, BEDA with new Regulation BEDA-R, BEDB	08	5	1:03	25
2.B	Sections A, B and C items returned from October 23; Policy A and the mission plan	05A, 11	6 to 7	1:28	10
2.C	Section I, Instructional Program: our lens and the research, the 59 policies, the policies that touch students directly and public comment, the housekeeping piles, the direction recap	02, 03, 04, 05, 10, 13	8 to 26	1:38	60
2.D	Draft District guidance on generative AI	09	27	2:38	12
2.E	Next session, Friday, December 11: Sections D, E and F		28 to 29	2:50	3
3	Read back today's direction; adjournment		30	2:53	7

Only items on the posted notice can be discussed (A.R.S. 38-431.02). 59 Section I policies: Confirm 8, Read in full 3, Decide 46, Noted 2; 47 regulations and exhibits come to the Board as information.

How today runs

Discussion only under BED-R. The Board gives direction; every policy vote happens at a regular meeting.

1 Call it

The President calls the item and I present. About two minutes, then questions.

2 Public

Anyone who filled out a Request to Address the Board form may speak on that item. Three minutes.

3 Direction

The President asks for the Board's direction and says it back out loud.

4 Record

Dayton Flake, Clerk, writes the letter on the notes sheet. We move on. Ten minutes on any one question.

What direction sounds like

- **A** Bring it for adoption as written
- **E** Bring it with the edits named
- **R** Retire it
- **H** Hold, more information needed
- **I** Information only
- **S** Split, revisit
- **C** Post it for public comment before first read

Off the agenda: only items on today's notice can be discussed (A.R.S. 38-431.02). A member who wants something added gives the Superintendent the code and it goes on a later notice. **Minutes:** the direction as read back at the close. The session is recorded as a backup to the Clerk's notes.

1.A Call to order and roll call

Eldon Larsen, President. Dayton Flake, Clerk. Karsten Flake. Lexi Nelson. Cat Hansen. Three of five is a quorum.

Public: please sign in at the door. To speak on an item, fill out a Request to Address the Board form before that item is called.

Today's papers are all on BoardBook: the notice and agenda, the Request to Address form, and the files named on each slide.

2.A Section B policies held from October 23

BOARD DIRECTION

BE, BEDA with new Regulation BEDA-R, BEDB | Packet file 08 | First read December 8 for BE and BEDB

Policy	What the Board asked on October 23	What is in the packet (file 08)	Direction sought
BE, School Board Meetings	A response time for an employee named for executive session; words that being discussed is not an invitation in	One added paragraph: ask in writing to the Superintendent, any time before the item; the office asks for an answer by noon the working day before, or two hours before (the Board picks); notice is not an invitation to attend	E, with the time the Board picks. First read Dec 8
BEDA, Notification of Board Meetings	Document how agendas move from draft to posting; add the response procedure	Policy stays as written. New Regulation BEDA-R: agenda sequence, member requests, the 24-hour count, changes after posting, employee notice	A for BEDA; I for BEDA-R (Superintendent issues after counsel review)
BEDB, Agenda	Agenda order that matches practice; executive session wording; one way to cite the statute; a notice letter every meeting	Ten-item order of business from the published October 13 agenda; statute cited, no name on the agenda; notice practice written in; position in place of a named employee	E. First read Dec 8. The agenda does not change until adopted

BE: get a time out of the room today, noon the working day before or two hours before. BEDA-R is the Superintendent's to issue after counsel review; the Board receives it as information.

39

2.B Sections A, B and C items returned from October 23

BOARD DIRECTION

Packet file 05A | ADAA and Policy A held; ASBA answered Nov 12, so the rest come to first read Dec 8

Item	What the Board asked Oct 23	Where it stands Nov 12	Direction sought
ADAA, Priority Goals	Do not readopt now; wait for the community mission work	Held	H until the community process
AEAA; BDH; BG; BID; CE; CH; CHCA; CL	Ask ASBA whether each is still in the model and which version. CE: does a committee the Board directs fall under open meeting law. BDH: keep principal reports; add a site-level line when next revised	ASBA answered Nov 12: BDH, BG, BID, CE, CH, CHCA match the model; AEAA and CL are no longer in it. CE: a committee the Board directs is under open meeting law	A with a clean date, first read Dec 8, adoption Jan 12; R AEAA and CL
BBBA; BBBD	Ask ASBA what was published and where the June 10, 2025 date came from	ASBA: from its Section B update of March 20, 2025 (PA 824 and 827)	A with a clean date, first read Dec 8
BEDH	Same question. A voice asked to add a sign-up deadline, which would be an edit	ASBA: PA 847, March 20, 2025. Practice: forms in before call to order	A as written, or E with the deadline
Policy A, Mission and Belief	Community process next school year	Stays in force as adopted April 8, 2025. See file 11	I; returns after the community process

ASBA answered on November 12. Retire AEAA and CL; the others match the model and come to first read December 8 with a clean date.

40

2.B Policy A and the mission plan

INFORMATION ONLY

Packet file 11 | Policy A adopted April 8, 2025 stays in force

WHAT THE BOARD DIRECTED OCTOBER 23

- Next school year (2027-28), a community mission, vision and goals process, one Friday a month, with the Wildcat Club as a participant and Holbrook and Winslow families invited on purpose. Policy A stays as written until then; the Board's goals (ADAA) follow the new mission and vision.

WHERE IT STANDS

- From the Board's October 23 direction. A design for the Friday sessions comes to the Board before the end of this school year.

WHAT I CHECK

- Policy A, District Mission and Belief Statement, stays as written until the community process.
- ADAA, the Board's goals, is held until the new mission and vision are set.
- The Friday-session design comes to the Board before the end of this school year.

DIRECTION NEEDED

I, information. Policy A and ADAA return after the community process.

2.C Section I: the lens for every policy today

OUR BELIEFS

Policy A, adopted April 8, 2025: comprehensive, success-oriented learning for every student

THE DISTRICT'S OWN GOALS, POLICY A

- A. Every student educated academically and socially to be a productive citizen and succeed in college or a career.
- B. Staff with high expectations for themselves and their students.
- C. Staff, parents, students and community all matter to a high-quality education.
- D. A positive climate and a safe, secure place for everyone.
- E. The resources students need to succeed.

WHY SECTION I IS WHERE FAIRNESS LIVES

Section I is instruction: how students are taught, graded, promoted and recognized. These are the policies a student feels every day. Student conduct, discipline and attendance are Section J, on the March 12 and April 16 sessions, and get the same lens.

THREE FAIRNESS QUESTIONS

1. Does it measure and reward learning, the same standard for every student, not behavior, background or the bus ride home?
2. Does it give every student a path forward: reteaching, another try, acceleration when ready?
3. Does it match how students actually learn, by the research on the next two slides?

2.C Best practice: Visible Learning (Hattie)

BEST PRACTICE

Effect size: how much a practice moves achievement against a year of normal growth. The bar worth clearing is about 0.40.

What the research says	Effect size	What it means for our policies
About a year of growth for a year of school	**0.40**	The bar a practice has to clear to be worth our time
Collective teacher efficacy: staff believe together they can move every student	**1.57**	IMA: teacher teams and common checks for understanding
Acceleration (earlier data)	**0.88**	IKEB: clear criteria, acceleration by subject
Feedback close to the work	**about 0.75**	IKA, IKA-R, IKEA-R: grades that show learning; retakes after reteaching
Homework (overall; smaller for young children)	**0.29**	IKB-R: less in K-6, purposeful in 7-12
Reducing class size	**0.21**	IIB: keep the override promise for small early grades
Retention (holding a student back)	**about -0.13 to -0.17**	IKE: retention only after a documented intervention plan

Figures come from published summaries of Hattie's work and vary by edition; researchers have criticized averaging very different studies. A guide for where to look, not proof. Sources on file 13.

2.C Best practice: gradual release of responsibility

BEST PRACTICE

Pearson and Gallagher (1983); Fisher and Frey. The lesson model most Arizona districts train on.

1 I do it

The teacher models the thinking out loud.

FOR POLICY

IMA: name this as the District's lesson model.

2 We do it

Teacher and students work it together.

FOR POLICY

Practice is learning, not a test: early attempts should not sink a grade (IKA-R).

3 You do it together

Pairs and small groups; the teacher circulates and corrects.

FOR POLICY

Feedback here is where the 0.75 lives.

4 You do it alone

Independent work: proof the release happened.

FOR POLICY

Grade this step. IKB-R already says homework is independent practice of a skill taught well.

The most common breakdown: going straight from step 1 to step 4. A student who has not had steps 2 and 3 and then fails step 4 needs reteaching and another try, not a permanent zero.

2.C How we sort the 59 policies

AGREE THE METHOD

The same seven questions as October 23. A policy lands in Confirm only when it is clean on all seven.

Q1 Has ASBA changed the model? **Q2** Did we adopt it in the last five years? **Q3** Does it point to a policy we no longer have? **Q4** Does it order a regulation we never wrote? **Q5** Has an audit, a monitor or a lawyer flagged it? **Q6** Does practice match the text? **Q7** Is this one where being wrong is expensive?

Pile	Count	What happens
Confirm	**8**	One motion at first read, unless a member pulls one
Read in full (Q7)	**3**	IHAL, IHAMB, IJNDB, plus IHB and IHBA from the Decide piles: two minutes each
Decide, no date	**35**	Adopt with a date after ASBA confirms the model, or retire
Decide, over five years	**11**	Adopt with a clean date after the model is confirmed
Noted	**2**	IHA and IKF, acted on September 15, 2026 with IHB-R and IKE-RB; no new direction
Regulations and exhibits	**47**	Information; the Superintendent issues them under Policy CH

New today: the policies that touch students directly (slides 17 to 21) are pulled out for a closer look whatever their pile, and the Board may send them out for public comment.

45

2.C Section I (1 of 4): IA to IGE, 8 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IA	Instructional Goals and Objectives	no date	Decide	5
IB	Academic Freedom	no date	Decide	7
IC	School Year	September 14, 2021	Decide	8
ID	School Day	no date	Decide	9
IE	Organization of Instruction	no date	Decide	10
IGA	Curriculum Development	September 9, 2025	Confirm	11
IGD	Curriculum Adoption	December 12, 2023	Confirm	12
IGE	Curriculum Guides and Course Outlines	no date	Decide	13

2.C Section I (2 of 4): IHA to IHCA, 17 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IHA	Basic Instructional Program	September 9, 2025	Noted	15
IHAA	English Instruction	no date	Decide	18
IHAL	Teaching About Religion	May 12, 2026	Read in full	21
IHAMA	Teaching About Drugs Alcohol and Tobacco	no date	Decide	23
IHAMB	Family Life Education	October 11, 2022	Read in full	24
IHAMC	Instruction and Training in Cardiopulmonary Resuscitation	September 11, 2018	Decide	32
IHAMD	Instruction and Training in Suicide Prevention	September 14, 2021	Decide	34
IHB	Special Instructional Programs	October 10, 2018	Decide	35
IHBA	Special Instructional Programs and Accommodations for Disabled Students	no date	Decide	68

Code	Title	Adopted	Pile	Page in file 03
IHBB	Gifted and Talented Education	no date	Decide	76
IHBCA	Programs for Pregnant / Parenting Students	no date	Decide	77
IHBD	Compensatory Education	no date	Decide	79
IHBE	Bilingual Instruction / Native Language Instruction	no date	Decide	88
IHBF	Homebound Instruction	no date	Decide	93
IHBHD	Online / Concurrent / Correspondence Courses	no date	Decide	94
IHBJ	Indian Education	no date	Decide	97
IHCA	Summer School	no date	Decide	105

2.C Section I (3 of 4): IIB to IJOC, 13 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IIB	Class Size	no date	Decide	106
IIE	Student Schedules and Course Loads	no date	Decide	109
IJ	Instructional Resources and Materials	September 14, 2021	Decide	110
IJJ	Textbook / Supplementary Materials Selection and Adoption	November 14, 2023	Confirm	113
IJL	Library Materials Selection and Adoption	October 11, 2022	Confirm	119
IJM	Special / Interest Materials Selection and Adoption	no date	Decide	122
IJNC	Resource Centers / Media Centers / School Libraries	October 11, 2022	Confirm	123
IJND	Technology Resources	no date	Decide	126
IJNDB	Use of Technology Resources in Instruction	July 8, 2025	Read in full	128
IJNDBA	Website Accessibility	May 9, 2017	Decide	142
IJOA	Field Trips	no date	Decide	143
IJOB	Community Resource Persons / Speakers	no date	Decide	145
IJOC	School Volunteers	no date	Decide	146

2.C Section I (4 of 4): IKA to IMH, 21 policies

INVENTORY

Code, title, our adoption date, the pile, and the page in file 03, Current policy text. Regulations and exhibits are received as information.

Code	Title	Adopted	Pile	Page in file 03
IKA	Grading / Assessment Systems	no date	Decide	147
IKAA	Tests and Examinations	no date	Decide	150
IKAB	Report Cards / Progress Reports	April 10, 2018	Decide	151
IKACA	Parent Conferences	no date	Decide	152
IKB	Homework	no date	Decide	153
IKC	Class Rankings / Grade Point Averages	no date	Decide	156
IKD	Honor Rolls	no date	Decide	158
IKE	Promotion and Retention of Students	April 12, 2016	Decide	159
IKEA	Make Up Opportunities	no date	Decide	165
IKEB	Acceleration	no date	Decide	167
IKF	Graduation Requirements	September 9, 2025	Noted	168

Code	Title	Adopted	Pile	Page in file 03
IKFA	Early Graduation	no date	Decide	173
IKFB	Graduation Exercises	September 14, 2021	Decide	174
IL	Evaluation of Instructional Programs	September 11, 2018	Decide	175
ILB	Test / Assessment Administration	no date	Decide	176
ILE	Evaluation of Instructional Programs	no date	Decide	178
IMA	Teaching Methods	June 10, 2024	Confirm	179
IMB	Teaching About Controversial / Sensitive Issues	October 11, 2022	Confirm	181
IMD	School Ceremonies and Observances	October 11, 2022	Confirm	182
IMG	Animals in Schools	April 14, 2015	Decide	184
IMH	Class Interruptions	no date	Decide	186

2.C Where being wrong is expensive (Q7)

READ IN FULL

These get two minutes each whatever pile they are in | Full text in file 03 at the pages shown | ASBA advisories touching Section I: file 10

THE FIVE I READ IN FULL

- IHAL, Teaching About Religion (May 12, 2026): the elective on biblical text; legal review before any such course is offered. Page 21.
- IHAMB, Family Life Education (October 11, 2022): public notice and open committee meetings before a sex education course of study is selected; the consent exhibits are the forms we use. Page 24.
- IHB and IHBA, special education and Section 504, with IHB-R (readopted September 15, 2026), IHBA-RA and IHBA-RB. Pages 35 and 68.
- IJNDB, Use of Technology Resources in Instruction (July 8, 2025): holds the adopted Generative Artificial Intelligence Programs section; the authority for item 2.D. Page 128.

WHAT I CHECK

- IHAL: legal review before any elective on biblical text is offered.
- IHAMB: public notice and open committee meetings before a sex education course of study is selected; the consent exhibits are the forms we use.
- IHB and IHBA: special education, and Section 504, with their regulations.
- IJNDB: the adopted generative AI section is the authority for item 2.D.

DIRECTION NEEDED

Heard, no change (A), or the one question to carry forward.

2.C Policies that touch students directly

FOR PUBLIC COMMENT

Proposed for public comment before first read | The four groups on the next four slides

Group	Policies	Slide
Grading and reporting	IKA and IKA-R Grading; IKAA Tests; IKAB Report Cards; IKEA and IKEA-R Make Up Work	18
Promotion, acceleration and recognition	IKE Promotion and Retention; IKEB Acceleration; IKFA Early Graduation; IKC Class Rank; IKD Honor Rolls	19
Homework, schedules and class size	IKB and IKB-R Homework; IIB Class Size; IIE Schedules and Course Loads	20
Every learner	IMA Teaching Methods; IHA Basic Instruction; IHB Special Programs; IHBA Section 504; IHBB Gifted; IHBD Compensatory Education	21

PROPOSED PROCESS

Today

The Board names which of these go out for comment (direction C), and which possible changes come back as Decide items.

December 8

Drafts at first read, posted on BoardBook and jcusd.org with a comment form for families, students and staff.

January 4

Comments close Monday, January 4, 2027. A summary of every comment comes to the Board with the January 12 adoption.

2.C Grading and reporting

FOR PUBLIC COMMENT

Fairness question 1: grades measure learning, the same standard for every student | Details are regulations the Superintendent issues with the Board's direction

Policy	What it says now	Best practice	Possible change
IKA Grading (no date)	District grading system; reports every nine weeks; teachers report conduct, scholarship and attendance	Feedback close to the work (about 0.75)	Grades report learning; conduct and work habits reported on their own line
IKA-R Grading	Below 60% is an F; about two grades a week; grades must not rest on conduct or work habits; elementary may use 1 to 4 standards-based marks	Grade step 4, after practice (gradual release)	Retakes on major assessments after reteaching; missing work is owed before it becomes a zero
IKEA-R Make Up	Teacher may reduce or withhold credit for late work	Same standard, fairer measure	Limit late penalties so they do not grade work habits, which IKA-R forbids
IKAB Report Cards (2018)	At least four reports a year; attitude kept separate from academic performance	Clear success criteria	A, with a clean date
IKAA Tests (no date)	Final exams may be used when they measure the course goals	Common checks for understanding	A after the ASBA check

52

2.C Promotion, acceleration and recognition

FOR PUBLIC COMMENT

Fairness question 2: every student has a path forward

Policy	What it says now	Best practice	Possible change
IKE Promotion and Retention (2016)	Primary grades are 'suggested as the most appropriate time' to retain; physical and social traits are factors	Mixed: older studies negative (about -0.13); newer third grade studies show gains with intensive support	Drop that phrase; retain only after a documented intervention plan; keep the third grade reading law (A.R.S. 15-701)
IKEB Acceleration (no date)	Whole-grade decision by the Superintendent after a study of growth and development	Acceleration 0.88	Clear written criteria; allow acceleration by subject
IKFA Early Graduation (no date)	Written request to the principal; diplomas in spring	Path forward when ready	A after the ASBA check
IKC Class Rank (no date)	Says colleges require class rank; 3-semester residency for valedictorian	Accurate information to families	Correct the college statement, which is not true of all colleges
IKD Honor Rolls (no date)	Grades 4 to 12; Superintendent sets the level	Recognize growth and achievement	A after the ASBA check

2.C Homework, schedules and class size

FOR PUBLIC COMMENT

Fairness question 1 again: time at home and the bus ride should not decide a grade

Policy	What it says now	Best practice	Possible change
IKB and IKB-R Homework (no date)	Up to 60 minutes a night in grades 5 and 6, 1.5 hours in 7 and 8, 2 hours in 9 to 12; none on weekends; homework is independent practice of a skill taught well	Near zero in elementary; helps more in high school (Cooper 2006)	Lower the chart; K-6 reading only; 7-12 purposeful practice, counted little in the grade; allow for long bus rides and home internet
IIB Class Size (no date)	Ratio is the Board's responsibility; states an intent only for special education ratios, none for regular class size	0.21; the 2024 override promise	State the intent to keep early-grade classes small; point to the open enrollment caps
IIE Schedules (no date)	Six periods for every high school student except graduating seniors	Fair access to courses	Check how this applies to ESA students enrolled in single classes

2.C Every learner

FOR PUBLIC COMMENT

Fairness question 3: policy that matches how students learn, for every student

Policy	What it says now	Best practice	Possible change
IMA Teaching Methods (2024, Confirm)	Lesson plans and their inspection	Collective teacher efficacy 1.57; gradual release	Add teacher teams, common checks for understanding, and the District lesson model
IHA Basic Instruction (Sept 2025)	Reading and math priorities	Tiered support (MTSS)	One line connecting to the MTSS manual
IHB and IHBA (IHB 2018; IHBA no date)	IHB: special education. IHBA: Section 504 accommodations. Both read in full today	Every student, same high expectations	A after the ASBA check; regulations IHBA-RA and RB with it
IHBB Gifted (no date)	Gifted services in the regular school day; scope and sequence filed with ADE	Acceleration 0.88	Pair with IKEB criteria
IHBD Compensatory Education (no date)	Still refers to No Child Left Behind	Current law	Update the reference

2.C 35 policies with no adoption date on file

BOARD DIRECTION

Q1 and Q2 cannot be answered until the Board adopts with a date or retires | Packet file 05

WHAT WE FOUND

- The library shows 'date of Manual adoption.' Q1 and Q2 cannot be answered until the Board adopts with a date or retires.

THE THIRTY-FIVE

- IA, IB, ID, IE, IGE, IHAA, IHAMA, IHBA, IHBB, IHBCA, IHBD, IHBE, IHBF, IHBHD, IHBJ, IHCA, IIB, IIE, IJM, IJND, IJOA, IJOB, IJOC, IKA, IKAA, IKACA, IKB, IKC, IKD, IKEA, IKEB, IKFA, ILB, ILE, IMH

INSIDE THE LIST

- IHBA (Section 504) is read in full.
- ILE: ASBA says its Section I update, due within days, removes ILE from the model. Retire ours; wait for that update before the December 8 first read.
- Student-impact policies in this list also go through the comment step if the Board so directs.

THE FIX

- The same fix the Board used for the undated A, B and C policies on October 23.
- ASBA Policy Services confirms whether each is still in the model and in which version.
- One motion to adopt all with a clean date at first read, as written or with the edits named today.
- Retire any ASBA has dropped.

DIRECTION NEEDED

A with a clean date after ASBA confirms; R any dropped.

56

2.C 11 policies adopted more than five years ago

BOARD DIRECTION

Q2 | Dated but old; adopt with a clean date once the current ASBA model text is confirmed

Code	Title	Adopted	Page
IC	School Year	September 14, 2021	8
IHAMC	Instruction and Training in Cardiopulmonary Resuscitation	September 11, 2018	32
IHAMD	Instruction and Training in Suicide Prevention	September 14, 2021	34
IHB	Special Instructional Programs	October 10, 2018	35
IJ	Instructional Resources and Materials	September 14, 2021	110
IJNDBA	Website Accessibility	May 9, 2017	142
IKAB	Report Cards / Progress Reports	April 10, 2018	151
IKE	Promotion and Retention of Students	April 12, 2016	159
IKFB	Graduation Exercises	September 14, 2021	174
IL	Evaluation of Instructional Programs	September 11, 2018	175
IMG	Animals in Schools	April 14, 2015	184

Direction needed: adopt with a clean date in the same motion once ASBA confirms the model text; E if the model moved. IHB and IKE pair with IHB-R and IKE-RB, readopted September 15, 2026.

57

2.C Already acted on this year

INFORMATION ONLY

Adopted September 15, 2026 from ASBA Policy Advisories 1051 to 1054 | No new direction

Code	Title	What happened
IHA	Basic Instructional Program	PA 1051 (HB 2423, grades 6 to 8 advanced math). Adopted September 15, 2026.
IKF	Graduation Requirements	PA 1054 (HB 2895, Native American language and the world language requirement). Adopted September 15, 2026.
IHB-R	Special Instructional Programs Regulation	PA 1052 (HB 2170, dyslexia diagnosis in the IEP). Adopted September 15, 2026. Regulation.
IKE-RB	Promotion and Retention of Students Regulation B Competency Requirements for Promotion of Students from Third Grade	PA 1053 (HB 2032, third grade reading promotion). Adopted September 15, 2026. Regulation.

The September 15 text governs. File 03 shows the earlier library copy of these four.

2.C The 47 regulations and exhibits

INFORMATION ONLY

Issued by the Superintendent under Policy CH. The Board receives them as information.

WHAT THE SUPERINTENDENT WILL DO

- IJJ-RB, Technology: requires approval of all software 'through the technology committee.' No committee is seated. Seat one with a roster, or amend IJJ-RB to name the Technology Department. Decision before the December 8 first read.
- IJNDB-EC, Acceptable Use of Technology Staff Agreement: titled for staff, written for students ('Students agree', 'Students will'). Reissued in staff voice with the AI guardrails.
- IJNDB-EB, Electronic Information Services User Agreement: an AI clause added, matching file 09.
- IJJ-R and IHBE-R, named in the September plan: the library has IJJ-RA and IJJ-RB and no IHBE regulation; IHBE-R is new and follows the Board's direction on IHBE.
- The rest are confirmed against practice with the principals before December 8.

2.C Section I: the direction we need today

BOARD DIRECTION

Six answers, in this order, before we move to 2.D

1	**The method and the piles**	Agreed?
2	**Confirm pile (8)**	One motion at first read?
3	**Read in full: IHAL, IHAMB, IJNDB, IHB, IHBA**	Heard, or a question to carry forward?
4	**Student-impact policies (slides 17 to 21)**	Which go out for public comment (C), and which possible changes come back as Decide items?
5	**No date (35) and over five years (11)**	Adopt with a clean date after ASBA confirms, retire any dropped?
6	**First read December 8, adoption January 12**	Still the target?

60

2.D Draft District guidance on generative artificial intelligence

BOARD DIRECTION

Packet file 09 | Implements Policy IJNDB (adopted July 8, 2025); built on Arizona's June 2026 K-12 guidance | The Superintendent issues it; the Board gives direction

Section	The rule in one line
Student and staff data privacy	No student personally identifiable information in a tool not covered by a District agreement; no employee information in any AI tool without written approval; approved tools only; agents get read-only, limited access and a human approves any action
Academic honesty	The teacher's instruction for the assignment governs; students disclose when AI shaped their work; AI detectors are never the sole basis for a finding; the handbook defines AI-assisted work
Staff use	Use freely for your own drafting, planning and leveling on approved tools; use with a human check for anything a family receives; never for a decision; safety training for everyone who uses AI
Student photographs	No student image, video or voice into a non-covered tool; no AI-generated or altered images of students or staff; existing photo consent governs; the rule carries into JRD-R in April

Two choices for the Board: below grade 6, teacher-mediated use only? AI-use expectations per assignment (as drafted), or one district-wide statement?

2.E Next session, December 11, and the calendar

CONFIRM THE CLOCK

Only the December 11 session is on today's notice; the dates after it are information

Work session (Fri 1:00)	Sections	Policies	First read	Adoption
Fri Nov 13 (moved from Nov 20)	I, Instructional Program	59	Tue Dec 8	Tue Jan 12
Fri Dec 11	D, E, F, Fiscal Management, Support Services, Facilities Development	55	Tue Jan 12	Tue Feb 9
Fri Jan 15	G, Personnel	38	Tue Feb 9	Tue Mar 9
Fri Feb 19	K, L, School and Community Relations, Education Agency Relations	32	Tue Mar 9	Tue Apr 13
Fri Mar 12	J, Students, first half (JA through JI)	40 to 44	Tue Apr 13	Tue May 11
Fri Apr 16	J, Students, second half (JJ through the end of Section J)	44 to 47	Tue May 11	Tue Jun 8
Fri May 14	Catch up, new ASBA advisories, procedures owed by the Superintendent			

Information only: the dates after December 11 are the revised 2026-27 calendar; any change to it comes to a regular meeting as an action item. **Section J:** student conduct, discipline and attendance, on March 12 and April 16, reviewed with the same lens and comment step.

2.E What happens next

CONFIRM THE CLOCK

From today to adoption

When	What
Wednesday, November 18, 2026	Minutes of this session posted (the tracker as read back)
Tuesday, December 8, 2026	First reading of Section I as directed today, and of BE and BEDB if the Board so directs; adoption of the Sections A, B and C policies read first on November 10 (the items returned today come to first read December 8)
Tuesday, December 8 to Monday, January 4	Public comment on the student-impact policies the Board names today
Friday, December 11, 2026, 1:00 PM	Policy work session: Sections D, E and F (55 policies)
Tuesday, January 12, 2027	Adoption of Section I; first reading of Sections D, E and F
By Friday, May 14, 2027	Every section reviewed in a work session
By Tuesday, June 8, 2027	Every section brought for adoption

3. Read back and adjourn

PROCEDURAL

The President reads back today's direction, item by item; the Clerk confirms the notes. Adjournment is the only motion.

Item	Direction sought	Direction given
2.A BE, BEDA, BEDB, BEDA-R	BE: E, with the time the Board picks. BEDA: A. BEDA-R: I. BEDB: E. First read Dec 8	
2.B A, B and C returned	ADAA: H. Policy A: I. Eight undated, BBBA, BBBD: A with a clean date, first read Dec 8; R any ASBA dropped. BEDH: A, or E with the deadline	
2.C Method and Confirm	Method agreed; Confirm pile (8) in one motion at first read	
2.C Read in full	IHAL, IHAMB, IJNDB, IHB, IHBA: heard, or the question to carry forward	
2.C Student impact	Which go out for public comment (C); which changes come back as Decide items	
2.C No date and over five years	A with a clean date after ASBA confirms; R any dropped	
2.D AI guidance	Below grade 6 teacher-mediated only? Per assignment, or one district-wide statement?	
2.E Next session	December 11, Sections D, E and F; first read January 12, adoption February 9	

Minutes of this session are the direction as read back, posted by Wednesday, November 18. Next regular meeting Tuesday, December 8 at 6:00 PM.

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2.A. Section B holdovers from October 23: Policies BE, School Board Meetings, BEDA, Notification of Board Meetings, and BEDB, Agenda, with new Regulation BEDA-R, Notification of Board Meetings and Executive Session Notice (information). Discussion only.

Policies BE and BEDB: current text with the proposed revisions, for discussion

Joseph City Unified School District No. 2. Friday, November 13, 2026 policy work session. Discussion only. On October 23, 2026 the Board held BE, School Board Meetings, BEDA, Notification of Board Meetings, and BEDB, Agenda, and asked for three things: a response deadline for an employee named for executive session, written as a time before the meeting, with words that being discussed is not an invitation in (BE); a record of how agendas move from draft to posting (BEDA, answered by the new Regulation BEDA-R in the next file); and an order of business that matches the agenda the Board actually uses, with executive session wording (BEDB). The proposed language below is marked. Everything else is the current adopted text (May 13, 2025), from the library copy captured August 13, 2026.

If the Board directs these edits, BE and BEDB come to the Tuesday, December 8, 2026 regular meeting for first reading and the Tuesday, January 12, 2027 meeting for adoption. The agenda itself does not change until the revised BEDB is adopted.

BE, School Board Meetings

The one proposed change

Proposed addition (new paragraph after the sentence ending 'should occur at a public meeting'): An officer, appointee, or employee who receives that notice may ask, in writing to the Superintendent, that the discussion or consideration occur at a public meeting. The request may be made at any time before the Board takes up the item. When the District gives notice three (3) or more working days before the meeting, the District will ask for the person's answer by [noon on the last working day before the meeting / two (2) hours before the meeting is called to order] so that the room and the agenda can be arranged; a later request is still honored, and the Board either takes up the item in public session or postpones it. Notice that the Board may discuss or consider a person in executive session is not an invitation to attend the executive session. Who is present in an executive session is decided by the Board under A.R.S. 38-431.03.

Choice inside the bracket. Two hours before the meeting was floated in the room on October 23. Noon on the last working day before is what the draft BEDA-R uses and gives the office time to rearrange the room and the agenda. Either way the request is honored whenever it arrives, because BE and BEDA give the person not less than 24 hours to decide, and a hard cutoff could shorten that.

Current text of BE (adopted May 13, 2025)

Official Meetings: Regular and Special

The Board shall transact all business at official meetings of the Board. These may be either regular or special meetings, defined as follows:

A. Regular meeting - the usual official legal-action meeting, scheduled and held regularly.

B. Special meeting - an official legal-action meeting called between scheduled regular meetings to consider only specifically identified topics.

Every meeting of the Board, regular or special, shall be open to the public except for an executive session that is held in accordance with state law. A "meeting" is defined as the gathering, in person or through technological devices, of a quorum of members of a public body to discuss, propose or take legal action, including any deliberations with respect to such action, that has been properly noticed, pursuant to Arizona Revised Statutes.

The Board must provide sufficient seating to accommodate the reasonably anticipated number of desiring attendees when feasible. However, this does not require a public body to relocate a meeting outside of the largest regular meeting room.

A meeting includes a one-way electronic communication by one member of a public body that is sent to a quorum of the members of a public body and that proposes legal action or otherwise discusses topics that may come before the body for legal action.

A meeting also includes an exchange of electronic communications among a quorum of the members of a public body that involves a discussion, deliberation or the taking of legal action by the public body concerning a matter likely to come before the public body for action.

Frequency

Regular Board Meetings

The Governing Board shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called. If action has been taken and documents approved at a meeting, they may be signed subsequently by individual Board members.

A regular meeting may be rescheduled or canceled:

A. By majority vote of the Board when noticed as a meeting agenda item.

B. By declaration of the Board President, or if the President is unavailable another member of the Board, in consultation with the Superintendent, when a significant event beyond the Board's control renders attendance at the meeting unsafe or unreasonable in light of the circumstance, such as:

1. Significantly inclement weather conditions, or

2. A local, state, or national emergency of a magnitude it intervenes to the extent that convening of the meeting is inadvisable.

C. When the absence of a quorum of the Board will render the meeting impermissible.

Every regular meeting of the Board shall be open to the public, and the Board shall meet at the most convenient public facility in the District. If a public facility is not available within the District, the Board may meet at any available public facility convenient to all Board members, regardless of the county or school district in which the facility is located.

Special Board Meetings

Special meetings may be called whenever deemed necessary. Written or telephonic notice of all special meetings shall be given to the members of the Board at least twenty-four (24) hours prior to the time stated for the meeting to convene. Said notice shall indicate the purpose of the special meeting. No business other than the matters specified in the notice shall be transacted at such meeting.

Executive Sessions/Open Meetings

Executive Session is a Board gathering from which the public is excluded. A quorum of the Board may vote in open session to hold an executive session for a reason delineated in A.R.S. 38-431.03. The Governing Board shall provide the public with notice of the executive session and it shall state the provision of law authorizing such session. The Governing Board shall also inform any officer, appointee, or employee to be considered or discussed at a meeting with written notice of the executive session as is appropriate but not less than twenty-four (24) hours for the officer, appointee, or employee to determine whether the discussion or consideration should occur at a public meeting.

Minutes from an executive session shall be confidential except for the reasons listed in A.R.S. 38-431.03. No final action, decision, or vote shall be taken while the Board is in executive session, except as provided by law.

The Board shall reconvene the open meeting after an executive session prior to adjourning the meeting.

During the executive session, all persons present in the executive session will be read the admonition on the confidentiality of the executive session minutes and deliberations.

Adopted: Tuesday, May 13, 2025

LEGAL REF.:

A.R.S.

15-321

15-323

15-843

38-431 *et seq*.

38-431.01

38-431.02

38-431.03

A.G.O.

I79-045

I79-049

I79-126

I79-136

I80-118

I80-146

I81-058

I81-060

I81-090

CROSS REF.:

BBA - Board Powers and Responsibilities

BED - Meeting Procedures

BEDA - Notification of Board Meetings

BEDB - Agenda

BEDB, Agenda

The proposed changes, in three places

1. **Order of Business, regular meetings.** Replace the current A to J list with the order the Board uses now (from the published October 13, 2026 agenda): 1. Opening items: call to order, roll call, pledge of allegiance, invocation. 2. Approval of the agenda (discussion of items is not in order). 3. Approval of minutes not previously approved. 4. Superintendent's report, including celebrations and recognitions and site-level reports from the principals (information only). 5. Requests to speak to the Governing Board (members may not discuss or take legal action on matters raised unless properly noticed). 6. Consent agenda. 7. Possible executive session, with the statute cited as set out below. 8. Action items. 9. Information and discussion items, including requests for future agenda items, the Board calendar, and first readings of policies. 10. Adjournment.
2. **Executive sessions.** Add to paragraph 1: the notice cites the specific paragraph of A.R.S. 38-431.03(A) and gives a general description of the matter without naming the officer, appointee or employee or stating the specific concern (for example, 'Executive session under A.R.S. 38-431.03(A)(1) to discuss the employment of a certified staff member'). Add a paragraph 3: when an executive session item may concern a specific officer, appointee or employee, the District gives that person the written notice required by Policies BE and BEDA, by letter or email, for every meeting where the person is named, and keeps a copy with the meeting file.
3. **Accommodations.** Replace the named employee with the position: 'by contacting the Superintendent's office at 928-288-3307 or districtoffice@jcusd.org.' This follows the Board's October 23 direction on ACAA-R to name positions, not people.

What does not change. Preparation and dissemination (the Superintendent prepares the agenda with the Board President; a member's item needs five working days' notice; materials go out not less than 24 hours ahead), special meetings, emergency meetings, and the optional legal-advice statement under A.R.S. 38-431.03(A)(3) stay as written.

Current text of BEDB (adopted May 13, 2025)

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

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.*)

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

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)."

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 Julie Strong at 928-288-3307 or at JulieS@jcusd.org. Requests should be made as early as possible to allow time to arrange the accommodation.

Adopted: Tuesday, May 13, 2025

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

BEDA-R: Notification of Board Meetings and Executive Session Notice (DRAFT)

Joseph City Unified School District No. 2

Superintendent regulation issued under Policy CH. Implements Policies BE, BEDA and BEDB. DRAFT for the November 13, 2026 policy work session, for information. Checked November 3, 2026 against the library text of BE, BEDA and BEDB (captured August 13, 2026).

Why this regulation exists

At the October 23, 2026 work session the Board held BE, BEDA and BEDB for three reasons:

1. **BE:** clarify the deadline for a named employee to respond to notice that the Board may discuss them in executive session.

2. **BEDA:** document how agendas actually move from draft to Board to public posting.

3. **BEDB:** clarify the agenda wording for executive session notice, including how a named employee asks for public discussion instead.

The policies stay as written. This regulation documents district practice inside them. If anything here differs from BE, BEDA, BEDB or state law, the policy and the law control.

A. Agenda and posting sequence

1. **Draft.** The Superintendent's office builds the draft agenda from the Board calendar, Board member requests, and items carried from prior meetings.

2. **President review.** The Superintendent prepares the agenda in consultation with the Board President (BEDB).

3. **Packet.** The packet goes to Board members on the Friday before a regular meeting or policy work session, unless the Board calendar sets another date. It never goes out later than 24 hours before the meeting (BEDB).

4. **Member requests.**

- a. **To add an item:** a Board member tells the Superintendent at least five (5) working days before the meeting (BEDB).
- b. **To pull a listed item for discussion at a policy work session:** a Board member tells the Superintendent's office by noon on the Wednesday before the workshop, or by noon on the last working day before that Wednesday if it is a holiday.
- c. A member sends requests to the Superintendent only, never to a quorum of the Board. A one-way communication to a quorum that proposes action or discusses a matter that may come before the Board is itself a meeting (BE).

5. **Posting.** At least 24 hours before the meeting, the notice and agenda are posted at the physical and electronic locations named in the statement posted on the District website (BEDA), and on the District website. BoardBook is an additional posting, not a substitute. The agenda states the time the public will have physical access to the meeting place (BEDA, BEDB). For a policy work session, the agenda lists every policy code to be discussed.

6. **Counting the 24 hours.** Sundays and the holidays in A.R.S. 1-301 do not count. Saturday counts only if the public has 24-hour access to the physical posting location (BEDA). Example: for a Monday 1:00 PM meeting, post by Friday 1:00 PM unless the physical location is open all Saturday.

7. **Changes after posting.** Any change to the agenda is also posted at least 24 hours before the meeting. The only exception is an actual emergency, handled under A.R.S. 38-431.02 and Policy BEDB.

8. **Minutes.** Draft minutes, or a recording, are available to the public within three working days after the meeting (A.R.S. 38-431.01).

B. Executive session notice to a named employee

1. **Public notice.** When an executive session is scheduled, the notice and agenda state the specific provision of law that authorizes it and give a general description of the matters to be considered. This goes to Board members and the public (BE, BEDA, BEDB).

2. **Written notice to the employee.** When the Board may discuss or consider the employment, assignment, appointment, promotion, demotion, dismissal, salary, discipline or resignation of a specific officer, appointee or employee, the District gives that person written notice as is appropriate, and not less than 24 hours before the meeting, so they can decide whether the discussion should happen in public (BE, BEDA, A.R.S. 38-431.03(A)(1)). Whenever possible the District gives notice when the packet goes out.

3. **What the notice says.** The meeting, date and time, the agenda item, and that the person may ask that the discussion happen in a public meeting instead of executive session.

4. **How to ask.** The person tells the Superintendent in writing (email is fine).

5. **Response time.** The person may ask at any time before the Board takes up the item. When notice was given three or more working days ahead, the District asks for an answer by noon on the last working day before the meeting, so the room and agenda can be arranged. That request is a courtesy, not a deadline: a later request is honored, and the Board either takes up the item in public session or postpones it.

6. **Agenda wording.** Cite the statute and give a general description, without the employee's name or the specific concerns. Example: "Executive session under A.R.S. 38-431.03(A)(1) to discuss the employment of a certified staff member." Every agenda may also carry the BEDB legal advice statement under A.R.S. 38-431.03(A)(3).

7. **Records.** The Superintendent's office keeps a copy of each employee notice and its delivery date with the meeting file. Executive session minutes stay confidential (BE).

C. Review

The Superintendent reviews this regulation each year with the Board calendar. Counsel review before final issue, because Section B touches a statutory right.

Superintendent: _____ Date issued: _____

2.B. Sections A, B and C items returned from October 23: Policy A, District Mission and Belief Statement; Policies BBBA, Board Member Qualifications, BBBD, Board Member Removal From Office, and BEDH, Public Participation and News Media Services at Board Meetings, for readoption with a clean date; and the policies with no adoption date on file: ADAA, School District Priority Goals and Objectives, AEAA, Commitment to Accomplishment, BDH, Board Consultants, BG, School Board Policy Process, BID, Board Member Compensation and Expenses, CE, Administrative Councils, Cabinets and Committees, CH, Policy Implementation, CHCA, Handbooks and Directives, and CL, Research, Administrative Reports. Discussion only. Policies discussed are expected to come to the December 8, 2026 regular meeting for first reading.

Mission, vision and goals: the one-line plan

Joseph City Unified School District No. 2. For the Friday, November 13, 2026 policy work session packet. Information.

The plan, in one line

Next school year (2027-28), the District runs a community mission, vision and goals process, one Friday a month, with the Wildcat Club as a participant and Holbrook and Winslow families invited on purpose; Policy A, the District Mission and Belief Statement adopted April 8, 2025, stays as written until that work is done, and the Board's own goals in Policy ADAA follow the new mission and vision rather than being readopted now.

Where this comes from

- October 23, 2026 work session, Section A: the Superintendent said the choice was to leave the mission statement as written; the Board chose a community mission, vision and goals process next school year, one Friday a month, with the Wildcat Club named as a participant, and asked that Holbrook and Winslow families be reached intentionally.
- The same session held Policy ADAA, School District Priority Goals and Objectives, so that the Board's goals can be aligned to the new mission and vision afterward.
- The Board asked to keep the community process separate from the policy review cycle; it comes back to the Board as its own agenda item when scheduled.

What happens between now and then

- Policy A rides the Section A first read as written (November 10) and adoption (December 8) with no wording change.
- ADAA stays held; it returns after the community work, not on a policy first read.
- A design for the Friday sessions (who convenes, how families are invited, how the Wildcat Club takes part, how Holbrook and Winslow families are reached) comes to the Board before the end of this school year so the first session can be set for the fall.

No cost has been identified for this process; the record is silent on any cost.

Supplement to the Decide Items: A, B and C Items Returned from October 23

November 13, 2026 Policy Work Session. Discussion only. These items are on the notice but were not in the November 6 Decide packet. A adopt as written, E edits, R retire, H hold, I information.

Item	What the Board asked Oct 23	Where it stands Nov 12	Direction sought
ADAA, Priority Goals	Do not readopt now; wait for the community mission work	Held	H until the community process
AEAA; BDH; BG; BID; CE; CH; CHCA; CL	Ask ASBA whether each is still in the model and which version. CE: does a committee the Board directs fall under open meeting law. BDH: keep principal reports; add a site-level line when next revised	Asked ASBA Policy Services Nov 12; answers requested by Dec 1	A with a clean date, first read Dec 8, adoption Jan 12; R any ASBA dropped
BBBA; BBBD	Ask ASBA what was published and where the June 10, 2025 date came from	Asked ASBA Nov 12; answer requested by Dec 1	A with a clean date, first read Dec 8
BEDH	Same question. A voice asked to add a sign-up deadline, which would be an edit	Asked ASBA Nov 12; answer requested by Dec 1. Practice: forms in before call to order	A as written, or E with the deadline
Policy A, Mission and Belief	Community process next school year	Stays in force as adopted April 8, 2025. See file 11	I; returns after the community process

2.C. Section I of the policy manual, Instructional Program: Policies IA, IB, IC, ID, IE, IGA, IGD, IGE, IHA, IHAA, IHAL, IHAMA, IHAMB, IHAMC, IHAMD, IHB, IHBA, IHBB, IHBCA, IHBD, IHBE, IHBF, IHBHD, IHBJ, IHCA, IIB, IIE, IJ, IJJ, IJL, IJM, IJNC, IJND, IJNDB, IJNDBA, IJOA, IJOB, IJOC, IKA, IKAA, IKAB, IKACA, IKB, IKC, IKD, IKE, IKEA, IKEB, IKF, IKFA, IKFB, IL, ILB, ILE, IMA, IMB, IMD, IMG and IMH, with their Regulations and Exhibits. Discussion will center on fairness to students, including promotion and retention, acceleration, grading, make-up work and homework. Discussion only. Policies discussed at this session are expected to come to the December 8, 2026 regular meeting for first reading and the January 12, 2027 regular meeting for second reading and adoption.

Section I: Where Research Points to a Closer Look

Joseph City USD Governing Board Policy Work Session, November 13, 2026. For discussion only. Proposed starting points, not recommendations for adoption. Any change is checked against the current ASBA model and Arizona law. Regulations (-R) are issued by the Superintendent with the Board's direction.

Policy	What it says now	Possible change	Why
IKE Promotion and Retention	Primary grades are "suggested as the most appropriate time" for retention	Drop that phrase. Retention follows a documented intervention plan. Keep the third-grade reading law (A.R.S. 15-701)	Hattie's synthesis: retention is negative (about -0.13 to -0.17)
IKEB Acceleration	Whole-grade decision; physical and social traits are "determining factors"	Add clear criteria and allow acceleration by subject	Among his larger effects in earlier data (0.88); little cost
IKA and IKA-R Grading	Below 60% is an F. About two grades a week. Grades must not rest on work habits or conduct	Grades show what a student has learned. Allow retakes on major assessments. Treat a missing assignment as work still owed before it becomes a zero	Feedback about 0.75. The aim is a fairer measure with the same standard, not an easier one
IKEA-R Make Up Work	A teacher may reduce or withhold credit for late work	Limit late penalties so they do not conflict with IKA-R's rule against grading work habits	The two regulations pull in opposite directions
IKB and IKB-R Homework	Suggested nightly: 10-15 minutes in K-1, up to 60 in grades 5-6, up to 1.5 hours in 7-8, up to 2 hours in 9-12. None on weekends	Lower the chart. K-6 reading only. Grades 7-12 shorter, purposeful, counted little in the grade. Allow for long bus rides and home internet	Overall 0.29. An average that hides age differences; moderate amounts are likelier to help older students
IMA Teaching Methods	Covers lesson plans and their inspection	Add teacher teams and common checks for understanding	Collective teacher efficacy is his highest listed effect (1.57)
IIB Class Size	Ratio is the Board's responsibility; no statement of intent	State the intent to keep early-grade classes small, and point to the open enrollment caps	Research effect is small (0.21). The reason is the promise in the 2024 override pamphlet
IHA Basic Instruction	Sets reading and math priorities	One line connecting to the MTSS manual	Gives MTSS a home in policy

Housekeeping

- IIE requires six periods for all high school students except graduating seniors. Check how this applies to ESA students enrolled in single classes.
- IE places grade 6 in elementary. Confirm this matches how the school is organized.
- IHBD still refers to No Child Left Behind. IKC says colleges require class rank, which is not true of all colleges.

Why no other Section I policies are listed here

IHAA, IL and ILB largely follow state law. IA waits for next year's community mission, vision and goals process. Most of what the research rewards is daily teaching practice, which belongs in procedures and coaching rather than Board policy.

A caution about the numbers

Hattie's figures vary by edition, and the figures here come from published summaries of his work. Researchers have criticized combining very different studies into a single average. Treat them as a guide for where to look, not as proof. This page covers the policies most tied to learning; it is not a line-by-line review of all 59.

Sources: Hattie 2008 summary; D. Masters, Cambridge Assessment presentation, 2013; eSchool News, Sept. 14, 2017; McGill Journal of Education critique; Arizona Department of Education, Move On When Reading; JCUSD Report on Use of Override Monies, Oct. 13, 2026.

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POLICY SERVICES

ADVISORY

Volume 36, Number 2 **May 2024**

Policy Advisory No. 787.....Policy IJNDB — Use of Technology Resources In Instruction

Policy Advisory Discussion

Policy Advisory No. 787 **Policy IJNDB — Use of Technology Resources In Instruction**

This policy update addresses technologies, including the use of generative artificial intelligence (AI) programs and/or platforms in the classroom. Districts may consider other impacts on existing policy documents regarding ethics, academic integrity, and student discipline based on their needs and expectations (e.g., GBEA/Staff Ethics, GBEF/Staff Use of Digital Communications and Electronic Devices, etc.). Districts may contact Policy Services for assistance in updating specific policy documents related to AI.

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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, 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.

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USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate use of Electronic Information Services

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, cloud-based systems, and any computer-accessible source of information, whether from hard drives~~, tapes, compact disks (CDs), floppy disks,~~ or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to follow its guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary and/or legal action.

The Superintendent shall determine steps, including the use of an Internet filtering mechanism, that must be taken to promote the safety and security of the use of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Technology protection measures shall protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to use of computers by minors, harmful to minors. Safety and security mechanisms shall include online monitoring activities.

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

It is the policy of the Board to:

A. prevent user access over the District's computer network, or transmissions of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;

B. prevent unauthorized access and other unlawful online activity;

C. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

D. comply with the Children's Internet Protection Act [P.L. No. 106-554 and 47 U.S.C. 254(h)].

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Each user will be required to sign an EIS user's agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Generative Artificial Intelligence Programs

The proper use of Artificial Intelligence (AI) programs can be effective at enhancing student learning and can prepare students with the competencies and knowledge needed in the digital age. Its use should also be guided by responsible and ethical considerations, including mitigating bias, promoting transparency, and providing AI benefits to all students. Use of AI programs in the classroom should be approved by the site or District administrator, and teachers' instructions and expectations should guide the classroom use of AI. Teachers should include relevant lessons on correct and responsible use of AI, and students should be taught standards regarding plagiarism and source citation and should use these guidelines if AI is used for a school assignment. AI use should be guided and monitored by teachers and/or administrators and should align with the District's guidelines and policies, including any relevant student rules/responsibilities. AI resources should be available to all students, including those with disabilities and English language learners. Use of an AI system should comply with the Family Educational Rights and Privacy Act (FERPA) and should support data privacy and security.

Filtering and Internet Safety

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

Limits, controls, and prohibitions shall be placed on student:

A. Access to inappropriate matter.

B. Safety and security in direct electronic communications.

C. Unauthorized online access or activities.

D. Unauthorized disclosure, use and dissemination of personal information.

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Education, Supervision and Monitoring

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

The Superintendent shall provide for appropriate training for District employees and for students who use the District's computer network and have access to the Internet. Training provided shall be designed to promote the District's commitment to:

A. the standards and acceptable use of the District's network and Internet services as set forth in District policy;

B. student safety in regards to use of the Internet, appropriate behavior while using, but not limited to, such things as social networking Web sites, online opportunities and chat rooms; and cyberbullying awareness and response; and compliance with E-rate requirements of the Children's Internet Protection Act.

While training will be subsequently provided to employees under this policy, the requirements of the policy are effective immediately. Employees will be held to strict compliance with the requirements of the policy and the accompanying regulation, regardless of whether training has been given.

The Superintendent is responsible for the implementation of this policy and for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

Parent Notification

Parents will be notified of the policies regarding the use of technology and the Internet while at school. Parents will also be notified of their ability to prohibit the student from the use of technology and the Internet while at school in which covered information may be shared with an operator pursuant to A.R.S. 15-1046. This does not apply to software or technology that is used for the daily operations or administration of a local education agency or Arizona Online instruction programs authorized pursuant to A.R.S. 15-808.

Adopted: _____

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LEGAL REF.:
A.R.S.
13-2316
13-3506.01
13-3509
15-341
15-808
15-1046
34-501
34-502
20 U.S.C. 1232g, the Family Educational Rights and Privacy Act
20 U.S.C. 1232h, the Protection of Pupil Rights Amendment
20 U.S.C. 1400 *et seq*., Individuals with Disabilities Education Act
20 U.S.C. 6301 *et seq*., Every Student Succeeds Act of 2015
20 U.S.C. 9134, The Children's Internet Protection Act
47 U.S.C. 254, Communications Act of 1934 (The Children's Internet Protection Act)
16 CFR Part 312, Children's Online Privacy Protection Rule (COPPA)

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POLICY SERVICES
ADVISORY

Volume 36, Number 4 **July 2024**

Policy Advisory No. 792 ..... Policy BBBA — Board Member Qualifications

Policy Advisory No. 793 ..... Policy GCF — Professional Staff Hiring

Policy Advisory No. 794 ..... Policy GDF — Support Staff Hiring

Policy Advisory No. 795 ..... Policy IHA — Basic Instructional Program

Policy Advisory No. 796 ..... Policy IKF — Graduation Requirements

Policy Advisory No. 797 .....Policy JFABC — Admission of Transfer Students

Policy Advisory No. 798 ..... Policy JFB — Open Enrollment
Regulation JFB-R — Open Enrollment

Policy Advisory No. 799 .....Policy JHD — Exclusions and Exemptions from School Attendance
Regulation JHD-R — Exclusions and Exemptions from School Attendance
Exhibit JHD-EA — Exclusions and Exemptions from School Attendance
Exhibit JHD-EB — Exclusions and Exemptions from School Attendance

Policy Advisory No. 800 ..... Regulation JLCD-R — Medicines / Administering Medicines To Students

POLICY ALERTS

The following Policy Alerts are *informational only*. There is no Board action required.

Policy Alert – Purple Star Schools

HB2246 added § 15-249.01, establishing the Purple Star School Program within the Arizona Department of Education (ADE). This program provides transition support to military students and their families, and the new section outlines program eligibility and reporting requirements. Any K-12 school can apply to ADE to participate in the program, which will adopt the policies and procedures needed for program implementation.

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Policy Alert **– School Safety Zone**

HB2064 amended A.R.S. § 13-709 to increase the sentence that may be imposed for a conviction of a felony offense that is committed in a School Safety Zone (A.R.S. § 13-709) by a person in a position of trust (A.R.S. § 13-1401). This would be applicable for a felony offense committed by a school employee, teacher, coach or volunteer in a School Safety Zone.

POLICY ADVISORY DISCUSSION

Summary

Most of the following policy advisories are derived from enactments of the 56th Legislature, Second Regular Session, 2024. These are indicated by references to the bills and/or statutes which have either been newly created or altered by the Legislature. JHD, JHD-R, JHD-EA, and JHD-EB were updated to align with language in statute.

Policy Advisory Discussion

Policy Advisory No. 792 **Policy BBBA — Board Member Qualifications**

SB1280 amended A.R.S. § 15-302 and § 15-421 by adding that a convicted sex offender is ineligible for membership on a school district governing board.

Policy Advisory No. 793 **Policy GCF — Professional Staff Hiring**

SB1558 added A.R.S.§ 15-509 which requires any individual who applies for employment by a K-12 school to disclose if said individual has pled guilty, no contest, been convicted, or is awaiting trial for various offenses including dangerous crimes against children, sexual conduct with a minor, any crime requiring sex offender registration, and/or crimes in other states in similar categories. A knowing violation of this statute is a Class 6 Felony, unless failure to disclose was due to a good faith mistake of law.

Policy Advisory No. 794 **Policy GDF — Support Staff Hiring**

See discussion for Policy GCF, above.

Policy Advisory No. 795 **Policy IHA — Basic Instructional Program**

HB2779 amended A.R.S. § 15-701.02 to increase required instructional time on the Holocaust and other genocides.

Policy Advisory No. 796 **Policy IKF — Graduation Requirements**

See discussion for Policy IHA, above.

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Policy Advisory No. 797 **Policy JFABC — Notification of Board Meetings**

HB2645 added § 15-701.04 which delineates the role of the State Board of Education to develop guidelines for school districts and charter schools to consider in their policies that govern academic credit calculation, including partial credit, for foster students who transfer schools while enrolled in grades 9-12. A school district governing board or charter school governing body must also develop policies that address transfer credits for foster students who transfer into its school district or charter school and additionally, within ten days of receiving the foster student's educational records, a foster student must meet with a school official to discuss a graduation plan. In addition, a school district or charter school that enrolls a foster student can administer a local competency assessment in order to award full or partial credit for core competencies as applicable. Finally, a school district governing board or charter school governing body may not require an eleventh or twelfth grade transferring foster student to satisfy a course of study or competency requirement to graduate from high school that are in addition to or higher than the minimum course of study and competency requirements prescribed by the State Board of Education.

Policy Advisory No. 798 **Policy JFB — Open Enrollment**
Regulation JFB-R — Open Enrollment

HB2311 amended A.R.S. § 15-816.01 for school districts (A.R.S. § 15-184 for Charters) by adding an additional student category to whom a school district may give enrollment preference, specifically, children of a member of the armed forces of the United States who either is on active duty or was killed in the line of duty. The Regulation was also updated.

Policy Advisory No. 799 **Policy JHD — Exclusions and Exemptions from School Attendance**
Regulation JHD -R — Exclusions and Exemptions from School Attendance
Exhibit JHD -EA — Exclusions and Exemptions from School Attendance
Exhibit JHD -EB — Exclusions and Exemptions from School Attendance

Language was updated to align with § A.R.S. 15-346.

Policy Advisory No. 800 **Regulation JLCD-R — Medicines / Administering Medicines To Students**

HB2174 amended A.R.S. § 15-344.01, § 32-1401, § 32-1854 and § 32-1901.01 regarding the ordering and emergency administration of glucagon for students with diabetes. A school district may now obtain a standing order for glucagon and store doses at individual schools where it can be administered by a specified individual to a student with diabetes in an emergency.

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BOARD MEMBER QULIFICATIONS

(Governing Board Membership)

A person who is a registered voter of this state, ~~and~~ has been a resident of the District for one (1) year immediately preceding the day of election, and is not subject to registration as a sex offender in this state or any other jurisdiction is eligible for election or appointment to the office of Governing Board member.

No employee of the District, including a person who directly provides certificated or support services to the District as an employee of a third-party contractor, or the spouse of such employee may hold membership on the Governing Board of this District.

A Governing Board member is ineligible to serve simultaneously as a member of any other school district governing board, except that a Governing Board member may be a candidate for nomination or election for any other governing board if serving in the last year of a term of office.

Five-Member Board Same Household Limitation

By legislative restriction applicable to five (5) member Boards, persons related as immediate family and having the same household within four (4) years:

A. Shall not serve simultaneously on the Governing Board.

B. Are ineligible to be a candidate for nomination or election to the Governing Board, except when a member is serving in the last year of a term of office.

C. Are ineligible to be simultaneous candidates for nomination or election to the Governing Board.

A qualified elector residing in the District may bring an action in Superior Court to enforce these restrictions.

For purposes of this policy, the definitions of "immediate family" and "household of residence" set out in A.R.S. 15-421 shall apply.

Adopted: _____

LEGAL REF.:
A.R.S.
15-302
15-421
38-201
38-296.01
Arizona Constitution, Article VII, Section 15

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PROFESSIONAL STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by considering qualifications and by providing competitive salary schedules within the financial capability of the District, adequate facilities, and good working conditions.

Before employing a certificated or noncertificated person, school districts and charter schools shall conduct a search of the prospective employee on the educator information system that is maintained by the Department of Education.

A school district or charter school may not employ either of the following in a position that requires a valid fingerprint clearance card:

A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.

B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant to A.R.S. 15-505.

Candidates shall disclose whether they have pled guilty, pled no contest, been convicted of or are awaiting trial pursuant to A.R.S. 15-509.

Each school district and charter school shall annually submit to the Department of Education a list of certificated and noncertificated persons who are employed at the school district or charter school. The department shall issue guidance to school districts and charter schools regarding this requirement.

The Board has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the Board assigns to the Superintendent the process of recruiting staff members. In carrying out this responsibility, the Superintendent may involve other staff members as needed. All personnel selected for employment must be recommended by the Superintendent and approved by the Board. The Board adopts the following general criteria, which shall be utilized in the selection process for initial employment:

A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.

B. Candidates for professional positions shall be qualified for and have the training necessary to perform the instructional duties or functions for which they have applied.

C. Each candidate shall provide evidence of meeting state requirements for certification.

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D. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

E. A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that district and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

Before employment, schools or school districts shall verify the certification and fingerprint status of applicants who apply for school or school district positions that require certification.

Should the need arise to employ a teacher who meets the requirements for a conditional certificate before an applicant has obtained the appropriate valid fingerprint clearance card, the District may assist in obtaining the conditional certificate, and employ the teacher, by meeting all of the following conditions:

A. The District verifies in writing on a form provided by the Arizona Department of Education (ADE) the necessity for hiring and placing the applicant into service before a fingerprinting check is completed.

B. The District obtains from the Department of Public Safety a state-wide criminal records check on the applicant. Subsequent criminal records checks must be completed every one hundred twenty (120) days until a permanent certificate is received.

C. The District searches the criminal records of all local jurisdictions outside Arizona where the applicant has lived in the previous five (5) years.

D. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.

E. The District provides general supervision of the applicant until permanent certification is issued by ADE.

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Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

The Superintendent of Public Instruction may also impose any additional conditions or restrictions deemed necessary.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. 41-1750 is guilty of a class 6 felony.

A professional candidate's acceptance of a contract offer must be indicated within _____ (_____) days from the date of the written contract or the offer is revoked. Written notice of the deadline date for acceptance shall be included in the contract offer or an attachment to the contract offer. The candidate accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the candidate fails to accept the contract.

Adopted: _____

LEGAL REF.:
A.R.S.
13-3716
15-153
15-502
15-503
15-505
15-509
15-512
15-536
15-538.01
15-539
15-550
23-211
23-212
23-1361
38-201
38-231
38-232
38-766.01
41-1750
41-1756

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CROSS REF.:
GCB - Professional Staff Contracts and Compensation
GCFC - Professional Staff Certification and Credentialing Requirements
(fingerprinting requirements)
GCO - Evaluation of Professional Staff Members

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SUPPORT STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by considering qualifications and by providing competitive wages within the financial capabilities of the District, adequate facilities, and good working conditions.

Recruitment of support staff personnel is the responsibility of the Superintendent. Other members of the administration and supervisory staff will assist as responsibilities are delegated by the Superintendent.

Before employing a certificated or noncertificated person, school districts and charter schools shall conduct a search of the prospective employee on the educator information system that is maintained by the Department of Education.

A school district or charter school may not employ either of the following in a position that requires a valid fingerprint clearance card:

A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.

B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant to subsection b of this section.

Candidates shall disclose whether they have pled guilty, pled no contest, been convicted of or are awaiting trial pursuant to A.R.S. 15-509.

Each school district and charter school shall annually submit to the Department of Education a list of certificated and noncertificated persons who are employed at the school district or charter school. The department shall issue guidance to school districts and charter schools regarding this requirement.

The Board adopts the following general criteria and procedures, which shall be utilized in the selection process for initial employment:

A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.

B. Candidates for all positions shall be physically and mentally able to perform the duties of the position job descriptions for which they have applied.

C. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

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D. A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that District and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

A district may hire and place a noncertificated employee into service before receiving the results of the mandatory fingerprint check or a fingerprint clearance card has been issued or denied. However, until fingerprint clearance has been received, an applicant who is required or allowed to have unsupervised contact with pupils cannot be hired and placed into service until:

A. The District documents in the applicant's file the necessity for hiring and placing the applicant into service before a fingerprint check can be completed or a fingerprint clearance card is issued or denied.

B. The District obtains from the Department of Public Safety a statewide criminal records information check on the applicant. Subsequent criminal records checks are also required every one hundred twenty (120) days until the date that the fingerprint check is completed or the fingerprint clearance card is issued or denied.

C. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.

D. The District provides general supervision of the applicant until the date the fingerprint check is completed or the fingerprint clearance card is issued or denied.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

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The District reports to the Superintendent of Public Instruction on June 30 and December 31 the number of applicants hired prior to the completion of a fingerprint check or the issuance of a fingerprint clearance card and the number of applicants for whom fingerprint checks or fingerprint clearance cards have not been received after one hundred twenty (120) days and after one hundred seventy-five (175) days of hire.

The District may provide information received as a result of a fingerprint check required by section 15-512 to any other school district if requested to do so by the person who was the subject of the fingerprint check or communicate to any school district if requested to do so by the person who applied for a fingerprint clearance card whether the person has been issued or denied a fingerprint clearance card. A copy of any written communication regarding employment must be sent by the employer providing the information to the former employee's last known address.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. 41-1750 is guilty of a class 6 felony.

Adopted: _____

LEGAL REF.:
A.R.S.
13-3716
15-153
15-502
15-505
15-509
15-512
23-211
23-212
23-1361
38-201
38-481
41-1756

CROSS REF.:
GDFA - Support Staff Qualifications and Requirements
(fingerprinting requirements)

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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.

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.

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:

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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). ~~at least once in either the seventh (7th) grade or the eighth (8th) grade~~.

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.

Observance Days

September 11, in each year shall be observed as 9/11 Education Day. On 9/11 Education Day, each public school shall dedicate a portion of the school day to age-appropriate education 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.

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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
15-704
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

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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. R7-2-302.02 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 (R7-2-302.02) 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

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

* 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 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 pupil 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 pupil 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 pupil's transcript only a pass or fail designation that the pupil has passed or failed the test.

A pupil in grade seven (7) or eight (8) may take the test described in this paragraph, and if the pupil 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 pupil's transcript only a pass or fail designation that the pupil has passed or failed the test required by this paragraph.

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b) The pupil 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 pupil 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 pupil 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 §15-701.01:

1. The median score.

2. The percentage of pupils who passed by correctly answering the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of §15-701.01.

3. The percentage of pupils who failed by correctly answering fewer than the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of §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 pupil in the data reported to the department of education under subsection L of §15-701.01.

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.

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Pupils 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 section 15-701.01 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 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 pupil's individualized education program as mutually agreed on by the pupil's parents and the pupil's individualized education program team or the pupil, if the pupil 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 pupils 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
15-710
15-763
A.A.C.
R7-2-302.02
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

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ADMISSION OF TRANSFER STUDENTS

(Academic Credit Transfer)

Academic credit for students who transfer from private or public schools shall be determined on a uniform and consistent basis.

Elementary

Academic credit for placement in the common school subjects and grades shall be based upon teacher recommendations and previous grade level assignments subject to the determination that the student can meet the standards adopted by the State Board of Education for the grade level assignment.

Credit for Graduation Requirements

Core credit for purposes of this policy shall be the units of credit specifically named as required for graduation by the State Board of Education in R7-2-302.~~02~~.

The District may evaluate the transcripts of transfer students for the assignment of credits, pursuant to Section 15-701.01.

The School District shall provide to a pupil who transfers credit from a charter school, school district or Arizona online instruction a list that indicates which credits have been accepted as either elective or core credits by the School District.

Within ten (10) school days after receiving the list, a pupil may request to take an examination in each particular course in which core credit has been denied. The School District shall accept the credit as a core credit for each particular course in which the pupil takes an examination and receives a passing score on a test, aligned to the competency requirements adopted pursuant to A.R.S. 15-701.01 ~~this section~~, that is designed and evaluated by a teacher in the School District who teaches the subject matter on which the examination is based.

The School District may not charge a fee to a pupil who takes an examination in a particular course to obtain academic credit, pursuant to section 15-701.01, subsection (I) ~~i~~, from the School District if the academic credit for a course was previously earned in an Arizona online instruction course or at any public school in this state. Any test administered pursuant to this subsection shall be an assessment that is aligned to the course relevant state academic standards.

If a pupil is enrolled in the School District and that pupil also participates in Arizona online instruction between May 1 and July 31, the School District shall not require proof of payment as a condition of the School District accepting credits earned from the online course provider.

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All core credit courses must meet the standards adopted by the State Board of Education ~~where such standards exist~~. If the State Board of Education has not adopted ~~Where~~ standards for an elective subject ~~have not been adopted~~, the School District Governing Board is responsible for adopting competency requirements for the successful completion of the elective subject. ~~core credit courses must meet the standards established for the school to which the student has requested a transfer of credit.~~

School Districts Receiving Foster Students Who Transfer Pursuant to a Best Interest Educational Placement Determination in Grades Nine Through Twelve

Pursuant to 15-701.04, each school district governing board will specify the manner in which they will: calculate full and partial academic credits that were earned by the foster child at the school of origin, accept all academic credits earned by a foster child at the school of origin, including partial credits, and determine if these credits will be accepted as core credits or elective credits. Every possible attempt should be made to accept these credits as core credits.

The State Board of Education will develop guidelines for school districts to consider regarding the calculation of academic credits.

(Include District-specific language here for calculation of full and partial academic credits)

No later than ten (10) days after the School District receives the foster child's educational records from the school of origin, the School District must meet with the foster child to review and update the student's graduation plan, including participation in credit recovery programs, if necessary. A written copy of the graduation plan shall be provided to the student, parents who have maintained parental rights, and any guardian, custodian, caregiver or foster parent.

School Districts Transferring Educational Records for Foster Students Who Transfer Pursuant to a Best Interest Educational Placement Determination in Grades Nine Through Twelve

Each school district shall develop and adopt policies concerning the transfer of educational records by a school of origin for a foster child enrolled in grades nine (9) through twelve (12). These records must include: all earned academic credits,

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including partial credits; documentation of competencies achieved in a course in which partial credit was not received. An enrolling school may administer a local competency assessment to award full or partial credit for core competencies identified in a foster child's educational records. A school district may not require that a foster child, enrolled in grades eleven (11) or twelve (12), satisfy graduation requirements that are in addition to or higher than those prescribed by the State Board of Education.

Adopted: _____

LEGAL REF.:
A.R.S.
1-701
15-189.03
15-701.01
15-701.04
15-745
15-808
A.A.C.
R7-2-302.~~02~~

CROSS REF.:
JG - Assignment of Students to Classes

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OPEN ENROLLMNT

The District has an open-enrollment program as set forth in A.R.S. 15-816 and A.R.S. 15-816.01 *et seq*. The open enrollment program described in this policy shall be placed on the District website and made available to the public on request.

No tuition shall be charged for open enrollment, except as authorized by applicable provisions of A.R.S. 15-764, 15-797, 15-823, 15-824, and 15-825.

School District policies shall include the information required by A.R.S. 15-816.01(I) that is needed to request enrollment and that is consistent with guidance and state and federal law regarding pupil privacy and civil rights, and information regarding the provision of transportation or resources for transportation.

The policies must be easily accessible from the home page on each school's website and be available in English and in Spanish or in any other language used by a majority of the populations served by the school or School District.

A school district shall update on each school's website the school's capacity and whether the school is currently accepting open enrollment students, by grade level, at least once every twelve (12) weeks unless there are no changes to report for the individual school.

If a school has any other separate capacity by specialized program, the information required pursuant to A.R.S. 15-816.01 ~~this subsection~~ shall also be posted by specialized program.

Schools shall accept pupils throughout the school year as capacity allows. Pupils who are denied access due to capacity shall be informed that they are on a wait list and of the details regarding the process prescribed in A.R.S. 15-816.01(E).

Pupils shall be selected as seats become available.

A school district shall enroll at any time any resident pupil who applies for enrollment to the school district.

A school district shall give enrollment preference to and reserve capacity for all of the following:

A. Resident pupils.

B. Pupils returning to the school from the prior year.

C. Siblings of pupils already enrolled.

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A school district may give enrollment preference to children who:

A. Are in foster care.

B. Meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (P.L. 100-77; 101 Stat. 482; 42 United States Code Section 11434a).

C. Attend a school that is closing.

D. Are children of a member of the armed forces of the United States who either is on active duty or was killed in the line of duty.

If a school remains open as part of a boundary change and capacity is available, students assigned to a new attendance area may stay enrolled in their current school.

A school district may give enrollment preference to and reserve capacity for all of the following:

A. Pupils who are children of persons who are employed by or at a school in the School District.

B. Resident transfer pupils and their siblings.

C. Pupils who meet additional criteria established and published by the School District Governing Board.

If remaining capacity at a school, as determined by the School District Governing Board, is insufficient to enroll all pupils who submit a timely request, the school or School District shall select pupils through an equitable selection process such as a lottery (but not limited to a lottery), except that preference shall be given to the siblings of a pupil selected through an equitable selection process such as a lottery.

Except as provided in A.R.S. 15-816.01, a school that is operated by a school district may not limit admission based on any of the following:

A. Ethnicity or race.

B. National origin.

C. Sex.

D. Income level.

E. Disability.

F. Proficiency in the English language.

G. Athletic ability.

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Definitions

Resident transfer pupil means a resident pupil who is enrolled in or seeking enrollment in a school that is within the School District - but outside the attendance area - of the pupil's residence.

Nonresident pupil means a pupil who resides in this state and who is seeking enrollment in a school district other than the school district in which the pupil resides.

Enrollment Options

District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

Information and Application

The Superintendent shall prepare a written information packet concerning the District's application process, standards for acceptance or rejection, and policies, regulations, and procedures for open enrollment. The packet will be made available to everyone who requests it.

The information packet shall include the enrollment application form and shall advise applicants that they must submit enrollment applications on or before _____ of each year to be considered for enrollment during the following school year.

Capacity

The Superintendent shall annually estimate how much excess capacity may exist to accept transfer pupils. The estimate of excess capacity shall be made for each school and grade level and shall take into consideration:

A. District resident pupils in assigned school attendance areas, including those issued certificates of educational convenience and those required to be admitted by statute.

B. The enrollment of eligible children of persons who are employed by the District.

C. Resident transfer pupils who were enrolled in the school the previous year.

D. Nonresident pupils who were enrolled in the school the previous year.

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The Governing Board shall make the final determination of excess capacity and may require resident transfer pupils and/or nonresident pupils to be subject to the enrollment priorities and procedures found below. The excess-capacity estimates shall be made available to the public in _____ of each year.

Enrollment Priorities

If the Governing Board has determined that there is excess capacity to enroll additional pupils, such pupils shall be selected on the basis of designated priority categories from the pool of pupils:

A. Who have properly completed and submitted applications; and

B. Who meet admission standards.

Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

A. Enrollment preference shall be given to resident transfer pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

B. Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

C. Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

D. Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

Admission Standards

A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

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Notification

The District shall notify the emancipated pupil, parent, or legal guardian in writing by _____ whether the applicant has been accepted, placed on a waiting list pending the availability of capacity, or rejected. The District shall also notify the resident school district of an applicant's acceptance or placement on a waiting list. If the applicant is placed on a waiting list, the notification shall inform the emancipated pupil, parent, or legal guardian of the date when it will be determined whether there is capacity for additional enrollment in a school. If the pupil's application is rejected, the reason for the rejection shall be stated in the notification.

As provided by A.R.S. 15-816.07, the District and its employees are immune from civil liability for decisions relative to the acceptance or rejection of the enrollment of a nonresident student when the decisions are based on good faith application of this policy and the applicable statutory requirements and standards.

Transportation of Students Admitted Through Open Enrollment

A resident transfer student is eligible for District transportation on routes within the attendance boundaries of the school to which the student has been accepted for open enrollment transfer. It is the responsibility of the parents or guardians of the resident transfer student to have the student at a designated pickup point within the receiving school's transportation area.

Nonresident open enrollment students are eligible for District transportation from a designated pickup point on a bus route serving the attendance area of the school to which the student has been admitted, or as may be otherwise determined by the District.

The District *may* provide transportation for open enrollment nonresident students who meet the economic eligibility requirements established under the national school lunch and child nutrition acts for free or reduced price lunches:

of not more than thirty (30) miles to and from:

1. the school of attendance, or

2. a pickup point on a regular District transportation route, or

3. for the total miles traveled each day to an adjacent district.

The District *shall* provide transportation for nonresident transfer students with disabilities whose individualized education program (IEP) specifies that transportation is necessary for fulfillment of the program:

of not more than thirty (30) miles to and from:

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1. the school of attendance, or

2. a pickup point on a regular District transportation route, or

3. for the total miles traveled each day to an adjacent district.

Exception

Should there be excess capacity remaining for which no applications were submitted by the date established, the Superintendent, upon approval by the Board, shall authorize additional enrollment of nonresident pupils:

A. Up to the determined capacity.

B. On the basis of the order of the completed applications submitted after the notification date established in this policy.

C. Without regard to enrollment preference.

D. As long as admission standards are met.

Adopted: _____

LEGAL REF.:
A.R.S.
8-371
15-341
15-764
15-797
15-816 *et seq*.
15-816.01
15-823
15-824
15-825
15-841
15-922
42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:
EEAA - Walkers and Riders
IIB - Class Size
JF - Student Admissions
JFAA - Admission of Resident Students
JFAB - Admission of Nonresident Students
JFABD - Admission of Homeless Students
JFABDA - Admission of Students in Foster Care
JG - Assignment of Students to Classes and Grade Levels

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REGULATION

OPEN ENROLLMENT

Selection Process

All applicants will be accepted if there is sufficient capacity. If there is insufficient capacity, applicants will be selected from the submitted applications for enrollment in a school in accordance with a random selection process except where policy may indicate otherwise. After _____, pupils shall be selected for enrollment from the waiting list in the order in which the pupils were placed on the waiting list through the random selection process, or as otherwise provided by policy.

Procedure

There should be an equitable process in place, such as a randomized lottery, for applicant selection.

~~The procedure for selection shall be as follows:~~

~~The applicants will be divided by priority categories and have their names placed on separate pieces of paper and the papers placed in a container. Names will be drawn by priority categories and numbered in the order in which they are drawn. All applications properly submitted will be drawn and numbered for enrollment consideration. The applicants whose names are selected in order, up to the capacity limitations established, shall be permitted to enroll in the school. All others drawn will be placed on a waiting list with priority in accord with the lowest number. Parents are encouraged to be present at the drawing.~~

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JHD ©
EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

(Chronic Health Conditions)

The District will provide appropriate educational opportunities for any student identified by a ~~certified~~ licensed medical, mental, or behavioral health professional such as a physician, podiatrist, chiropractor, naturopathic doctor, osteopathist, psychologist, physician assistant, or registered nurse practitioner as having a chronic health condition requiring management on a long-term basis that will affect regular school attendance. Homework will be made available in a timely manner to ensure that such students have the opportunity to successfully complete assignments and avoid losing credit because of their absence from school. The assigned teacher(s) shall have the responsibility to provide, in a timely manner, homework for students designated as having chronic health conditions. Further, students with chronic health conditions shall be provided flexibility in physical education activity requirements so that they may participate in the regular physical education program to the extent that their health permits. Staff members responsible for physical education activities programs shall develop and implement such guidelines.

Nothing in this policy shall be construed to obstruct, interfere with or override the rights of parents or guardians concerning the education and health care of pupils with chronic health problems.

Nothing in this policy shall be construed to authorize school personnel to either:

A. Authorize absences from school for a student with a chronic health problem without the prior consent of the student's parent or guardian.

B. Recommend, prescribe or provide medication to a student with a chronic health problem without the prior consent of the student's parent or guardian.

The Superintendent shall develop regulations for meeting the requirements of this policy.

Adopted: _____

LEGAL REF.:
A.R.S.
15-346
15-761
15-843
15-902
32-801 *et seq*.

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32-900 *et seq*.
32-1401 *et seq*.
32-1501 *et seq*.
32-1601 *et seq*.
32-1800 *et seq*.
32-2501 *et seq*.

CROSS REF.:
IHBF - Homebound Instruction

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REGULATION

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

(Chronic Health Conditions)

Identification/Referral Process

Staff members shall be informed of procedures to follow in serving "students with chronic health conditions." Teachers will review registration data and make note of any students who were previously served as students with chronic health conditions.

Registration forms, enrollment data, and attendance registers will identify certified students with chronic health conditions who are eligible for modified instructional services.

The screening procedures used to screen kindergarten students and new enrollees for possible referral to special education or compensatory programs will provide an indication of whether students with high absenteeism have health conditions that may be considered chronic if they are due solely to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student. Students can be identified or referred at any time during the school year.

The person responsible for collection of attendance data shall be informed of these available services and should be given direction for noting whether a student's frequent absences are due to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student. Registration, enrollment, and attendance procedures shall indicate eligible students with chronic health conditions for documenting average daily membership (ADM) adjustments with the Arizona Department of Education, School Finance Section.

When a student is identified as possibly requiring services as a student with a chronic health condition (via registration, screening procedures, attendance data, or parent referral), a chronic health condition certification form with a letter of explanation shall be sent to the parents, to be returned within thirty (30) days. The teacher and parent shall meet within fifteen (15) days following return of the chronic health condition certification.

Upon referral of a student for chronic health condition certification, the school nurse, if applicable, shall be consulted to include any chronic health condition data in the nurse's records (i.e., the annual report that identifies types of chronic illnesses monitored). The nurse may provide information to assist teachers in dealing with chronic health conditions.

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Eligibility Criteria

The parents shall submit a written chronic health condition certification to the District, which will include:

A. ~~Certified~~ Licensed health professional or nurse practitioner diagnosis.

B. ~~Certified~~ Licensed health professional or nurse practitioner prognosis.

C. Physical limitations affecting physical education activities and requirements.

D. Anticipated surgeries, treatment, or hospitalizations that, although not expected to cause sufficient absences to require homebound services, may interfere with regular school attendance.

E. ~~Certified~~ Licensed health professional or nurse practitioner signature and date signed.

The appropriate instructional services needed are to be recommended by the teacher after consultation with the parent according to the following considerations:

A. The nature of the health condition relevant to the student's anticipated activity level during absences (based on review of the chronic health condition certification).

B. The student's academic capacity.

C. The teacher's recommendations for service delivery based on course-work difficulty and the student's ability to learn independently.

D. The amount of face-to-face instruction time required by the student for optimum continuous learning outside the regular classroom.

E. The most appropriate service delivery in order to maintain integration in the regular education program as much as possible (i.e., regular physical education activities).

After the teacher and the parent have discussed the student's needs, an instructional agreement will be recommended by the parent and the teacher specifying the delivery and return of homework assignments and anticipated contact time with the teacher to assist the student in completing required course work *during absences*. This agreement, together with the teacher's recommendation for appropriate instructional services, will be forwarded to the administration for review and modification, if necessary, prior to signature by the parent, teacher, and Superintendent.

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If the absences of a student who is classified and has served as a student with a chronic health condition amount to three (3) school months (or sixty [60] school days), another chronic health condition certification shall be obtained and reviewed by the teacher and the parent. They shall discuss the appropriate service delivery necessary for continuous learning. If homebound services are appropriate, the policies for referral shall be followed, which may entail:

A. Obtaining parental consent to evaluate.

B. Obtaining chronic health condition certification.

On a yearly basis, the District shall review instructional needs of any student with a chronic health condition. An updated chronic health condition certification shall be obtained for each school year to verify the need for continuing instructional modifications and ADM adjustments, if applicable. However, the student may be recertified at any time to reevaluate appropriate services needed.

Miscellaneous Provisions

Homework assignments will be provided *during absences* of students with chronic health conditions, and credit will be given for course work completed within established time lines.

Students with chronic health conditions will be given credit for completed course work if frequent absenteeism is due to chronic health conditions as certified by a ~~Certified~~ licensed health professional or nurse practitioner.

Physical education course-work requirements shall include the option for students with chronic health conditions to participate in regular program activities as much as their health permits. Such students shall be provided integrated educational programming as much as possible. Modification to requirements may be made with Board approval.

The counselors who schedule students with chronic health conditions will take into consideration the anticipated days of absence (noted on the medical certification form) and the feasibility of completing courses requiring laboratory work or vocational workshops.

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EXHIBIT

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Dear _____:

This letter is to inform you that the School District makes special arrangements for homework assignments for certain students who have "chronic (recurring) health conditions." As a result of frequent absences from school because of illness or an accident, _____ may be eligible to receive modified instructional services provided for "students with chronic health conditions."

A form is enclosed asking your family's ~~certified~~ licensed health professional or nurse practitioner to state how this health condition is affecting school attendance. If your ~~certified~~ licensed health professional or nurse practitioner believes the condition to be "chronic" and anticipates frequent absences for the school year (but fewer than sixty [60] school days, as for homebound services), please ask the ~~certified~~ licensed health professional or nurse practitioner to fill out the medical certification form and return it to the school.

If _____ is eligible as a "student with a chronic health condition," the school will make sure that you receive homework and contact with a teacher *during necessary absences*. The teacher will work out an agreement for homework assignments with you to assure receipt of credit for completed homework.

If you have any questions, please contact me at _____.

Sincerely,

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EXHIBIT

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

CERTIFICATION OF STUDENTS WITH CHRONIC HEALTH CONDITIONS

(Obtained from a ~~certified~~ licensed health professional or nurse practitioner)

Acknowledgment of Disclosure of HIPAA protected information: The student, through their parent/guardian, is hereby requesting the below information for the benefit of the student's education. Disclosure is permitted by 45 C.F.R. §164.502(a).

_____

Type or print Parent/Guardian Name

_____ _____

Date Signature of Parent/Guardian

_____ _____ _____

Student's name Parent's name Address

_____ _____ _____

District School Grade level

_____ _____ _____

Date of birth Phone number Date of initial consultation

~~Certified~~ Licensed health professional or nurse practitioner diagnosis:

_____

_____

_____

~~Certified~~ Licensed health professional or nurse practitioner prognosis:

_____

_____

_____

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Physical limitations affecting physical education activities:

_____

_____

_____

Anticipated absences due solely to illness, disease, pregnancy complications, an accident or severe health problems of an infant child of a student (include anticipated surgeries, treatments, or hospitalizations that may interfere with school attendance during the _____ year):

_____

_____

_____

_____

Example 1: _____'s physical condition may result in frequent absences in the school year that may exceed ten (10) consecutive school days per semester, but I do not anticipate that _____ will be absent enough days to require homebound services.

Example 2: _____ will require three (3) hospitalizations of approximately four (4) days duration each and three to five (3 - 5) treatments of one (1) day each during the school year.

Other relevant information:

_____

_____

_____

_____

_____

Type or print ~~Certified~~ licensed health professional or nurse practitioner name and licensed title

_____ _____

Date ~~Certified~~ Licensed health professional or nurse practitioner signature and title

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REGULATION

MEDICINES / ADMINISTERING MEDICINES TO STUDENTS

(Medication Procedures)

Prescription Drugs

For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student and to assure compliance with existing rules and regulations:

Administration by school personnel:

A. The medication must be prescribed by a physician.

B. The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office.

C. The medication must come to the school office in the prescription container as put up by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given.

D. An administrator may designate a school employee to administer the medication.

E. Any medication administration services specified in the child's diabetes medical management plan shall be provided.

F. Two (2) or more school employees, subject to final approval by the student's parent or guardian, may volunteer to serve as diabetes care assistants. Voluntary diabetes care assistants are allowed to administer insulin, assist the student with self-administration of insulin, administer glucagon in an emergency situation to a student or perform any combination of these actions if all of the following conditions exist:

1. A school nurse or another health professional who is licensed pursuant to statute or a nurse practitioner who is licensed pursuant to statute is not immediately available to attend to the student at the time of the emergency.

2. If the voluntary diabetes care assistant is authorized to administer glucagon, either (a) the parent or guardian must provide to the school an unexpired glucagon kit prescribed for the student by an appropriately licensed health care professional or nurse practitioner; (b) the School District has obtained glucagon pursuant to a standing order.

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3. The ~~volunteer~~ voluntary diabetes care assistant has provided to the school a written statement signed by an appropriately licensed health professional that the voluntary diabetes care assistant has received proper training in ~~the administration of~~ administering glucagon, including the training specified in A.R.S. 15-344.01.

4. If the voluntary diabetes care assistant is authorized to administer insulin, the parent or guardian of the student has provided insulin and all equipment and supplies that are necessary for insulin administration by voluntary diabetes care assistants.

5. The training provided by an appropriately licensed health professional ~~must include~~ includes all of the following:

a. An overview of all types of diabetes.

b. The symptoms and treatment of hyperglycemia and hypoglycemia.

c. Techniques for determining the proper dose of insulin in a specific situation based on instructions provided in the orders submitted by the student's physician.

d. Techniques for recognizing the symptoms that require the administration of glucagon.

e. Techniques on administering glucagon.

6. A District employee shall not be subject to any penalty or disciplinary action for refusing to serve as a voluntary diabetes care assistant.

7. A school district may annually request a standing order for glucagon from an appropriately licensed health professional. If a standing order is obtained, a school may stock one (1) or more doses of glucagon for emergency administration to a student by an appropriately licensed medical professional or a voluntary diabetes care assistant. A school district may accept monetary donations, grants, or third-party programs to obtain glucagon.

8. Each employee or contractor of a school district that implements all or part of a Diabetes Medical Management Plan shall provide a written statement signed by an appropriately licensed health professional that the employee or contractor has received proper training in administering glucagon. This training must be renewed at regular intervals, as prescribed by the School District Governing Board.

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~~7~~. 9. The District, employees of the District, and properly licensed health professionals, volunteer health professionals, physician assistants, and nurse practitioners are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to District policy and this regulation, including the training of voluntary diabetes care assistants.

G. Each administration of prescription drugs must be documented, making a record of the student having received the medication.

H. Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

A. When the physician feels it is necessary for the student to carry and self-administer the medication, the physician shall provide written recommendations, to be attached to the signed parent permission form except in the case of medication for diagnosed anaphylaxis and breathing disorders requiring handheld inhaler devices. In these cases the student's name on the prescription label is sufficient for the physician's recommendation.

B. The student's diabetes medical management plan provided by the parent or guardian shall be signed by the appropriately licensed health professional or nurse practitioner and shall state that the student is capable of self-monitoring blood glucose and shall list the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for that student. The student must be able to practice proper safety precautions for ~~the~~ handling and disposing ~~disposal~~ of the equipment and medications that the student is authorized to use under these provisions. The student's diabetes medical management plan shall specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the school.

C. The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the school office.

D. The medication must come in the prescription container as put up by the pharmacist.

Over-the-Counter Medication

When it is necessary for a student to receive a medicine that does not require a prescription order but is sold, offered, promoted, and advertised to the general public, the following procedure has been established to ensure the protection of the school and the student:

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Administration by school personnel:

A. Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs.

B. Any over-the-counter drug or medicine sent by the parent to be administered to a student must come to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked.

C. An administrator may designate a school employee to administer a specific over-the-counter drug.

D. Each instance of administration of an over-the-counter drug must be documented in the daily log.

E. Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

A. Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs by the student.

B. Over-the-counter drugs or medicine sent by the parent to be administered by the student must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.

C. *Necessity* for self-administration of an over-the-counter drug or medicine shall be determined by the student's physician and must be verified by a signed physician's statement attached to the parent or guardian permission form, indicating the specific drug or medicine.

Protection of Students

Use or administration of medication on school premises may be disallowed or strictly limited if it is determined by the Superintendent, in consultation with medical personnel, that a threat of abuse or misuse of the medicine may pose a risk of harm to a member of the student population.

The student shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide, or give the item to another person. The student shall immediately report the loss or theft of any medication brought onto school campus. Violation of this regulation may subject the student to disciplinary action.

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Inhalers

Administration by school personnel:

School personnel administering inhalers will do the following:

A. Determine if symptoms indicate possible respiratory distress or emergency and determine if the use of an inhaler will properly address the respiratory distress or emergency.

B. Administer the correct dose of inhaler medication, as directed by the prescription protocol, regardless of whether the individual who is believed to be experiencing respiratory distress has a prescription for an inhaler and spacer or holding chamber or has been previously diagnosed with a condition requiring an inhaler.

C. Restrict physical activity, encourage slow breaths, and allow the individual to rest.

D. Assure that trained personnel stay with the subject who has been administered inhaler medication until it is determined whether the medication alleviates symptoms.

E. If applicable, instruct office staff to notify the school nurse if the inhaler is administered by a trained but non-licensed person.

F. Instruct school staff to notify the parent or guardian.

G. Call 911 if severe respiratory distress continues. Advise that inhaler medication was administered and stay with the person until emergency medical responders arrive.

H. If the individual shows improvement, keep the individual under supervision until breathing returns to normal, with no more chest tightness or shortness of breath, and the individual can walk and talk easily.

I. Allow a student to return to class if breathing has returned to normal and all symptoms have resolved.

J. Notify a parent or guardian once the inhaler has been administered and the student has returned to class.

K. Document the incident detailing who administered the inhaler, the approximate time of the incident, notifications made to the school administration, emergency responders, and parents/guardians.

L. Retain the incident data on file at the school pursuant to the general records retention schedule regarding health records for school districts and charter schools established by the Arizona State Library, Archives and Public Records.

M. Order replacement inhalers, spacers and holding chambers as needed.

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Seizure Management Plans

The School District will verify and accept student seizure management plans as follows:

A. Before or at the beginning of the school year, at enrollment, or as soon as practicable following diagnosis of the student's seizure disorder.

B. The school will annually request up-to-date management plans from parents or guardians.

The District will not accept seizure management plans unless the plan includes the following:

A. An outline of procedures recommended by the physician or registered nurse practitioner responsible for the student's seizure treatment plan.

B. An outline of other health care services available at school that the student may receive to help manage the student's seizure disorder at school.

C. A signature by the student's parent or guardian *AND* the physician or registered nurse practitioner responsible for the student's seizure treatment.

Seizure management plans must be provided to the school health office.

Individuals that Must be Trained

The following individuals must receive statutorily required training approved by the State Board of Education and available here: https://azsbe.az.gov/resources/seizure-training.

Nurses, under contract or employed by the school:

If they receive a seizure management and treatment plan, they must complete an online course of instruction for school nurses regarding managing students with seizure disorders.

Nurses and at least one (1) other school employee:

Training to administer or assist with the self-administration of both 1) as seizure rescue medication or a medication prescribed to treat seizure disorder symptoms; and 2), a manual dose of prescribed electrical stimulation using a Vagus Nerve Stimulator Magnet.

Principals, guidance counselors, teachers, bus drivers or classroom aides whose duties include regular contact with students who have submitted a seizure management and treatment plan:

An online course of instruction for school personnel regarding awareness of students with seizure disorders.

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POLICY SERVICES
ADVISORY

Volume 36, Number 5 **September 2024**

Policy Advisory No. 801..... Policy BAA — Evaluation of School Board / Board Self-Evaluation

Policy Advisory No. 802 .....Policy DJE — Bidding / Purchasing Procedures
Regulation DJE-R Bidding / Purchasing Procedures

Policy Advisory No. 803 .....Policy GCFC — Professional Staff Certification and Credentialing Requirements
Exhibit GCFC-E — Professional Staff Certification and Credentialing Requirements

Policy Advisory No. 804 .....Policy GDFA — Support Staff Qualifications and Requirements
Exhibit GDFA-E — Support Staff Qualifications and Requirements

Policy Advisory No. 805 ..... Policy IGA — Curriculum Development

Policy Advisory No. 806 .....Policy IMG — Animals in Schools
Regulation IMG-R — Animals in Schools

Policy Advisory No. 807 .....Regulation JLCD-R — Medicines / Administering Medicines To Students

POLICY ADVISORY DISCUSSION

Summary

Most of the following policy advisories were updated to align with language in statute and/or Arizona Administrative Code. Policies BAA and IGA removed language that was not statutorily required. Policy DJE and Regulation DJE included language regarding documentation of evidence for verifications to assist Districts with their processes.

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Policy Advisory Discussion

Policy Advisory No. 801 **Policy BAA — Evaluation of School Board / Board Self-Evaluation**

The language noting an annual meeting by October 30 for the purpose of a board self-evaluation was removed as it is not statutorily required. Language allowing for board discretion was included instead.

Policy Advisory No. 802 **Policy DJE — Bidding / Purchasing Procedures**
Regulation DJE-R — Bidding / Purchasing Procedures

Language was added to ensure Districts are purposefully documenting evidence for their verification process.

Policy Advisory No. 803 **Policy GCFC — Professional Staff Certification and Credentialing Requirements**

Exhibit GCFC-E — Professional Staff Certification and Credentialing Requirements

The Policy and Exhibit were updated to include statutory language in A.R.S. 15-509.

Policy Advisory No. 804 **Policy GDFA — Support Staff Qualifications and Requirements**

Exhibit GDFA-E — Support Staff Qualifications and Requirements

The Policy and Exhibit were updated to include statutory language in A.R.S. 15-509.

Policy Advisory No. 805 **Policy IGA — Curriculum Development**

Language requiring certified personnel to serve on curriculum committees was removed due to a lack of statutory basis.

Policy Advisory No. 806 **Policy IMG — Animals in Schools**

Regulation IMG-R — Animals in Schools

Language was updated and clarified based on the Americans with Disabilities Act (ADA), § A.R.S. 11-1024, and A.A.C. R13-13-104.

Policy Advisory No. 807 **Regulation JLCD-R — Medicines / Administering Medicines To Students**

The Arizona State Board of Education updated R7-2-811 on Seizure Management Training. This Rule clarifies the application of SB1654 regarding implementation of correct timelines for school compliance, required maintenance of proof of completed training, and appropriate publication of applicable resources.

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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.

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BAA ©
EVALUATION OF SCHOOL BOARD / BOARD SELF – EVALUATION

The Board may meet, should it choose to do so, ~~at least annually, not later than October 30~~, for the purpose of appraising its functioning as a Board and to evaluate Board performance. The appraisal plan approved by the Board will be developed by the Board President working with the Superintendent.

Evaluation instruments for Board operation may be used in the process.

The Superintendent and others who regularly work with the Board may be asked to participate in all or a portion of the appraisal.

Areas of Board operations and relationships that may be appropriate to consider during the evaluation of Governing Board procedures may include, but are not limited to:

A. Board meetings/decision-making process.

B. Policy development/implementation.

C. Board/District goal setting.

D. Curriculum and instruction management/program.

E. Fiscal management/resource allocation.

F. School plant planning/management.

G. Board member orientation.

H. Board member development.

I. Board officer performance.

J. Board member relationships.

K. Board-Superintendent relationship.

L. Board-community relationship.

M. Legislative and governmental relationships.

Adopted: _____

~~LEGAL REF.:~~
~~A.R.S.~~
~~15-321~~

CROSS REF.:
BDD - Board-Superintendent Relationship

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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. 200.214 (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. Administrative regulations shall be established to assure the District is in full compliance, including contracting with small and minority businesses, women's business enterprises, and labor surplus area firms. (2 C.F.R. 200.321).

Purchases Not Requiring Bidding

Purchases of less than ten thousand dollars ($10,000) 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.

Written price quotations will be requested from at least three (3) vendors for transactions of at least ten thousand dollars ($10,000) and less than one hundred thousand dollars ($100,000). 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.

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.

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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.

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.

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.

Purchases Requiring Bidding

Sealed bids and proposals shall be requested for transactions to purchase construction, materials, or services costing more than one hundred thousand dollars ($100,000). All transactions must comply with the requirements of the Arizona Administrative Code and the Uniform System of Financial Records.

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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. 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.

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

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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*.
A.G.O.
I83-136
I87-035
I06-002
USFR: VI-G-8 *et seq*.
2 C.F.R. 200.321
2 C.F.R. 200.214

CROSS REF.:
BCB - Board Member Conflict of Interest
DJ - Purchasing
DJG - Vendor/Contractor Relations
GBEAA - Staff Conflict of Interest
JLIF - Sex Offender Notification

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DJE-R

REGULATION

BIDDING / PURCHASING PROCEDURES

All District purchases shall be in accordance with the relevant sections of the Arizona Revised Statutes (including, but not limited to 15-213, 15-323, 23-214 subsection A, ~~and~~ 38-503, and 41-4401), and the Arizona school district procurement rules set out in the Arizona Administrative Code (A.A.C.) R7-2-1001 through 1195. ~~and with the following~~. District purchases shall also be in accordance with 2 C.F.R. 200.214 (Code of Federal Regulations Title 2).

Requesting Quotations

Requests for price quotations are to include adequate details and be issued with sufficient lead time to enable vendors to effectively respond. When a contract is to be awarded on the basis of price and additional factors those factors are to be included in the request for quotations. Such factors should include, but are not limited to, the following:

A. Submittal requirements including:

1. Date and time due;

2. Type and manner by which quotations may be received (e.g., telephone, written, fax, e-mail, prepared form);

3. Physical or digital address to which quotations are to be delivered.

B. Specific information the quotation must include.

C. Whether or not negotiations may be held.

D. Options that may be made pursuant to a purchase contract, i.e., extensions and renewals.

E. Contracts for job-order-contracting 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 and has provided for such duration as a part of bid documents and conditions of renewal or extension within contract language. Such determination should be memorialized in writing and kept in the meeting minutes and contract/bid file.

F. Uniform terms and conditions included in the request by text or reference.

G. Such additional terms, conditions, and instructions as are applicable to the purchase under consideration.

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All requests for written quotations shall be at the direction of the Superintendent or a person designated by the Superintendent.

When a vendor is selected on the basis of factors other than lowest price, the reasons shall be documented and filed with the price quotations. Documentation of the quotations process and details including vendor names, persons contacted, telephone numbers and identification of other communication procedures, price results, and determinations are to be documented and retained by the District in a procurement file that includes the pertinent requisition form and purchase order.

A written contract or purchase order must be approved prior to a purchase being made.

Cumulative and Like Item Purchases

An analysis shall be performed annually to determine the extent of the District need to purchase like items. Prior year purchases and applicable demographic, program, and planning data are to be utilized for projecting quantity and cost of like items to fulfill the anticipated need. The outcomes of calculating the projected quantity and cost factors to acquire like items shall inform the determinations as to the appropriate procurement processes to be applied. The proper competitive purchasing strategies must be applied to assure District compliance with the procurement laws and rules. Splitting of orders or other purchasing practices devised to circumvent allowable procurement practices are prohibited. The cumulative costs of purchasing like items by any and all means of acquisition are to be tracked to assure that no purchases are permitted that will result in violation of Governing Board policies and lawful procurement practices.

Multiple Year Purchases Totaling Less Than One Hundred Thousand Dollars

The District may enter into contracts of less than one hundred thousand dollars ($100,000) for a period up to five (5) years, as follows:

A. When the terms and conditions of renewal or extension are included in the solicitation for bids;

B. When monies are available for the first fiscal year at the time of contracting;

C. When the competitive purchasing method is appropriate to the projected cumulative cost over the term of the multiple year contract.

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Multiple Year Purchases Totaling More Than One Hundred Thousand Dollars

The District may enter into contracts for more than one hundred thousand dollars ($100,000) for a period up to five (5) years, as follows:

A. The Governing Board has determined in writing that:

1. The estimated requirements cover the contract period and are reasonable and continuing;

2. A multi-term contract will serve the District's best interest by encouraging competition or promoting economies in procurement;

3. If monies are not appropriated or available in future years the contract will be cancelled.

If multiple-year quotations are used, the District shall:

A. Document the time period that the pricing is valid;

B. Determine the vendor will honor the pricing for the multi-year period;

C. Secure and maintain written affirmation with the vendor that, although it is the District's intent to purchase certain quantities, all purchases are subject to the availability of funds.

Multiple Awards to More Than One Contractor

Generally, the District should not use multiple awards allowing more than one (1) vendor to supply the same goods or service. However, there are instances in which the District may make multiple awards. If that instance arises, the request for proposals or invitation for bids should clearly state whether multiple awards may be used so bidders can consider that information when pricing their proposals or bids.

A multiple award to more than one (1) vendor should be made only when the District has determined and documented in writing that a single award is not advantageous to the District. The award should also be limited to the least number of suppliers necessary to meet the District's requirements.

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Bidding Methods

Sealed bids or proposals will be requested when an award is to be made for a transaction to purchase construction, materials, or services costing more than one hundred thousand dollars ($100,000). The Superintendent must review the expenditure and make a recommendation to the Board for final action. The Board reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids.

The bidder to whom the award is made may be required to enter into a written contract with the District.

Pursuant to the procurement code, contracts can be let for a period not to exceed five (5) years.

Definitions

The definition of a term used in this regulation shall be interpreted as being synonymous with the definition of that term listed at R7-2-1001.

Prospective Bidders' Lists

The District shall compile and maintain a prospective bidders' list. Inclusion of the name of a person shall not indicate whether the person is responsible concerning a particular procurement or otherwise capable of successfully performing a District contract.

Persons desiring to be included on the prospective bidders' list shall notify the District. Upon notification, the District shall mail or otherwise provide the person with the District procedures for inclusion on the bidders' list. Within thirty (30) days after receiving the required information, the District shall add the person to the prospective bidders' list unless the District makes a determination that inclusion is not advantageous to the District.

Persons who fail to respond to invitations for bids for two (2) consecutive procurements of similar items may be removed from the applicable bidders' list after mailing a notice to the person. This notice shall not be required if the two (2) invitations for bids which were not responded to both contained the notice that bidders' names may be removed from the bidders' list if they fail to respond to invitations for bids for two (2) consecutive procurements of similar items. Persons may be reinstated upon request.

Prospective bidders lists shall be available for public inspection, unless the District makes a written determination that it is in the best interest of the District that they should be confidential or private and should not be open for inspection pursuant to A.R.S. 39-121.

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Competitive Sealed Bidding

If the intended procurement is for construction to cost less than one hundred fifty thousand dollars ($150,000), the rules established for the simplified school construction procurement program described at R7-2-1033 may be followed. In all other cases, adequate public notice of the invitation for bids shall be given as provided in R7-2-1022 or as provided in R7-2-1024, which are outlined below, and shall indicate that any bid protest shall be filed with the District representative, who shall be named therein.

If notice is given pursuant to R7-2-1024, notice also may be given as provided in R7-2-1022. If fewer than five (5) prospective bidders are included on the bidders list, the notice must also be given as provided in R7-2-1022. When the invitation for bids is for the procurement of services other than those described in R7-2-1061 through R7-2-1068 and R7-2-1117 through R7-2-1123, Specified Professional Services, notice also shall be given as provided in R7-2-1022.

R7-2-1022:

> In the event there are four (4) or less prospective bidders on the bidders' list, the notice shall include publication in the official newspaper of the county within which the school district is located for two (2) publications which are not less than six (6) nor more than ten (10) days apart. The second publication shall not be less than two (2) weeks before bid opening. The time of publication may be altered if deemed necessary pursuant to R7-2-1024.A.

R7-2-1024:

> Invitation for bids shall be issued at least fourteen (14) days before the time and date set for bid opening in the invitation for bids unless a shorter time is deemed necessary for a particular procurement as determined by the school district.
>
> The school district shall mail or otherwise furnish invitation for bids or notices of the availability of invitation for bids to all prospective bidders registered with the school district for the specific material, service or construction being bid.
>
> The time and date at which a bid is called due shall be during regular working hours at a regular place of school business or during a public meeting of the Governing Board at its regular meeting place.

Invitations to bid will be sent to all vendors who have requested to bid or who have applied to be placed on a bid list appropriate to the items being sought.

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A bid call relating to "construction projects" must describe the nature of the work to be performed and where complete plans, if necessary, may be obtained. Deposits may be required for plans and specifications in good order. A certified check, cashier's check, or surety bond for ten percent (10%) of the bid must accompany each bid, but will be returned to unsuccessful bidders. The successful bidder must present performance and payment bonds for one hundred percent (100%) of the bid within five (5) working days after notification of the award.

Each sealed bid must be submitted in a sealed envelope, addressed to the District, clearly marked on the outside of the envelope, "Sealed Bid for _____." The bids shall be opened publicly and read aloud at the time and place stated in the invitation. Awards shall be made with reasonable promptness to the lowest responsible, qualified vendor, taking into consideration all factors set forth in policy. Price shall not be the sole factor in making the bid award. When out-of-state bidders are not to pay sales/use tax, the amount of such tax shall not be a consideration in determining the low bidder. All proposed contracts for outside professional services in excess of the amount calculated by the State Board of Education and made applicable for the year in which the transaction will occur, may be reviewed by the attorney for the District prior to entering into the contract. The policies relating to outside professional services apply only to services required by law to be placed on bid, and even those policies may be set aside if a state of emergency is declared. If a state of emergency is declared, a memorandum will be issued justifying such a declaration, which will be filed in the District's records.

The use of bidding, contracting, or purchasing specifications that are in any way proprietary to one (1) supplier, distributor, or manufacturer is prohibited unless no other resource is practical for the protection of the public interest.

The Board reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the District. The Board reserves the right to waive informalities in any bid or to reject any bid, all bids, or any part of any bid. Any bids may be withdrawn prior to the scheduled time for the opening of the bids. Any bids received after the opening begins shall not be accepted. Opening of bids shall not be delayed to accommodate late bid responses. Submitted bids shall be honored for at least thirty (30) days or as otherwise stated in the invitation. All information relating to a bid shall be retained and made available for public inspection after the bids are awarded, and prospective bidders shall be notified of this in the invitation or specifications relating to the bid call.

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Multistep Sealed Bidding

The multistep sealed bidding method may be used if the Governing Board determines that:

A. Available specifications or purchase descriptions are not sufficiently complete to permit full competition without technical evaluations and discussions to ensure mutual understanding between each bidder and the District;

B. Definite criteria exist for evaluation of technical offers;

C. More than one (1) technically qualified source is expected to be available; and

D. A fixed-price contract will be used.

The District may hold a conference with bidders before submission or at any time during the evaluation of the unpriced technical offers.

The multistep sealed bidding method may not be used for construction contracts.

When the multistep sealed bidding method is determined to be advantageous to the District, the procedures set out in R7-2-1036 and 1037 shall be followed.

Competitive Sealed Proposals

If, pursuant to R7-2-1041, the Governing Board determines in writing that the use of competitive sealed bidding is either not practicable or not advantageous to the District, a contract may be entered into by competitive sealed proposals. The Governing Board may make a class determination that it is either not practicable or not advantageous to the District to procure specified types of materials or services by competitive sealed bidding. The competitive sealed proposal method may not be used for construction contracts. The Governing Board may modify or revoke a class determination at any time.

If competitive sealed bidding is neither practicable or advantageous, competitive sealed proposals may be used if it is necessary to:

A. Use a contract other than a fixed-price type;

B. Conduct oral or written discussions with offerors concerning technical and price aspects of their proposals;

C. Afford offerors an opportunity to revise their proposals;

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D. Compare the different price, quality, and contractual factors of the proposals submitted; or

E. Award a contract in which price is not the determining factor.

Procedures to be applied subsequent to the issuance of an invitation for bids are to be consistent with the requirements set out in R7-2-1025 through 1032.

Competitive sealed proposals shall be solicited through a request for proposals. The request for proposals shall set forth those factors listed above for competitive sealed bids that are applicable and shall also state:

A. The type of services required and a description of the work involved;

B. The type of contract to be used;

C. An estimate of the duration the service will be required;

D. That cost or pricing data is required;

E. That offerors may designate as proprietary portions of the proposals;

F. That discussions may be conducted with offerors who submit proposals determined to be reasonably susceptible of being selected for award;

G. The minimum information that the proposal shall contain;

H. The closing date and time of receipt of proposals; and

I. The relative importance of price and other evaluation factors.

Procurement of information systems and telecommunications systems shall include, as criteria in the request for proposal, evaluation factors of the total life cycle cost and application benefits of the information systems or telecommunication systems.

Procurement of earth-moving, material-handling, road maintenance and construction equipment shall include, as criteria in the request for proposal, evaluation factors of the total life cycle cost including residual value of the earth-moving, material-handling, road maintenance and construction equipment.

A request for proposals shall be issued at least fourteen (14) days before the closing date and time for receipt of proposals unless a shorter time is determined necessary by the District.

Notice of the request for proposals shall be issued in accordance with R7-2-1022.

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Before submission of initial proposals, amendments to requests for proposals shall be made in accordance with R7-2-1026. After submission of proposals, amendments may be made in accordance with R7-2-1036(C).

Specified Professional Services and Construction Services

When the procurement of construction services or services to be provided by certain professionals are under consideration, designated District personnel shall become fully familiar with and informed on the requirements established in Arizona Revised Statutes Title 34. The assigned District personnel are to seek assistance from qualified consultants, attorneys, and bond counsel as is necessary and applicable to the projects being considered, including but not limited to determinations of the training, qualifications, experience, fitness, licensure, prior performance, and bonding of potential providers. Procurement activities, including securing the services of persons to assist District personnel as referenced above shall be in accordance with all relevant requirements prescribed by federal and state law and the rules of federal, state, county, and municipal agencies for the acquisition, performance and reporting of the services being sought and acquired.

Procurement of Services by Certain Other Classes of Providers

The purchase of services to be provided by clergy, certified public accountants, physicians, dentists, and legal counsel shall be as specified in R7-2-1061 through R7-2-1068. The procurement of services by an architect, engineer, land surveyor, assayer, geologist, or landscape architect is to be accomplished in compliance with R7-2-1117 and 1118. Procurement procedures related to purchasing services from the professional providers are to conform to R7-2-1119 through 1122.

Contract Requirements

Care is to be exercised to assure the District's procurement practices conform to the general contract requirements set out at R7-2-1068 through 1086 and the accompanying conditions described in R7-2-1091 through 1093.

Preparation of Specifications

Specifications for goods, services, and construction items are to be prepared in the manner prescribed by rules R7-2-1101 through 1105.

Construction Procurement Procedures

Preparation for inviting bids for construction and the steps to be followed in the construction procurement process shall be guided by and consistent with R7-2-1109 through 1116.

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Emergency Purchases

An exception to the above procedures for price competition may be made in the event of an emergency involving the health, safety, or welfare of school personnel or students. In such an emergency, declared by the Superintendent, emergency purchase action may be taken without price competition, if necessary. Even under emergency conditions, price competition should be sought if it will not unacceptably delay the correction of the condition requiring emergency procedures. If emergency purchases are made without price competition, a complete written description of the circumstances pursuant to A.A.C. R7-2-1055 shall be included in the procurement file and maintained in the District office.

Sole-Source Procurements

A contract may be awarded for a material, service, or construction item without competition if the Governing Board determines in writing that there is only one (1) source for the required material, service, or construction item. The District may require the submission of cost or pricing data in connection with an award pursuant to A.A.C. R7-2-1053. Sole-source procurement shall be avoided, except when no reasonable alternative source exists. A copy of the written evidence and determination of the basis for the sole-source procurement shall be retained in the procurement file by the District.

The District shall, to the extent practicable, negotiate with the single supplier a contract advantageous to the District.

Cooperative Purchasing Agreements

Procurements in accordance with intergovernmental agreements and contracts between the District and other governing bodies as authorized by Arizona Revised Statute are exempt from competitive bidding requirements under A.R.S. 15-213. Inspection of and payment for materials and services acquired under a cooperative purchasing agreement are the obligation of the District.

Due Diligence

The District is responsible for ensuring that all procurements are done in accordance with school district procurement rules whether the procurement is done independently or through a cooperative purchasing agreement. The District shall develop and follow a clear plan prescribing the purchasing practices to be followed. The plan will describe the elements of internal control and auditing to assure the District's procedures are sufficient to confirm the adequacy of the procurements practices and that the accountability of all personnel engaged in procurement practices is regularly evaluated and corrective measures taken when necessary. The due diligence activities shall include the use of the applicable sections of the Uniform System of Financial Records (USFR) Compliance Questionnaire for

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school districts when assessing the quality of the procurements procedures and the competence of the persons performing the procedures. Day-to-day and periodic formal checks of due diligence performance are to be documented and retained in a procurement file.

Federal Regulations for Suspension and Debarment Verification

If a requisition involves the expenditure of funds received from Federal assistance, these procedures must include a process that confirms and documents verification of vendor suspension and debarment, per 2 C.F.R. § 200.214 (Code of Federal Regulations Title 2). This verification can be done by accessing www.sam.gov/sam/ where names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or other regulatory authority can be found. Federal regulations restrict awards, sub-awards, and contracts with certain parties that are debarred, suspended or otherwise excluded from or ineligible for participation in Federal assistance programs and activities. A covered transaction includes a contract for audit services (that is federally required) and contracts for goods or services in the amount of at least, twenty-five thousand dollars ($25,000), including subcontracts. Evidence and documentation of this verification process should be maintained by the Superintendent.

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PROFESSIONAL STAFF CERTIFICATION AND CREDENTIALING REQUIREMENTS

(Fingerprinting Requirements)

New Hires

All certificated personnel to be hired by the District shall be fingerprinted as a condition of employment, except for personnel who, as a condition of certification are required to have a valid fingerprint clearance card.

The candidate's fingerprints shall be submitted, along with the form presented as an exhibit to this policy, immediately upon being notified of possible employment. The form shall be considered a part of the application for employment.

An expired fingerprint clearance card may be used to satisfy the fingerprint requirements of section 15-183, 15-503, 15-512, 15-534, 15-782.02, 15-1330 or 15-1881 if the person signs an affidavit stating both of the following:

A. The person submitted a completed application to the Finger Printing Division of the Department of Public Safety for a new fingerprint clearance card within ninety (90) days before the expiration date on the person's current fingerprint clearance card.

B. The person is not awaiting trial on and has not been convicted of a criminal offense that would make the person ineligible for a fingerprint clearance card.

This does not apply to a fingerprint clearance card that has been denied, suspended or revoked or to a person who has requested a good cause exception hearing.

Candidates shall certify on the prescribed notarized forms whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

B. Incest.

C. First- or second-degree murder.

D. Kidnapping.

E. Arson.

F. Sexual assault.

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G. Sexual exploitation of a minor.

H. Felony offenses involving contributing to the delinquency of a minor.

I. Commercial sexual exploitation of a minor.

J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.

K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.

L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.

M. Burglary in the first degree.

N. Burglary in the second or third degree.

O. Aggravated or armed robbery.

P. Robbery.

Q. A dangerous crime against children as defined in A.R.S. 13-705.

R. Child abuse.

S. Sexual conduct with a minor.

T. Molestation of a child.

U. Manslaughter.

V. Aggravated assault.

W. Assault.

X. Exploitation of minors involving drug offenses.

Y. Sexual abuse under A.R.S. 13-1404 or sexual assault under 13-1406 in which the victim was a minor.

Z. An act committed in another state or territory that if committed in this state would have been subject to disclosure under Q and Y above.

AA. Any crime that requires the person to register as a sex offender pursuant to A.R.S. 13-3821.

AB. A preparatory offense as prescribed in A.R.S. 13-1001 of any offense that is subject to disclosure under Q, S, Y, Z, or AA above.

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A person who makes a false statement, representation, or certification in any application for employment with the School District is guilty of a class 3 misdemeanor.

The District may refuse to hire or may review or terminate personnel who have been convicted of or admitted committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. 15-534. In considering whether to hire or terminate the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. 15-512.

When considering termination of an employee pursuant to A.R.S. 15-512, a hearing shall be held to determine whether a person already employed shall be terminated.

The Superintendent shall develop and implement procedures that include the following in the employment process:

A. Provide for fingerprinting of employees covered under this policy and A.R.S. 15-512.

B. Provide for fingerprint checks pursuant to A.R.S. 41-1750.

Adopted: _____

LEGAL REF.:
A.R.S.
13-705
15-183
15-503
15-509
15-512
15-534
15-782.02
15-1330
15-1881
23-1361
41-1750
41-1758.07

CROSS REF.:
GCF - Professional Staff Hiring
GCG - Part-Time and Substitute Professional Staff Employment
IJOC - School Volunteers

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EXHIBIT

PROFESSIONAL STAFF CERTIFICATION AND CREDENTIALING REQUIREMENTS

_____ _____

Name (typed or printed) Position

I, _____, being duly sworn, do hereby certify that I have never been convicted of or admitted in open court or pursuant to a plea agreement committing, and am not now awaiting trial for committing, any of the following criminal offenses in the state of Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

B. Incest.

C. First- or second-degree murder.

D. Kidnapping.

E. Arson.

F. Sexual assault.

G. Sexual exploitation of a minor.

H. Felony offenses involving contributing to the delinquency of a minor.

I. Commercial sexual exploitation of a minor.

J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.

K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.

L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.

M. Burglary in the first degree.

N. Burglary in the second or third degree.

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O. Aggravated or armed robbery.

P. Robbery.

Q. A dangerous crime against children as defined in A.R.S. 13-705.

R. Child abuse.

S. Sexual conduct with a minor.

T. Molestation of a child.

U. Manslaughter.

V. Aggravated assault.

W. Assault.

X. Exploitation of minors involving drug offenses.

Y. Sexual abuse under A.R.S. 13-1404 or sexual assault under 13-1406 in which the victim was a minor.

Z. An act committed in another state or territory that if committed in this state would have been subject to disclosure under Q and Y above.

AA. Any crime that requires the person to register as a sex offender pursuant to A.R.S. 13-3821.

AB. A preparatory offense as prescribed in A.R.S. 13-1001 of any offense that is subject to disclosure under Q, S, Y, Z, or AA above.

_____ _____

Employee signature Date signed

Subscribed, sworn to, and acknowledged before me by _____

_____, this _____ day of _____, 20_____,

in _____ County, Arizona.

My Commission Expires

_____ _____

Notary Public

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GDFA ©
SUPPORT STAFF QUALIFICATIONS AND REQUIREMENTS

(Fingerprinting Requirements)

All newly hired noncertificated District personnel - and personnel who are not paid employees of the District and who are not either the parents or the guardians of students who attend school in the District but who are required or allowed to provide services directly to students without the supervision of a certificated employee - shall be fingerprinted as a condition of employment, except for the following:

A. Personnel who are required as a condition of licensing to be fingerprinted if the license is required for employment.

B. Personnel who were previously employed by the District and who reestablished employment with the District within one (1) year after the date that the employee terminated employment with the District.

The School District may require noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee to obtain a fingerprint clearance card as a condition of employment.

For the purposes of this policy, *supervision* means under the direction of and, except for brief periods of time during a school day or a school activity, within sight of a certificated employee when providing direct services to students.

If the School District does not require a fingerprint clearance card as a condition of employment, noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee may apply for a fingerprint clearance card. A school district may release the results of a background check or communicate whether the person has been issued or denied a fingerprint clearance card to another school district for employment purposes.

The District may fingerprint or require any other employee of the District to obtain a fingerprint clearance card, whether paid or not, or any other applicant for employment with the School District not otherwise required by law. The District may not charge the costs of the fingerprint check or fingerprint clearance card to the fingerprinted applicant or nonpaid employee.

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The candidate's fingerprints shall be submitted, along with the form prescribed in GDFA-E, within twenty (20) days after being selected. The form shall be considered a part of the application for employment. The District may terminate an employee if the information on the affidavit required by A.R.S. 15-512 is inconsistent with information received from the fingerprint check or the information received in connection with a fingerprint clearance card application.

School Bus Drivers – An applicant shall submit an Identity Verified Fingerprint Card as described in A.R.S. 15-106 that the Department of Public Safety shall use to process the fingerprint clearance card as outlined in A.R.S. 15-106. A person who is issued a school bus driver certificate shall maintain a valid Identity Verified Fingerprint Clearance Card for the duration of any school bus driver certification period.

The District will assume the cost of fingerprint checks or fingerprint clearance card applications but will assess the employee for charges incurred. Personnel who are not paid employees will not be charged for fingerprint costs.

Individuals shall certify on the prescribed notarized forms whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

B. Incest.

C. First- or second-degree murder.

D. Kidnapping.

E. Arson.

F. Sexual assault.

G. Sexual exploitation of a minor.

H. Felony offenses involving contributing to the delinquency of a minor.

I. Commercial sexual exploitation of a minor.

J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.

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K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.

L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.

M. Burglary in the first degree.

N. Burglary in the second or third degree.

O. Aggravated or armed robbery.

P. Robbery.

Q. A dangerous crime against children as defined in A.R.S. 13-705.

R. Child abuse.

S. Sexual conduct with a minor.

T. Molestation of a child.

U. Manslaughter.

V. Aggravated assault.

W. Assault.

X. Exploitation of minors involving drug offenses.

Y. Sexual abuse under A.R.S. 13-1404 or sexual assault under 13-1406 in which the victim was a minor.

Z. An act committed in another state or territory that if committed in this state would have been subject to disclosure under Q and Y above.

AA. Any crime that requires the person to register as a sex offender pursuant to A.R.S. 13-3821.

AB. A preparatory offense as prescribed in A.R.S. 13-1001 of any offense that is subject to disclosure under Q, S, Y, Z, or AA above.

A person who makes a false statement, representation, or certification in any application for employment with the School District is guilty of a class 3 misdemeanor.

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The District may refuse to hire or may review or terminate personnel who have been convicted of or admitted committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. 15-534. In considering whether to hire or terminate the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. 15-512.

When considering termination of an employee pursuant to A.R.S. 15-512, a hearing shall be held to determine whether a person already employed shall be terminated.

The Superintendent shall develop and implement procedures that include the following in the employment process:

A. Provide for fingerprinting of employees covered under this policy and A.R.S. 15-512.

B. Provide for fingerprint checks pursuant to A.R.S. 41-1750.

C. Provide for properly assessing employees for fingerprint checks and depositing said funds with the county treasurer.

Adopted: _____

LEGAL REF.:
A.R.S.
13-705
15-106
15-509
15-512
15-534
23-1361
41-1750

CROSS REF.:
EEAEA - Bus Driver Requirements, Training, and Responsibilities
GDF - Support Staff Hiring
GDG - Part-Time and Substitute Support Staff Employment
JLIA - Supervision of Students

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GDFA-E ©

EXHIBIT

SUPPORT STAFF QUALIFICATIONS AND REQUIREMENTS

_____ _____

Name (typed or printed) Position

I, _____, being duly sworn, do hereby certify that I have never been convicted of or admitted in open court or pursuant to a plea agreement committing, and am not now awaiting trial for committing, any of the following criminal offenses in the state of Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

B. Incest.

C. First- or second-degree murder.

D. Kidnapping.

E. Arson.

F. Sexual assault.

G. Sexual exploitation of a minor.

H. Felony offenses involving contributing to the delinquency of a minor.

I. Commercial sexual exploitation of a minor.

J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.

K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.

L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.

M. Burglary in the first degree.

N. Burglary in the second or third degree.

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O. Aggravated or armed robbery.

P. Robbery.

Q. A dangerous crime against children as defined in A.R.S. 13-705.

R. Child abuse.

S. Sexual conduct with a minor.

T. Molestation of a child.

U. Manslaughter.

V. Aggravated assault.

W. Assault.

X. Exploitation of minors involving drug offenses.

Y. Sexual abuse under A.R.S. 13-1404 or sexual assault under 13-1406 in which the victim was a minor.

Z. An act committed in another state or territory that if committed in this state would have been subject to disclosure under Q and Y above.

AA. Any crime that requires the person to register as a sex offender pursuant to A.R.S. 13-3821.

AB. A preparatory offense as prescribed in A.R.S. 13-1001 of any offense that is subject to disclosure under Q, S, Y, Z, or AA above.

_____ _____

Employee signature Date signed

Subscribed, sworn to, and acknowledged before me by _____

_____, this _____ day of _____, 20_____,

in _____ County, Arizona.

My Commission Expires

_____ _____

Notary Public

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IGA ©
CURRICULUM DEVELOPMENT

The need and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators are recognized. It is essential that the school system continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to develop the curriculum for the school system and to organize committees to review the curriculum. Meetings of authorized textbook selection committees shall comply with open meeting law requirements (A.R.S. 15-721(F) or 15-722(B)). All curriculum changes shall be approved by the Governing Board.

It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that, in the opinion of the professional staff and consultants, are essential to the maintenance of a high-quality program of education from prekindergarten (PK) through grade twelve (12).

~~All certificated personnel have professional obligations to the school program beyond regular classroom duties, and these obligations will include work on curriculum committees.~~

Adopted: _____

LEGAL REF.:
A.R.S.
15-203
15-341
15-701
15-701.01
15-721
15-722
38-431
38-431.09

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ANIMALS IN SCHOOLS

The Superintendent may establish procedures for appropriately and humanely bringing live animals into a classroom. Such procedures shall forbid the transporting of live animals on school buses that are not service animals ~~on school buses~~, as defined at A.R.S. 11-1024. ~~unless the animal is present for an educational purpose by written approval from the Superintendent or principal.~~

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

Per the Americans with Disabilities Act (ADA), service animals must be under the control of the handler at all times. In most instances, the handler will be the individual with a disability or a third party who accompanies the individual with a disability. The District may need to provide some assistance to enable a particular student to handle his or her service animal. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. If a service animal is out of control and the handler does not take effective action to control it, staff may request that the animal be removed from the premises.

Any person or entity that operates a public place shall not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Adopted: _____

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LEGAL REF.:
A.R.S.
11-1024
11-1025
A.A.C.
R13-13-104
~~R17-9-102~~

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REGULATION

ANIMALS IN SCHOOLS

Animals may be brought into the classroom for educational purposes. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior written permission from the principal. The following documentation will be provided to the principal, as appropriate, prior to approval: the vaccination history of the animal, including proof of current rabies and distemper vaccinations; proof of current licensure; proof that the animal has been spayed or neutered; proof of treatment of fleas and ticks; and current certificate from a veterinarian that the animal is healthy and disease free. All provided documentation will be kept in the building administrator and/or Superintendent offices.

The following guidelines shall apply to animals in the schools:

A. ~~Prior to granting permission,~~ Teachers should check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction.

B. Animals shall not be transported on school buses with the exception of service animals, as defined at A.R.S. 11-1024, which assist disabled passengers.

C. Animals shall not be transported in other District vehicles without written authorization.

~~C.~~ D. Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.

E. The animal must present no physical danger to students or staff members.

~~D.~~ F. Only the teacher or students designated by the teacher are to handle the animals.

~~E.~~ G. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their proper care and safety. The classroom shall be kept clean and free of any animal waste.

H. The staff member must adhere to local, state and federal laws and to District policies and regulations regarding such animals.

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~~F.~~ I. Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities. The owner of the animal is liable for any damage to District or personal property and any injuries to individuals caused by the owner's animal while on District property.

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JLCD-R ©

REGULATION

MEDICINES / ADMINISTERING MEDICINES TO STUDENTS

(Medication Procedures)

Prescription Drugs

For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student and to assure compliance with existing rules and regulations:

Administration by school personnel:

A. The medication must be prescribed by a physician.

B. The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office.

C. The medication must come to the school office in the prescription container as put up by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given.

D. An administrator may designate a school employee to administer the medication.

E. Any medication administration services specified in the child's diabetes medical management plan shall be provided.

F. Two (2) or more school employees, subject to final approval by the student's parent or guardian, may volunteer to serve as diabetes care assistants. Voluntary diabetes care assistants are allowed to administer insulin, assist the student with self-administration of insulin, administer glucagon in an emergency situation to a student or perform any combination of these actions if all of the following conditions exist:

1. A school nurse or another health professional who is licensed pursuant to statute or a nurse practitioner who is licensed pursuant to statute is not immediately available to attend to the student at the time of the emergency.

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2. If the voluntary diabetes care assistant is authorized to administer glucagon, either a) the parent or guardian must provide to the school an unexpired glucagon kit prescribed for the student by an appropriately licensed health care professional or nurse practitioner; b) the School District has obtained glucagon pursuant to a standing order.

3. The voluntary diabetes care assistant has provided to the school a written statement signed by an appropriately licensed health professional that the voluntary diabetes care assistant has received proper training in administering glucagon, including the training specified in A.R.S. 15-344.01.

4. If the voluntary diabetes care assistant is authorized to administer insulin, the parent or guardian of the student has provided insulin and all equipment and supplies that are necessary for insulin administration by voluntary diabetes care assistants.

5. The training provided by an appropriately licensed health professional includes all of the following:

a. An overview of all types of diabetes.

b. The symptoms and treatment of hyperglycemia and hypoglycemia.

c. Techniques for determining the proper dose of insulin in a specific situation based on instructions provided in the orders submitted by the student's physician.

d. Techniques for recognizing the symptoms that require the administration of glucagon.

e. Techniques on administering glucagon.

6. A District employee shall not be subject to any penalty or disciplinary action for refusing to serve as a voluntary diabetes care assistant.

7. A school district may annually request a standing order for glucagon from an appropriately licensed health professional. If a standing order is obtained, a school may stock one (1) or more doses of glucagon for emergency administration to a student by an appropriately licensed medical professional or a voluntary diabetes care assistant. A school district may accept monetary donations, grants, or third-party programs to obtain glucagon.

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8. Each employee or contractor of a school district that implements all or part of a Diabetes Medical Management Plan shall provide a written statement signed by an appropriately licensed health professional that the employee or contractor has received proper training in administering glucagon. This training must be renewed at regular intervals, as prescribed by the School District Governing Board.

9. The District, employees of the District, and properly licensed health professionals, volunteer health professionals, physician assistants, and nurse practitioners are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to District policy and this regulation, including the training of voluntary diabetes care assistants.

G. Each administration of prescription drugs must be documented, making a record of the student having received the medication.

H. Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

A. When the physician feels it is necessary for the student to carry and self-administer the medication, the physician shall provide written recommendations, to be attached to the signed parent permission form except in the case of medication for diagnosed anaphylaxis and breathing disorders requiring handheld inhaler devices. In these cases, the student's name on the prescription label is sufficient for the physician's recommendation.

B. The student's diabetes medical management plan provided by the parent or guardian shall be signed by the appropriately licensed health professional or nurse practitioner and shall state that the student is capable of self-monitoring blood glucose and shall list the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for that student. The student must be able to practice proper safety precautions for handling and disposing of the equipment and medications that the student is authorized to use under these provisions. The student's diabetes medical management plan shall specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the school.

C. The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the school office.

D. The medication must come in the prescription container as put up by the pharmacist.

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Over-the-Counter Medication

When it is necessary for a student to receive a medicine that does not require a prescription order but is sold, offered, promoted, and advertised to the general public, the following procedure has been established to ensure the protection of the school and the student:

Administration by school personnel:

A. Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs.

B. Any over-the-counter drug or medicine sent by the parent to be administered to a student must come to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked.

C. An administrator may designate a school employee to administer a specific over-the-counter drug.

D. Each instance of administration of an over-the-counter drug must be documented in the daily log.

E. Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

A. Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs by the student.

B. Over-the-counter drugs or medicine sent by the parent to be administered by the student must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.

C. *Necessity* for self-administration of an over-the-counter drug or medicine shall be determined by the student's physician and must be verified by a signed physician's statement attached to the parent or guardian permission form, indicating the specific drug or medicine.

Protection of Students

Use or administration of medication on school premises may be disallowed or strictly limited if it is determined by the Superintendent, in consultation with medical personnel, that a threat of abuse or misuse of the medicine may pose a risk of harm to a member of the student population.

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The student shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide, or give the item to another person. The student shall immediately report the loss or theft of any medication brought onto school campus. Violation of this regulation may subject the student to disciplinary action.

Inhalers

Administration by school personnel:

School personnel administering inhalers will do the following:

A. Determine if symptoms indicate possible respiratory distress or emergency and determine if the use of an inhaler will properly address the respiratory distress or emergency.

B. Administer the correct dose of inhaler medication, as directed by the prescription protocol, regardless of whether the individual who is believed to be experiencing respiratory distress has a prescription for an inhaler and spacer or holding chamber or has been previously diagnosed with a condition requiring an inhaler.

C. Restrict physical activity, encourage slow breaths, and allow the individual to rest.

D. Assure that trained personnel stay with the subject who has been administered inhaler medication until it is determined whether the medication alleviates symptoms.

E. If applicable, instruct office staff to notify the school nurse if the inhaler is administered by a trained but non-licensed person.

F. Instruct school staff to notify the parent or guardian.

G. Call 911 if severe respiratory distress continues. Advise that inhaler medication was administered and stay with the person until emergency medical responders arrive.

H. If the individual shows improvement, keep the individual under supervision until breathing returns to normal, with no more chest tightness or shortness of breath, and the individual can walk and talk easily.

I. Allow a student to return to class if breathing has returned to normal and all symptoms have resolved.

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J. Notify a parent or guardian once the inhaler has been administered and the student has returned to class.

K. Document the incident detailing who administered the inhaler, the approximate time of the incident, notifications made to the school administration, emergency responders, and parents/guardians.

L. Retain the incident data on file at the school pursuant to the general records retention schedule regarding health records for school districts and charter schools established by the Arizona State Library, Archives and Public Records.

M. Order replacement inhalers, spacers and holding chambers as needed.

Seizure Management Plans

The School District will verify and accept student seizure management plans as follows:

A. Before or at the beginning of the school year, at enrollment, or as soon as practicable following diagnosis of the student's seizure disorder.

B. The school will annually request up-to-date management plans from parents or guardians.

The District will not accept seizure management plans unless the plan includes the following:

A. An outline of procedures recommended by the physician or registered nurse practitioner responsible for the student's seizure treatment plan.

B. An outline of other health care services available at school that the student may receive to help manage the student's seizure disorder at school.

C. A signature by the student's parent or guardian *AND* the physician or registered nurse practitioner responsible for the student's seizure treatment.

Seizure management plans must be provided to the school health office.

Seizure Management Training:

A. All State Board of Education (SBE)-approved courses of instruction shall issue certificates indicating successful completion of seizure management training and the completion date of course. School personnel shall submit this certificate to the school.

B. A school shall maintain and make available upon request a list of school personnel who are authorized to administer seizure medication, the date the training was successfully completed, and the certificate showing successful completion.

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Individuals that Must be Trained

The following individuals must receive statutorily required training approved by the State Board of Education and available here: https://azsbe.az.gov/resources/seizure-training.

Nurses, under contract or employed by the school:

> If they receive a seizure management and treatment plan, they must complete an online course of instruction for school nurses regarding managing students with seizure disorders as required by A.R.S. § 15-160.02 and approved by the State Board of Education (SBE). This training shall be completed within thirty (30) days of receiving the first seizure management plan. A new hire shall complete the training during a school's new hire orientation unless proof of successful completion within the last five (5) years is submitted. Training must be completed at least once in a five (5)-year period. Information regarding SBE-approved training shall be posted on the Board's website.

Nurses and at least one (1) other school employee:

> Training to administer or assist with the self-administration of both 1) as seizure rescue medication or a medication prescribed to treat seizure disorder symptoms; and 2), a manual dose of prescribed electrical stimulation using a vagus nerve stimulator magnet.

Principals, guidance counselors, teachers, bus drivers or classroom aides whose duties include regular contact with students who have submitted a seizure management and treatment plan:

> An online course of instruction for school personnel regarding awareness of students with seizure disorders as required by A.R.S. § 15-160.02 and approved by the State Board of Education (SBE). This training shall be completed within thirty (30) days of receiving the first seizure management plan. A new hire shall complete the training during a school's new hire orientation unless proof of successful completion within the last five (5) years is submitted. Training must be completed at least once in a five (5)-year period. Information regarding SBE-approved training shall be posted on the Board's website.

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POLICY SERVICES
ADVISORY

Volume 36, Number 6 **November 2024**

Policy Advisory No. 808.....Regulation IHB-R — Special Instructional Programs

Policy Advisory Discussion

Policy Advisory No. 808 Regulation IHB-R — Special Instructional Programs

On October 21, 2024, the Arizona State Board of Education (SBE) approved a revision of board rule A.A.C. R7-2-401(G)(4)(A) that is immediately effective. This revision impacts Individualized Education Program (IEP) requirements, particularly in the area of Transition Services, including the inclusion of an estimated graduation date (A.A.C. R7-2-401(G)(4)(A)) and written notification to parents of the anticipated graduation date (A.A.C. R7-2-401(G)(4)(A)(c)(i)). These changes are noted in the appropriate sections of IHB-R.

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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, 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.

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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.

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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.

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]

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]

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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]

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]

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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]

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]

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)]

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)]

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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

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]

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]

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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]

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]

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;

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]

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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.

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]

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]

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]

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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.

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.

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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).

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;

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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.

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]

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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]

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]

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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]

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

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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]

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]

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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.

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;

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]

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]

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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

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;

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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.

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

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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]

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;

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

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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. 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;

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

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:

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

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

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]

<u>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.</u>

Beginning not later than the first IEP to be in effect when the ~~child~~ student turns sixteen (16), or ~~younger~~ 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;

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

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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]

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]

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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 ~~when the child turns sixteen (16)~~, 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:

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]

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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]

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]

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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;

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;

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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

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]

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]

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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]

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]

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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]

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

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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]

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]

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]

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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;

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]

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;

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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

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]

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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]

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]

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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

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]

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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]

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]

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POLICY SERVICES
ADVISORY

Volume 37, Number 3 **April 2025**

Policy Advisory No. 863.....Exhibit BAA-EB — Evaluation of School Board / Board Self-Evaluation (*Update of PA 820, March 2025*)

Policy Advisory No. 864 ....Policy IHA — Basic Instructional Program

Policy Advisory No. 865.....Policy JLIF — Sex Offender Notification

Summary

Exhibit BAA-EB required a minor edit to enable those Districts who chose the updated self-evaluation tool to access the request form; Policies IHA and JLIF were revised to comply with statutory updates.

Policy Advisory Discussion

Policy Advisory No. 863 Exhibit BAA-EB — Evaluation of School Board / Board Self-Evaluation (*Update of PA 820, March 2025*)

Due to ASBA's recent website migration, the link to access the request form to receive the electronic Board Self-Evaluation Tool required an update. Therefore, the link and instructions to access the request form have been updated as follows: To request access to the "Electronic Survey/Board Self-Evaluation Tool," click here: https://azsba.org/ and select ***Contact Us*** (under the dropdown menu for Special Request select ***Request Evaluation Form***). This Electronic Survey/Board Self-Evaluation Tool is complimentary, provides a tabulation of results, and creates a comprehensive report.

Policy Advisory No. 864 Policy IHA — Basic Instructional Program

Policy IHA has been revised to reflect the emergency measure, approved by the governor in March of 2025, that amended A.R.S. 15-710.02 regarding 9/11 Education Day by specifying relevant grade levels.

Policy Advisory No. 865 Policy JLIF — Sex Offender Notification

Policy JLIF has been revised to include revisions to A.R.S. 13-3825 including the addition of Level One offender information and an additional notification requirement.

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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 Services Technician/Editor/Publisher. Our e-mail addresses are, respectively, [cpatterson@azsba.org], [lbondi@azsba.org], and [rwatson@azsba.org].

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.**

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EXHIBIT

EVALUATION OF SCHOOL BOARD / BOARD SELF - EVALUATION

ANNUAL SELF-APPRAISAL OF THE GOVERNING BOARD

(*Districts may choose either BAA-EA or BAA-EB*)

The Arizona School Boards Association (ASBA) Board Self-Evaluation focuses on the following five (5) pillars (Standards) of Board Governance:

A. Conduct and Ethics: Provide responsible Board governance.

B. Vision: Set and communicate high expectations for student learning with clear goals and plans for meeting those.

C. Structure: Create conditions District-wide for student and staff success.

D. Accountability: Hold School District accountable for meeting student learning expectations.

E. Advocacy: Engage local community and represent the values and expectations they hold for their schools.

To request access to the "Electronic Survey/Board Self-Evaluation Tool," click here: https://azsba.org/~~asba-board-self-evaluation-form/~~ and select ***Contact Us*** (under the dropdown menu for *Special Request* select ***Request Evaluation Form***).

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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.

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.

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

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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.

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 ~~dedicate a portion of the school day to~~ age-appropriate ~~education~~ 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.

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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
15-710
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

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ADVISORY 865

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JLIF ©
SEX OFFENDER NOTIFICATION
(Sex Offender and Dangerous Juvenile Offender Notification and Protective Measures)

Arizona statutes require law enforcement agencies to provide notification to the District regarding certain registered sex offenders and require courts to notify the District regarding juveniles adjudicated delinquent for "dangerous offenses" or certain sex offenses.

A. Arizona Revised Statutes (A.R.S.) 13-3825 and 13-3826 require the local law enforcement agency to notify the community, including area schools, of the presence of a registered sex offender in the community when the offender has been determined by the agency to be a "level one" offender who has been convicted of a dangerous crime against children as defined in Section 13-705, a "level two" offender (medium risk), or a "level three" (high risk) offender. The child's school must be notified if the offender has legal custody of a child.

B. A.R.S. 8-350 directs the court to notify the District when a student attending a school in the District has been adjudicated delinquent for or convicted of and placed on probation for a dangerous offense or sexual conduct with a minor, sexual assault, molestation of a child, or continual sexual abuse of a child. Dangerous offense is defined in 8-350 as "an offense involving the discharge, use or threatening exhibition of a deadly weapon or dangerous instrument or the intentional or knowing infliction of serious physical injury on another person."

C. A.R.S. 13-3821 permits a juvenile court to require a juvenile who has been adjudicated delinquent for certain sex offenses to register as a sex offender until the person reaches the age of twenty-five (25), and A.R.S. 13-3825 permits a juvenile court to further require such juvenile registered sex offender to be subject to the state's community notification requirements.

It is the Governing Board's desire to create and maintain a safe environment for the District's students and staff members. Therefore, the Superintendent is directed to develop procedures to disseminate the information received from the local law enforcement agency regarding adult and juvenile registered sex offenders present in the District and to provide teachers, parents, guardians, or custodians, upon request, information received from a court pursuant to A.R.S. 8-350 concerning a juvenile who has been adjudicated for or convicted of a dangerous offense or a specified sex offense.

District Procedures

Procedures within the District shall encompass, but not necessarily be limited to:

A. Measures to disseminate information received from the local law enforcement agency to staff members, parents, guardians, or custodians when the District has been notified that a registered offender has moved into the community. When in the judgment of the Superintendent it is determined to be appropriate, the measures will include disseminating the information to students.

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B. Measures to provide to teachers, parents, guardians, or custodians, upon request, information received by the District under A.R.S. 8-350, regarding juveniles adjudicated delinquent of "dangerous offenses" or sex offenses.

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Optional language: The following elements are available for inclusion at the District's discretion.

C. District restrictions on and requirements of registered sex offenders.

D. Assessment, enrollment, placement, and oversight of students about whom an A.R.S. 8-350 notification has been received.

E. Student instruction in protective measures.

F. Prohibitions against harassment of individuals or acts of vigilantism based upon information received by the District.

Adopted: _____

LEGAL REF.:
A.R.S.
8-208
8-321
8-350
8-371
13-1405
13-1406
13-1410
13-1417
13-3821
13-3825
13-3826
20 U.S.C. 1232g(b)(7)
42 U.S.C. 14071(d)

CROSS REF.:
DJE - Bidding/Purchasing Procedures
EB - Environmental and Safety Program
GCF - Professional Staff Hiring
GDF - Support Staff Hiring
IJNDB - Use of Technology Resources in Instruction
JA - Student Policies Goals/Priority Objectives
JF - Student Admissions
JLI - Student Safety
JLF - Reporting Child Abuse/Child Protection
JR - Student Records

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POLICY SERVICES

ADVISORY

Volume 37, Number 6 **May 2025**

Policy Advisory No. 906 .....Policy IJNDB — Use of Technology Resources in Instruction
Regulation IJNDB-R — Use of Technology Resources in Instruction

Policy Advisory No. 907 .....Policy JLF — Reporting Child Abuse / Child Protection

Policy Advisory No. 908 ..... Policy JR — Student Records
Regulation JR-R — Student Records

Summary

The following Policy Advisories are derived from enactments of the 57th Legislature, First Regular Session, 2025. Although the current legislative session has not adjourned, the recently signed bills have implications on planning for school operations. New legislative impacts include updates for mandatory reporting, wireless communication devices and internet access, and expanded parental notice and authorization for school directory information.

Policy Advisory Discussion

Policy Advisory No. 906 **Policy IJNDB — Use of Technology Resources in Instruction**
Regulation IJNDB-R — Use of Technology Resources in Instruction

House Bill 2484 added A.R.S. 15-120.05 relating to student access to the internet, student use of wireless communication devices, policies and procedures, annual notice, and definitions for public schools. Policy IJNDB and Regulation IJNDB-R incorporate the new mandates, and headings were added to improve clarity. The regulation also includes an optional section for additional district-specific requirements.

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Policy Advisory No. 907 **Policy JLF — Reporting Child Abuse / Child Protection**

Senate Bill 1437 amends A.R.S. 13-3620 and A.R.S. 15-514 relating to mandatory reporting. Although Policy JLF already requires Board Members to report conduct involving minors subject to mandatory reporting under A.R.S. 13-3620, additional language has been included to ensure alignment with SB1437. Definitions and headings were added to improve clarity.

Policy Advisory No. 908 **Policy JR — Student Records**
Regulation JR-R — Student Records

House Bill 2514 amends A.R.S. 15-102 and A.R.S. 15-142 relating to parental involvement in schools and student directory information. Policy JR and Regulation JR-R have been updated to ensure compliance with the new requirements. Subheadings were added to the regulation to support clarity and organization.

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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.

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ADVISORY 906

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IJNDB ©
USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate Use of Electronic Information Services

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, cloud-based systems, and any computer-accessible source of information, whether from hard drives or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to follow its guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary and/or legal action.

The Superintendent shall determine steps, including the use of an Internet filtering mechanism, that must be taken to promote the safety and security of the use of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Technology protection measures shall protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to use of computers by minors, harmful to minors. Safety and security mechanisms shall include online monitoring activities.

Inappropriate Use of Electronic Information Services

As required by the Children's Internet Protection Act and A.R.S. 15-120.05, the prevention of inappropriate network usage includes unauthorized access, including "hacking," and other unlawful activities; unauthorized disclosure, use and dissemination of personal identification information regarding minors; and student use of wireless communication devices.

It is the policy of the Board to:

A. prevent user access over the District's computer network, or transmissions of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;

B. Limit the use of wireless communication devices and access to social media networks by students during the school day;

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~~B.~~ C. prevent unauthorized access and other unlawful online activity;

~~C.~~ D. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

~~D.~~ E. comply with the Children's Internet Protection Act [P.L. No. 106-554 and 47 U.S.C. 254(h)] and A.R.S. 15-120.05.

Each user will be required to sign an EIS user's agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Generative Artificial Intelligence Programs

The proper use of Artificial Intelligence (AI) programs can be effective at enhancing student learning and can prepare students with the competencies and knowledge needed in the digital age. Its use should also be guided by responsible and ethical considerations, including mitigating bias, promoting transparency, and providing AI benefits to all students. Use of AI programs in the classroom should be approved by the site administrator or Superintendent, and teachers' instructions and expectations should guide the classroom use of AI. Teachers should include relevant lessons on correct and responsible use of AI, and students should be taught standards regarding plagiarism and source citation and should use these guidelines if AI is used for a school assignment. AI use should be guided and monitored by teachers and/or administrators and should align with the District's guidelines and policies, including any relevant student rules/responsibilities. AI resources should be available to all students, including those with disabilities and English language learners. Use of an AI system should comply with the Family Educational Rights and Privacy Act (FERPA) and should support data privacy and security.

Filtering and Internet Safety

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

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Limits, controls, and prohibitions shall be placed on student:

A. Access to inappropriate matter.

B. Safety and security in direct electronic communications.

C. Unauthorized online access or activities.

D. Unauthorized disclosure, use and dissemination of personal information.

Education, Supervision and Monitoring

It shall be the responsibility of all District employees to be knowledgeable of the Board's policies and administrative guidelines and procedures. Further, it shall be the responsibility of all employees, to the extent prudent to an individual's assignment to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, ~~and~~ the Protecting Children in the 21st Century Act, and A.R.S. 15-120.05.

The Superintendent shall provide for appropriate training for District employees and for students who use the District's computer network and have access to the Internet. Training provided shall be designed to promote the District's commitment to:

A. the standards and acceptable use of the District's network and Internet services as set forth in District policy;

B. student safety in regard~~s~~ to use of the Internet, appropriate behavior while using, but not limited to, such things as social ~~networking Web sites~~ media platforms, online opportunities and chat rooms; and cyberbullying awareness and response; and compliance with E-rate requirements of the Children's Internet Protection Act. Teachers are allowed to give students access to social media platforms to the extent necessary for educational purposes.

Wireless Communication Devices

Districts shall limit student use of wireless communication devices during the school day except if any of the following apply:

A. for educational purposes, as directed by the student's teacher.

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B. during an emergency.

C. The student needs the student's wireless communication device because the student has a medical condition.

Procedures shall include guidelines for a student's parent to contact the student during the school day and for a student to contact the student's parent during the school day.

While training will be subsequently provided to employees under this policy, the requirements of the policy are effective immediately. Employees will be held to strict compliance with the requirements of the policy and the accompanying regulation, regardless of whether training has been given.

The Superintendent is responsible for the implementation of this policy and for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

~~Parent~~ Notification

At the beginning of each school year, p~~P~~arents, teachers and students will be notified of the policies regarding the use of technology and the Internet while at school. The District shall provide to parents, teachers and students a copy of the adopted policies and notify the parents, teachers and students of any changes to the policy.

Parents will also be notified of their ability to prohibit the student from the use of technology and the Internet while at school in which covered information may be shared with an operator pursuant to A.R.S. 15-1046. This does not apply to software or technology that is used for the daily operations or administration of a local education agency or Arizona Online instruction programs authorized pursuant to A.R.S. 15-808.

Definitions:

A. "School day" means periods of time when students are at school, including meals, passing periods and recess.

B. "Social media platform" means a website, computer application or other digital platform that is used for social networking and creating or exchanging virtual content.

C. "Wireless communication devices" includes personal devices and devices that are provided by the school.

Adopted: _____

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LEGAL REF.:
A.R.S.
13-2316
13-3506.01
13-3509
15-120.05
15-341
15-808
15-1046
34-501
34-502
20 U.S.C. 1232g, the Family Educational Rights and Privacy Act
20 U.S.C. 1232h, the Protection of Pupil Rights Amendment
20 U.S.C. 1400 *et seq*., Individuals with Disabilities Education Act
20 U.S.C. 6301 *et seq*., Every Student Succeeds Act of 2015
20 U.S.C. 9134, The Children's Internet Protection Act
47 U.S.C. 254, Communications Act of 1934 (The Children's Internet Protection Act)
16 CFR Part 312, Children's Online Privacy Protection Rule (COPPA)

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REGULATION

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

(Safety and use of Electronic Information Services)

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

A. Limit access by minors to inappropriate matter on the Internet and World Wide Web.

B. Limit the use of wireless communication devices by students during the school day.

~~B.~~ C. Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

~~C.~~ D. Monitor for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.

~~D.~~ E. Restrict access by minors to materials harmful to minors.

Content Filtering

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

Education, Supervision, and Monitoring

It is the responsibility of all District employees to be knowledgeable of the Board's policy and administrative regulations and procedures related to the use of technology resources. Employees are further responsible, to the extent prudent to an individual's assignment, to educate, supervise, and monitor student use of the District's online computer network. District, department, and school administrators shall provide employees with appropriate in-servicing and assist employees with the implementation of Policy IJNDB.

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

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

A. Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.

B. Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

C. Abide by all copyright and trademark laws and regulations.

D. Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.

E. Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.

F. Not use the network in any way that would disrupt the use of the network by others.

G. Not use the EIS for commercial purposes.

H. Follow the District's code of conduct.

I. Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.

J. Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

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

A. Maintain supervision of students using the EIS.

B. Agree to directly log on and supervise the account activity when allowing others to use District accounts.

C. Take responsibility for assigned personal and District accounts, including password protection.

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

E. Pursuant to A.R.S. 15-120.05, teachers may grant access to social media networks for educational purposes.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.

Wireless Communication Device Guidelines

Students *must* follow all District rules and procedures for the use of wireless communication devices.

Acceptable Use

Students may use wireless communication devices:

A. for educational purposes, as directed by the student's teacher

B. during an emergency; and/or as needed for a medical condition.

C. With permission from a teacher or staff member, a student may contact their parent/legal guardian using the student's cellular telephone.

***Insert optional District language here* regarding additional District-level requirements.**

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ADVISORY 907

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Mandatory Reporting

~~Any s~~School personnel, including substitute teachers and any member of a school district governing board or charter school governing body, or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone. A report to a school resource officer or a school safety officer does not satisfy the reporting requirements of A.R.S. 13-3620.

When a report is received by a school resource officer or school safety officer, the officer shall immediately notify a law enforcement agency in the appropriate jurisdiction and shall submit to the local law enforcement agency all information relating to the report for the purposes of the law enforcement agency investigating the reported conduct.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service at https://dcs.az.gov/about/contacts.

Pursuant to A.R.S. 13-3620, such reports shall contain, if known:

A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.

B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.

C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

Interviewing Requirements

A student who is identified as a potential victim of a reportable offense may be interviewed only as provided by the local county protocol that is adopted pursuant to A.R.S. 8-817. This does not prevent a school safety officer or a school resource officer from either:

A. receiving a voluntary report of a reportable offense from a student who is an alleged victim.

B. asking a student minimal follow-up questions that are necessary and authorized by the county protocol.

Reporting Not Required

A report is not required under A.R.S. 13-3620 for conduct prescribed by A.R.S. 13-1404 and 13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

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A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

Failure to Report

A person who fails to report abuse as provided in A.R.S. 13-3620 is guilty of a Class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a Class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

Any school employee who has orally reported to DCS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Posting Requirements

Each school that is operated by a school district and each charter school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains all of the following:

A. In boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children that is established pursuant to A.R.S. 8-455.

B. Instructions to call 911 for emergencies.

C. Directions for accessing the website of the Department of Child Safety for more information on reporting child abuse, child neglect and the exploitation of children.

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Definitions

School Safety Officer: a peace officer who is working in an off-duty capacity at a school. [A.R.S. 15-514]

School Resource Officer: A peace officer or a full-authority reserve peace officer who is certified by the Arizona Peace Officer Standards and Training Board (AZPOST). [A.R.S. 15-154]

Peace Officer: "Peace officers" means sheriffs of counties, constables, marshals, policemen of cities and towns, commissioned personnel of the department of public safety, personnel who are employed by the state department of corrections and the department of juvenile corrections and who have received a certificate from the Arizona Peace Officer Standards and Training Board (AZPOST). [A.R.S. 1-215]

Adopted: _____

LEGAL REF.:
A.R.S.
1-215
8-201
13-1404 *et seq*.
13-1410
13-3019
13-3212
13-3506
13-3506.01
13-3552
13-3553
13-3608
13-3619
13-3620
13-3623
15-154
15-160.01
15-514
46-451
46-454

CROSS REF.:
GBEB - Staff Conduct
GBEBB - Staff Conduct With Students
JKA - Corporal Punishment

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ADVISORY 908

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STUDENT RECORDS

Required student records (regular and special education) will be prepared in a manner consistent with state and federal laws, the requirements of the Arizona Uniform System of Financial Records (USFR) and those of the Arizona Department of Libraries, Archives and Public Records. Retention periods and disposition of records shall be as specified in the USFR, the Arizona Department of Library Archives and Public Records and relevant federal statutes and regulations.

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA), the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT), and the Every Student Succeeds Act of 2015 (ESSA) in the establishment, maintenance, correction, and disposition of student records.

The Board directs the Superintendent to establish procedures for such compliance, including informing parents, students, and the public of the contents. The Superintendent will implement procedures as required by law and will establish procedures for dealing with violations.

If a parent or eligible student believes that the District is violating the FERPA, that person has a right to file a complaint with the U.S. Department of Education. The address is:

The Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
Telephone number: (202) 260-3887

In adopting this policy, it is the intent of the Board that the policy and related procedures be implemented immediately. Copies of the policy and procedures will be available for parent and eligible student review in the District office.

Confidentiality

The right to inspect and review education records and the release of or access to such records, other information, or instructional materials will be consistent with federal law in the Family Educational Rights and Privacy Act, Title 20, United States Code, sections 1232g and 1232h, the USA PATRIOT ACT, ESSA and with federal regulations issued pursuant to such act.

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Annual Notification

Within the first three (3) weeks of each school year, the District will publish in a District communication a notice to parents and eligible students of their rights under the FERPA and this procedure. This notice will also be provided to each parent of new students enrolling after school begins [34 C.F.R. 99.7]. The District will arrange to provide translation of the notice to non-English-speaking parents in their native language or mode of communication [34 C.F.R. 300.9]. The notice shall inform the parents of:

A. The right of the parent or an eligible student to inspect and review the student's education records.

B. The intent of the District to limit the disclosure of personally identifiable information contained in a student's education records, including disciplinary records, except by the prior written consent of the parent or eligible student or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or the ESSA.

C. The right of the parent or eligible student to seek to correct parts of the school education records that the student or the parent believes to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter it according to the parent's or eligible student's request.

D. The right of the parent or eligible student to file a complaint with the U.S. Department of Education if they believe the District has violated the FERPA.

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act (FERPA) and this procedure [34 C.F.R. 99.7 and 300.613]. The notice shall also include:

A. The procedure for exercising the right to inspect and review education records.

B. The procedure for requesting amendments of education records that the parent or eligible student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.

C. The conditions when prior consent is not required, the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

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Directory Information:

A. Except as provided in subsection B of A.R.S. 15-142, a school may *only* disclose directory information relating to students, in accordance with state and federal law, if the school first notifies the parent or eligible student of all of the following:

1. The types of information that the school has designated as directory information.

2. The right of the parent or eligible student to refuse the school's designation of any or all of the types of information about the student as directory information.

3. The period of time within which a parent or eligible student must notify the school in writing that the parent or eligible student does not want any or all of the types of information about the student designated as directory information.

B. Except as required by state or federal law, a school may not disclose the address, telephone number or e-mail address of a student unless either:

1. The parent or eligible student has affirmatively consented in writing to the disclosure; or

2. The parent or eligible student has not opted out of the disclosure pursuant to subsection A of A.R.S. 15-142 and the disclosure is either:

a. To one (1) or more students who are enrolled in the school and for educational purposes; or

b. To school employees and for school business purposes.

If the School District ~~permits~~ allows the release of directory information relating to ~~pupils~~ students, subject to subsections A and B of A.R.S. 15-142, the information shall be released on or before October 31 of each year.

The Superintendent shall develop procedures to communicate to students and their parents ~~in a timely manner~~ information relating to access to the Arizona Department of Education form which is designed to allow ~~pupils~~ parents and eligible students to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA).

Definition

For the purposes of this section, "eligible student" means a student who is at least eighteen (18) years of age or is emancipated.

Adopted: _____

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LEGAL REF.:
A.R.S.
15-141
15-142
15-828
15-829
25-403.06
44-1373
10 U.S.C. 503
20 U.S.C. 1232
20 U.S.C. 1400 *et seq*., Individuals with Disabilities Education Act
20 U.S.C. 6301 *et seq*., Every Student Succeeds Act of 2015
20 U.S.C. 7908
34 C.F.R. 300

CROSS REF.:
IHB - Special Instructional Programs
JF - Student Admissions
JFAB - Admission of Nonresident Students
JLH - Missing Students
JRCA - Request for Transfer of Records

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REGULATION

STUDENT RECORDS

This ~~procedure~~ 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 ~~procedure~~ 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 thi~~s~~e ~~procedure~~ 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 ~~has reached age~~ is at least eighteen (18) years of age or is ~~attending a postsecondary school~~ 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:

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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.

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.

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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].

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].

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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].

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.

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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 ~~pupils~~ students to request that directory information not be released. If the District distributes materials to ~~pupils~~ students through electronic communication or on an internet website, the form may be distributed in the same manner.

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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 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.

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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:

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.

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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.

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.

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.

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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 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.

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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,

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.

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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.

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.

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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.

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:

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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]:

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;

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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 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.

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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 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 with the Family Educational Rights and Privacy Act Office 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

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POLICY SERVICES
ADVISORY

Volume 37, Number 7 **July 2025**

Policy Advisory No. 909 ..... Policy EB — Environmental and Safety Program

Policy Advisory No. 910 ..... Policy GCQF — Discipline, Suspension and Dismissal of Professional Staff Members

Policy Advisory No. 911 .....Policy IKF — Graduation Requirements

Policy Advisory No. 912 .....Policy JLC — Student Health Services and Requirements

Policy Advisory No. 913 .....Policy JLCD — Medicines/Administering Medicines to Students

Policy Advisory No. 914 .....Policy JLF — Reporting Child Abuse/ Child Protection

POLICY ADVISORY DISCUSSION

Summary

The following policy advisories are derived from enactments of the 57th Legislature, First Regular Session, 2025. These are indicated by references to the bills and/or statutes that have either been newly created or altered by the Legislature. All applicable policies have been revised to align with these enactments.

Policy Advisory No. 909 — Policy EB — Environmental and Safety Program

HB 2074 amended A.R.S. 15-154 regarding expansion of purchasing options for school safety programs; expansion of program proposals supporting school officers; expansion of definition for School Resource Officer; and inclusion of a new term, "School Safety Officer" as defined therein. HB 2074 also added A.R.S. 15-154.02 to include requirements for school districts to develop an Emergency Response Plan and conduct a safety assessment every five years.

Policy Advisory No. 910 — Policy GCQF — Discipline, Suspension and Dismissal of Professional Staff Members

SB 1659 amended A.R.S. 15-350 to include new guidelines for a school or school district requesting information from the Department of Education about allegations of misconduct by an employee who resigned or otherwise separated from employment with the district.

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Policy Advisory No. 911 Policy IKF — Graduation Requirements

HB 2540 amended A.R.S. 15-741 to include requirements regarding high school assessments conducted by a source outside of the school district or charter school and allowances for a written assessment.

Policy Advisory No. 912 Policy JLC — Student Health Services and Requirements

SB 1383 amended A.R.S. Title 15, Chapter 1, Article 5 by adding A.R.S. 15-160.03 which requires districts or charter schools that provide routine health care services to students to provide health care credentials, and districts or charter schools to provide emergency response training information upon request of a parent or guardian. A.R.S. 15-160.03 does not require the school or district to release personally identifiable information of school employees or health care providers.

Policy Advisory No. 913 Policy JLCD — Medicines/Administering Medicines to Students

SB 1440 amended A.R.S. 15-157, 15-189.04, 15-203, 15-341, 32-1706, 32-1854, 32-1901.01, 36-2201, 36-2226.01 and 36-2226.02 to replace the term "epinephrine auto injectors" with "epinephrine delivery systems" and provides a definition for this new term.

Policy Advisory No. 914 Policy JLF — Reporting Child Abuse/ Child Protection

SB 1493 amended A.R.S. Title 8, Chapter 4 by adding A.R.S. 8-520.08 and amended A.R.S. Title 15, Chapter 1, Article 5 by adding A.R.S. 15-160.03 to provide guidelines on required identification from a Department of Child Safety caseworker at a school visit.

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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.

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ADVISORY 909

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~~ENVIRONMENTAL AND~~
SAFETY PROGRAM

The Superintendent will establish procedures to protect the safety of all students, employees, visitors, and others present on District property or at school-sponsored events.

The practice of safety shall also be considered a facet of the instructional plan of the District schools' ~~by virtue of~~ educational programs ~~in~~ (including but not limited to: sex offender awareness, traffic and pedestrian safety, driver education, fire prevention, ~~indoor air quality (IAQ),~~ and emergency procedures), appropriate for students at different grade levels. General areas of emphasis shall include, but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; indoor air quality (IAQ); school site selection; and emergency procedures and traffic safety problems relevant to students, employees, and the community.

School Safety Programs

School safety programs may purchase safety technology, training and infrastructure improvements for school campuses and may submit program proposals to support the costs of placing school resource officers, juvenile probation officers or school safety officers, or any combination of these officers, as long as all requirements are met per A.R.S. 15-154.

School Safety Personnel

A school resource officer can be a peace officer, a full-authority reserve peace officer who is certified by the Arizona Peace Officer Standards and Training Board, or an individual who as previously employed as a peace office in Arizona, who retired in good standing and who is assigned to participate in the school safety program by a law enforcement agency pursuant to A.R.S. 15-155.

A school safety officer is a school resource officer who is working in an off-duty capacity.

Emergency Response Plan and Safety Assessment

Each school district and charter school that receives monies pursuant to A.R.S. 15-154 for an approved school safety program shall 1) develop an emergency response plan pursuant to A.R.S. 15-341 or A.R.S. 15-183, as applicable; and 2) every five (5) years, complete a school safety assessment using an approved school safety assessment provider from a list maintained by the Department of Education.

Adopted: _____

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LEGAL REF.:
A.R.S.
13-2911
15-151
15-154
15-154.02
15-155
15-341
15-507
23-403
23-408

CROSS REF.:
EBAA - Reporting of Hazards/Warning Systems
ECB - Building and Grounds Maintenance
JLIF - Sex Offender Notification

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ADVISORY 910

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DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

Categories of Misconduct

Certificated staff members may be disciplined for infractions that include, but are not limited to, the following categories:

A. Engaging in unprofessional conduct.

B. Committing fraud in securing appointment.

C. Exhibiting incompetency in their work.

D. Exhibiting inefficiency in their work.

E. Exhibiting improper attitudes.

F. Neglecting their duties.

G. Engaging in acts of insubordination.

H. Engaging in acts of child abuse or child molestation.

I. Engaging in acts of dishonesty.

J. Being under the influence of alcohol while on duty.

K. Engaging in the illicit use of narcotics or habit-forming drugs.

L. Being absent without authorized leave.

M. Engaging in discourteous treatment of the public.

N. Engaging in improper political activity.

O. Engaging in willful disobedience.

P. Being involved in misuse or unauthorized use of school property.

Q. Being involved in excessive absenteeism.

R. Carrying or possessing a weapon on school grounds unless they are peace officers or have obtained specific authorization from the appropriate school administrator.

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Statutory Requirements

Certificated staff members disciplined under A.R.S. 15-341, A.R.S. 15-539, or other applicable statutes:

A. May not be suspended with or without pay for a period exceeding ten (10) school days under A.R.S. 15-341.

B. May be suspended without pay for a period of time greater than ten (10) school days or dismissed under A.R.S. 15-539.

C. Shall be disciplined under procedures that provide for notice, hearing, and appeal, subject to the requirements of A.R.S. 15-341 or A.R.S. 15-539, whichever is appropriate.

D. Shall, if disciplined under A.R.S. 15-539 or other applicable statutes, excluding A.R.S. 15-341, receive notice in writing served upon the certificated staff member personally or by United States registered or certified mail addressed to the employee's last-known address. A copy of charges specifying instances of behavior and the acts of omissions constituting the charge(s), together with a copy of all applicable statutes, shall be attached to the notice.

E. Shall have the right to a hearing in accordance with the following:

1. *Suspension under A.R.S. 15-341.* The supervising administrator will schedule a meeting not less than two (2) days nor more than ten (10) days after the date the certificated staff member receives the notice.

2. *Dismissal or dismissal with suspension included under A.R.S. 15-539.* A certificated staff member's written request for a hearing shall be filed with the Board within ten (10) days after service of notice. The filing of a timely request shall suspend the imposition of a suspension without pay or a dismissal pending completion of the hearing.

General Provisions for Discipline Under A.R.S. 15-341

General provisions for discipline are as follows:

A. *Informal consultation.* Nothing contained herein will limit a supervising administrator's prerogative to engage in informal consultation with a certificated employee to discuss matters of concern related to the employee's performance, conduct, et cetera; however, when it is apparent that disciplinary action toward a certificated employee is likely to become a part of the certificated staff member's personnel record as permitted by A.R.S. 15-341, the procedures outlined herein shall be followed.

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B. *Persons authorized to impose discipline*. Any supervising administrator who is the immediate or primary supervisor of a certificated staff member is authorized to impose a penalty or penalties, short of dismissal. Only the Board may dismiss a certificated staff member.

C. *Notice*. Any person who is required by this policy to give written notice to any other person affected by this policy may do so by any means reasonably calculated to give the recipient actual knowledge of the notice within a reasonable amount of time. When time is calculated from the date a notice is received, the notice is deemed to be received on the date it is hand delivered or three (3) calendar days after it is placed in the mail.

D. *Administrative discretion*. In adopting these policies and procedures, it is the intention of the District that they be interpreted and applied in a reasonable fashion. The policies and regulations are not intended to restrict or eliminate the discretion traditionally afforded to supervising administrators to determine whether discipline is appropriate. Supervising administrators are therefore directed to continue to use reasonable discretion in determining whether a particular alleged violation merits discipline.

E. *Right not to impose discipline*. The District reserves the right not to discipline a certificated staff member for conduct that violates this policy.

F. *Definition of work days*. For the purposes of this policy, a *work day* is any day that the District's central administrative office is open for business.

G. *Additional reasons for discipline*. A certificated staff member may be disciplined for conduct that has occurred but that, at or near the time of misconduct, was not the subject of or identified as a reason for a specific proceeding under this policy.

Procedure for Discipline Under A.R.S. 15-341

The following procedures will be used to impose any discipline that 1) shall become a part of the certificated staff member's personnel record and 2) is permitted under A.R.S. 15-341:

Step 1 - Notice:

A. Upon the supervising administrator's determination of the existence of cause to impose discipline, the supervising administrator shall notify the certificated staff member of intent to impose discipline. The notice shall be in writing and shall be delivered in person or by first-class mail. The notice shall include the following:

1. The conduct or omission on the part of the certificated staff member that constitutes the reason for discipline.

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2. A scheduled meeting time between the supervising administrator and the certificated staff member. Such meeting shall be scheduled not more than ten (10) working days after the date the certificated staff member receives the notice.

3. A statement of the disciplinary action the supervising administrator intends to impose, including, if applicable, the number of days of suspension with or without pay.

4. Copies of any available relevant documentation, at the discretion of the supervising administrator.

Step 2 - Discipline Hearing:

A. At the hearing, the supervising administrator shall discuss with the certificated staff member the conduct that warrants disciplinary action and shall provide the certificated staff member with any appropriate evidence and a copy of relevant documentation if not previously provided.

B. The supervising administrator shall conduct the hearing in an informal manner, without adherence to the rules of evidence and procedure required in judicial proceedings.

Step 3 - Decision (in writing):

At the hearing, or within ten (10) working days following the hearing, the supervising administrator shall, in writing, inform the certificated staff member of the decision. If the decision is to impose discipline, written notice of the discipline shall be enclosed. The written notice of the decision shall state that a copy of the notice, decision, and a record of the disciplinary action shall be placed in the certificated staff member's personnel file and shall specify the date the discipline shall be imposed unless the certificated staff member files a written request for appeal within five (5) working days after the decision is delivered to the certificated staff member. If the certificated staff member requests an appeal of the decision, the imposition of any discipline shall be suspended pending the outcome of the appeal.

Step 4 - Appeal:

Discipline imposed may be appealed at the next organizational level, in writing, to the appropriate assistant superintendent or the Superintendent. Only when the discipline is determined by the Superintendent shall the appeal be to the Board, which, at its discretion, may appoint a hearing officer. The appeal shall contain a brief statement of the reasons why the certificated staff member believes the administrator's decision is incorrect. Appeal is limited to one (1) organizational level above the level of the supervising administrator who imposed the discipline.

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The appeal shall specifically describe the part of the determination with which the certificated staff member disagrees:

A. Determination was founded upon error of construction or application of any pertinent regulations or policies.

B. Determination was unsupported by any evidence as disclosed by the entire record.

C. Determination was materially affected by unlawful procedure.

D. Determination was based on violation of any statutory or constitutional right.

E. Determination was arbitrary and capricious.

F. The penalty was excessive.

The supervising administrator, the Superintendent, or, when appropriate, the Board or the Board-appointed hearing officer may, at the conclusion of the appeal, uphold the discipline, modify the decision, or refer the matter back to the level from which it was appealed for rehearing and additional information. Such decision, along with specific direction as to the effective date of any discipline, shall be communicated to the certificated staff member within a reasonable amount of time following the appeal, not to exceed seven (7) working days.

The assigned hearing officer shall, by use of a mechanical device, make a record of the appeal hearing.

This policy, under A.R.S. 15-341, does not apply to dismissal of a certificated staff member except to the extent that the Board may find, subsequent to dismissal proceedings, that a lesser form of discipline as set forth in this policy should be imposed.

Not all administrative actions regarding a certificated staff member are considered "discipline," even though they may involve alleged or possible violations by the certificated staff member. This policy addresses only discipline and has no application to any of the following:

A. The certificated staff member evaluation procedure or the resulting evaluations as they pertain to the adequacy of the certificated staff member's classroom performance.

B. Letters or memorandums directed to a certificated staff member containing directives or instructions for future conduct.

C. Counseling of a certificated staff member concerning expectations of future conduct.

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D. Nonrenewal of a contract of a certificated staff member employed by the District for less than the major portion of three (3) consecutive school years (noncontinuing certificated staff member).

General Provisions for Suspension Without Pay or Dismissal Under A.R.S. 15-539

Step 1 - Notice:

A. The Governing Board, except as otherwise provided by A.R.S. 15-539, shall upon receipt of a written statement of charges from the Superintendent that cause exists for the suspension of a certificated teacher without pay for a period longer than ten (10) school days or dismissal, shall give notice to the teacher of the Board's intention to suspend without pay or dismiss the teacher at the expiration of ten (10) days from the date of service of the notice.

1. If charges presented to the Board for dismissal of a certificated person allege immoral conduct, the charge or a resignation involving such charges shall be reported to the Department of Education.

2. Whenever the statement of charges by the Superintendent allege immoral or unprofessional conduct as the cause for dismissal, the Board may adopt a resolution to file a complaint with the State Department of Education. Pending disciplinary action by the State Board, the certificated teacher may be reassigned by the Superintendent or the Governing Board may place the teacher on administrative leave and give notice to the teacher of the administrative leave of absence pursuant to A.R.S. 15-540.

3. As used in this policy, immoral conduct means any conduct that is contrary to the moral standards of the community and that reflects an unfitness to perform the duties assigned to the certificated staff member.

B. The Governing Board, upon adoption of a written statement charging a certificated teacher with cause for suspension without pay or dismissal, may immediately place the teacher on administrative leave of absence and give the teacher notice of the administrative leave of absence.

C. Written notice of the administrative leave of absence shall be served on the teacher personally or by United States registered mail addressed to the teacher at the teacher's last known address.

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Step 2 – Hearing for Suspension Without Pay or Dismissal:

A. The Governing Board shall decide whether to hold a hearing on the dismissal or suspension of a certificated teacher without pay for a period of time longer than ten (10) days as provided in A.R.S. 15-541.

PLEASE CHOOSE OPTION - The Governing Board may provide, **(A)** *by policy* or **(B)** *vote* at its annual organizational meeting, that all hearings conducted pursuant to ~~this section~~ A.R.S. 15-541 shall be conducted before a hearing officer.

B. If the Governing Board decides not to hold a hearing, the Board shall designate a hearing officer to:

1. hold the hearing,
2. hear the evidence,
3. prepare a record of the hearing, and
4. issue a recommendation to the Board for action.

C. If the parties cannot mutually agree on a hearing officer, a hearing officer shall be selected by the Governing Board from a list provided by the State Department of Education or the American Arbitration Association.

D. A hearing held pursuant to A.R.S. 15-541 may not be conducted by any hearing officer having a personal interest which would conflict with the hearing officer's objectivity in the hearing.

E. The hearing shall be held:

1. not less than fifteen (15) days, nor
2. not more than thirty (30) days.
3. after the request is filed, unless all parties to the hearing mutually agree to a different hearing date.

F. Notice of the time and place of the hearing shall be given to the teacher not less than three (3) days before the date of the hearing.

G. The teacher may request that the hearing be conducted in public or private.

H. The Governing Board shall provide any officer, appointee, or employee to be considered or discussed at a meeting with written notice of the executive session as is appropriate but not less than twenty-four (24) hours for the officer, appointee, or employee to determine whether the discussion or consideration should occur at a public meeting.

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I. At the hearing the teacher may appear in person and by counsel, if desired, and may present any testimony, evidence or statements, either oral or in writing, in the teacher's behalf.

J. An official record of the hearing, including all testimony recorded manually or by mechanical device, and exhibits shall be prepared by the Governing Board or the hearing officer.

K. The teacher who is the subject of the hearing may not request that the testimony be transcribed unless the teacher agrees in writing to pay the actual cost of the transcription.

L. Within ten (10) days after a hearing conducted by the Governing Board the Board shall:

1. determine whether there existed good and just cause for the notice of dismissal or suspension, and

2. affirm or withdraw the notice of dismissal or suspension.

M. Within ten (10) days after a hearing conducted by a hearing officer, the hearing officer shall:

deliver a written recommendation to the Governing Board that includes findings of fact and conclusions.

N. Parties to the hearing have the right to object to the findings of the hearing officer and present oral and written arguments to the Governing Board.

O. The Governing Board has an additional ten (10) days to determine whether good and just cause existed for the notice of dismissal or suspension and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal.

Good and just cause does not include religious or political beliefs or affiliations unless they are in violation of the oath of the teacher.

Additional Provisions and Conditions

During the pendency of a hearing, neither the certificated staff member nor the supervising administrator shall contact the Superintendent or a Board member to discuss the merits of the supervising administrator's recommendation or charges and proposed discipline except as provided by this policy. No attempt shall be made during such period to discuss the merits of the charges with the person designated to act as hearing officer.

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The Governing Board shall keep confidential the name of a student involved in a hearing for dismissal, discipline, or action on a teacher's certificate, with exceptions as noted in A.R.S. 15-551.

State Board of Education

The highest ranking official of a school or school district (that employs the person or to whom the person has applied for employment) may request from the State Board of Education information relating to allegations that a certificated or noncertificated person engaged in conduct that, if true, constitutes grounds for disciplinary action if the certificated or noncertificated person resigned or otherwise separated from employment with a school before the State Board of Education either investigates the allegations or determines whether to take disciplinary action against the person.

The State Board of Education, after verifying the official's identity, shall provide the requested information, if available, to the official or designee. If providing the requested information might impede the State Board of Education's investigation of the allegations, the State Board of Education may deny the official's request or provide the information to the official or administrator after the State Board of Education completes the investigation.

Amendments. The District reserves the right to amend this policy in any way at any time. Any amendment shall have prospective application only.

Severability. If any provision of this policy is held to be invalid for any reason, such action shall not invalidate the remainder of this policy. If any provision of this policy conflicts with any provisions in any other policies adopted by the District, the provisions of this policy shall prevail.

Teachers Working Under a Short-Term Certification

A teacher who holds a teaching intern certificate, an emergency teaching certificate or another type of nonstandard certificate, that is valid for one (1) year or less, may be dismissed by the Board effective ten (10) days after delivery of the notice of dismissal to the teacher without complying with the requirements of A.R.S. conditions found in 15-537, 15-538, or 15-541. Notice of the Board's authority to dismiss pursuant to this shall be included in each teacher's contract.

Adopted: _____

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LEGAL REF.:
A.R.S.
13-2911
15-153
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15-538.02
15-539
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15-541
15-542
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41-770

CROSS REF.:
DKA - Payroll Procedures/Schedules
GCJ - Professional Staff Noncontinuing and Continuing Status
GCO - Evaluation of Professional Staff Members

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ADVISORY 911

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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

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* 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 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 ~~pupil~~ 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 ~~pupil~~ 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 ~~pupil's~~ student's transcript only a pass or fail designation that the ~~pupil~~ student has passed or failed the test.

A ~~pupil~~ student in grade seven (7) or eight (8) may take the test described in this paragraph, and if the ~~pupil~~ 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 ~~pupil's~~ student's transcript only a pass or fail designation that the ~~pupil~~ student has passed or failed the test required by this paragraph.

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b) The ~~pupil~~ 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 ~~pupil~~ 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 ~~pupil~~ 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 ~~pupil's~~ 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. 5-701.01.

3. The percentage of ~~pupil's~~ 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 ~~pupil~~ 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, 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:

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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.

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~~Pupil's~~ 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 ~~section~~ A.R.S. 15-701.01 in order to graduate from high school unless the ~~pupil~~ student is learning at a level appropriate for the ~~pupil's~~ 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~~ A.R.S. 15-701.01 is specifically required in a specific academic area by the ~~pupil's~~ student's individualized education program as mutually agreed on by the ~~pupil's~~ student's parents and the ~~pupil's~~ student's individualized education program team or the ~~pupil~~ student, if the ~~pupil~~ 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 ~~pupils~~ 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
15-710
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

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ADVISORY 912

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STUDENT HEALTH SERVICES AND REQUIREMENTS

The Superintendent shall establish procedures for the student health services program in the District. Such procedures will provide for:

A. Administration of patent or proprietary medications (over-the-counter [OTC] medications) in compliance with Arizona Revised Statutes and District policies.

B. Administration of prescription medications in compliance with Arizona Revised Statutes and District policies.

C. Administration of immunizations in conjunction with the County Health Department and in compliance with Arizona Revised Statutes.

D. Providing preventive health information.

E. The treatment of school-related injuries/illnesses, and recommendation for follow-up care.

F. Screening clinics for selected physical impairments.

G. On request by a student's parent or guardian, each school district or charter school shall provide health care credentials of each individual who provides routine health care to students in the school's health office.

H. On request by a student's parent or guardian, each school district or charter school shall provide information describing the types of emergency response training, including cardiopulmonary resuscitation training, that the school district or charter school requires school employees to complete.

I. A school district or charter school is not required to release the personally identifiable information of a school employee or an individual who provides routine health care services to students, including the employee's or individual's address, salary, social security number or telephone number.

Adopted: _____

LEGAL REF.:
A.R.S.
15-160.03
15-344

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MEDICINES / ADMINISTERING MEDICINES TO STUDENTS

Staff Administration of Medication to Students – In General

When it is necessary for a student to take medicine during school hours, the District will cooperate with the health care practitioner and the parents if the following requirements are met:

A. There must be a written order from the prescribing health care practitioner stating the name of the medicine, the dosage, and the time it is to be given.

B. There must be written permission from the parent, or written authorization from the student if eighteen (18) years old, to allow the school or the student to administer the medicine. See JLCD-EA.

C. The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

Self – Administration of Medication by Students – Limited Circumstances

Students are entitled to possess and self-administer medications under the following limited circumstances:

A. ***Emergency Epinephrine*** – Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including ~~auto-injectable epinephrine~~ epinephrine delivery systems provided the student's name is on the prescription label, on the medication container or device and annual written documentation from the student's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication;

B. ***Handheld Inhalers*** – Students may possess and self-administer prescription medication for breathing disorders in handheld inhaler devices if prescribed by a health care professional. The student's name must be on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the student's parent must be provided to the school health office that authorizes possession and self-administration.

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C. ***Diabetes Management*** – Students with diabetes who have a diabetes medical management plan provided by the student's parent, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15-344.01, may carry appropriate medications and monitoring equipment and self-administer the medication. Specific requirements of this policy are listed in Regulation JLCD-R.

Emergency Administration of Medicines by Trained Employees

~~Auto-Injectable~~ Epinephrine Delivery Systems

If the Governing Board elects to stock ~~auto-injectable epinephrine~~ epinephrine delivery systems, the Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of ~~auto-injectable epinephrine~~ epinephrine delivery systems by a trained employee of the School District pursuant to ~~section~~ A.R.S. 15-157 and A.A.C. R7-2-809.

If ~~auto-injectable epinephrine~~ epinephrine delivery systems is in stock, the Superintendent shall designate at least two (2) school personnel for each school site who shall be required to receive annual training in the proper administration of ~~auto-injectable epinephrine~~ epinephrine delivery systems pursuant to A.A.C. R7-2-809. The Superintendent shall maintain and make available upon request a list of those school personnel authorized and trained to administer ~~auto-injectable epinephrine~~ epinephrine delivery systems.

Inhalers

A trained school employee, or trained nurse under contract, may administer, or assist in the administration of, an inhaler to a student or an adult whom the individual believes in good faith to be exhibiting symptoms of respiratory distress while at school or a school-sponsored activity.

Naloxone Hydrochloride (NARCAN)

The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of naloxone hydrochloride or any other opioid antagonist approved by the United States Food and Drug Administration by an employee of a school district pursuant to ~~Section~~ A.R.S. 36-2267.

Seizure Management Plans

The Superintendent shall create procedures to administer seizure management plans for students diagnosed with a seizure disorder. The procedures shall comply with A.R.S. 15-160.02. The District shall:

A. Verify and accept student seizure management plans developed by student's parents and physicians or nurse practitioners.

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B. Assign a nurse, employed or under contract, to review the plan. If no nurse is available, the Superintendent shall designate an employee to be responsible for reviewing seizure management and treatment plans.

C. Confirm that nurses and non-nurse staff required by statute, are trained as according to law.

D. Require at least one (1) school official, in addition to the nurse, to meet the training requirements listed in 15-160.02(H).

E. Seizure management plans shall be submitted to the school health office or District office for review; a template for health plans can be found in Exhibit JLCD-EB.

Required Trainings

Training on Anaphylactic Shock

If the Governing Board elects to stock ~~auto-injectable epinephrine~~ epinephrine delivery systems, the Superintendent shall require all school site personnel to receive an annual training on the recognition of anaphylactic shock symptoms and procedures to follow when anaphylactic shock occurs.

Training on Recognition of Symptoms of Respiratory Distress and Administration of Inhalers

If the Governing Board elects to administer inhalers, the Superintendent must designate at least two (2) personnel at each school site who shall be trained in the recognition of respiratory distress symptoms, the procedures to follow when respiratory distress occurs, and the administration of inhalers, as directed on the prescription protocol, A.A.C. R7-2-810. The Superintendent must maintain and make available upon request a list of school personnel authorized to administer inhalers. The Superintendent will review and implement all the regulatory items listed in A.A.C. R7-2-810, if applicable, as set forth in Regulation JLCD-R.

Training on Seizure Management Plans

The Superintendent will require that nurses, non-nurse staff listed in A.R.S. 15-160.02, and at least one (1) additional employee, be trained in the awareness of seizure disorders and/or the ability to administer or assist with the self-administration, where applicable, as implemented by the State Board of Education. Specific training requirements listed in JLCD-R.

Termination of Medication Administration Policy

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

Adopted: _____

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LEGAL REF.:
A.R.S.
15-157
15-158
15-160.02
15-203
15-341
15-344
15-344.01
32-1601
32-1901
A.A.C.
R7-2-809
R7-2-810
R7-2-811

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REPORTING CHILD ABUSE /
CHILD PROTECTION

School personnel, including substitute teachers and any member of a school district governing board or charter school governing body, or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone. A report to a school resource officer or a school safety officer does not satisfy the reporting requirements of A.R.S. 13-3620.

When a report is received by a school resource officer or school safety officer, the officer shall immediately notify a law enforcement agency in the appropriate jurisdiction and shall submit to the local law enforcement agency all information relating to the report for the purposes of the law enforcement agency investigating the reported conduct.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or

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not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service at https://dcs.az.gov/about/contacts.

Pursuant to A.R.S. 13-3620, such reports shall contain, if known:

A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.

B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.

C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

Interviewing Requirements

A student who is identified as a potential victim of a reportable offense may be interviewed only as provided by the local county protocol that is adopted pursuant to A.R.S. 8-817. This does not prevent a school safety officer or a school resource officer from either:

A. receiving a voluntary report of a reportable offense from a student who is an alleged victim.

B. asking a student minimal follow-up questions that are necessary and authorized by the county protocol.

Department of Child Safety Caseworker Visits

When a Department of Child Safety caseworker visits a child at the child's school for the purpose of an interview, the caseworker shall present the caseworker's department of child safety identification. The caseworker may be asked to show the caseworker's valid driver license or valid nonoperating identification license. The school may not keep a digital or physical record of the

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caseworker's personal identifying information. The school may keep a digital or physical record of the caseworker's Department of Child Safety identification.

If a caseworker declines or is unable to provide one of these forms of identification, the caseworker shall provide the child's school with the contact information for the department office where the caseworker is employed. The school shall contact the department office and verify the caseworker's identification and employment.

Reporting Not Required

A report is not required under A.R.S. 13-3620 for conduct prescribed by A.R.S. 13-1404 and 13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

Failure to Report

A person who fails to report abuse as provided in A.R.S. 13-3620 is guilty of a Class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a Class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

Any school employee who has orally reported to DCS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Posting Requirements

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Each school that is operated by a school district and each charter school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains all of the following:

A. In boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children that is established pursuant to A.R.S. 8-455.

B. Instructions to call 911 for emergencies.

C. Directions for accessing the website of the Department of Child Safety for more information on reporting child abuse, child neglect and the exploitation of children.

Definitions

School Safety Officer: a peace officer who is working in an off-duty capacity at a school. [A.R.S. 15-514]

School Resource Officer: A peace officer or a full-authority reserve peace officer who is certified by the Arizona Peace Officer Standards and Training Board (AZPOST). [A.R.S. 15-154]

Peace Officer: "Peace officers" means sheriffs of counties, constables, marshals, policemen of cities and towns, commissioned personnel of the department of public safety, personnel who are employed by the state department of corrections and the department of juvenile corrections and who have received a certificate from the Arizona Peace Officer Standards and Training Board (AZPOST). [A.R.S. 1-215]

Adopted: _____

LEGAL REF.:
A.R.S.
1-215
8-201
8-530.08
13-1404 *et seq*.
13-1410
13-3019
13-3212
13-3506
13-3506.01
13-3552
13-3553
13-3608
13-3619
13-3620
13-3623
15-154

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15-160.01
15-160.03
15-514
46-451
46-454

CROSS REF.:
GBEB - Staff Conduct
GBEBB - Staff Conduct With Students
JKA - Corporal Punishment

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POLICY SERVICES ADVISORY

Volume 37, Number 8 **August 2025**

Policy Advisory No. 915 ..... Policy GDFA — Support Staff Qualifications and Requirements

Policy Advisory No. 916 .....Policy IKF — Graduation Requirements (*Additional language for Accommodation Schools Only*)

Summary

Policy GDFA was revised to specify individuals required to obtain Identity Verified Prints (IVP) Fingerprint Clearance Cards, along with applicable exceptions. Policy IKF was updated to incorporate requirements for accommodation schools providing high school equivalency preparation instruction, as outlined in SB 1744.

Policy Advisory Discussion

Policy Advisory No. 915 Policy GDFA — Support Staff Qualifications and Requirements

Revisions to Policy GDFA incorporate clarifying language regarding individuals required to obtain an Identity Verified Prints (IVP) Fingerprint Clearance Card. Headings were added to improve clarity and organization, and provisions related to school bus drivers were removed, as such requirements are addressed in Policy EEAEA – *Bus Driver Requirements, Training, and Responsibilities*.

Policy Advisory No. 916 Policy IKF — Graduation Requirements (*Additional language for Accommodation Schools Only*)

Policy Advisory 911 updated Policy IKF in response to HB 2540, which amended A.R.S. 15-741 to include requirements regarding high school assessments administered by an external source and to allow for the use of a written assessment. ***Policy Advisory 916*** introduces new information outlining requirements for accommodation schools that offer high school equivalency preparation instruction. This update aligns with SB 1744, which amended A.R.S. Title 15, Chapter 3, Article 1 by adding A.R.S. 15-305.

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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 Services Technician/Editor/Publisher. 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.

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ADVISORY 915

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GDFA ©
SUPPORT STAFF QUALIFICATIONS AND REQUIREMENTS

(Fingerprinting Requirements)

All newly hired noncertificated District personnel - and personnel who are not paid employees of the District and who are not either the parents or the guardians of students who attend school in the District but who are required or allowed to provide services directly to students without the supervision of a certificated employee - shall be fingerprinted as a condition of employment, except for the following:

A. Personnel who are required as a condition of licensing to be fingerprinted if the license is required for employment.

B. Personnel who were previously employed by the District and who reestablished employment with the District within one (1) year after the date that the employee terminated employment with the District.

The School District may require noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee to obtain a fingerprint clearance card as a condition of employment.

For the purposes of this policy, *supervision* means under the direction of and, except for brief periods of time during a school day or a school activity, within sight of a certificated employee when providing direct services to students.

If the School District does not require a fingerprint clearance card as a condition of employment, noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee may apply for a fingerprint clearance card. A school district may release the results of a background check or communicate whether the person has been issued or denied a fingerprint clearance card to another school district for employment purposes.

The District may fingerprint or require any other employee of the District to obtain a fingerprint clearance card, whether paid or not, or any other applicant for employment with the School District not otherwise required by law. The District may not charge the costs of the fingerprint check or fingerprint clearance card to the fingerprinted applicant or nonpaid employee.

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The candidate's fingerprints shall be submitted, along with the form prescribed in GDFA-E, within twenty (20) days after being selected. The form shall be considered a part of the application for employment. The District may terminate an employee if the information on the affidavit required by A.R.S. 15-512 is inconsistent with information received from the fingerprint check or the information received in connection with a fingerprint clearance card application.

~~School Bus Drivers – An applicant shall submit an Identity Verified Fingerprint Card as described in A.R.S. 15-106 that the Department of Public Safety shall use to process the fingerprint clearance card as outlined in A.R.S. 15-106. A person who is issued a school bus driver certificate shall maintain a valid Identity Verified Fingerprint Clearance Card for the duration of any school bus driver certification period.~~

The District will assume the cost of fingerprint checks or fingerprint clearance card applications but will assess the employee for charges incurred. Personnel who are not paid employees will not be charged for fingerprint costs.

Individuals shall certify on the prescribed notarized forms whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

B. Incest.

C. First- or second-degree murder.

D. Kidnapping.

E. Arson.

F. Sexual assault.

G. Sexual exploitation of a minor.

H. Felony offenses involving contributing to the delinquency of a minor.

I. Commercial sexual exploitation of a minor.

J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.

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K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.

L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.

M. Burglary in the first degree.

N. Burglary in the second or third degree.

O. Aggravated or armed robbery.

P. Robbery.

Q. A dangerous crime against children as defined in A.R.S. 13-705.

R. Child abuse.

S. Sexual conduct with a minor.

T. Molestation of a child.

U. Manslaughter.

V. Aggravated assault.

W. Assault.

X. Exploitation of minors involving drug offenses.

Y. Sexual abuse under A.R.S. 13-1404 or sexual assault under 13-1406 in which the victim was a minor.

Z. An act committed in another state or territory that if committed in this state would have been subject to disclosure under Q and Y above.

AA. Any crime that requires the person to register as a sex offender pursuant to A.R.S. 13-3821.

AB. A preparatory offense as prescribed in A.R.S. 13-1001 of any offense that is subject to disclosure under Q, S, Y, Z, or AA above.

A person who makes a false statement, representation, or certification in any application for employment with the School District is guilty of a Class 3 misdemeanor.

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The District may refuse to hire or may review or terminate personnel who have been convicted of or admitted committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. 15-534. In considering whether to hire or terminate the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. 15-512.

When considering termination of an employee pursuant to A.R.S. 15-512, a hearing shall be held to determine whether a person already employed shall be terminated.

Identity Verified Prints (IVP) Fingerprint Clearance Card Requirements

Persons who are required to have an IVP Fingerprint Clearance Card include:

A. An applicant who applies for a new teaching certificate in order to teach in a school district,

B. A participant in field experience or student teaching in this state,

C. An applicant who applies for a renewal of an existing teaching certificate in order to continue teaching in a school district,

D. An applicant who is required for the first time to be fingerprinted in order to teach in a charter school and an applicant who is required to renew fingerprints in order to continue teaching in a charter school pursuant to A.R.S. 15-183,

E. An applicant who is required to be fingerprinted pursuant to A.R.S. 15-512 and

F. Any person who is contracted by this state, by a school district or by a charter school to provide tutoring services.

Exceptions:

A. A person who participates in a teacher preparation program that is approved by the state board of education and who does not participate in field experience or student teaching in this state shall not be required to obtain a fingerprint clearance card pursuant to A.R.S. 15-106.

B. A person who has a set of identity verified fingerprints on file with the department of public safety pursuant to A.R.S. 15-106 shall not be required to submit a new set of fingerprints to the department of public safety to renew the person's fingerprint clearance card.

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Required Employment Process

The Superintendent shall develop and implement procedures that include the following in the employment process:

A. Provide for fingerprinting of employees covered under this policy and A.R.S. 15-512.

B. Provide for fingerprint checks pursuant to A.R.S. 41-1750.

C. Provide for properly assessing employees for fingerprint checks and depositing said funds with the county treasurer.

Adopted: _____

LEGAL REF.:
A.R.S.
13-705
15-106
15-509
15-512
15-534
23-1361
41-1750

CROSS REF.:
EEAEA - Bus Driver Requirements, Training, and Responsibilities
GDF - Support Staff Hiring
GDG - Part-Time and Substitute Support Staff Employment
JLIA - Supervision of Students

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ADVISORY 916

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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

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* 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 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.

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.

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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, 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.

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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.

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

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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.

Accommodation Schools — High School Equivalency Preparation:

A. A county school superintendent may offer high school equivalency preparation instruction through an accommodation school to students who are enrolled in the accommodation school in grade twelve (12), subject to the following requirements, pursuant to A.R.S. 15-305:

1. Before providing high school equivalency preparation instruction, the county school superintendent shall obtain written consent from the student's parent or, if emancipated, the student.

2. Each student who participates in high school equivalency preparation instruction must also be enrolled in a career and technical education course or program that leads to a certification, license or credential.

B. For the purposes of A.R.S. 15-305, "High school equivalency preparation instruction" means instruction that prepares students to pass the equivalency test adopted by the State Board of Education pursuant to A.R.S. 15-702.

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: _____

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LEGAL REF.:
A.R.S.
15-203
15-341
15-701.01
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

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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

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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.

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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

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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

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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.

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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

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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.

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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.

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ADVISORY 1047

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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

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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

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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

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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.

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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.

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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.

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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

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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,

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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

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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.

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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.

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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.

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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

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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

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ADVISORY 1051

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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.

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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.

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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

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ADVISORY 1052

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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.

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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]

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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]

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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]

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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]

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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)]

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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

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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]

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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]

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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]

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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;

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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.

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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]

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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]

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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.

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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).

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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.

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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]

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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]

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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]

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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.

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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;

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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]

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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

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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.

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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]

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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;

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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:

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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;

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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]

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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:

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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]

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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;

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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

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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]

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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]

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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]

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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]

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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]

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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;

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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]

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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

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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]

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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

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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]

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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]

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ADVISORY 1053

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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.

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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.

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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.

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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.

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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

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* 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.

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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,

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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.

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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

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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

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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

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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

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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.

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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].

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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.

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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.

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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

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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:

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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.

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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.

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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

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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,

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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.

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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.

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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]:

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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

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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

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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**~~

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ADVISORY 1064

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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.

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~~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.

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~~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

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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

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Current policy text, Section I, Instructional Program (all 106 documents)

Joseph City Unified School District No. 2. For the Friday, November 13, 2026 policy work session. This is the District's own text from the Board Policy Library, captured from ASBA PolicyBridge on August 13, 2026. 59 Board policies, 30 regulations, 17 exhibits. Regulations and exhibits are issued by the Superintendent under Policy CH and are included for information.

Four documents were readopted on September 15, 2026 (IHA, IKF, IHB-R, IKE-RB, Policy Advisories 1051 to 1054). The text below for those four is the August 13 library copy and predates that adoption; PolicyBridge is being checked for the September 15 text before the packet goes out.

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Reader's note, updated November 12, 2026

The policy texts begin on the next page, page 5. Page numbers in the contents above, the slide deck, the Register (file 04) and the Decide items packet (file 05) refer to the page numbers printed at the bottom of each page.

Four documents were readopted on September 15, 2026: IHA, IKF, IHB-R and IKE-RB. The text in this file for those four is the August 13, 2026 library copy and predates that adoption. The text adopted on September 15, 2026 governs.

IA, Instructional Goals and Objectives

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

All parts of the curriculum are interrelated and important to the development of the student. The physical, emotional, social, aesthetic, and cognitive development of the student are all elements of importance within the school program.

The District will provide basic communication and computational skills, an experience-based curriculum, and exploration of different disciplines and decision-making techniques to enable the student to choose between alternatives.

Academic skills:

- Each student should be able to think, calculate, and communicate.
- Each student should be able to think independently and to express ideas and emotions creatively.
- Each student should be able to apply mathematical and scientific knowledge.
- Each student should demonstrate intellectual curiosity that will lead to a love for learning and to the recognition that education is an ongoing process.

Life skills:

- Each student should affirmatively value the rights and worth of self and others, accepting the responsibility for the consequences of personal actions.
- Each student should have knowledge, attitudes, skills, and habits necessary to achieve success in human relations and social interaction.
- Each student should develop abilities as a critical thinker, capable of making rational decisions on the basis of available information and a personal value system.

Personal values:

- Each student should possess the ability to develop, clarify, and articulate a personal value system.
- Each student should identify and clarify standards of personal conduct.

Self-concepts:

- Each student should be able to recognize and express uniqueness.
- Each student should be able to recognize and utilize inherent worth and vast potentiality.

Psychological health:

- Each student should understand the practices and the precepts of psychological health.
- Each student should foster and strive toward a positive self-expectancy for achievement.

Health and physical fitness:

- Each student should understand and practice the precepts of physical health.
- Each student should develop physical fitness skills for life.
- Each student should apply health knowledge and principles of life, nutrition, and diet.

Fine and creative arts:

- Each student should acquire an aesthetic sensitivity and appreciation for the surrounding world.
- Each student should create and preserve that which is aesthetically worthwhile.

Social skills:

- Each student should be aware of, understand, and practice the role of an active citizen in the democratic process on the local, state, and national levels.
- Each student should be capable of assuming a self-satisfying role in a changing society, adapting to, and becoming a dynamic part of, all societies.

Career development:

- Each student should develop knowledge, attitudes, skills, and awareness to achieve competence in careers.
- Each student should be aware of and explore the many careers open to men and women in society.
- Each student should be able to select intelligently and perform effectively a wide variety of leisure-time activities.

Natural environment:

- Each student should learn the essentials of, develop a familiarity with, and develop an awareness and understanding of the natural physical universe and plant, animal, and human life.
- Each student should develop a desire to improve the environment and to preserve that which is worthwhile.

Specifically, the District instructional program will be designed and implemented to provide for developing:

- Skills in communication - to include reading, writing, speaking, listening, and composition.
- Skills in computation.
- Appreciation of the world of work.
- Pride of workmanship and skills for economic survival.
- Appreciation of the importance of physical fitness.
- Research and problem-solving skills.
- Ability to think analytically, critically, and independently.
- Skills in foreign or Native American language.
- Ability leading to citizen responsibility.
- Understanding and respect for our cultural heritage.
- Appreciation for the intrinsic value of education.
- Appreciation of the fine arts.
- Skills in technology.

Adopted: date of Manual adoption

CROSS REF.:

AD - Educational Philosophy/School District Mission

IJNDB - Use of Technology Resources in Instruction

IB, Academic Freedom

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

A professional staff seeks to educate people in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of each individual's values. These democratic values can be transmitted best in an atmosphere free from censorship and artificial restraints on free inquiry and learning.

Within the confines of state law, Board policy gives teachers the opportunity to create in the classroom an atmosphere of freedom. This atmosphere permits students to raise questions dealing with critical issues of the time. An atmosphere of freedom produces an environment conducive to the study, investigation, presentation, and interpretation of facts. The teacher is responsible for exercising good judgment in selecting issues for discussion of value to the students involved. These issues selected for discussion must have demonstrated relevance in some significant way to the course of study that the instructor is to be addressing.

Adopted: date of Manual adoption

IC, School Year

Policy. Adopted: Tuesday, September 14, 2021. Joseph City Unified School District No. 2.

The school year shall be not less than one hundred eighty (180) instructional days.

Each instructional day shall consist of not less than the minimum amount of time prescribed in A.R.S. 15-901 for each respective program level.

The school district or charter school may satisfy any of the time and hours requirements prescribed in statute in any manner prescribed in the district's or charter school's instructional time model adopted under section 15-901.08.

Except as may be otherwise authorized by the Superintendent of Public Instruction to accommodate a year-round school operation or as otherwise prescribed under an instructional time model adopted pursuant to A.R.S. 15-901.08, the school year begins July 1 and ends June 30, and a school month is twenty (20) school days or four (4) weeks of five (5) days each.

Notwithstanding any other law, for the purposes of meeting the instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901, a school district governing board, after at least two (2) public hearings in the school district, or a charter school governing body for one (1) or more schools may adopt any instructional time models (ITM) as prescribed in A.R.S. 15-901 to meet the minimum annual instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901 for all of the purposes described in A.R.S. 15-901.08.

The Board shall establish the school calendar each year after recommendations from the Superintendent.

Adopted: Tuesday, September 14, 2021

LEGAL REF.:

A.R.S.

15-341.01 (Laws 2000, 5th S.S., Ch 1 § 54)

15-801

15-854

15-855

15-881

15-901

15-901.08

ID, School Day

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

The normal school day for the instruction of the students of this District shall be in accordance with Arizona Revised Statutes.

The regular school session may be temporarily altered by the Board upon recommendation by the Superintendent when such alteration is in the best interest of the District.

The Superintendent may close the schools, delay the opening of schools, or dismiss school early for emergency reasons and to protect the health and safety of students and staff members, shall prepare rules for the proper and timely notification of concerned persons in the event of such emergency closing, and shall in all cases inform the Board President as soon as possible.

The Superintendent shall develop guidelines that allow students to enter schools and to leave schools under exceptional conditions so that variances with the normal school schedule may be accommodated. Such guidelines shall consider inclement weather, family illness, and other similar circumstances.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

15-801

15-861

15-901

IE, Organization of Instruction

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

The instructional program shall be divided into three (3) levels:

- Elementary school, which shall include grades prekindergarten (PK) through six (6).
- Junior high school, which shall include grades seven (7) and eight (8).
- High school, which shall include grades nine (9) through twelve (12).

The organizational plan shall be subject to change by the Governing Board whenever the needs of the students and/or District warrant such change. The District will coordinate and articulate a prekindergarten (PK) through grade twelve (12) instructional program.

Adopted: date of Manual adoption

IGA, Curriculum Development

Policy. Adopted: Tuesday, September 9, 2025. Joseph City Unified School District No. 2.

The need and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators are recognized. It is essential that the school system continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to develop the curriculum for the school system and to organize committees to review the curriculum. Meetings of authorized textbook selection committees shall comply with open meeting law requirements (A.R.S. 15-721(F) or 15-722(B)). All curriculum changes shall be approved by the Governing Board.

It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that, in the opinion of the professional staff and consultants, are essential to the maintenance of a high-quality program of education from prekindergarten (PK) through grade twelve (12).

Adopted: Tuesday, September 9, 2025

LEGAL REF.:

A.R.S.

15-203

15-341

15-701

15-701.01

15-721

15-722

38-431

38-431.09

IGD, Curriculum Adoption

Policy. Adopted: Tuesday, December 12, 2023. Joseph City Unified School District No. 2.

All new programs and courses of study will be subject to Board approval, as will elimination of programs and courses and extensive alteration in their content. Curricular proposals from the professional staff may be presented to the Superintendent, who will be responsible for making recommendations to the Board on such matters. Meetings of Board authorized textbook selection committees shall comply with open meeting law requirements. A.R.S. 15-721(F) or 15-722(B).

Prohibited Instruction

Public school students should be taught to value each other as individuals and not be taught to resent or hate other races or classes of people.

No District school shall include in its program of instruction any courses or classes that:

A. Promote the overthrow of the United States government.

B. Promote resentment toward a race or class of people.

C. Are designed primarily for students of a particular ethnic group.

D. Advocate ethnic solidarity instead of treatment of students as individuals.

The above restrictions are not to be construed to restrict or prohibit:

A. Courses or classes for Native American pupils that are required to comply with federal law.

B. Grouping of students according to academic performance, including capability in the English language, that may result in a disparate impact by ethnicity.

C. Courses or classes that include the history of any ethnic group and that are open to all students, unless the course or class is in violation of an above cited course or class restriction.

D. Courses or classes that include the discussion of controversial aspects of history.

E. Instruction about the Holocaust, any other instance of genocide, or the historical oppression of a particular group of people based on ethnicity, race, or class.

An alleged failure by the District to abide by the preceding conditions may subject the District to investigation by the State Board of Education (SBE) or the Superintendent of Public Instruction. Enforcement action may be instituted by the SBE or the Superintendent of Public Instruction as prescribed by A.R.S. 15-112.

Adopted: Tuesday, December 12, 2023

LEGAL REF.:

A.R.S.

15-111

15-112

15-721

15-722

IGE, Curriculum Guides and Course Outlines

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Curriculum guides shall be developed for the various subject areas. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular courses.

In accordance with requirements of the state of Arizona, the District will develop its own curriculum guides to reflect local needs. The guides shall be designed to assist users in implementing the District philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

The Superintendent will formulate procedures for the development and use of curriculum guides.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

15-701

15-701.01

IGE-R, Curriculum Guides and Course Outlines Regulation

Regulation. Adopted: not shown. Joseph City Unified School District No. 2.

Development of Curriculum Guides

Curriculum guides will be developed by the staff members and teachers who are to use them.

If participation of the entire staff is not feasible, representatives of the staff and/or departments concerned shall be appointed to committees for study, creation, and revision of any particular guide.

When work is completed on a guide, the committee responsible for its development shall present it to the Superintendent.

Use of Guides

Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.

The principal, department heads, or other supervisors shall see that optimum use is made of available curriculum guides. Teachers will adhere to the guides.

IHA, Basic Instructional Program

Policy. Adopted: Tuesday, September 9, 2025. Joseph City Unified School District No. 2.

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.

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.

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.

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: Tuesday, September 9, 2025

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

15-710

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

IHA-E, Basic Instructional Program Exhibit Reading

Exhibit. Adopted: not shown. Joseph City Unified School District No. 2.

Reading

For students in kindergarten (K) and grades one (1) through three (3), the District shall:

A. select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including motivational assessments, as defined by the State Board of Education;

B. conduct a curriculum evaluation;

C. adopt a scientifically based reading curriculum including the essentials of reading instruction;

D. provide ongoing teacher training based on scientifically based reading research;

E. devote reasonable amounts of time to explicit instruction and independent reading;

F. provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona standards; and

G. review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third (3rd) grade students do not meet the Arizona standards.

H. 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.

I. ensure that, within forty-five (45) calendar days after the beginning of each school year or within forty-five (45) calendar days after a student enrollment occurs after the first (1st) day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia, using the Department of Education (D.O.E.) dyslexia screening plan (the screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed by the D.O.E.);

J. provide notifications to parents of students who are identified as having indicators of dyslexia based on a screening for indicators; and

K. ensure that screening for indicators of dyslexia includes phonological and phonemic awareness, rapid naming skills, correspondence between sounds and letters, nonsense word repetition, and sound symbol recognition.

IHAA, English Instruction

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Subject to the exceptions provided in A.R.S. section 15-753, all students in this School District shall be taught English by being taught in English.

Definitions

"Bilingual education/native language instruction" means a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child's native language other than English. "English language classroom" means a classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language. English language classrooms encompass both English language mainstream classrooms and sheltered English immersion classrooms.

"English language mainstream classroom" means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

"English learner" or "limited English proficient student" means a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

"Sheltered English immersion" or "structured English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of "sheltered English" or "structured English" found in educational literature.

English Immersion

All students who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one (1) year. Once English learners have acquired a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.

The Superintendent shall develop procedures as necessary to implement this policy.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-751 through 15-756

15-756.02 through 15-756.06

15-756.08

15-756.10

15-756.11

15-756.12

15-756.13

15-757

A.A.C.

R7-2-306

CROSS REF.:

IHBE - Bilingual Instruction/Native Language Instruction

IL - Evaluation of Instructional Programs (Testing Programs)

ILB - Test / Assessment Administration (State Mandated Testing)

IHAA-R, English Instruction Regulation

Regulation. Adopted: not shown. Joseph City Unified School District No. 2.

Program

Each school shall use an English Language Learner (ELL) program developed from a state task force approved model. All ELLs are to be provided with appropriate daily English language development and instruction.

Student Identification

A home language survey form will be completed at the time of enrollment of new or transfer students. The form will explain how students are assessed for English language proficiency. If the primary home language (the language most often spoken in the home or the first acquired language) is a language other than English the student shall be considered to have a primary or home language other than English (PHLOTE).

All PHLOTE children shall be administered English language assessments upon initial entry and at the end of the year (after February 1). New and continuing ELLs may be assessed at midpoint of the academic year, but no student may be assessed more than three (3) times per year. The midyear assessment (not a wholesale assessment of all students) will provide those who warrant assessment an opportunity to enter a mainstream classroom as soon as possible.

The tests will be administered at the times indicated by trained personnel except when federal grants require different time lines or when an individualized education program (IEP) team for a qualified special education child finds the procedure inappropriate.

Student Progress and Reassessment for Reclassification

At least annually, parents shall receive a notice of student proficiency level and program placement.

ELLs not progressing as evidenced by failure to improve scores on the Arizona state standards tests or the nationally standardized test of A.R.S. 15-741 may be provided compensatory instruction to assist them in achieving those standards. A written individualized compensatory plan that documents the scope and type of instructional services provided to an ELL shall be kept in the student's file.

Reassessment of classification may take place following assessment testing but shall be considered at least once a year. If appropriate, parents shall receive a reclassification notice with a copy of the notice to be placed in the student ELL file.

When a student is reclassified as a fluent English language (FEL) student, the school shall monitor the student for two (2) years after the reclassification to determine if the student is performing satisfactorily. The two (2) year monitoring form shall be maintained in the student's file.

LEGAL REF.:

A.R.S.

15-751 thru 15-757

IHAL, Teaching About Religion

Policy. Adopted: Tuesday, May 12, 2026. Joseph City Unified School District No. 2.

Standards pertaining to instruction on the historical study of biblical text may be found in the State Board of Education Standards in history or English arts, or both, as concepts that include the history and literature of the Old Testament era and the history and literature of the New Testament era. The standards do not require that students who do not enroll in the elective course prescribed in this section receive instruction on the historical study of biblical text.

The instructional program of the District may include content in an elective course pertaining to how the Bible has influenced western culture for students in grades nine (9) through twelve (12). A school may offer this course as an online course. The School District may develop a new curriculum or use an existing curriculum that includes teachers' guides and that is currently in use in public schools in this state or in other states. An existing curriculum that is used by a school district shall meet the standards and guidelines prescribed in this section as indicated below:

A. Before a school offers a course under this section, a legal review shall be conducted to ensure that the course complies with the First Amendment to the United States Constitution.

B. A course offered under this section shall be designed to:

1. Familiarize students with the contents, characters, poetry and narratives that are prerequisites to understanding society and culture, including literature, art, music, mores, oratory and public policy.

2. Familiarize students with the following:

a. The contents of the Old Testament and the New Testament.

b. The history recorded by the Old Testament and the New Testament.

c. The literary style and structure of the Old Testament and the New Testament.

d. The influence of the Old Testament and the New Testament on laws, history, government, literature, art, music, customs, morals, values and culture.

C. A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious or nonreligious views, traditions and perspectives of students. This section is not intended to violate any provision of the United States Constitution, the constitution of Arizona or state law or any rules, guidelines or regulations adopted by the United States Department of Education, the State Board of Education or the Arizona Department of Education.

D. A student shall not be required to use a specific translation as the sole text of the Old Testament or the New Testament and may use as the basic textbook a different translation of the Old Testament or the New Testament from that chosen by the School District Governing Board or the student's teacher.

E. Personnel shall not be assigned to teach a course offered under this section based on a religious or nonreligious test, a profession of faith or lack of faith, or prior or current religious affiliation or a lack of religious affiliation.

F. A teacher who instructs a course offered under this section in its appropriate historical context and in good faith shall be immune from civil liability and disciplinary action pursuant to A.R.S. 15-535.

This program will conform to all applicable Arizona Revised Statutes and Arizona Administrative Codes. The program and materials used in the elective course are not prohibited under A.R.S. 15-341(A)(2), A.R.S. 15-362(B)(2), or A.R.S. 15-535 when offered pursuant to A.R.S. 15-717.01 in a neutral, historical, nonsectarian manner.

Prohibited Sectarian Instruction

A teacher who uses sectarian or denominational books or teaches any sectarian doctrine or conducts any religious exercises in school is guilty of unprofessional conduct and his/her certificate shall be revoked. This section shall not be construed to prohibit a teacher from teaching the elective course permitted by A.R.S. 15-717.01.

Adopted: Tuesday, May 12, 2026

LEGAL REF.:

A.R.S.

15-341

15-362

15-535

15-717.01

IHAMA, Teaching About Drugs Alcohol and Tobacco

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

The instructional program may include content on drugs, alcohol, and tobacco for the purpose of developing students' ability to make intelligent choices based on facts, and to develop courage to stand by their own convictions. Further, instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, and other dangerous drugs on the human system and instruction on the nonuse and prevention of use and abuse of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs, and other dangerous drugs may be included in the courses of study, with emphasis on grades four (4) through nine (9). Instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, date rape drugs, and other dangerous drugs on a human fetus may be included in the courses of study in grades six (6) through twelve (12). The instruction may be integrated into existing health, science, citizenship, and similar studies and shall meet the criteria for chemical abuse prevention education programs. The program should also emphasize the therapeutic benefit derived from the use of drugs prescribed by a health professional. The program will conform to all applicable Arizona Revised Statutes and Arizona Administrative Codes.

Objectives of the substance abuse program:

- To create an awareness of the total drug problem: prevention; education; treatment; rehabilitation; and law enforcement on the local, state, national, and international levels.
- To inform the students of the effect on the body of narcotics, sedatives, hallucinogens, and stimulants through the appropriate classes.
- To relate the use of drugs and alcohol to physical, mental, social, and emotional consequences.
- To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
- To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
- To understand the personal, social, and economic problems caused by the misuse of drugs and alcohol.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

13-3401

15-345

15-712

CROSS REF.:

JICG - Tobacco Use by Students

JICH - Drug and Alcohol Use by Students

IHAMB, Family Life Education

Policy. Adopted: Tuesday, October 11, 2022. Joseph City Unified School District No. 2.

Instruction in Sex Education

Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.

A public school shall not refer students to or use any sexually explicit material in any manner except as provided in a Governing Board-approved sex education program. Materials may be exempted from this requirement if the materials meet the definition of A.R.S. 15-120.03(B), listed in Regulation IHAMB-R.

The school shall obtain signed, written consent from a student's parent or guardian before doing either of the following:

A. Using video, audio or electronic materials that may be inappropriate for the age of the student.

B. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

School districts and charter schools may not provide sex education instruction before grade five (5).

Before a parent provides written permission for the parent's child to participate in any sex education curricula, the school district or charter school shall make the sex education curricula available for the parent's review online and in person pursuant to A.R.S. 15-102(A)(2). The school district or charter school shall notify parents where the sex education curricula are available for review at least two (2) weeks before any instruction is offered pursuant to A.R.S. 15-711.

A school district or charter school with existing sex education curricula shall include instruction on the laws relating to sexual conduct with a minor for pupils in grades seven (7) through twelve (12).

Each school district or charter school may develop its own sex education course of study or adopt an existing sex education course of study.

Before a school district or charter school offers sex education instruction, the school district governing board or charter school governing body shall review and approve the sex education course of study that is developed, adopted, revised, or updated.

The governing board or governing body:

A. Shall provide parents with a meaningful opportunity to participate in, review and provide input on any proposed sex education course of study before it is adopted.

B. May not approve a course of study unless it complies with A.R.S. 15-711.

Before approving any sex education course of study developed, adopted, revised, or updated pursuant to A.R.S. 15-711, the school district governing board or charter school governing body shall do all of the following:

A. Require that all meetings of committees that are authorized for the purposes of reviewing and selecting the sex education course of study be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Title 38, Chapter 3, Article 3.1.

B. Make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the governing board or governing body decides whether to approve that course of study.

C. Conduct at least two (2) public hearings within the sixty (60)-day period before the governing board or governing body decides whether to approve any course of study. Public comment may include written comments, oral comments and comments submitted through e-mail.

A school district or charter school is not required to provide sex education instruction to pupils. If a school district or charter school decides to provide sex education instruction after school hours, A.R.S. 15-711 and A.R.S. 15-102 apply.

Statute does not prohibit age and grade appropriate classroom instruction regarding child assault awareness and abuse prevention.

Certification of Compliance

The District shall certify, under the notarized signatures of both the Governing Board President and the Superintendent, compliance with A.A.C. R7-2-303. Acknowledgment of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District may provide instruction in kindergarten (K) through grade twelve (12) on acquired immune deficiency syndrome and the human immunodeficiency virus as authorized by Arizona law.

If instruction is to be offered at one (1) or more grade levels, the Superintendent shall develop and implement regulations on such instruction that conform to Arizona law.

Promotion of Childbirth

The District shall not endorse or provide financial or instructional program support to any program that does not present childbirth and adoption as preferred options to elective abortion.

The District shall not allow any presentation during instructional time or furnish any materials to pupils as part of any instruction that does not give preference, encouragement and support to childbirth and adoption as preferred options to elective abortion.

Adopted: Tuesday, October 11, 2022

LEGAL REF.:

A.R.S.

15-115

15-341

15-711

15-716

A.A.C.

R7-2-303

IHAMB-EA, Family Life Education Exhibit A Parental Consent Form for Sex Education Curricula

Exhibit. Adopted: not shown. Joseph City Unified School District No. 2.

PARENTAL CONSENT FORM FOR SEX EDUCATION CURRICULA

Student Name _____

Parent/Guardian Name _____

My signature below indicates that I give permission for my child to participate in the Sex Education curricula program approved by our District in conformity with the requirements of Arizona law. I acknowledge that the materials can be found online as required by Arizona law.

_____ _____

Parent/Guardian signature, Date

IHAMB-EB, Family Life Education Exhibit B Parental Consent Form for Instructional Materials

Exhibit. Adopted: not shown. Joseph City Unified School District No. 2.

PARENTAL CONSENT FORM FOR INSTRUCTIONAL MATERIALS

Student Name _____

Parent/Guardian Name _____

The following materials have been determined by the District to possess serious educational value for minors or possess serious literary, artistic, political or scientific value but may contain some material deemed sexually explicit material under A.R.S. §15-120.03(C):

_____

_____

_____

_____

_____

My signature below indicates that I am aware of and consent to the instructional use of the materials listed above.

_____ _____

Parent/Guardian signature, Date

If you have concerns regarding any of the materials listed above, please indicate which item(s) you would prefer an alternative assignment be provided for your student.

_____

_____

_____

_____

IHAMB-R, Family Life Education Regulation

Regulation. Adopted: not shown. Joseph City Unified School District No. 2.

Instruction in Sex Education

Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law. Nothing in this regulation shall be construed to require a school district or charter school provide sex education instruction to pupils. The District shall not refer students to or use any sexually explicit material in any manner except as provided in a Governing Board-approved sex education program. Materials may be exempted from this requirement if the materials meet the definition of A.R.S. 15-120.03(B).

The school shall obtain signed, written consent from a student's parent or guardian before doing either of the following:

A. Using video, audio or electronic materials that may be inappropriate for the age of the student.

B. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

School districts and charter schools may not provide sex education instruction before grade five (5).

Grades 5 - 8:

A. Elective lessons. The District may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.

1. Such supplement may be taken by the student only upon the written request of the student's parent or guardian.

2. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

3. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-quarter (1/4th) of the school year for grades five (5) through eight (8).

B. Governing Board approval. All elective sex education lessons to be offered must have prior approval from the Governing Board.

1. The Governing Board shall establish an advisory committee with membership representative of District size and the racial and ethnic composition of the community to assist in the development of lessons and advise the Board on an ongoing basis. All meetings of committees that are authorized for the purposes of reviewing and selecting the sex education course of study shall be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Arizona Revised Statutes Title 38, Chapter 3, Article 3.1.

2. The Governing Board shall review the total instructional materials and approve all lessons and curricula in the course of study to be offered in sex education.

3. The Governing Board shall make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the Board decides whether to approve that course of study. The Board shall publicize and hold at least two (2) public hearings within the sixty (60)-day period for the purpose of receiving public input at least one (1) week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval. Public input may include written comments, oral comments and comments submitted electronically.

4. The Governing Board shall maintain for viewing by the public, both online and in-person pursuant to A.R.S. 15-102(A)(2), the total instructional materials to be used in approved elective sex education lessons within the school district or charter school at least two (2) weeks before any instruction is offered.

C. Format of instruction:

1. Lessons shall be taught to boys and girls separately.

2. Lessons shall be ungraded and shall require no homework; any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.

3. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.

4. Lessons for grades seven (7) and eight (8) shall include instruction on the laws relating to sexual conduct with a minor.

Grades 9 - 12:

A. A course in sex education may be provided in the high schools of Arizona.

B. This course may only be taken by the student at the written request of the student's parent or guardian.

C. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

D. All meeting of committees that are authorized for the purposes of reviewing and selecting the sex education course of study shall be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Arizona Revised Statutes Title 38, Chapter 3, Article 3.1.

E. The Governing Board shall review the total instructional materials and approve all lessons and curricula in the course of study to be offered in sex education.

F. The Governing Board shall make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the Board decides whether to approve that course of study. The Board shall publicize and hold at least two (2) public hearings within the sixty (60)-day period for the purpose of receiving public input at least one (1) week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval. Public input may include written comments, oral comments and comments submitted electronically.

G. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.

H. The Governing Board shall maintain for viewing by the public, both online and in-person pursuant to A.R.S. 15-102(A)(2), the total instructional materials to be used in approved elective sex education lessons within the school district or charter school at least two (2) weeks before any instruction is offered.

Content of instruction (Grades 5 - 12):

A. All sex education materials and instruction shall be age appropriate, shall recognize the needs of exceptional students, shall meet the needs of the District, shall recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

1. Emphasis upon the power of individuals to control their own personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.

2. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure. Students shall be taught that it is wrong to take advantage of, or to exploit, another person.

3. Instruction on the laws relating to sexual conduct with a minor.

B. All sex education materials and instruction that discuss sexual intercourse shall:

1. Stress that students should abstain from sexual intercourse until they are mature adults.

2. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.

3. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.

4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy.

5. Advise students of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

School districts and charter schools shall make any existing sex education course of study available and accessible for review both online and in person.

Prohibition on Use of Sexually Explicit Materials as Defined and Exemptions

Except as prescribed in a Governing Board approved sex education program, a public school in this state may not refer students to or use any sexually explicit material in any manner.

A. Exemptions: Materials may be exempted from this rule if all of the following requirements are met:

1. The exempted material possesses serious educational value for minors or possesses serious literary, artistic, political or scientific value.

2. The public school obtains parental consent before the public school refers a student to or uses the exempted material. The public school shall obtain parental consent on a per-material basis.

3. The public school provides students for whom parental consent is not secured under paragraph 2 of this subsection with an alternative assignment that does not contain sexually explicit material.

B. Definitions:

"Sexually explicit materials" includes textual, visual or audio materials or materials accessed via any other medium that depict any of the following:

1. Sexual conduct. For the purposes of this paragraph, "sexual conduct" means acts of masturbation, sexual intercourse or physical contact with a person's clothed or unclothed genitals, pubic area, buttocks or, if such person is a female, breast.

2. Sexual excitement. For the purposes of this paragraph, "sexual excitement" means the condition of human male or female genitals when in a state of sexual stimulation or arousal.

3. Ultimate sexual acts. For the purposes of this paragraph, "ultimate sexual acts" means sexual intercourse, vaginal or anal, fellatio, cunnilingus, bestiality or sodomy. A sexual act is simulated when it depicts explicit sexual activity that gives the appearance of consummation of ultimate sexual acts.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District will develop its own course of study for each grade. At a minimum, instruction shall:

A. Be appropriate to the grade level in which it is offered.

B. Be medically accurate.

C. Promote abstinence.

D. Discourage drug abuse.

E. Dispel myths regarding transmission of the human immunodeficiency virus.

The District may request that the Department of Health Services, in conjunction with the Department of Education, review instruction materials to determine their medical accuracy.

The District may request that the Department of Education provide the following assistance:

A. A suggested course of study.

B. Teacher training.

C. A list of available films and other teaching aids.

At the request of a parent, a student shall be excused from the instruction on acquired immune deficiency syndrome and the human immunodeficiency virus. The District shall notify all parents of their ability to withdraw their children from the instruction.

IHAMC, Instruction and Training in Cardiopulmonary Resuscitation

Policy. Adopted: Tuesday, September 11, 2018. Joseph City Unified School District No. 2.

School districts and charter schools shall provide public school pupils with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

A school district or charter school may assign homework to satisfy the requirements of A.R.S. 15-718.01(A)(B)(E), if the completion of the homework is verified by a teacher or parent.

This training shall be based on the most current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation.

School district or charter school instruction that results in cardiopulmonary resuscitation certification must be provided by a certified cardiopulmonary resuscitation trainer. This instruction does not require a teacher or administrator who facilitates, provides or oversees the instruction to be an authorized trainer of cardiopulmonary resuscitation if the instruction does not result in cardiopulmonary resuscitation certification.

The instruction provided must include the hands-on practicing of cardiopulmonary resuscitation, except for students who are enrolled in an online school as defined in A.R.S. 15-808.

A pupil shall be excused from the instruction on cardiopulmonary resuscitation at the request of either:

A. The pupil's parent.

B. A pupil who provides written documentation that the pupil has previously received training in or is currently certified in cardiopulmonary resuscitation.

C. The pupil's individualized education program team, if the pupil is a child with a disability as defined in section 15-731 and if the individualized education program team makes a determination to excuse the pupil from the instruction.

A school district or charter school may accept from any person, public entity or other legal entity in-kind donations of materials, equipment or services that may be used in the instruction on cardiopulmonary resuscitation.

A school district or charter school may use any of the following persons to provide instruction and training:

A. Emergency medical technicians

B. Paramedics

C. Fire department personnel

D. Police officers

E. Representatives of the American Heart Association

F. Representatives of the American Red Cross

G. Teachers

H. Other school employees

I. Other similarly qualified persons

Adopted: Tuesday, September 11, 2018

LEGAL REF.:

A.R.S.

15-341

15-718.01

CROSS REF.:

IKF - Graduation Requirements

IHAMD, Instruction and Training in Suicide Prevention

Policy. Adopted: Tuesday, September 14, 2021. Joseph City Unified School District No. 2.

School districts shall provide training in suicide awareness and prevention for school guidance counselors, teachers, principals and other school personnel who work with pupils in grades six through twelve (6-12). Each person who is required to obtain training shall complete that training at least once every three (3) years. The training must include the following:

A. Training in suicide prevention.

B. Training to identify the warning signs of suicidal behavior in adolescents and teens.

C. Appropriate intervention and referral techniques.

The training prescribed above must use evidence-based training materials and may be provided within the framework of existing in-service training programs offered by the School District or as part of professional development activities.

School personnel, entities or any other persons are not civilly liable for any actions taken in good faith pursuant to this requirement except in cases of gross negligence, willful misconduct or intentional wrongdoing.

Student Identification Cards

The District shall include at least one (1) of the following on each new identification card issued to a student in grades nine (9) through twelve (12).

A. The telephone number for a national suicide prevention lifeline.

B. The telephone number for a national network of local crisis centers.

C. A statement describing how to access a text-based emotional support service.

D. The telephone number for a local suicide prevention hotline.

The District may include the information described by printing the information on, or by affixing a sticker that contains the information to, the identification cards.

Adopted: Tuesday, September 14, 2021

LEGAL REF.:

A.R.S.

15-120

15-160

15-341

15-701.01

CROSS REF.:

IKF - Graduation Requirements

IHB, Special Instructional Programs

Policy. Adopted: Wednesday, October 10, 2018. Joseph City Unified School District No. 2.

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall ensure that procedures provide educational opportunities for individuals with disabilities and shall accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the lawful regulations of the State Board of Education. Such procedures shall include, but not be limited to, the following provisions:

A. The District will ensure that all children with disabilities, between the age of birth (0) through twenty-one (21) years, within the boundaries of the District, including children with disabilities who are homeless or wards of the state, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated.

B. A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE 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).

C. A full and individual initial evaluation will be conducted by the public education agency before the initial provision of special education and related services to a child with a disability in accordance with 34 C.F.R. 300.300-300.311 of the IDEA regulations. A reevaluation of each child with a disability will be conducted by the public education agency in accordance with 34 C.F.R. 300.300-300.311 of the IDEA regulations.

D. 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.

E. The District shall ensure that an individualized education program (IEP) is developed and implemented for each eligible child served by the District and for each eligible child the District places in or referred to a private school or facility by the District in accordance with 34 C.F.R. 300.320 to 300.325 of the IDEA regulations. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.

F. To the maximum extent appropriate, opportunities for the least restrictive environment, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory in accordance with 34 C.F.R. 300.114 to 300.117 of the IDEA regulations.

G. The District shall establish, maintain, and implement procedural safeguards that meet the requirements of 34 C.F.R. 300.300 to 300.311 of the IDEA regulations. Parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.

H. The District will ensure that protection of the confidentiality of any personal identifiable data, information, and records collected or maintained by the District will be in accordance with 34 C.F.R. 300.611-300.627.

I. To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.

J. Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the State Board of Education.

K. Not later than March 1 of each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios shall be specified in a regulation accompanying the District policy on class size.

L. The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of IDEA.

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from his or her current placement to an appropriate interim alternative education setting, another setting, suspension, or expulsion in accordance with IDEA Regulations 34 C.F.R. 300.530 through 300.536.

For the purpose of this policy as it relates to a child with a disability, *home school district* means the school district in which the person resides who has legal custody of the child as provided in A.R.S. 15-824. If the child is a ward of the state and a specific person does not have legal custody of the child or is a ward of this state and the child is enrolled in an accommodation school pursuant to A.R.S. 15-913, the home school district is the district the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document District compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: Wednesday, October 10, 2018

LEGAL REF.:

A.R.S.

15-761

15-761.01

15-763

15-763.01

15-764

15-765 to 15-769

15-771

15-773

15-881

15-1181 to 15-1185

15-1201 to 15-1205

36-555

A.A.C.

R7-2-401

R7-2-402

R7-2-403

R7-2-405

R7-2-601

R7-2-602

R7-2-603

20 U.S.C. 1400 *et seq*., Individuals with Disabilities Education Act

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

34 C.F.R. Part 300

CROSS REF.:

IIB - Class Size

IKE - Promotion and Retention of Students

IKF - Graduation Requirements

JKD - Student Suspension

JKE - Expulsion of Students

JR - Student Records

IHB-E, Special Instructional Programs Exhibit

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

SPECIAL INSTRUCTIONAL PROGRAMS

PROCEDURAL SAFEGUARDS NOTICE

A procedural safeguards notice is available on the Arizona Department of Education web-page under Exceptional Student Services, "Forms and Publications." The document is titled, "Procedural Safeguards Notice Parents' Rights under the Individuals with Disabilities Education Act IDEA 2004."

https://cms.azed.gov/home/GetDocumentFile?id=54e3b6e7aadebe0f1845df44

IHB-R, Special Instructional Programs Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

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.

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]

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]

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]

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]

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)]

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

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]

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]

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]

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;

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.

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]

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]

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.

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).

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.

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]

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]

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]

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.

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;

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]

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

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.

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]

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;

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. 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;

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

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:

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

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

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]

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;

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]

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:

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]

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;

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

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]

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]

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]

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]

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]

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;

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]

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

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]

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

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]

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]

IHBA, Special Instructional Programs and Accommodations for Disabled Students

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

(Section 504 of the Rehabilitation Act of 1973)

It is the responsibility of the District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- Has a physical or mental impairment that substantially limits one (1) or more major life activities, including learning; or
- Has a record of such impairment; or
- Is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities in Education Act (IDEA). Students who are identified as individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy. The needs of such students are provided for under Policy IHB and its regulations and under state and federal laws and regulations.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-708

29 U.S.C. 706

29 U.S.C. 794

CROSS REF.:

GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members

GDQD - Discipline, Suspension, and Dismissal of Support Staff Members

JII - Student Concerns, Complaints and Grievances

JK - Student Discipline

JKD - Student Suspension

KED - Public Concerns/Complaints about Facilities and Services

IHBA-E, Special Instructional Programs and Accommodations for Disabled Students Exhibit

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

**SPECIAL INSTRUCTIONAL PROGRAMS

AND ACCOMMODATIONS FOR

DISABLED STUDENTS**

(Section 504 of the Rehabilitation Act of 1973)

POLICY MEMORANDUM

TO: Staff

FROM:

RE: Responsibilities of the District to Students with Disabilities under

Section 504 of the Rehabilitation Act of 1973.

This memorandum is to clarify certain responsibilities of the District under Section 504 of the Rehabilitation Act of 1973.

Section 504 prohibits discrimination against persons with disabilities, including both students and staff members, by school districts receiving federal financial assistance. Included in the U.S. Department of Education regulations for Section 504 is the requirement that students with disabilities be provided with free appropriate public education (FAPE). The regulations pertaining to FAPE are published at 34 Code of Federal Regulations, Part 104, Subpart D.) These regulations require identification, evaluation, the provision of appropriate services, and procedural safeguards.

With respect to most students with disabilities, many aspects of the Section 504 regulations concerning FAPE parallel the requirements of the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act) and Arizona law. In those areas, by fulfilling our responsibilities under the IDEA and state law we are also meeting the standards of the Section 504 regulations.

However, in some other respects the requirements of the laws are different. There are some students who are not eligible for IDEA services but who nevertheless are eligible under Section 504, and to whom the District may therefore have responsibilities.

The IDEA defines as eligible only students who have certain specified types of impairments and who, because of one (1) of those conditions, need special education. Section 504, on the other hand, protects all students with disabilities, defined as those having *any physical or mental impairment that substantially limits* one (1) or more major life activities (including learning). *Section 504* covers all students who meet this definition, even if they do not fall within the IDEA-enumerated categories and even if they do not need to be in a special education program.

An example of a student who is protected by Section 504 but who may not be covered by the IDEA is one who has juvenile arthritis but who has no mental impairments. Such a student has a health impairment but may not be covered by the IDEA if the student does not need placement in a special education program. However, the student is disabled for purposes of Section 504. A similar example might be a student with acquired immune deficiency syndrome (AIDS). Students with attention deficit/hyperactivity (ADD/H) or emotional disorders are another example. Such students may not meet the criteria for IDEA categories such as learning disabled or severely emotionally disturbed. However, if their disorders or conditions substantially limit their ability to function at school, they are disabled within the meaning of Section 504.

If the District has reason to believe that, because of a disability as defined under Section 504, a student needs *either* special education and related services or related services in the regular setting in order to participate in the school program, the District must evaluate the student; if the student is determined to be disabled under Section 504, the District must develop and implement a plan for the delivery of any needed services. Again, these steps must be taken even though the student is not covered by IDEA special education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of disability believed to be present, and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services. Evaluations more limited than a full special education evaluation may be adequate in some circumstances. For example, in the case of the student with juvenile arthritis, the evaluation might consist of the school nurse meeting with the parent and reviewing the student's current medical records. In the cases of ADD/H students, current psychoeducational evaluations may be used if such evaluations assessed the ADD/H issue. In other cases, additional testing may be necessary.

The determination of what services are needed must be made by a group of persons knowledgeable about the student. The group should review the nature of the disability, how it affects the student's education, whether special services are needed, and if so what those services are. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

For the juvenile arthritic student, Section 504 services might be the provision of a typing course and use of a typewriter/word processor to improve writing speed or to provide a less painful means of writing. For the AIDS student, Section 504 services might be the administration and monitoring of medication, or a class schedule modified to address the student's stamina. For an ADD/H student, services might include modifications in the regular classroom, special assistance from an aide, a behavior plan, counseling, and/or the monitoring of medication.

It should also be noted that, under Section 504, the parents or guardian must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with District decisions in these areas. For disabilities covered only by Section 504 and not the IDEA, a Section 504 hearing will have to be made available that is separate from the IDEA hearing process. The District is exploring different frameworks for the adoption of procedures for conducting Section 504 hearings in the District, should the need arise.

In summary, it is important to keep in mind that some students who have physical or mental conditions that limit their ability to participate in the education program are entitled to rights under Section 504 even though they may not fall into IDEA categories and may not be covered by that law.

IHBA-RA, Special Instructional Programs and Accommodations for Disabled Students Regulation A Section 504 of the Rehabilitation Act of 1973

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

**SPECIAL INSTRUCTIONAL PROGRAMS

AND ACCOMMODATIONS FOR

DISABLED STUDENTS**

(Section 504 of the Rehabilitation Act of 1973)

Each qualified student within the District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive free appropriate education in the District.

Identification and referral procedures:

- Any student who needs or is believed to need special education or related services not available through existing programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other certificated school employee for identification and evaluation of the student's individual education needs.
- The identification and evaluation will be completed by persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. The Superintendent will monitor the identification and evaluation to ensure that qualified personnel participate.
- The District will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the District will inform the parents or guardian of this decision and of their procedural rights.

Evaluation. Evaluation of the student and formulation of a plan of services will be carried out by the District according to the following procedures:

- The District will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
- No final determination of whether the student will or will not be identified as a student with a disability within the meaning of Section 504 will be made by the District without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.
- A final decision will be made by the District in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

Plan for services:

- For a student who has been identified as having a disability within the meaning of Section 504 and in need of special education or related aids and services, the District shall be responsible for determining what special services are needed.
- In making such determination, the District shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's professional staff.

- The parents or guardian shall be invited to participate in District meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.
- The District will develop a written plan describing the disability and the special education or related services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom.
- The District may also determine that no special education or related services are appropriate. If so, the record of the District proceedings will reflect the identification of the student as a person with a disability and will state the basis for the decision that no special services are presently needed.
- A student with a disability shall be placed in the regular educational environment of the District, with the use of the supplementary aids and services, unless the District demonstrates that such placement cannot be achieved satisfactorily. The student with a disability shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.
- The District shall notify the parents or guardian in writing of its final decision concerning the services to be provided.
- If a plan for providing related services is developed, all school personnel who work with the student shall be informed of the plan.

Review of the student's progress. The District will monitor the progress of the student with a disability and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary, and that the student's needs are being met as adequately as the needs of a nondisabled student.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

Procedural safeguards:

- The parents or guardian shall be notified in writing of all District decisions concerning the identification, evaluation, or educational placement of students made under this policy.
- The parents or guardian shall be notified that they may examine relevant records.
- As to such decisions by the District, the parents or guardian shall have the right to an impartial hearing ("Section 504 due process hearing"), with opportunity for participation by the parents or guardian and their counsel. In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:

■ A request for a Section 504 due process hearing should be made within thirty-five (35) days of notice of right to file (but not less than thirty [30] days).

■ The request shall be made to:

Joseph City Unified School District No. 2

P.O. Box 8

Joseph City, AZ 86032

Attention: 504 Coordinator

Phone: (928) 288-3307

■ The hearing will be held in accord with Regulation IHBA-RB. The decision may be appealed only to a federal court of competent jurisdiction.

■ Attorneys' fees are available only as authorized by law.

If a state due process hearing has been or will be held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified as to IDEA and Section 504 proceedings may preside in a joint hearing. The issues for either IDEA or Section 504 determination shall be clearly defined at the outset,

and determinations by the hearing officer will be separate and distinct.

If both the parents or guardian and the District agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

The hearing officer shall render a decision. The parents or guardian shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 hearing officer by a federal court of competent jurisdiction.

The parties shall abide by the decision of the Section 504 hearing officer unless the decision is appealed to a federal court of competent jurisdiction and the decision is stayed by the court.

IHBA-RB, Special Instructional Programs and Accommodations for Disabled Students Regulation B Section 504 of the Rehabilitation Act of 1973

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS

AND ACCOMMODATIONS FOR

DISABLED STUDENTS

(Section 504 of the Rehabilitation Act of 1973)

Section 504 Due Process Hearing Procedures

An impartial due process hearing will be utilized to resolve differences involving the identification, evaluation, or educational placement of a Section 504 qualified student with a disability when such differences cannot be resolved by means of a less formal procedure. In this instance, *due process* is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due process hearing may be called at the request of the District or a parent, guardian, or surrogate of an affected student. The proceedings will be presided over and decided by an impartial hearing officer. *Impartial hearing officer* means a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties.

In all related hearing matters the following definitions shall apply:

A. *Days* means calendar days.

B. *Placement plan* means the program by which the decision concerning the educational placement of the student is decided.

C. *Parents* means parents, guardian, or surrogate parent.

Parents or the District may initiate a due process hearing on a matter related to the identification, evaluation, or educational placement of a Section 504 qualified student with a disability.

Requests for a due process hearing must be submitted in writing to the Superintendent. Hearing notifications to the parents shall be given at least twenty (20) days prior to the date set for the hearing. The notice shall contain:

A. A statement of time, place, and nature of the hearing.

B. A statement of the legal authority and jurisdiction under which the hearing is being held.

C. A reference to the particular section of the statutes and rules involved.

D. A statement of the availability of relevant records for examination.

E. A short and plain statement of the matters asserted.

F. A statement of the right to be represented by counsel.

All written correspondence shall be provided in English and/or interpreted in the primary language.

Hearing Procedures

The hearing officer shall preside at the hearing and shall conduct the proceedings in an impartial manner to the end that all parties involved have an opportunity to:

A. Present their evidence.

B. Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to problems of students with disabilities.

Parents involved in the hearing will be given the right to:

A. Have the student present at the hearing.

B. Open the hearing to the public.

In cases where there are language differences, an interpreter shall be provided.

The hearing officer shall review all relevant facts concerning the identification, evaluation, or educational placement of the Section 504 student.

A. The hearing officer shall render a decision, subject to judicial review, that is binding on all parties, except that in all cases any action taken must comply with current Arizona Revised Statutes and federal court decisions.

B. If the parents' primary language is other than English, then the hearing officer shall appoint an interpreter.

Decision of the Hearing Officer

A copy of the hearing officer's decision shall be delivered to the District and the parent, guardian, or surrogate within ten (10) days following completion of the hearing, which in no event shall be later than forty-five (45) days after receipt of the request for a hearing.

Notification will include a statement that either party may appeal the decision.

The decision of the hearing officer is binding on all parties concerned; it is subject only to judicial review.

Record of Hearing

A written or electronic verbatim recording of the Section 504 due process hearing shall be on file at the District office and will be available for review upon request to the parents and/or any of the involved parties. Parents may have a copy of the proceedings, in English and in the primary language of the home.

IHBB, Gifted and Talented Education

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

The Board requires that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. A program scope and sequence for gifted education including those requirements found in A.R.S. 15-779.02 shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year and by the same date at least every five (5) years if no changes were made.

Transfer students previously identified as gifted by another district or charter school shall, within a reasonable and timely period, have determined whether they are to receive gifted education in this District and if so have the program provided without unreasonable delay.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-203

15-779 *et seq.*

A.A.C.

R7-2-406

IHBCA, Programs for Pregnant / Parenting Students

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Pregnant students should have the same educational opportunities as their peers. Such students may also need additional counseling and health services that are available through the public schools.

Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program, provided, however, that reasonable safeguards are maintained both for the school's and the student's best interests.

The Superintendent will establish procedures as necessary to implement this policy.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

CROSS REF.:

AD - Educational Philosophy/School District Mission

IHBF - Homebound Instruction

JHD - Exclusions and Exemptions from School Attendance

IHBCA-R, Programs for Pregnant / Parenting Students Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

**PROGRAMS FOR PREGNANT /

PARENTING STUDENTS**

The District affirms the right of a pregnant student to continue her participation in the public school program.

As soon as the pregnancy is medically confirmed, the student may consult with a member of the counseling staff or the principal for the purpose of planning her educational program.

The student may be eligible for the following educational plans or may suggest alternatives:

- She may remain in her present school program, with modifications as necessary, until the birth of her baby is imminent or until her physician states that continued participation would be detrimental to her health.
- If eligible for homebound or chronic illness status, in accord with A.R.S. 15-901, she may temporarily withdraw from school at the direction of her physician and may receive homebound instruction from the date of her withdrawal until her physician states that she is physically able to return to school.

Efforts will be made to see that the educational program of the student is disrupted as little as possible; that she receives information on available health and counseling services, as well as instruction; and that she is encouraged to return to school after delivery.

IHBD, Compensatory Education

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

(Title I)

The Superintendent shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Parents and pupils of private schools who are eligible for services as residents within the District shall be provided services on an equitable basis in accordance with 20 U.S.C. 6320 of the Elementary and Secondary Education Act.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact. The Superintendent shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain:

- The District's expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
- Other provisions as required by federal law.

The Superintendent shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact. Each school principal shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:

- A process for continually involving parents/guardians in its development and implementation;
- How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
- The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
- Other provisions as required by federal law.

Each school principal shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

20 U.S.C. 6301 *et seq*., No Child Left Behind

IHBD-EA, Compensatory Education Exhibit A Checklist for Development Implementation and Maintenance of Parent Involvement Compacts for Title I Programs

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

COMPENSATORY EDUCATION

CHECKLIST FOR DEVELOPMENT, IMPLEMENTATION,

AND MAINTENANCE OF PARENT INVOLVEMENT

COMPACTS FOR TITLE I PROGRAMS

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. Check steps as completed.

■ Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.

■ Plan an agenda for meetings to be held to discuss District and/or school compacts.

- Always begin with "introducing where we are now" and end with "next steps."
- Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
- Agendas can be built around the federal compliance requirements as stated in the District- and school-level compacts as developed.
- Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent involvement, including the right of the parents/guardians to be involved.
- Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan.
- Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.

■ Notify interested persons of meeting dates to discuss the District and/or school compacts, including:

■ Parents/guardians of students participating in Title I programs

■ Staff members

■ Students participating in Title I programs

■ School Board members

■ Media

■ Coordinators for other school programs, (e.g. Head Start and preschool programs)

■ Officials of private schools

■ Other

■ Publicize the meeting dates, times, and locations to discuss District and/or school compacts.

■ Make all Open Meetings Law notifications and postings for meetings to be held to discuss District and/or school compacts. (Notice and record keeping shall be in accord with the open meeting laws)

■ Appoint a recording secretary to keep meeting minutes.

■ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

■ Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.

■ Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.

■ Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.

■ If the school-wide program plan is not satisfactory to the parents/ guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Governing Board.

■ Provide status reports to the Governing Board and, periodically, request the Board's approval of the parental involvement compacts as they evolve.

■ Revise the applicable parental involvement compacts as necessary.

IHBD-EB, Compensatory Education Exhibit B Notice to Parents

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

COMPENSATORY EDUCATION

NOTICE TO PARENTS

**Improving Basic Programs Operated

by Local Educational Agencies**

At the beginning of each school year, a school or district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: [20 U.S.C 6311(h)(6)(A)]

- Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status.
- The teacher's baccalaureate degree major and any other graduate certifications or degrees.
- Whether paraprofessionals provide services to the student and, if so, their qualifications.

A school must provide to parents information on the level of achievement of the parent's child in each of the state academic assessments. [20 U.S.C 6311(h)(6)(B)(i)]

A school must provide parents timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified. [20 U.S.C 6311(h)(6)(B)(ii)]

**Academic Assessment and Local Education

Agency and School Improvement**

A school or district shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement, corrective action or restructuring: [20 U.S.C 6316(b)(6)]

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the state educational agency;
- The reasons for the identification;
- An explanation of what the school identified for school improvement is doing to address the problem;
- An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- An explanation of the parents' option to transfer their child to another public school (with transportation provided by the agency when required) or to obtain supplemental educational services for the child.

Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan. [20 U.S.C 6316(b)(8)(c)]

The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under 20 U.S.C. 6316(b)(1)(E)(i), for corrective action under 20 U.S.C. 6316(b)(7)(C)(i), or for restructuring under 20 U.S.C. 6316(b)(8)(A)(i).: [20 U.S.C. 6316(e)(2)(A)]

- The availability of supplemental education services;

- The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
- A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [20 U.S.C 6318(b)]

Each school shall: [20 U.S.C 6318(c)]

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
- Offer a flexible number of meetings;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under 20 U.S.C. 6314(b)(2);
- Provide parents of participating children:

■ Timely information about programs under this part;

■ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

■ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

**Voluntary Public School

Choice Program**

The school or district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of: [20 U.S.C. 7225d(a)(2)]

- The existence of the program;
- The program's availability; and
- A clear explanation of how the program will operate.

IHBD-R, Compensatory Education Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

COMPENSATORY EDUCATION

(Title I)

**District-Level Parental

Involvement Compact**

The District-level compact shall provide an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance.

To that end, the District provides opportunities for parents/guardians involvement at the District level and the District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C 6312), and the process of school review and improvement (20 U.S.C. 6316) by:

- Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
- Establishing meaningful, ongoing two-way communication between the District, staff, and parents/guardians.
- Developing a medium to communicate to parents/guardians about the plan and seek their input and participation.
- Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation (e.g. illiteracy or language difficulty).

The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:

- Providing ongoing District-level workshops to assist schools in planning and implementing improvement strategies.
- Establishing training programs for school liaisons to bring the communication and facilitation skills to the schools they represent.
- Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
- Seeking input from parents/guardians in developing workshops.

The District builds the capacity of schools and parents/guardians for strong parental involvement by:

- Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
- Engaging the school parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- Utilizing parent organizations to assist in identifying effective communication strategies based on their members' needs.

The District coordinates and integrates parents/guardians involvement strategies under this compact with parents/guardians involvement strategies under other programs, (such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:

- Involving District and building representatives from other programs to assist in identifying specific population needs.

- Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.

The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:

- Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and school administrative staff, parents/guardians, and teachers.
- Identifying barriers to effective evaluation by language support or other assistance as needed.
- Identifying potential policy and compact changes to revise and improve program(s).

The District involves parents/guardians in the activities of the schools served under Title I by:

● Providing communication and calendar information to parents/

guardians of upcoming meetings, discussions or events and encouraging their participation.

- Providing school principal and parent organization coordination of events.

**School-Level Parental

Involvement Compact**

The school-level parent involvement compact provides an understanding of the joint responsibility of the school and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by:

- Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The school principal shall:

■ Invite all parents/guardians of participating children to the annual meeting at school.

■ Explain the rights of parents/guardians to be involved in establishing this compact.

■ Introduce and involve the school representatives on the District-level committee.

■ Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.

■ Indicate the mechanisms by which the committee work will be communicated.

■ Seek the involvement and input of parents/guardians.

■ Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.

- Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The school principal shall:

■ Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.

■ Engage school-based parent organizations to assist with communication and implementation needs.

■ Develop and use outreach programs to involve community groups and organizations.

- Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (under 20 U.S.C. 1114). The school principal shall:

■ Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.

■ Establish a schedule for the school-based committee to plan, review, and recommend improvements to the District parent involvement policy.

- The school principal shall:

■ Provide parents/guardians of participating children timely information about programs.

■ Communicate updates through use of school newsletters, the District web site, e-mail and telephone contact, and home visits if needed.

The school principal will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school principal shall:

- Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
- Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

If the school wide plan is not satisfactory to the parents/guardians of participating children, the school principal shall:

- Submit any comments when the school makes the plan available to the Governing Board.
- Provide a process for parents/guardians to express concerns and complaints.

**Shared Responsibilities for High

Student Academic Achievement**

The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student academic achievement standards.

Each parent/guardian is responsible for supporting their children's learning, by:

- Monitoring attendance, homework, and television viewing.
- Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

**Building Capacity

for Involvement**

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians of children served in understanding the state's academic content standards and state student academic achievement standards, state and local assessments, monitoring a child's progress, and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy, technology, et cetera) to help parents/guardians work with their children.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them.
- Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, school principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to enhance the involvement of other parents/ guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

IHBE, Bilingual Instruction / Native Language Instruction

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Individual schools in which twenty (20) or more students of a given grade level receive parental exception waivers in accord with A.R.S. 15-753 shall offer classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Where these programs are not available students receiving parental exception waivers shall be permitted to transfer to a public school in which such a class is offered.

Prerequisites for Waiver Requests

With prior written informed consent, provided on an annual basis, a student's parents or legal guardian may request a waiver from the application of A.R.S. 15-752 - being placed in an English language classroom. In order to apply for a waiver the parents or guardian must:

- Visit the school to apply for the waiver, and while at the school,

■ Be provided a full description of the educational materials to be used in the different educational program choices, and

■ Be provided all the educational opportunities available to the child.

Parental Exception Waiver

A parental exception waiver may be applied for if the above prerequisites have been met and at least one (1) of the following applies:

- The student already possesses good English language skills, as measured by:

■ Oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores:

⇒ Approximately at or above the state average for the student's grade level, or

⇒ At or above the fifth (5th) grade average, whichever is lower.

- The student is age ten (10) or older, and:

■ It is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the student's overall educational progress and rapid acquisition of basic English language skills.

- The student has special individual needs (physical and psychological needs above and beyond the lack of English proficiency).

■ Any decision to issue a waiver based on special individual need is to be made subject to the examination, approval and authorizing signature of the Superintendent within, but not limited to, the following guidelines:

⇒ The student has already been placed in an English language classroom for not less than thirty (30) calendar days during that school year.

⇒ It is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the lack of English proficiency, and an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English.

♦ A written description of not less than two hundred fifty (250) words documenting these special individual needs for the specific student must be provided and permanently added to the student's official school record.

♦ A special needs review has been completed by persons knowledgeable about the student, the student's school history, the student's special individual needs, the meaning of evaluation data, and the placement options. The review shall be based upon the student's existing records, including academic, social, and behavioral records.

♦ The waiver application must contain the original authorizing signature of the school principal.

⇒ If the student has been determined to be a student with a disability under the Individuals with Disabilities Education Act then all procedural safeguards including those relative to evaluation and the provision of free appropriate public education must be followed.

⇒ If the student has been determined to be a student with a disability under Section 504 of the Rehabilitation Act of 1973, evaluation and such accommodations as are necessary to provide a free appropriate public education shall be provided in accord with the act.

■ Teachers and local school districts may reject waiver requests without explanation or legal consequence. The existence of such special individual needs shall not compel issuance of a waiver.

■ The parents shall be fully informed of their right to refuse to agree to a waiver for special individual needs.

The Superintendent shall develop procedures as necessary for implementation of this policy.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-744

15-751

15-752

15-753

15-754

15-755

A.A.C.

R7-2-310

CROSS REF.:

IHAA - English Instruction

IHB - Special Instructional Programs

IHBA - Special Instructional Programs and Accommodations for Disabled Students

IHBE-EA, Bilingual Instruction / Native Language Instruction Exhibit A Limited English Proficient Students Required Notice

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

**BILINGUAL INSTRUCTION / NATIVE

LANGUAGE INSTRUCTION**

LIMITED ENGLISH PROFICIENT STUDENTS

REQUIRED NOTICE

Those eligible entities using funds provided under Chapter 70 - STRENGTHENING AND IMPROVEMENT OF ELEMENTARY AND SECONDARY SCHOOLS - Subchapter III - Language Instruction for Limited English Proficient and Immigrant Students shall provide the following notice.

- As required by 20 U.S.C 7012(a): The school or district must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements or expected rate of transition, and information regarding parental rights.
- As required by 20 U.S.C 7012(b): Each school or district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than thirty (30) days after such failure occurs.
- As required by 20 U.S.C 7012(e): Each school or district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic achievement standards and state academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

IHBE-EB, Bilingual Instruction / Native Language Instruction Exhibit B Request for Parental Exception Waiver

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

**BILINGUAL INSTRUCTION / NATIVE

LANGUAGE INSTRUCTION**

REQUEST FOR PARENTAL EXCEPTION WAIVER

Student's name _____

Last First M.I.

School _____ Current grade _____ Birth date _____

Home phone_____ Work phone_____ Message phone_____

Parent or guardian's name _____

Last First M.I.

Home address _____

Street City Zip

E-mail address _____

I, _____ the undersigned parent /legal guardian of the above student, visited the school and while present was provided with a full description of the education materials to be used in different educational program choices, and a full description of all the educational opportunities available to my child. I herein request a waiver from the application of A.R.S. 15-752 - being placed in an English language classroom and consent to placement in a bilingual education/native language instruction program.

The reason for the request is that the above-named student:

■ Possesses good English language skills.

■ Is age ten (10) or older.

■ Has special individual needs.

The following (or attached) information is provided to assist in making a determination as to the granting of the waiver.

_____

_____

_____

_____

_____

_____ _____

Signature of Parent or Legal Guardian Date

FOR DISTRICT USE ONLY s DO NOT WRITE BELOW THIS LINE

Date stamp _____

Filing Date

■ Approved ■ Denied

Principal _____ Date _____

Superintendent _____ Date _____

(Only required for special individual needs)

IHBF, Homebound Instruction

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

"Homebound" or "hospitalized" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident or other health conditions, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for a period of not less than three (3) school months or a pupil who is capable of profiting from academic instruction but is unable to attend school regularly due to chronic or acute health problems, who has been examined by a competent medical doctor and who is certified by that doctor as being unable to attend regular classes for intermittent periods of time totaling three (3) school months during a school year. Homebound or hospitalized includes a student who is unable to attend school for a period of less than three (3) months due to a pregnancy if a competent medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health.

Requests for homebound instruction must be made to the school office and shall include medical certification stating the general medical condition, such as illness, disease or chronic health condition, that is the reason the student is unable to attend school. Homebound instruction must be provided a minimum of four (4) hours per week by teachers with the same certification as the regular classroom teacher. Full-time attendance may be counted for each day during a week in which the student receives at least four (4) hours of instruction. Classroom teachers are expected to work with the teachers of homebound students concerning materials to be covered in order that each homebound student may rejoin the class upon return to school.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-769

15-901

A.A.C.

R7-2-607

CROSS REF.:

JHD - Exclusions and Exemptions from School Attendance

IHBHD, Online / Concurrent / Correspondence Courses

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Arizona Online Instruction

Arizona online instruction (AOI) is a learning option for meeting the needs of students in the information age. The District Governing Board may authorize student enrollment in AOI courses for credit to fulfill the academic requirements of the Governing Board and the State Board of Education (SBE). The course(s) must be provided by an online course provider or an online school selected and approved by the SBE as defined by and in accordance with the criteria established in A.R.S. 15-808.

To satisfy District class and course standards, the course offerings and content must:

- meet District and SBE academic standards for the identified student population,
- provide at least the minimum course of study and competency requirements for graduation from high school, based on the current cohort year requirements, and
- prepare students for post-secondary success in the world of work, technical school, or college.

To receive credit towards promotion or graduation, a student participating in Arizona online instruction shall:

- satisfactorily complete the course requirements,
- participate in the testing requirements prescribed by A.R.S. 15-741 *et seq.*, *and*
- not be allowed to participate in AOI if the student fails to comply with the testing requirements and the online instruction provider fails to administer the tests to at least ninety-five percent (95%) of the students participating in the provider school's AOI.

Upon the student's enrollment in AOI, the student's parents or guardians shall be notified of the state testing requirements.

The District shall coordinate with the AOI provider the gathering, recording, maintenance and reporting of applicable information to the student's parents or guardians, District officials, and the appropriate agencies.

If a student's academic achievement declines while the student is participating in AOI, the student's parents or guardians, teachers and instructors, and the school's administrator shall confer to evaluate whether the student's continued participation in AOI should be allowed.

A student may participate in AOI as either a part-time or full-time student for membership and attendance purposes as prescribed by A.R.S. 15-808. When the student is concurrently enrolled part-time in the District and participating part-time in AOI, daily attendance and membership of the student shall be recorded and reported for funding apportionment purposes as specified by A.R.S. 15-808 and the Uniform System of Financial Records (USFR).

Whenever a student becomes ineligible for continuation in an AOI course or program, for whatever reason, the student shall be enrolled in a District course or courses appropriate to the student's academic qualifications.

The District may make application to the Arizona State Board of Education to become a provider of Arizona Online Instruction.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-203

15-341

15-701

15-701.01

15-741

15-802

15-808

15-901

A.A.C.

R7-2-301

R7-2-302

R7-2-302.01

R7-2-302

R7-2-302.03

R7-2-302.04

USFR Memorandum No. 244

CROSS REF.:

DI - Fiscal Accounting and Reporting

IHA - Basic Instructional Program

IHB - Special Instructional Programs

IJNDB - Use of Technology Resources in Instruction

IKE - Promotion and Retention of Students

IKF - Graduation Requirements

JE - Student Attendance

JR - Student Records

IHBHD-R, Online / Concurrent / Correspondence Courses Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

**ONLINE / CONCURRENT /

CORRESPONDENCE COURSES**

Arizona Online Instruction

A student or the student's parents or guardians may apply to the student's school administrator for part-time concurrent or full-time enrollment in an Arizona online instruction (AOI) program.

The student's school administrator shall confer with the student and the student's parents or guardians to:

- explore the student's interest in and understanding of the AOI program,
- describe the AOI course or program provider's requirements of the student, and
- explain the state testing requirements for the student's participation in AOI, as well as the additional testing situations that might result in the student's loss of eligibility to continue in AOI.

The school's administrator, or a person designated by the administrator, shall monitor the student's performance and progress in the AOI course or program of study. Periodic reports to the student's parents or guardians shall be made at the same time and in the same manner as those for District students of like classification not participating in the AOI.

If a determination is made that the student's academic achievement has declined while the student is participating in AOI, the student's parents or guardians, teacher(s) and instructor(s), and the school's administrator shall confer to evaluate whether the student's continued participation in AOI should be allowed. When a student's decline in academic achievement, or for any other reasons, results in the student becoming ineligible to continue participation in AOI, the student shall be placed in a school class or course commensurate with the student's academic level and AOI program of study, or as nearly equivalent as is practical.

The school's administrator shall cooperate with the AOI provider as necessary to accommodate on-site assistance to special need students participating in AOI courses or programs.

The school's administrator shall ensure that the daily attendance and membership of each student participating in AOI is recorded, maintained, and reported as required by law.

IHBJ, Indian Education

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

**(Participation of Indian parents and tribes in the educational

process pursuant to special impact aid provisions

for local educational agencies that claim

entitlements based on the number of

students residing on Indian lands)**

The Governing Board shall give tribal officials and parents of Indian students the opportunity to comment on the participation of Indian students on an equal basis in the school program with all other students educated by the District. The District shall disseminate to tribal officials and parents of Indian students any evaluations of education programs assisted with funds provided under the Special Impact Aid Act, and any program plans for education programs that the District plans to initiate or eliminate.

The District will actively consult and regularly involve tribal officials and parents of Indian students in the planning and development of education programs assisted with funds provided under the Special Impact Aid Act and will afford tribal officials and parents of Indian students an opportunity to make recommendations concerning:

- The needs of their children.
- The ways by which they can assist their children in realizing the benefits to be derived from the education programs assisted with funds provided under the Special Impact Aid Act.
- Their overall views on the education program in the District, including:

■ The operation of the District's education program.

■ The degree of parental participation allowed.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-205

20 U.S.C. 7701 *et seq*., Impact Aid Act

IHBJ-EA, Indian Education Exhibit A Complaint Procedures

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

INDIAN EDUCATION

COMPLAINT PROCEDURES

The District will comply with the following as it applies to a complaint.

Contents of a complaint. For purposes of these procedures, a complaint is a signed statement that includes:

- An allegation that the District has failed to:

■ Establish adequate policies and procedures to ensure the participation of Indian parents and tribes in the education process;

■ Adhere to these policies and procedures; or

■ Take into consideration meaningful Indian input in designing the education program;

- Information that supports the allegation;
- A specific request for relief; and
- A statement describing what steps it has taken to resolve with the District the matters on which the complaint is based.

Who may file a complaint:

- Any tribe, or its designee, that has students attending a District school may, in its discretion and without regard to the requirements of any other provision of law, file a written complaint with the Assistant Secretary of the United States Department of the Interior regarding any action of the District pursuant to, or relevant to, the matters.

■ If a tribe files a complaint through a designee, the tribe shall acknowledge in writing in the complaint that the designee is authorized to act on its behalf.

- Parents of Indian children may not file a complaint directly with the Assistant Secretary.

■ These parents shall submit their grievances to the tribe or its designee, although neither the tribe nor its designee is obligated to file these grievances in a complaint with the Assistant Secretary.

- A complaint filed under these procedures need not reflect the views of a majority of the parents of Indian children attending the District schools.

Where to file a complaint. The tribe may file a complaint with the Secretary of Education, United States Department of Education, Washington, DC 20202-6244.

When to file a complaint. A tribe may file a complaint with the Assistant Secretary only if:

- The District has complied with the requirements; and
- The tribe has taken reasonable steps to resolve with the District the issues on which the complaint is based.

Receipt of a complaint by the Assistant Secretary. The Assistant Secretary considers a complaint to have been received only after the Assistant Secretary determines that the complaint:

- Satisfies the requirements; and
- Is in writing and signed by a tribal official or the tribe's authorized designee.

Dismissal of a complaint:

- If the Assistant Secretary determines that a complaint fails to meet the requirements, the Assistant Secretary notifies the tribe or its designee that the complaint has been dismissed for purposes of invoking hearing procedures.

- Each notice that a complaint has been dismissed includes the reasons why the Assistant Secretary determined that the complaint did not meet the requirements.
- Notice that a complaint has been dismissed does not preclude other efforts to investigate or resolve the issues raised in the complaint, including the filing of an amended complaint.

Consolidation of complaints. The Assistant Secretary may consolidate complaints involving the same tribe or District.

LEGAL REF.:

20 U.S.C. 1221

IHBJ-EB, Indian Education Exhibit B Hearing Procedures

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

INDIAN EDUCATION

HEARING PROCEDURES

The District will comply with the following as it applies to a hearing.

Applicability of hearing procedures in these procedures. These hearing procedures apply only to proceedings.

Applicability of other laws. The following provisions do not apply to proceedings:

- Administrative Procedure Act.
- Federal Rules of Civil Procedure.
- Federal Rules of Evidence.

Parties to a hearing. The parties to a hearing under this subpart are:

- The complaining tribe or tribes; and
- The affected District or Districts.

Notice. Within ten (10) working days after receiving a complaint, the Assistant Secretary:

- Appoints a hearing examiner to conduct the hearing;
- Selects a time for the hearing so that the hearing occurs no more than thirty (30) days after the appointment of a hearing examiner;
- Designates a place for the hearing that is, to the extent possible:

■ Near the District; or

■ At another location convenient to the tribe and the District, if the Assistant Secretary determines there is a good cause to designate another location;

- Notifies the tribe and the District of the time, place, and nature of the hearing; and
- Sends copies of the complaint to the District and the tribe.

District's reply to the complaint. Within fifteen (15) days after receiving the notice, the District shall file with the Assistant Secretary its reply to the charges in the complaint.

General procedural rules:

- *Communications.* No party shall communicate orally or in writing with the hearing examiner or the Assistant Secretary on matters under review, except minor procedural matters, unless all parties to the complaint are given:

■ Timely and adequate notice of the communication; and

■ Reasonable opportunity to respond.

- *Submission of documents.* For each document that a party submits, the party shall:

■ File one (1) copy for inclusion in the record of the proceedings; and

■ Provide a copy to each of the other parties to the proceedings.

- *Record.* A record of the proceedings will be established and maintained by the Assistant Secretary.

Conduct of the hearing:

- *Public hearing.* The hearing must be open to the public.
- *Representation by counsel.* Parties may be represented by counsel.
- *Evidence:*

■ Each party may submit oral and written testimony that is relevant to the issues in the proceedings.

■ A party may object to evidence it considers to be irrelevant or unduly repetitious.

- *Authority and responsibilities of the hearing examiner:*

■ The hearing examiner may regulate the course of the proceedings and the conduct of the parties during those proceedings. The hearing examiner takes all steps necessary to conduct a fair and impartial proceeding, to avoid delay, and to maintain order, including the following:

⇒ The hearing examiner may clarify, simplify, or define the issues or consider other matters that may aid in the disposition of the complaint.

⇒ The hearing examiner may direct the parties to exchange relevant documents or information.

⇒ The hearing examiner may receive, rule on, exclude, or limit evidence.

⇒ Although hearings are open to the general public, the hearing examiner may establish reasonable rules governing public attendance at the proceedings.

⇒ The hearing examiner may examine witnesses.

■ The hearing examiner may interpret applicable statutes and regulations but may not waive them or rule on their validity.

- *Transcripts:*

■ The Assistant Secretary:

⇒ Arranges for the preparation of a transcript of each hearing;

⇒ Retains the original transcript as part of the record of the proceedings; and

⇒ Provides one (1) copy of the transcript to each party.

■ Additional copies of the transcript are available on request and with payment of the reporting service's reproduction fee.

- *Hearing costs.* Each party shall bear only its own costs in the proceeding.

Opportunity to submit additional evidence:

- Each party may submit to the hearing examiner additional evidence that is relevant to the issues raised at the hearing.
- The hearing examiner must receive each party's additional evidence within ten (10) days after the hearing.

The hearing examiner's findings and recommendations. Within thirty (30) days after the hearing, the hearing examiner:

- Makes, on the basis of the record, written findings of fact and recommendations concerning any appropriate remedial action that should be taken;
- Submits those findings and recommendations, along with the hearing record, to the Assistant Secretary; and
- Sends a copy of those findings and recommendations to each party.

*Opportunity to comment on the hearing examiner's

findings and recommendations:*

- Each party may file with the Assistant Secretary comments on the hearing examiner's findings and recommendations.
- The Assistant Secretary must receive each party's comments within ten (10) days after the party receives a copy of the hearing examiner's findings and recommendations.

The Assistant Secretary's final determination:

- Within thirty (30) days after receiving the hearing record and the hearing examiner's findings and recommendations, the Assistant Secretary makes, on the basis of the record, a written determination that includes:

■ Any appropriate remedial action that the District must take;

■ A schedule for completing any remedial action; and

■ The reasons for the Assistant Secretary's decision.

- After completing such final determination, the Assistant Secretary sends the parties a copy of:

■ The hearing record;

■ The hearing examiner's findings and recommendations; and

■ The Assistant Secretary's final determination.

- The Assistant Secretary's final determination is the final action of the Department concerning the complaint.

Judicial review of the Assistant Secretary's final determination. If a party is dissatisfied with the Assistant Secretary's final determination, the party may seek judicial review before a court of competent jurisdiction.

*Effects of noncompliance with the Assistant

Secretary's final determination:*

- *Determination of compliance:*

■ Undertaken the required remedial action; or

■ Failed to undertake the remedial action within the time established and the Secretary determines that an extension of time will not effectively encourage the required remedial action.

- *Withholding by the Secretary:*

■ Except as provided, if the Secretary determines that the District has failed to undertake the remedial action, the Secretary withholds payment of all funds to which the District is entitled until that remedial action is undertaken.

⇒ The Secretary does not withhold funds if the tribe or its designee requests in writing that these funds be released to the District.

⇒ The Secretary may not withhold funds during the course of the school year if the Secretary determines that a withholding would substantially disrupt the education programs of the District.

■ If the District is aggrieved by the Secretary's action, the District may request a hearing.

- *Election of alternative services by the tribe:*

■ If the Secretary determines that the District has failed to undertake the remedial action, the affected tribe may elect to:

⇒ Contract with the Bureau of Indian Affairs under Title I of the Indian Self-Determination and Education Assistance Act to provide educational services previously provided by the District; or

⇒ Have a Bureau of Indian Affairs school provide those educational services.

■ If the affected tribe exercises its option, any Indian students affiliated with that tribe who wish to remain in attendance at the District against whom the complaint was filed may be counted by the District for the purpose of receiving funds.

■ If Indian students remain affiliated with the District:

⇒ The Secretary may not withhold funds that are based on the number of Indian students who remain affiliated with the District; and

⇒ The tribe may not file any further complaints with respect to these Indian students.

LEGAL REF.:

20 U.S.C. 240

20 U.S.C. 1221

IHBJ-R, Indian Education Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

INDIAN EDUCATION

(Native American/Indian Education)

It is the intent of the Joseph City Unified School District that all Indian children of school age have equal access to all programs, services and activities offered within the School District. To this end, the Joseph City School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within ninety (90) days of the determination that requirements are not being adequately met.

The Joseph City Unified School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY _____ Impact Aid application.

The Joseph City Unified School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY _____ Impact Aid application.

A. The District will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34 C.F.R. 222.94(a)(1)]

B. The District will provide an opportunity for the Navajo Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34 C.F.R. 222 .94(a)(2)]

1. Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and

2. Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

C. The District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34 C.F.R. 222.94(a)(3)]

1. Share relevant information related to Indian children's participation in the local education agencies (LEA's) education program and activities with tribes and parents of Indian children; and

2. Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

D. The District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34 C.F.R. 222.94(a)(4)]

E. The District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34 C.F.R. 222 .94(a)(5)]

F. The District will provide a copy of the IPPs annually to the affected tribe or tribes. [34 C.F.R. 222.94 (a)(6)]

IHCA, Summer School

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

A summer session may be held if deemed necessary.

The Superintendent shall invite suggestions from staff members, students, and the school community to determine what areas of the curriculum shall be included in the summer session.

Remuneration for teaching during the summer session shall be established by the Board.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-881

15-1141

15-1142

15-1143

IIB, Class Size

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Regular Education

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

Special Education

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

15-342

15-764

CROSS REF.:

IHB - Special Instructional Programs

IIB-R, Class Size Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

CLASS SIZE

(Special Education)

Teacher-Student Ratios and Staff- Student Ratios

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

The goals for teacher-student ratios shall be as follows:

CATEGORY GOAL

Resource

1.0 FTE teacher

(average) 12 - 15 students with disabilities

Speech/language resource

1.0 FTE teacher

(average) 40 - 50 direct service students

(approximately 75% students with

disabilities and 25% remedial)

*Resource itinerant for

sensory, hearing, and

vision impaired students*

(average) 5 - 12 students

Mild to moderate intellectual disability

1.0 FTE teacher and 1.0 fte aide

(average) 7 - 9 students

Severe intellectual disability

1.0 FTE teacher and 1.0 fte aide

(average) 2 - 4 students

If the number of students exceeds the goal for a class, acceptable alternatives may include, but are not limited to:

A. Addition of a teacher's aide.

B. Increasing an aide's hours.

C. Reassigning students to a different teacher.

D. Adding a teacher.

E. Other adjustments acceptable to the Superintendent and the Board.

The administrator for special education shall make student assignments within the resources available, based upon the goals listed above.

CROSS REF.:

IIE, Student Schedules and Course Loads

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

It shall be the responsibility of the principal, with the cooperation of assigned counselors, to assist students in the scheduling of classes. All students in the high school except graduating seniors are required to enroll in six (6) periods. Graduating seniors will be required to enroll in a minimum of five (5) periods.

All seniors must be enrolled in five (5) courses/day regardless of credits earned to meet graduation requirements. Each course earns one-half (.5) credit/semester.

Seniors will have the opportunity to earn up to one-half (.5) credit/semester for on-the-job training.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

IJ, Instructional Resources and Materials

Policy. Adopted: Tuesday, September 14, 2021. Joseph City Unified School District No. 2.

Supplies

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

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

"Textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

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

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

The District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

Access to Instructional Material by Parents and Guardians

The Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District to have advance access to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District in accordance with the terms of this policy. A parent who objects to any learning material or activity on the basis that the material or activity is harmful, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

The request by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review.

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

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

Adopted: Tuesday, September 14, 2021

LEGAL REF.:

A.R.S.

15-102

15-113

15-341

15-342

15-721 to 15-730

CROSS REF.:

ABA - Community Involvement in Education

IJND - Technology Resources

KB - Parental Involvement in Education

IJ-R, Instructional Resources and Materials Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

INSTRUCTIONAL RESOURCES

AND MATERIALS

Availability of and Access to Instructional Materials by Parents or Guardians

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

A. Requests must be in writing and must specify the materials that the parents or guardians want to review.

B. Requests shall be submitted to the office of the principal.

C. At least one (1) copy of such instructional materials shall be available for parent or guardian review.

D. Printed textbooks, supplementary books, and other printed subject matter may be checked out for removal from District premises for up to forty-eight (48) hours. All other materials, including films, may be reviewed only on District premises.

E. School personnel involved in handling requests to review materials will notify the parents or guardians as to when and where such materials may be picked up or reviewed.

F. Materials will be available on a first-come, first-served basis.

Objections to Learning Materials and Activities

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

A. The objection is in writing and is specific in its description of the activity or learning material to which the parent or guardian objects.

B. The objection includes a statement that the parent or guardian understands that the educational information and concepts covered in the activity or material may not be covered in any other manner or form and that the parent or guardian understands that the student may not be able to make up the material or activity in any other way.

C. Although the student may be unable to make up for the missed activity or material, no penalty will accrue to the student in grades or credit, with the exception that, if the objection removes a student from a substantial portion of a class, promotion and credit decisions will be based on applicable District policies.

D. All such objections shall be directed to the principal of the school in which the student is enrolled, who shall forward a copy of the written objection to the Superintendent, indicating that the student has been removed from the activity or stating the reason for nonremoval.

E. Upon receiving a principal's recommendation for removal or nonremoval, the Superintendent will review the situation and make a decision regarding the matter and communicate that decision to the parent or guardian and the principal.

F. Within ten (10) days after receiving notification of such decision from the Superintendent, the parent or guardian may request an appeal to the Board.

IJJ, Textbook / Supplementary Materials Selection and Adoption

Policy. Adopted: Tuesday, November 14, 2023. Joseph City Unified School District No. 2.

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

Public Review

Meetings of Board authorized textbook selection committees shall comply with open meeting law requirements. A.R.S. 15-721(F) or 15-722(B).

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

Textbooks for high schools recommended by textbook selection committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption. Information related to high school textbooks, which are proposed for approval, shall be placed on the District website.

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

"Textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

Objectives of Selection

It is the responsibility of the school textbook committees to:

A. Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served.

B. Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.

C. Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

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

Removal of Textbooks/Supplementary Materials

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

Disposal of Learning Materials

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

Adopted: Tuesday, November 14, 2023

LEGAL REF.:

A.R.S.

15-203

15-342

15-721

15-722

15-726

CROSS REF.:

DN - School Properties Disposition

IJL - Library Materials Selection and Adoption

KEC - Public Concerns/Complaints about Instructional Resources

IJJ-E, Textbook / Supplementary Materials Selection and Adoption Exhibit

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

TEXTBOOK / SUPPLEMENTARY

MATERIALS

SELECTION AND ADOPTION

School _____

Title of book _____

Publication Date _____

Publisher _____ Copyright date _____

Subject _____ *List price of book* _____

List price of teacher resource materials _____

List price of consumable materials (eg., workbooks) _____

Secondary course title or elementary grade level _____

Comments: _____

_____

_____

_____

_____

_____

Yes No

■ ■ A. *Is the viewpoint of the author consistent with the Governing Board's "Statement of Educational Philosophy"*?

■ ■ B. *Is the viewpoint of the author consistent with the teaching and learning objectives for the subject*?

C. Does the book substantially meet these 7 criteria for selection?

■ ■ 1. Is it among the best of its kind available for the use intended?

■ ■ 2. Does it help to implement the course of study?

■ ■ 3. Are its contents, vocabulary, and format generally suitable for the students?

■ ■ 4. Does it have literary merit and interest appeal?

■ ■ 5. Have any available reviews been examined?

■ ■ 6. Have members of the staff read and examined the material and recommended the title for purchase?

■ ■ 7. Does it fairly portray ethnic, racial, religious, and sex roles?

E G U N Key: Excellent, Good, Unsatisfactory, None

D. *Appropriateness of materials for student learning*:

■ ■ ■ ■ 1. Interesting and challenging at level of student comprehension.

■ ■ ■ ■ 2. Correct and up to date.

■ ■ ■ ■ 3. Logical organization of content.

■ ■ ■ ■ 4. Pertinence of pictures.

■ ■ ■ ■ 5. Discussion topics, questions, student activities.

■ ■ ■ ■ 6. Student references and bibliographies.

■ ■ ■ ■ 7. Tables of contents, indexes, glossaries, appendixes, annotations.

■ ■ ■ ■ 8. Summaries.

■ ■ ■ ■ 9. Suggested student activities.

■ ■ ■ ■ 10. Student manuals and workbooks.

■ ■ ■ ■ 11. Student self-tests.

E G U N

E. *Appropriateness of material for instruction*:

■ ■ ■ ■ 1. Teacher's guide and manual.

■ ■ ■ ■ 2. Teacher references and bibliography.

■ ■ ■ ■ 3. Suggested supplementary printed materials and audiovisual aids.

■ ■ ■ ■ 4. Suggested instructional methods.

■ ■ ■ ■ 5. Separately published achievement tests.

■ ■ ■ ■ 6. Separately published diagnostic tests.

■ ■ ■ ■ 7. Provision for teaching different ability groups.

■ ■ ■ ■ 8. Content generally free of material that may be considered offensive according to accepted community standards.

E G U N

F. *Physical characteristics*:

■ ■ ■ ■ 1. Cover design and use of color throughout the book.

■ ■ ■ ■ 2. Style and size of type.

■ ■ ■ ■ 3. Layout of pages.

■ ■ ■ ■ 4. Clear pictures and graphic illustrations.

■ ■ ■ ■ 5. Binding, quality of paper, and size of the book.

Date _____ Approved _____

Chairperson

IJJ-RA, Textbook / Supplementary Materials Selection and Adoption Regulation A Criteria for Selection

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

TEXTBOOK / SUPPLEMENTARY

MATERIALS

SELECTION AND ADOPTION

(Criteria for Selection)

Textbook selection committees shall be guided by the following:

A. Resources shall be recommended to support and enrich the school curriculum and to meet the personal needs of the students.

B. Resources that are recommended shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom the materials are selected.

C. Resources that are recommended shall provide a background of information that will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.

D. Resources that are recommended shall provide information on differing sides of issues so that users may develop the practice of critical analysis.

E. Resources shall be recommended for the atypical student as well as for the average student.

F. Resources shall be recommended for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.

G. Recommendations shall support and be consistent with general education goals of the District and goals and objectives of specific courses.

IJJ-RB, Textbook / Supplementary Materials Selection and Adoption Regulation B Technology

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

TEXTBOOK / SUPPLEMENTARY

MATERIALS

SELECTION AND ADOPTION

(Technology)

Technology selection committees shall be guided by the following:

A. A technology team will be appointed by the Superintendent and will be made up of certificated personnel, support staff personnel, students, and community members with expertise to fill the vision of the Board and the administration.

B. All technology equipment and software will belong to the District and will be moved to locations that best serve the needs of the District.

C. All hardware and software purchases must be approved through the technology committee to assure that the District is keeping pace with new advances in technology and upgraded versions of software programs to provide for the integrity of the District's network. Exhibit IJJ-E will be used as a format for screening software, video productions, etc.

D. Personal use of technological equipment is allowed when approved through the building-level administrator; however, the following rules shall apply, with no exceptions:

1. Personal use of school equipment must take place before or after working hours so as not to interfere with school operations.

2. A personal business may not be run on a school computer under any condition.

3. No personal programs will be allowed to be installed or copied on school equipment.

4. All software used on District equipment must be approved through the technology committee.

5. Copyright standards must be observed at all times.

E. Software programs not licensed to or purchased by the District may not be installed on school equipment.

F. The District does not condone violation of the copyright law.

G. Violation of any of the above-listed points may lead to termination of an employee if it is determined that the employee is involved in the violation of copyright law, personal use, installation of personal programs for student use, running of a business using school equipment, or other use that may be a violation of law or District policy.

H. The District will monitor system use and program installation and personal use to preserve the District's integrity with copyright law, installation of personal programs, etc.

IJL, Library Materials Selection and Adoption

Policy. Adopted: Tuesday, October 11, 2022. Joseph City Unified School District No. 2.

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

A. Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.

B. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

C. Provide a background of information that will enable students to make intelligent judgments in their daily lives.

D. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

E. Assure a comprehensive collection appropriate for the users of the library.

F. Provide a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

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

Public Review Period for adoption of Books and Materials purchased after January 1, 2023

Arizona law requires a public review period for books and materials purchased after January 1, 2023. The Superintendent shall establish procedures to make books and materials purchased after January 1, 2023 available to the public for public review. The procedures are outlined in Regulation IJL-R.

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

A. Damaged materials.

B. Materials that no longer present current information.

C. Materials that no longer support the goals of the District.

D. Materials that have not been used frequently enough to justify the use of library space.

Adopted: Tuesday, October 11, 2022

LEGAL REF.:

A.R.S.

15-102

15-189.07 (refers to charters)

15-362

15-721

15-722

IJL-E, Library Materials Selection and Adoption Exhibit

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

LIBRARY MATERIALS

SELECTION AND ADOPTION

NOTIFICATION LETTER TO PARENTS FOR PUBLIC

REVIEW PERIOD OF PURCHASED LIBRARY BOOKS/MATERIALS

Dear Parents:

This letter is to inform you that we will be purchasing new books/materials for our library on _____. State law requires schools to post a list of all library books and materials purchased after January 1, 2023, on the district's website and the school's website for at least sixty (60) days after the purchase of the items (this does not include replacement books/materials). In addition, state law mandates that schools notify parents of the opening and closing public review period within seven (7) school days prior to the opening date. Therefore, this notice dated _____ provides the opening date of the public review period for newly purchased library books/materials as _____ and the closing date as _____. (A.R.S. 15-721/A.R.S. 15-722).

For school administration only below this line

_____

Checklist for Schools:

1. Does our school have a full-time library media specialist or an equivalent position? _____

If **no**, this **requirement does not apply**. If **yes**, move to question 3.

2. Does our school have an agreement with a county free library district, municipal library, nonprofit or public library, tribal library, private or tribal schools in the county where the School District is located? If **yes**, this **requirement does not apply**; if no, the requirement applies (if the school is not exempted by question 1), and you must move to question 3. _____

3. Did we send out a notification to all parents regarding the opening and closing dates of the public review period within seven (7) school days prior to posting the newly purchased library materials on our website (this list must also be posted on the District's website)? Reminder, these newly purchased library materials must remain on the website for at least sixty (60) days post-purchase. _____

How did we send the notification? Notification sent to parents via _____ on _____ (seven [7] school days prior to opening public review period date).

4. Does this purchase replace old or damaged item(s)? _____

If **yes**, this requirement does not apply.

If **no**, include item(s) on website for at least sixty (60) days using the process above.

IJL-R, Library Materials Selection and Adoption Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

LIBRARY MATERIALS

SELECTION AND ADOPTION

The following standards shall be used in the selection of library books, materials, and electronic media:

A. Materials and media that widen the boundaries of the students' thinking, that enrich their lives and help them fulfill their recreational and emotional needs.

B. Materials and media that have imaginative appeal and a style that is interesting and free from monotony.

C. Materials and media that stimulate the imagination, provide for mental growth, develop a taste for good writing, and draw attention to the beautiful and artistic.

D. Books and media that provide pleasurable reading for the reader's sake.

E. Books and media that are illustrated in a manner that complements the text, have quality art, and are suitable for the intended readers.

F. Materials and media that adequately cover a wide range of reading ability.

Public Review Period for adoption of Books and Materials purchased after January 1, 2023

For public review, the Superintendent shall make available, on the School District’s website, and on each school’s website, a list of all books and materials purchased after January 1, 2023 for any of the School District’s school libraries.

A. The Superintendent may not remove these purchases from the School District’s or school’s websites until sixty (60) days after the purchase of books and materials.

B. The Superintendent is not required to publish the purchase of books or materials intended to replace lost or damaged books or materials.

C. *Notification*: Seven (7) school days prior to the opening date of the public review period, each common school and high school operated by the School District shall notify the parents of each enrolled pupil of the opening and closing dates of the public review period.

The following are exempt from the requirements of the public review period discussed herein:

A. Schools without a full-time library media specialist or an equivalent position.

B. School District libraries that have agreements with county free library districts, municipal libraries or other entities pursuant to section 15-362, subsection D.

IJM, Special / Interest Materials Selection and Adoption

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

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

Students may not be used as the agents for distributing nonschool materials to the homes. The Superintendent shall be the final judge of whether or not such materials shall be utilized with students and will establish necessary procedures for their evaluation, approval, and use.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

15-535

IJNC, Resource Centers / Media Centers / School Libraries

Policy. Adopted: Tuesday, October 11, 2022. Joseph City Unified School District No. 2.

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

A. A comprehensive collection of instructional materials selected to meet the needs of the students.

B. Maximum accessibility to these materials.

C. A place for materials that will support the curriculum, taking into consideration the individual student's needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of all of the students.

D. A place for materials for teachers and students to encourage growth in knowledge, which will develop literary, cultural, and aesthetic appreciation and ethical standards.

E. The allotment of space for an adequate professional library.

Parental Access to Library Books and Materials

Parents may access the school's library collection of available books and materials through following the procedures stated in Regulation IJNC-R and Exhibit IJNC-E. Parents may request a list of books and materials borrowed from the library by their children by using Exhibit IJNC-E.

Definition: For the purpose of this policy, regulation and exhibit, "parent" means the natural or adoptive parent or legal guardian of a minor child. The Superintendent will ensure that only parents, as defined, may access the information stated above.

The following are exempt from the procedures of IJNC-R and IJNC-E:

A. Schools without a full-time library media specialist or an equivalent position.

B. School District libraries that have agreements with county free library districts, municipal libraries or other entities pursuant to section 15-362, subsection D.

Adopted: Tuesday, October 11, 2022

LEGAL REF.:

A.R.S.

15-102

15-189.07

15-341

15-362

IJNC-E, Resource Centers / Media Centers / School Libraries Exhibit

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

RESOURCE CENTERS / MEDIA

CENTERS / SCHOOL LIBRARIES

PARENTAL REQUEST TO ACCESS SCHOOL LIBRARY COLLECTION

OF AVAILABLE BOOKS AND MATERIALS OR ACCESS TO BOOKS

THEIR CHILDREN BORROWED

Under Arizona law, A.R.S. §15-102(A)(3), parents may access available books and materials *AND* parents may receive a list of books and materials their children have borrowed from the school's library.

Please fill out the below information to enable the School District to provide this information to you as required by law.

Date: _____

Name of Parent or Guardian: _____

Name of Pupil: _____

Nature of Request: (circle one [1] or both)

(1) I am seeking access to the school's library collection of available books and materials.

(2) I am seeking a list of books and materials my child has borrowed from the library.

If you are seeking a list of books and materials your child has borrowed from the library, please state your child’s name here: _____.

IJNC-R, Resource Centers / Media Centers / School Libraries Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

RESOURCE CENTERS / MEDIA

CENTERS / SCHOOL LIBRARIES

Parental Access to Library Books and Materials

Parents may access the school's library collection of available books and materials by requesting access using Exhibit IJNC-E.

Parental Access to Their Children’s Borrowed Books and Materials

Upon request, parents may receive a list of books and materials borrowed from the library by their children. Parents shall utilize Exhibit IJNC-E to request the list of books and materials their children have borrowed.

The Superintendent shall confirm the existence of a parent-enrolled pupil relationship prior to complying with any request to access information stated herein.

IJND, Technology Resources

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

(Movies/Videos/Electronic Materials)

It is the policy of the District that there is educational value in utilizing movies and videos in classrooms only when such movies and videos extend and/or reinforce the concepts being taught and have been planned for in advance. Parents or guardians of students enrolled in the District shall have access in advance to instructional materials, learning materials and activities currently in use, or being considered for use, in the District.

The District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-113

15-341

CROSS REF.:

IJ - Instructional Resources and Materials

IJNDB - Use of Technology Resources in Instruction

KB - Parental Involvement in Education

IJND-R, Technology Resources Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

TECHNOLOGY RESOURCES

(Movies/Videos/Electronic Materials)

Movies, videos and electronic materials with ratings other than for general audiences of all ages are not to be shown in classrooms or at any District facility (this includes buses and motels where students are present) except when:

- The movie, video or electronic material has been previewed by the teacher or other certificated staff member.
- The movie, video or electronic material has been determined to not contain material that is objectionable or inappropriate for the age group to which it is intended to be shown.
- The responsible school administrator has approved the use of the movie, video or electronic material prior to its showing.
- The teacher or other certificated staff member has provided advance notification to each student's parent(s), or other responsible adult, of the title of the movie, video or electronic material and the date on which it will be shown.
- When a movie, video or electronic material has a rating the above advance notification will include the rating and the source providing the rating.
- A student whose parent(s) or other responsible adult has provided notice of their disapproval will not be permitted to view the movie, video or electronic material.

Parents or guardians have the right to have advance access to instructional materials, learning materials and activities currently in use, or being considered for use, in the District.

Parents have the right to request that their child not view any movie or video, regardless of its rating or the purpose for which it is to be shown.

A parent or guardian who objects to any learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

IJNDB, Use of Technology Resources in Instruction

Policy. Adopted: Tuesday, July 8, 2025. Joseph City Unified School District No. 2.

Appropriate use of Electronic Information Services

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, cloud-based systems, and any computer-accessible source of information, whether from hard drives or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to follow its guidelines and procedures for appropriate use. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary and/or legal action.

The Superintendent shall determine steps, including the use of an Internet filtering mechanism, that must be taken to promote the safety and security of the use of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Technology protection measures shall protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to use of computers by minors, harmful to minors. Safety and security mechanisms shall include online monitoring activities.

Inappropriate Use of Electronic Information Services

As required by the Children's Internet Protection Act and A.R.S. 15-120.05, the prevention of inappropriate network usage includes unauthorized access, including "hacking," and other unlawful activities; unauthorized disclosure, use and dissemination of personal identification information regarding minors; and student use of wireless communication devices.

It is the policy of the Board to:

A. prevent user access over the District's computer network, or transmissions of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;

B. Limit the use of wireless communication devices and access to social media networks by students during the school day;

C. prevent unauthorized access and other unlawful online activity;

D. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

E. comply with the Children's Internet Protection Act [P.L. No. 106-554 and 47 U.S.C. 254(h)] and A.R.S. 15-120.05.

Each user will be required to sign an EIS user's agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Generative Artificial Intelligence Programs

The proper use of Artificial Intelligence (AI) programs can be effective at enhancing student learning and can prepare students with the competencies and knowledge needed in the digital age. Its use should also be guided by responsible and ethical considerations, including mitigating bias, promoting transparency, and providing AI benefits to all students. Use of AI programs in the classroom should be approved by the site

administrator or Superintendent, and teachers' instructions and expectations should guide the classroom use of AI. Teachers should include relevant lessons on correct and responsible use of AI, and students should be taught standards regarding plagiarism and source citation and should use these guidelines if AI is used for a school assignment. AI use should be guided and monitored by teachers and/or administrators and should align with the District's guidelines and policies, including any relevant student rules/responsibilities. AI resources should be available to all students, including those with disabilities and English language learners. Use of an AI system should comply with the Family Educational Rights and Privacy Act (FERPA) and should support data privacy and security.

Filtering and Internet Safety

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

Limits, controls, and prohibitions shall be placed on student:

A. Access to inappropriate matter.

B. Safety and security in direct electronic communications.

C. Unauthorized online access or activities.

D. Unauthorized disclosure, use and dissemination of personal information.

Education, Supervision and Monitoring

It shall be the responsibility of all District employees to be knowledgeable of the Board's policies and administrative guidelines and procedures. Further, it shall be the responsibility of all employees, to the extent prudent to an individual's assignment to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Protecting Children in the 21st Century Act, and A.R.S. 15-120.05.

The Superintendent shall provide for appropriate training for District employees and for students who use the District's computer network and have access to the Internet. Training provided shall be designed to promote the District's commitment to:

A. the standards and acceptable use of the District's network and Internet services as set forth in District policy;

B. student safety in regards to use of the Internet, appropriate behavior while using, but not limited to, such things as social media platforms, online opportunities and chat rooms; and cyberbullying awareness and response; and compliance with E-rate requirements of the Children's Internet Protection Act. Teachers are allowed to give students access to social media platforms to the extent necessary for educational purposes.

Wireless Communication Devices

Districts shall limit student use of wireless communication devices during the school day except if any of the following apply:

A. for educational purposes, as directed by the student's teacher.

B. during an emergency.

C. The student needs the student's wireless communication device because the student has a medical condition.

Procedures shall include guidelines for a student's parent to contact the student during the school day and for a student to contact the student's parent during the school day.

While training will be subsequently provided to employees under this policy, the requirements of the policy are effective immediately. Employees will be held to strict compliance with the requirements of the policy and the

accompanying regulation, regardless of whether training has been given.

The Superintendent is responsible for the implementation of this policy and for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

Notification

At the beginning of each school year, parents teachers and students will be notified of the policies regarding the use of technology and the Internet while at school. The District shall provide to parents, teachers and students a copy of the adopted policies and notify the parents, teachers and students of any changes to the policy.

Parents will also be notified of their ability to prohibit the student from the use of technology and the Internet while at school in which covered information may be shared with an operator pursuant to A.R.S. 15-1046. This does not apply to software or technology that is used for the daily operations or administration of a local education agency or Arizona Online instruction programs authorized pursuant to A.R.S. 15-808.

Definitions:

A. "School day" means periods of time when students are at school, including meals, passing periods and recess.

B. "Social media platform" means a website, computer application or other digital platform that is used for social networking and creating or exchanging virtual content.

C. "Wireless communication devices" includes personal devices and devices that are provided by the school.

Adopted: Tuesday, July 8, 2025

LEGAL REF.:

A.R.S.

13-2316

13-3506.01

13-3509

15-120.05

15-341

15-808

15-1046

34-501

34-502

20 U.S.C. 1232g, the Family Educational Rights and Privacy Act

20 U.S.C. 1232h, the Protection of Pupil Rights Amendment

20 U.S.C. 1400 *et seq*., Individuals with Disabilities Education Act

20 U.S.C. 6301 *et seq*., Every Student Succeeds Act of 2015

20 U.S.C. 9134, The Children's Internet Protection Act

47 U.S.C. 254, Communications Act of 1934 (The Children's

Internet Protection Act)

16 CFR Part 312, Children's Online Privacy Protection Rule (COPPA)

IJNDB-EA, Use of Technology Resources in Instruction Exhibit A Internet Code of Conduct

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

**USE OF TECHNOLOGY RESOURCES

IN INSTRUCTION**

INTERNET CODE OF CONDUCT

Use of the Internet by District students and staff members shall be in support of education and research that is consistent with the mission of the District. Internet use is limited to persons who have been issued District-approved accounts. Use will be in accordance with the JCUSDNet Acceptable Use Guidelines and Procedures and this Code of Conduct.

- Protect your Internet log-on information from others.
- Respect the privacy of other users. Do not use other users' passwords.
- Be ethical and courteous. Do not send hate, harassing, or obscene mail, make discriminatory remarks, or demonstrate other antisocial behaviors.
- Maintain the integrity of files and data. Do not modify or copy files/data of other users without their consent.
- Treat information created by others as the private property of the creators. Respect copyrights.
- Use the network in a way that does not disrupt its use by others.
- Do not destroy, modify, or abuse the hardware or software in any way.
- Do not develop or pass on programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system, such as viruses, worms, "chain" messages, global mailings, ResEdit, etc. Do not "hack" the system.
- Do not use the Internet to access or process pornographic or otherwise inappropriate material.
- Do not use the Internet for commercial purposes.

The District reserves the right to revoke a user's account if it is determined that the user is engaged in unauthorized activity or is violating this code of conduct.

IJNDB-EB, Use of Technology Resources in Instruction Exhibit B Electronic Information Services User Agreement

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

USE OF TECHNOLOGY RESOURCES

IN INSTRUCTION

ELECTRONIC INFORMATION SERVICES

USER AGREEMENT

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

A. Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.

B. Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

C. Abide by all copyright and trademark laws and regulations.

D. Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.

E. Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.

F. Not use the network in any way that would disrupt the use of the network by others.

G. Not use the EIS for commercial purposes.

H. Follow the District's code of conduct.

I. Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.

J. Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

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

A. Maintain supervision of students using the EIS.

B. Agree to directly log on and supervise the account activity when allowing others to use District accounts.

C. Take responsibility for assigned personal and District accounts, including password protection.

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

Personal responsibility. I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization*.

Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

A. *Be polite and use appropriate language*. I will not send, or encourage others to send, abusive messages.

B. *Respect privacy*. I will not reveal any home addresses or personal phone numbers or personally identifiable information.

C. *Avoid disruptions*. I will not use the network in any way that would disrupt use of the systems by others.

D. *Observe the following considerations*:

1. Be brief.

2. Strive to use correct spelling and make messages easy to understand.

3. Use short and descriptive titles for articles.

4. Post only to known groups or persons.

Services

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information services (EIS) is used and bears the risk of reliance on the information obtained.

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Name _____

Signature _____ Date _____

(Student or employee)

School _____ Grade (if a student) ____

Note that this agreement applies to both students and employees.

The user agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

Parent or Guardian Cosigner

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

Parent or Guardian Name (print) _____

Signature _____ Date _____

IJNDB-EC, Use of Technology Resources in Instruction Exhibit C Acceptable Use of Technology Staff Agreement

Exhibit. Adopted: not shown on page. Joseph City Unified School District No. 2.

EXHIBIT

USE OF TECHNOLOGY RESOURCES

IN INSTRUCTION

ACCEPTABLE USE OF TECHNOLOGY

STAFF AGREEMENT

The technology goals of the Joseph City School District are to ensure that each Student's interactions with technology contribute positively to the learning environment both at school and in the community. Students, employees, volunteers and guests are responsible for their behavior and communications using the District's computers and networks. All references to "staff" in this agreement refer to employees of the Joseph City School District, it's guest workers and volunteers. Staff must comply with this policy, and any accompanying administrative regulations and guidelines. The Acceptable Use of Technology Agreement for employees must be read and signed by the staff member and returned to the school office.

Agreement Rules:

- Staff agrees not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material, or materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process.
- Students agree to abide by all copyright and trademark laws and regulations.
- Students will not reveal home addresses, personal phone numbers or personal identifiable data unless authorized to do so by designated school authorities.
- Students understand that electronic mail or direct electronic communication are not private and may be read and monitored by school employees.
- Students will not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Students understand that inappropriate use may result in cancellation of permission to use the educational information services and appropriate disciplinary action up to and including expulsion.
- The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and staff of the District.

Personal Devices

Students will be allowed to bring their own personal electronic devices. "Device" means a personally owned wireless and/or portable computing device that includes, but is not limited to, existing and emerging mobile communication systems, portable Internet devices, or portable information technology systems that can be used for instructional use and wireless Internet access.

Personal Device Rules:

- Students take full responsibility for his or her device and keeps it with him or herself at all times. The school is not responsible for the security of the device. The school will not be responsible for lost, stolen or damaged devices.
- Students are responsible for the proper care of their personal devices, including any costs of repair, replacement or any modifications needed to use the device at school.
- The technology must be in silent mode or speakers turned off while on school campuses and while riding school buses.

- Students will refrain from sending any form of communication that harasses, threatens or is discriminatory.
- Students may not use any type of recording feature to capture, record, or transmit audio, video or still photos of other students, faculty, or staff without explicit permission given by the subject of the photo or video. All use of electronic recording devices are prohibited in restrooms, locker rooms, and swimming areas.
- Students must comply with administrative requests to turn off or cease using the device.
- Students understand that printing from personal technology devices will not be possible at school.
- Students will only access the Internet using the school's wireless connections. Any connections outside the schools networks are prohibited unless authorized by an administrator (e.g., 3g/4g/LTE connections are not allowed).
- Students understand that bringing devices onto school premises and infecting the network with a virus or other programs designed to damage, alter, destroy, or provide unauthorized access to data or information is in violation of the law and District policy and may result in disciplinary action.
- Students understand and will comply with rules for the use of mobile phones established by the school administrator.
- Administrators have the right to collect and examine any device at any time.
- Students are not to use the device in a manner that is disruptive to the educational or work environment.

Services

Use of the District's educational technologies is at the student’s own risk and is provided on an "as is, as available" basis. The District will not be responsible for any damage students may suffer, including, but not limited to, loss, damage or unavailability of data stored on the District's systems or for delays or changes in services or non-deliveries of information or materials, regardless of the cause. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District's electronic technologies.

Signature

I understand and will abide by the above policy and guidelines. I understand failure to comply with these terms and conditions may result in temporary or permanent loss of access as well as other disciplinary or legal action as necessary.

Print name: _____ Position: _____

Signature: _____

Date: _____

IJNDB-RA, Use of Technology Resources in Instruction Regulation A Safety and Use of Electronic Information Services

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

USE OF TECHNOLOGY RESOURCES

IN INSTRUCTION

(Safety and use of Electronic

Information Services)

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

A. Limit access by minors to inappropriate matter on the Internet and World Wide Web.

B. Limit the use of wireless communication devices by students during the school day.

C. Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

D. Monitor for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.

E. Restrict access by minors to materials harmful to minors.

Content Filtering

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

Education, Supervision, and Monitoring

It is the responsibility of all District employees to be knowledgeable of the Board's policy and administrative regulations and procedures related to the use of technology resources. Employees are further responsible, to the extent prudent to an individual's assignment, to educate, supervise, and monitor student use of the District's online computer network. District, department, and school administrators shall provide employees with appropriate in-servicing and assist employees with the implementation of Policy IJNDB.

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

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

A. Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.

B. Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

C. Abide by all copyright and trademark laws and regulations.

D. Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.

E. Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.

F. Not use the network in any way that would disrupt the use of the network by others.

G. Not use the EIS for commercial purposes.

H. Follow the District's code of conduct.

I. Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.

J. Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

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

A. Maintain supervision of students using the EIS.

B. Agree to directly log on and supervise the account activity when allowing others to use District accounts.

C. Take responsibility for assigned personal and District accounts, including password protection.

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

E. Pursuant to A.R.S. 15-120.05, teachers may grant access to social media networks for educational purposes.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.

Wireless Communication Device Guidelines

Students must follow all District rules and procedures for the use of wireless communication devices.

Acceptable Use

Students may use wireless communication devices:

A. for educational purposes, as directed by the student’s teacher.

B. during an emergency; and/or as needed for a medical condition.

C. With permission from a teacher or staff member, a student may contact their parent/legal guardian using the student’s cellular telephone.

IJNDB-RB, Use of Technology Resources in Instruction Regulation B Information Technology Department Operational Procedures and Internal Controls

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

**USE OF TECHNOLOGY RESOURCES

IN INSTRUCTION**

**(Information Technology Department

Operational Procedures and Internal Controls)**

This regulation applies to Joseph City School District Information Technology (IT) Department and includes operational procedures and internal controls for the operation and maintenance of District technology and network. This document is subject to change as necessary. For the purposes of this regulation, IT shall refer to Information Technology, District shall refer to Joseph City School District and System Users, user or users refer to all users that utilize District technology and resources.

The IT staff shall:

- Develop and implement, when appropriate, additional IT guidelines or procedures.
- Maintain the functionality of the IT systems within the District.
- Facilitate training and the dissemination of information.
- Maintain the security of the IT systems and the network.
- Prevent unauthorized access to District information, personal files and e-mail.
- Promote IT policy adherence.
- Create and maintain a plan for recovery of critical data and systems.

The responsibilities include, but are not limited to specific accounting applications such as Financial Accounting software, Student Information Systems and Food Services software. The District Information Technology Coordinator will ensure the responsibilities are adhered to and serve as a contact person for the District. These procedures recognize that entities in the District have different needs, IT resources, and levels of internal expertise. The District also has additional technician (s) who are responsible for the operation of the IT systems and with whom the District IT Coordinator may share the responsibilities in the District. District IT staff is expected to have the technical expertise required to ensure the safe and reliable operation of District IT systems.

The purpose of this regulation is to establish some general rules to be followed.

Information Technology Procedures

These controls shall be consistent with existing District rules and policies, and shall include at minimum the following components:

- Identification of IT resources, establishing general controls for each resource. The controls should require identification of the person(s) responsible for each resource, the person(s) authorized to use the resources, and the uses permitted for the resources. Where appropriate, the controls should cover issues of shared access, resource limitations, and personal use.
- A statement on security and data preservation that addresses unique information technology issues and identifies the individual who is responsible for matters of security.
- Cross references to the District IT policies.
- A statement regarding mission continuity planning to address system, application, and data backups and procedures for the recovery and restoration of unit's mission critical IT resources in the event of loss.

Maintaining Functionality

The District Information Technology system is intended to serve some function or set of functions. The District IT Department shall ensure that the IT systems continue to serve their functions with an appropriate degree of reliability.

**Facilitation of Training and

Disseminating Information**

The District IT Department shall facilitate training and IT knowledge within the District. User-paced training affords systems user(s) opportunities to remain current or expand their technical skills and knowledge of applications. District IT Department should facilitate and direct systems users to avail themselves of IT training opportunities available both within and outside the District. The District IT Department will communicate important technical information to the users of the District system as necessary. Training facilitators assisting with District training who require access to the network must be approved by District Technology Coordinator prior to the event and adhere to these operational procedures and internal controls in order to maintain the functionality and security of the District system.

Security and Access Controls

The District Technology Coordinator will provide leadership and direction for the District's network and systems security. The District IT Department will follow system security awareness practices, appropriate system safeguards, and effective responses to breaches in security within the District. Security in a networked environment must be a responsibility shared by everyone. A single compromised workstation can be used to attack other systems both within and outside the District.

The District IT Department communicates and practices procedures that promote security. The following areas are covered:

- Physical security
- Protection of information, which includes periodic backup and off-site rotation of mission critical systems, applications, and data files.
- Prevention of unauthorized access.
- Detection of security breaches.
- Procedures for reporting security breaches to management or appropriate authority
- Account auditing, including the removal of accounts no longer authorized access to the District's information technology resources.

The District IT Department will work to correct problems within the District system. The District IT Department is authorized to take reasonable action to maintain the security of the system, including, but not limited to physical access and user privileges. A users access privileges may be temporarily suspended if necessary or appropriate to maintain the integrity of the computer system or network.

Protection of Information

The IT Department backup procedures include disk to disk backup of all mission critical applications, including but not limited to Accounting/Financial software and data, Student Information System software and data, and Food Services software and data. The disk to disk backup is supplemented by a disk to tape backup and off-site rotation of mission critical systems and data. Backup and restore functions include testing using the restore function to ensure data can be retrieved successfully on a bi-monthly basis.

Unauthorized or Inappropriate Access

The District IT Department maintains safeguards and procedures, including, but not limited to the restriction of non-District approved technology equipment or devices that minimize the possibility of unauthorized access to data center, network or District and personal files. The District IT Department will configure the systems to minimize the possibility for any unintended disclosure or access to District information.

**Permissible Access by District

IT Department**

Investigation of System Problems

The District IT Department is permitted to access user accounts, files, video surveillance data or communications when there is reason to determine whether there is a problem and to take corrective measures. In situations in which the District IT Department has no reason to suspect misconduct on the part of the user, the IT staff shall advise the user prior to access to the extent reasonably practicable. In situations in which misconduct is suspected, the District IT Department shall notify the appropriate authority for investigating disciplinary matters involving the particular user prior to attempting to gain access. However, in no case shall the District IT Department be restricted from immediately accessing any account, file, video surveillance data or communication where there is a reasonable belief that a failure to do so will result in loss of system or network stability, substantial damage to the system or network, or liability to the District.

Reporting and Investigation of Misconduct

Security breaches may be reported by a user and as part of an investigation into possible violations of District rules or policies, or of local state or federal laws, individual user accounts, files and communications may be accessed if there is reason to believe there is relevant information. Access to a suspect system will not be granted without the approval of the District IT Coordinator and/or Superintendent. If necessary, the IT Coordinator shall notify the Superintendent, administrator, or user prior to accessing the user's accounts, files or communications, except where reasonable efforts to contact the user are unsuccessful or prior notification would compromise the investigation.

Where Required by Law

The District IT Coordinator will permit access to individual accounts, files, video surveillance and communications where required to comply with the law.

Access to Coworkers

The District IT Department will provide shared access to District files by coworkers and administrators, if that authorization is necessary. In situations in which a coworker or administrator cannot access files for which they have authorization (because of the absence of an employee on whose workstation they are stored), the IT Coordinator or authorized technician may make those specific files available to the authorized individual.

Account Auditing

The following are minimum standards for hard copy data, data access policies, and procedures for systems and facilities containing restricted and controlled data:

Anyone with access to restricted or controlled data shall require unique and individual user credentials such as a user ID and password.

Access shall be deactivated after a period of inactivity not to exceed one (1) week.

Terminated employees shall lose access as of their termination date. In the case of a terminated employee, IT Staff must immediately revoke all computer, network, and data access belonging to the former employee. Remote access must also be removed, and the former employee should be dispossessed of all company-owned property, including technological resources like a notebook computer and intellectual property.

Internal Control Adherence

District IT staff share the responsibility governing the use of the IT system and network. District IT staff are committed to the protection of the Districts systems and data. District IT technicians may resolve minor or inadvertent violations. Where more serious violations of policies are suspected, it is the responsibility of the District IT Coordinator to assist in an investigation by an appropriate authority. The appropriate authority is typically the Superintendent or school administrator in cases involving faculty, staff, and students.

Should a user fall into a state of non-compliance with the Information Technology Procedures and Internal Controls, the District IT Coordinator will collaborate with the appropriate administrator to bring the user into compliance. If a user disregards or consistently fails to adhere to the responsibilities in Policy IJNDB and this regulation, the user may be subject to disciplinary actions and restricted access.

System Users' Responsibilities

Consistent with the District Information Technology User Agreement, this regulation does not relieve users of District computers or systems of the responsibility to maintain and protect the integrity and security of District information technology resources. When a computer is connected to the District network, the user is responsible for ensuring that the computer is not used to compromise the security of the network. If the computer contains District information resources or has access to District data, accounts, or information, the user is responsible for data integrity, data backup, physical security of the machine, and for protecting the system from computer viruses and other attacks. The IT Department staff will assist the user with these responsibilities.

IJNDBA, Website Accessibility

Policy. Adopted: May 9, 2017. Joseph City Unified School District No. 2.

(W3C/WAI's Web Content Accessibility Guidelines)

The District is committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the District's website will conform to the W3C/WAI's Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

https://www.section508.gov/manage/laws-and-policies/

The Superintendent will establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third party vendors and open sources.

A Website Accessibility Concerns/Complaints form related to the accessibility of websites developed or maintained by the District is available at each school and at the District office. The form includes identification information, date, description of the problem, location of the inaccessible site, and the solution suggested.

The concern or complaint may be made verbally, by e-mail, in writing or by completing the form provided by the District. All such communications will be forwarded to a staff member or consultant designated by the Superintendent.

Each concern or complaint will be processed and the person initiating the communication will receive a timely response, including the provision of access to the website information requested.

Adopted: May 9, 2017

LEGAL REF.:

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504) (Section 508 as amended)

42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII

42 U.S.C. 12101 *et seq*., Americans with Disabilities Act

CROSS REF.:

AC - Nondiscrimination/Equal Opportunity

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunities

KED - Public Concerns/Complaints about Facilities or Services

IJOA, Field Trips

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Field trips must be planned within the context of the school program and must be appropriate for the age level, grade level, and curriculum. Due to limitations imposed by local conditions, field trips may be limited by the Superintendent. All field trips must be specifically approved by the Superintendent long enough in advance so that arrangements can be made prior to the trip. Before any student is taken from the school grounds on a field trip, written permission must be obtained from the parents or legal guardians. Transportation shall be provided only by District vehicles, driven by authorized personnel.

In general, field trips shall be conducted within the normal school day and shall be limited to distances as prescribed by the Superintendent on an individual basis. Overnight trips must have Governing Board approval. The District will not sponsor, approve, support, or encourage field trips that do not meet the criteria outlined in this policy, unless the Board gives approval after a presentation justifying the specific need for the exception.

Adopted: date of Manual adoption

IJOA-R, Field Trips Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

FIELD TRIPS

Educational field trips provide opportunities for a student to gather information on a firsthand basis. The educational learning experience becomes a great deal richer when presented through a field trip.

The District is convinced that students should have this opportunity. The following guidelines will assist in planning for field trip experiences:

- One (1) local field trip by bus per class per year will be allowed. Additional field trips and field trips of greater distance may be provided when special circumstances warrant. Approval of a field trip must be obtained before plans are made with students.
- Local field trips must have Superintendent approval. Out-of-state field trips must have Governing Board approval.
- Field trips can be made to any commercial establishment, provided the establishment does not encourage the field trip by solicitation.
- Procedures for walking field trips are the responsibility of the building principal.
- For better availability of buses, it is very important that field trips be scheduled throughout the year.
- Education of students must be completely free of charge; therefore, no fees shall be assessed to students.
- Transportation shall be by school bus or by a properly licensed chartered bus company. Private vehicles will not be used.

Procedures and forms needed to take field trips:

- The teacher will complete the top portion of the "Informal Clearance for Field Trip" form and submit it to the principal for reaction.
- If the principal's reaction is positive regarding the "Informal Clearance for Field Trip," the teacher will make advance reservations with the site.
- The teacher will then prepare a "Request for Bus Transportation" form, which is available from the school secretary. In the space labeled "Explain the purpose of the trip and how it is related to curriculum," the teacher will state clearly how the trip will relate to the educational objectives of the instructional program.
- The form "Request for Bus Transportation" must be submitted by the teacher to the principal at least three (3) weeks prior to the date of the trip.
- Trip requests approved by the principal will be submitted to the Superintendent for approval or disapproval.
- The Superintendent will notify the principal of approval or disapproval of the trip. If denied, the reasons for denial shall be given.
- Approved requests will be forwarded to the transportation supervisor. The transportation office will compile driver and fuel costs and forward them to the principal for payment.
- Written permission for the field trip must be obtained from parents of all students going on the trip.
- While on field trips, teachers shall be responsible for maintaining the District's rules of student conduct on school buses.
- There should be at least one (1) adult to supervise every ten (10) secondary pupils and one (1) adult for every seven (7) elementary pupils.
- The "Evaluation of Field Trip" portion of the District form must be completed by the teacher and submitted to the principal within five (5) working days after the trip.

IJOB, Community Resource Persons / Speakers

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

The District recognizes that one of the greatest resources of the school is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. Therefore, the use of community resources and citizens to serve in furthering the educational program is encouraged. Staff members should study the needs of their respective schools, survey the resources available in the school community, weigh their probable usefulness, and then present to the Superintendent for approval any staff-developed plans for using those community resources. The Superintendent will consider all such plans, on both their merit and their implications, as if they were to be carried out throughout the District. Use of outside personnel and resources would be under procedures authorized by the Superintendent.

Adopted: date of Manual adoption

IJOC, School Volunteers

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

The Superintendent shall promote appropriate annual recognition of volunteer services.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

13-3716

15-512

23-901.06

CROSS REF.:

GCFC - Professional Staff Certification and Credentialing Requirements

(fingerprinting requirements)

GDFA - Support Staff Qualifications and Requirements (fingerprinting requirements)

IKA, Grading / Assessment Systems

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

A District-developed grading system will be utilized.

Teachers will keep a careful record of the grades assigned to students.

Written reports to the parents concerning student achievement will be made every nine (9) weeks by the teacher, and additional written reports will be made when necessary.

Teachers will confer with parents when necessary concerning academic progress and discipline of students.

Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

Special Education

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

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-203

15-516

15-521

15-767

IKA-R, Grading / Assessment Systems Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

GRADING / ASSESSMENT SYSTEMS

Subject Grade

The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable standard for average achievement in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalents. The following scale will serve as a guide for the distribution of grades but reasonable alternative letter grades may be approved at the District level:

90% - 100% *equals A*

80% - 89% *equals B*

70% - 79% *equals C*

60% - 69% *equals D*

Below 60% *equals F*

The Elementary School may implement a standards-based grading system for classes, where students' mastery level of curriculum standards is explicitly stated on the report card. This is an alternative to the traditional *A - F* grading system. 1= Minimally Proficient, 2= Partially Proficient, 3= Proficient, 4= Highly Proficient

The benefits of this Alternative Standard-Based Grading System shall be:

A. *To Provide Clarity and Specificity*: Parents receive detailed information on which specific skills or standards their child has mastered or needs to improve, rather than just a general grade.

B. *To Focus on Learning*: Emphasizes the student's learning and growth in specific areas rather than comparing them to their peers.

C. *Provide Targeted Support*: Helps teachers and parents identify areas where a child may need additional help, allowing for more focused interventions.

D. *Consistent Feedback*: Provides a clear framework for ongoing assessment and feedback, making it easier to track progress over time.

The following should be observed in implementing a grading system:

A. The grading system should be consistent within the class for the entire year.

B. The student should understand the system thoroughly, such as, the content on which the grade for the course depends, the weight attached to various phases of the material, the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent home as a report to the parent.

C. If a teacher from year to year consistently promotes classes with predominantly high or low scores for the majority of the pupils in each class, then such practice causes parental and pupil difficulties for the succeeding teacher. If a teacher consistently finds the grades high or low for a large percent of the class, then the teacher should evaluate their established standards of average achievement on grading.

D. Work habits and conduct are two (2) areas that will be marked individually. Grades on basic subjects must not be awarded or upheld based upon disciplinary problems, work habits, or conduct.

Report Cards and Records

An average of two (2) grades per week should be kept in numerical values in the teacher's grade book for each subject. Average numerical values for the nine (9) weeks will also be recorded in the grade book.

Grade reports to the parents are made on a nine (9) week basis. Report cards include an explanation of the system of marks used. Before cards are distributed each nine (9) week period, the teacher should explain the marking system to the students.

Cards are sent home according to a schedule which is developed at the beginning of the school year.

IKAA, Tests and Examinations

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

Adopted: date of Manual adoption

IKAB, Report Cards / Progress Reports

Policy. Adopted: Tuesday, April 10, 2018. Joseph City Unified School District No. 2.

School Report Cards

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

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

Student Progress Reports

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

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

The following specific requirements are established:

A. Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.

B. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.

C. Insofar as possible, distinctions will be made between a student's attitude and academic performance.

D. At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.

E. When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.

F. When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.

G. Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on each student's progress in achieving the goals stated in the student's individualized education program (IEP) by the end of the school year. Such progress reports shall be provided as directed in the IEP.

Adopted: Tuesday, April 10, 2018

LEGAL REF.:

A.R.S.

15-709

15-746

15-767

IKACA, Parent Conferences

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

Parent/teacher conferences may be conducted. The Superintendent will establish procedures for such conferences. In addition to scheduled opportunities, parents shall have opportunities to arrange conferences with teachers at other times during the year.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-901

CROSS REF.:

IKAB - Report Cards/Progress Reports

IKB, Homework

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

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

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

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

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

Adopted: date of Manual adoption

IKB-R, Homework Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

HOMEWORK

Introduction

Because education is a lifelong process that extends beyond the school, it is important that students recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school. A broad definition of homework is considered here to include not only written work, but also related activities such as viewing specific television programs, news reporting, recreational reading, and other activities that are related to classroom work but are assigned to be done at home

Reasons for homework may be:

- To provide extended, meaningful learning opportunities.
- To complete work begun in class.
- To expand and/or enrich regular classwork.
- To build interest in reading and learning.
- To make up work missed due to absence.
- To encourage parents' awareness of student learning.
- To provide an opportunity to pursue special interest or ability areas.
- To increase learning time.
- To establish independent study skills.
- To stimulate worthwhile use of leisure time.
- To develop initiative, responsibility, and self-direction.

Guidelines for Teachers

Homework assigned will depend on the discretion of each teacher in accordance with policy, based on a knowledge of the student's individual ability, awareness of home conditions, and the practice of good learning theory.

- Homework should be the independent practice of an effectively taught skill.
- Homework should be given with a purpose that is understood by both teacher and student.
- It is important that homework be within the student's capability.
- Homework assignments should be planned to include a wide variety of activities in all areas of the curriculum.
- Students should have readily available to them all books and materials required to complete the assigned work.
- Homework assignments are not to be given as busy work or for disciplinary reasons, such as copying pages from a dictionary or encyclopedia.

The following time chart is a suggested guide for average students:

School days

Grade levels (Monday - Wednesday) Daily Total

K - 1 10 - 15 minutes

2 - 4 30 - 40 minutes

5 - 6 40 - 60 minutes

7 - 8 1 to 1.5 hours

9 - 12 1 to 2 hours

Homework should not be assigned on weekends. It is believed that students should use this time for any "makeup" that needs to be done and for reading enjoyment.

Guidelines for Parents

Parents can support a child's interest in lifelong learning by encouraging good study habits and providing a learning environment in the home.

- Provide a quiet, well-lighted place for the student to do homework.
- Help your child budget time so that a regular schedule for study is set.
- Take an active interest in what your child is doing in school. Ask for an explanation of a particular assignment and what is being learned. Offer compliments for good work or when improvement is shown. Make constructive suggestions, but avoid severe criticism and undue pressure. A positive attitude by the parents will encourage the student to do the best work possible.
- Encourage your child to seek additional help from the teacher at school if there seems to be any difficulty with the work.
- Encourage and guide your child with assigned homework. Under no circumstances do it for your child.
- Regular school attendance is important for your child's continued learning.
- Consult your child's teacher as soon as problems arise.

Suggestions for Students

It is important to develop good study habits at school and at home.

- Be sure you understand the assignments, and ask your teacher if you feel you need help.
- Set aside a regular time to do homework.
- Study in a quiet place.
- Complete your work and hand it in when it is due.
- Do your best on each homework assignment.

IKC, Class Rankings / Grade Point Averages

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

Class rank shall be determined as follows:

- Class ranking will be determined each semester beginning with the first semester of the ninth grade.
- Class rank will be based only on the grades earned in classes that meet or exceed graduation requirements.
- Total grade points begin accumulating with the ninth grade. These are divided by total units attempted to produce the accumulative grade point average. Students are then ranked according to grade point average, with 5.00 as high for weighted grades.

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and salutatorian will be selected for each high school graduating class. The valedictorian and salutatorian will be selected according to the following procedure:

- The valedictorian will be the student with the highest grade point average as computed from grades earned from the ninth through twelfth grades.
- The salutatorian will be the student with the second highest grade point average as computed from grades earned from the ninth through twelfth grades.
- In case of a tie for valedictorian, covaledictorians will be honored.
- In case of a tie for salutatorian, cosalutatorians will be honored.
- Foreign exchange students will not be considered in computing class rank and, therefore, will not be eligible for any academic honors.
- To be eligible for valedictorian or salutatorian honors, a student must have been enrolled in Joseph City High School continuously for the last three (3) consecutive semesters.

Adopted: date of Manual adoption

IKC-R, Class Rankings / Grade Point Averages Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

**CLASS RANKINGS / GRADE

POINT AVERAGES**

**Selection Process for Valedictorian

and Salutatorian**

The grade point average for potential honor students (valedictorian or salutatorian) will be computed from grades earned from the ninth through the first semester of the twelfth grades using core curriculum classes only.

To be considered for grade average computations, all transfer credits, full or partial, must meet the criteria of minimum time allotment as established by the North Central Accreditation Association.

When computing the grade point average for potential honor students (valedictorian or salutatorian) a "weighted" system that gives added emphasis to classes requiring more rigorous academic standards will be used.

The weighted system of computing grade point averages will be used *only for the determination of the valedictorian and the salutatorian. The following standard grade point system will be used in all other instances:*

- Standard grade points: *A = 4; B = 3; C = 2; D = 1; F = 0.*

The weighted system used for selection of valedictorian and salutatorian is as follows:

Level I Level II Level III

classes classes classes

*A = 5 pts. A = 4 pts. A = 3 pts.

B = 4 pts. B = 3 pts. B = 2 pts.

C = 3 pts. C = 2 pts. C = 1 pt.

D = 0 pts. D = 1 pt . D = 0 pts.

F = 0 pts. F = 0 pts. F = 0 pts.*

Following are definitions of the class levels:

- *Level I.* All advanced classes - advanced math, advanced science, advanced English, college-level courses taken for dual credit in core areas.
- *Level II.* All classes taken to meet specific requirements for graduation not included in Levels I and III.
- *Level III.* Remedial and special education classes not requiring the same minimums as the courses for graduation.

Utilizing the above weighted system for computation, the student with the highest grade point average will be named valedictorian, and the student with the second highest grade point average will be named the salutatorian.

IKD, Honor Rolls

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

Honor rolls will be used in grades four (4) through twelve (12). The Superintendent will establish the minimum achievement level for all honor rolls, and such determination may be subject to Board approval. Students will be informed of the honor roll system and instructed to ensure an understanding of the specific grades and methods used to compute the honor roll formula.

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

Adopted: date of Manual adoption

IKE, Promotion and Retention of Students

Policy. Adopted: April 12, 2016. Joseph City Unified School District No. 2.

(Promotion or Retention of Elementary Students;

High School Course Pass or Fail)

Regular Education

The District is dedicated to the continuous development of each student.

Year to year promotion of a student in grades one (1) through eight (8) will be based upon standards for each basic subject area as identified in the course of study. The District may conduct a ceremony to honor pupils who have been promoted from the eighth (8th) grade.

The District standards that students must achieve shall include accomplishment of the standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

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

In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interests of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level.

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

The earning of credit for a high school course is based on the student's satisfactory completion of the course academic requirements as demonstrated by the student's course grade. Periodic grade reports shall inform the student and the student's parent(s)/guardian(s) of the student's progress in a course. The teacher should further inform and confer with the student's parent(s)/guardian(s) whenever the student's lack of satisfactory progress in the course indicates a trend toward the student receiving a failing course grade. No course credit is granted for a failing grade.

A student must achieve passing grades in the number of required and elective course credits prescribed by the Governing Board and the State Board of Education to be granted a high school diploma.

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

Special Education

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

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an individualized educational program (IEP) team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability. The

student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

Adopted: April 12, 2016

LEGAL REF.:

A.R.S.

15-203

15-341

15-342

15-521

15-701

15-701.01

15-715

15-802

A.A.C.

R7-2-301

R7-2-309

R7-2-401

A.G.O.

I84 - 016

CROSS REF.:

IHA - Basic Instructional Program

IKEB - Acceleration

IKF - Graduation Requirements

IKE-RA, Promotion and Retention of Students Regulation A Procedure for Retention of Elementary School Students

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

**PROMOTION AND RETENTION

OF STUDENTS**

**Procedure for Retention of

Elementary School Students**

At the end of the first grading period, each teacher in a common school should send to the principal a list of the students who are experiencing difficulty in their classes. At the earliest parent conference this must be shared with the parents and recorded in the student's cumulative folder. The teacher and the parent will discuss ways to assist the student in attaining expected achievement levels.

At the end of the second and subsequent grading periods, students - including new students - who achieve below expected grade level standards will be reviewed by the principal and staff members to consider retention. Parent conferences will be held to inform parents of the concern and to involve them in this process.

No decision for retention shall be made without parent involvement and student counseling. Late entries should receive special consideration.

The final recommendation to retain should be made by the teacher. Consultation with the principal and other staff members, and involvement of parents in all steps of the retention process are vital.

**Appeal of Teacher Decision to Promote,

Retain, Pass or Fail a Pupil**

Pursuant to Arizona Revised Statutes, a parent or student of majority may appeal to the Board for reconsideration on any placement decision. The parent or student of majority has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the pupil. It must be demonstrated to the Board that the student has or has not mastered the State Board adopted standards required for the placement recommended by the teacher. If the Governing Board overturns the decision of the teacher, a written finding of mastery or non-mastery of the State Board adopted standards must be adopted by the Governing Board.

IKE-RB, Promotion and Retention of Students Regulation B Competency Requirements for Promotion of Students from Third Grade

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

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 pupils 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 pupil’s progress toward reading proficiency.

F. A statement that the pupil will not be promoted from the third grade if the pupil obtains a score on the reading portion of the state-wide assessment that demonstrates the pupil is reading far below the third-grade level does not demonstrate sufficient reading skills, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption.

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 pupil 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 pupil qualifies for an exemption as determined by the Governing Board.

B. The Governing Board may promote from the third (3rd) grade a pupil who does not demonstrate sufficient reading skills if the pupil:

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 pupil 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 pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil'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

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 pupil may not be retained if data regarding the pupil's performance on the state-wide assessment is not available before the end of the current academic year. A pupil 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 pupil 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 pupils 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 pupils retained in grade three (3) and the interventions administered.

The intervention and remedial strategies developed by the SBE shall also:

A. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.

B. Develop interventions and remedial strategies for pupils in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.

IKEA, Make Up Opportunities

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-152

15-803

CROSS REF.:

EBAA - Reporting of Hazards/Warning Systems

IKEA-R, Make Up Opportunities Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

MAKE UP OPPORTUNITIES

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

- Each teacher will provide the student's assignment(s) and any handouts or materials necessary for accomplishment of such assignment(s).
- It will be the responsibility of any student who misses a laboratory assignment or test to arrange with the teacher a mutually convenient time to perform the laboratory assignment or to take the test.

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

- It will be the student's responsibility to ask for make up work and to arrange for a time to make up tests when the student returns.
- If the teacher is unable to supply the student with a make up assignment, the student will not be held responsible for that make up assignment.
- The student has the responsibility to work with the teacher to develop a plan for making up homework and tests.
- If work is not turned in by the time the assignment is due, and the student fails to provide an acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce the grade on the assignment or withhold credit on the assignment.
- When a student has been absent for illness, ample time will be given for make up work once the student returns to school.
- In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox, measles, et cetera), or when the parent notifies the office that the student will be absent more than one (1) week for other reasons (e.g., vacation), teachers may provide required assignments in advance or send assignments to the student.

IKEB, Acceleration

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

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

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-701.01

CROSS REF.:

IKE - Promotion and Retention of Students

IKF, Graduation Requirements

Policy. Adopted: Tuesday, September 9, 2025. Joseph City Unified School District No. 2.

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 to including 1.0 unit

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).

Economics 0.5 unit**

Fine Arts or Career, Technical and

Vocational Education 1.0 unit

Electives 7.0 units

Total 22.0 units

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

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, 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.

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: Tuesday, September 9, 2025

LEGAL REF.:

A.R.S.

15-203

15-341

15-701.01

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

IKF-R, Graduation Requirements Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

GRADUATION REQUIREMENTS

(Determining Competency for Graduation Credit)

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

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

IKFA, Early Graduation

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

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

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

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-105

15-701.01

15-1821

Section 63, Arizona Laws 2009, HB2011

IKFB, Graduation Exercises

Policy. Adopted: Tuesday, September 14, 2021. Joseph City Unified School District No. 2.

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

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

A. Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reasons for absence, may be cause for excluding students from participating in the exercises.

B. Students may not participate in the commencement exercises unless they have successfully completed the requirements for graduation.

C. Awards to seniors will be printed on the commencement program and announced at the exercises only in cases where the recipients have been selected solely by the school.

D. Other awards to graduating seniors selected by persons or organizations outside the school may be presented at the final awards assembly if approved by the principal.

E. A student who is a member of a federally recognized Indian tribe or who is eligible to be enrolled as a member of a federally recognized Indian tribe may wear traditional tribal regalia or objects of cultural significance at a graduation ceremony.

F. For the purposes of this section, "objects of cultural significance" and "traditional tribal regalia" include an eagle feather or eagle plume.

Adopted: Tuesday, September 14, 2021

IL, Evaluation of Instructional Programs

Policy. Adopted: Tuesday, September 11, 2018. Joseph City Unified School District No. 2.

(Testing Programs)

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

The Board authorizes:

A. A testing program as outlined in A.R.S. 15-741 and 15-755.

B. A District testing program that will be subject to regular review and evaluation.

C. In-service education of teachers and other staff members in the use of tests and interpretation of test results.

Test Participation

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

If the state-wide assessment results are available before the start of each school year, each school district and charter school shall provide notification no later than the first half of the second quarter of the school year to parents of pupils in grades six (6) through eight (8) who have not demonstrated proficiency in grade-level mathematics based on available local or statewide assessments. The notification shall include the following information:

A. A description of the pupil's mathematics deficiencies as demonstrated by the statewide assessment.

B. A description of the current mathematics services provided by the school district or charter school, including supplemental instructional services and supporting programs that are designed to remediate mathematics deficiencies.

Adopted: Tuesday, September 11, 2018

LEGAL REF.:

A.R.S.

15-708

15-741

15-743

15-744

15-745

15-755

CROSS REF.:

IKF - Graduation Requirements

ILB - Test/Assessment Administration (State Mandated Testing)

JR - Student Records

ILB, Test / Assessment Administration

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

(State-Mandated Testing)

Security of Testing Materials

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

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

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

**Standards Adopted by the

State Board of Education**

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

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

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

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-741

15-741.01

15-742

15-743

15-744

15-745

15-755

A.A.C.

R7-2-301

R7-2-302.04

R7-2-306

R7-2-310

CROSS REF.:

IL - Evaluation of Instructional Programs (Testing Programs)

JR - Student Records

ILE, Evaluation of Instructional Programs

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

15-341

IMA, Teaching Methods

Policy. Adopted: Monday, June 10, 2024. Joseph City Unified School District No. 2.

(Lesson Plans)

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

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

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

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

Adopted: Monday, June 10, 2024

IMA-R, Teaching Methods Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

TEACHING METHODS

(Lesson Plans)

Guidelines for the implementation of this administrative regulation shall include:

A. Lesson plans shall be developed according to District-wide formats and shall reflect the scope and sequence of the courses of instruction. Acceptable alternatives may be approved by the principal.

B. Lesson plans shall demonstrate the correlation of the lesson with State Board standards when applicable.

C. Lesson plans should include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects of such plans.

D. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Supplementary materials to be used in a lesson(s) may serve as an integral part of the plan.

E. Lesson plans for individualized programs should be consistent with the general overview and purpose of the instructional program. The progress of individual student(s) must be a consideration in the plan.

F. Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.

G. The provision that copies of lesson plans must be available for substitute teachers.

IMB, Teaching About Controversial / Sensitive Issues

Policy. Adopted: Tuesday, October 11, 2022. Joseph City Unified School District No. 2.

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

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

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

A. Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established facts to specific problems.

B. Teachers should seek to develop in students the ideals of truth and honesty.

C. All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.

D. Constitutional guarantees of due process and freedom of speech will continue to be observed as to students and teachers alike when they are involved in a controversial issue.

E. Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.

F. Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.

G. Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

Adopted: Tuesday, October 11, 2022

IMD, School Ceremonies and Observances

Policy. Adopted: Tuesday, October 11, 2022. Joseph City Unified School District No. 2.

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

A. Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.

B. Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence:

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

C. For K-12 programs, each school district and charter school shall set aside at least one (1) minute but not more than two (2) minutes at the beginning of each school day for students to engage in a moment of silence during which students may not interfere with other students' participations. A teacher or other school employee may not suggest the nature of any reflection in which a student may engage during the moment of silence. Each teacher of a class in which a moment of silence occurs pursuant to law shall encourage parents of students in the class to discuss with their children how best to use the moment of silence.

D. Students whose parents have informed the school that they are not to take part in the meditation period or patriotic observances will be expected to observe the courtesy of not disturbing others.

E. When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

A teacher or administrator in any school in this District may read or post in any school copies or excerpts of the following materials:

A. The national motto "In God We Trust."

B. The National Anthem.

C. The Pledge of Allegiance.

D. The Preamble to the Constitution of this state.

E. The Declaration of Independence.

F. The Mayflower Compact.

G. Writings, speeches, documents and proclamations of the founding fathers and the presidents of the United States.

H. Published decisions of the United States Supreme Court.

I. Acts of the United States Congress.

J. The state motto "Ditat Deus," which means "God Enriches."

Adopted: Tuesday, October 11, 2022

LEGAL REF.:

A.R.S.

15-203

15-342

15-506

15-717

IMG, Animals in Schools

Policy. Adopted: Tuesday, April 14, 2015. Joseph City Unified School District No. 2.

The Superintendent may establish procedures for appropriately and humanely bringing live animals into a classroom. Such procedures shall forbid the transporting of live animals on school buses that are not service animals as defined at A.R.S. 11-1024.

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

Per the Americans with Disabilities Act (ADA), service animals must be under the control of the handler at all times. In most instances, the handler will be the individual with a disability or a third party who accompanies the individual with a disability. The District may need to provide some assistance to enable a particular student to handle his or her service animal. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. If a service animal is out of control and the handler does not take effective action to control it, staff may request that the animal be removed from the premises.

Any person or entity that operates a public place shall not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Adopted: Tuesday, April 14, 2015

LEGAL REF.:

A.R.S.

11-1024

11-1025

A.A.C.

R13-13-104

IMG-R, Animals in Schools Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

ANIMALS IN SCHOOLS

Animals may be brought into the classroom for educational purposes. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior written permission from the principal. The following documentation will be provided to the principal, as appropriate, prior to approval: the vaccination history of the animal, including proof of current rabies and distemper vaccinations; proof of current licensure; proof that the animal has been spayed or neutered; proof of treatment of fleas and ticks; and current certificate from a veterinarian that the animal is healthy and disease free. All provided documentation will be kept in the building administrator and/or Superintendent offices.

The following guidelines shall apply to animals in the schools:

A. Teachers should check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction.

B. Animals shall not be transported on school buses.

C. Animals shall not be transported in other District vehicles without written authorization.

D. Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.

E. The animal must present no physical danger to students or staff members.

F. Only the teacher or students designated by the teacher are to handle the animals.

G. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their proper care and safety. The classroom shall be kept clean and free of any animal waste.

H. The staff member must adhere to local, state and federal laws and to District policies and regulations regarding such animals.

I. Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities. The owner of the animal is liable for any damage to District or personal property and any injuries to individuals caused by the owner’s animal while on District property.

IMH, Class Interruptions

Policy. Adopted: date of Manual adoption. Joseph City Unified School District No. 2.

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

Adopted: date of Manual adoption

IMH-R, Class Interruptions Regulation

Regulation. Adopted: not shown on page. Joseph City Unified School District No. 2.

REGULATION

CLASS INTERRUPTIONS

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

Policy Review Register, Section I, Instructional Program

Built Tuesday, November 3, 2026 from the Board Policy Library (captured from ASBA PolicyBridge August 13, 2026) and the policy tracker (updated October 29, 2026). One line per document. The Page column is the page in file 03, Current policy text, where the District's text of that document begins.

Checks run: (a) adoption date on file and within five years, (b) ASBA advisories on file naming the code, (c) cross references, (d) duplicate titles, (e) the high consequence list in the plan (technology use) plus the legal-exposure items the Superintendent flagged. The library was not re-verified against PolicyBridge this week (the PolicyBridge API returned 403 on November 3).

Totals. 59 Board policies: Confirm 8, Read in full 3, Decide 46 (35 with no adoption date, 11 adopted more than five years ago), Noted 2. 47 regulations and exhibits: information only; the Superintendent issues them under Policy CH.

Pull deadline. Any member may move a Confirm policy to Decide by sending the code to the Superintendent by Tuesday, November 10, 2026 at 12:00 noon. That deadline has passed.

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
1	IA	Instructional Goals and Objectives	Policy	no date	Decide	5	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
2	IB	Academic Freedom	Policy	no date	Decide	7	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
3	IC	School Year	Policy	September 14, 2021	Decide	8	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
4	ID	School Day	Policy	no date	Decide	9	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
5	IE	Organization of Instruction	Policy	no date	Decide	10	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
6	IGA	Curriculum Development	Policy	September 9, 2025	Confirm	11	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
7	IGD	Curriculum Adoption	Policy	December 12, 2023	Confirm	12	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
8	IGE	Curriculum Guides and Course Outlines	Policy	no date	Decide	13	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
9	IGE-R	Curriculum Guides and Course Outlines Regulation	Regulation	not shown	Information	14	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
10	IHA	Basic Instructional Program	Policy	September 9, 2025	Noted	15	PA 1051 (HB 2423). Adopted September 15, 2026 per the policy tracker; the library copy of August 13 predates it.
11	IHA-E	Basic Instructional Program Exhibit Reading	Exhibit	not shown	Information	17	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
12	IHAA	English Instruction	Policy	no date	Decide	18	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
13	IHAA-R	English Instruction Regulation	Regulation	not shown	Information	20	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
14	IHAL	Teaching About Religion	Policy	May 12, 2026	Read in full	21	Q7. Adopted May 12, 2026. Teaching about religion; the elective course on biblical text. Read in full.

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
15	IHAMA	Teaching About Drugs Alcohol and Tobacco	Policy	no date	Decide	23	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
16	IHAMB	Family Life Education	Policy	October 11, 2022	Read in full	24	Q7. Adopted October 11, 2022. Sex education: the public-notice and committee rules in the text are a compliance gate. Read in full.
17	IHAMB-EA	Family Life Education Exhibit A Parental Consent Form for Sex Education Curricula	Exhibit	not shown	Information	26	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
18	IHAMB-EB	Family Life Education Exhibit B Parental Consent Form for Instructional Materials	Exhibit	not shown	Information	27	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
19	IHAMB-R	Family Life Education Regulation	Regulation	not shown	Information	28	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
20	IHAMC	Instruction and Training in Cardiopulmonary Resuscitation	Policy	September 11, 2018	Decide	32	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
21	IHAMD	Instruction and Training in Suicide Prevention	Policy	September 14, 2021	Decide	34	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
22	IHB	Special Instructional Programs	Policy	October 10, 2018	Decide	35	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model. Also Q7: special education. Read in full.
23	IHB-E	Special Instructional Programs Exhibit	Exhibit	not shown	Information	38	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
24	IHB-R	Special Instructional Programs Regulation	Regulation	not shown	Noted	39	PA 1052 (HB 2170). Adopted September 15, 2026 inside the 17-item motion per the policy tracker. Information only.
25	IHBA	Special Instructional Programs and Accommodations for Disabled Students	Policy	no date	Decide	68	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it. Also Q7: Section 504. Read in full.
26	IHBA-E	Special Instructional Programs and Accommodations for Disabled Students Exhibit	Exhibit	not shown	Information	69	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
27	IHBA-RA	Special Instructional Programs and Accommodations for Disabled Students Regulation A Section 504 of the Rehabilitation Act of 1973	Regulation	not shown	Information	71	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
28	IHBA-RB	Special Instructional Programs and Accommodations for Disabled Students Regulation B Section 504 of the Rehabilitation Act of 1973	Regulation	not shown	Information	74	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
29	IHBB	Gifted and Talented Education	Policy	no date	Decide	76	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
30	IHBCA	Programs for Pregnant / Parenting Students	Policy	no date	Decide	77	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
31	IHBCA-R	Programs for Pregnant / Parenting Students Regulation	Regulation	not shown	Information	78	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
32	IHBD	Compensatory Education	Policy	no date	Decide	79	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
33	IHBD-EA	Compensatory Education Exhibit A Checklist for Development Implementation and Maintenance of Parent Involvement Compacts for Title I Programs	Exhibit	not shown	Information	80	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
34	IHBD-EB	Compensatory Education Exhibit B Notice to Parents	Exhibit	not shown	Information	82	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
35	IHBD-R	Compensatory Education Regulation	Regulation	not shown	Information	84	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
36	IHBE	Bilingual Instruction / Native Language Instruction	Policy	no date	Decide	88	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
37	IHBE-EA	Bilingual Instruction / Native Language Instruction Exhibit A Limited English Proficient Students Required Notice	Exhibit	not shown	Information	90	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
38	IHBE-EB	Bilingual Instruction / Native Language Instruction Exhibit B Request for Parental Exception Waiver	Exhibit	not shown	Information	91	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
39	IHBF	Homebound Instruction	Policy	no date	Decide	93	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
40	IHBHD	Online / Concurrent / Correspondence Courses	Policy	no date	Decide	94	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
41	IHBHD-R	Online / Concurrent / Correspondence Courses Regulation	Regulation	not shown	Information	96	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
42	IHBJ	Indian Education	Policy	no date	Decide	97	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
43	IHBJ-EA	Indian Education Exhibit A Complaint Procedures	Exhibit	not shown	Information	98	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
44	IHBJ-EB	Indian Education Exhibit B Hearing Procedures	Exhibit	not shown	Information	100	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
45	IHBJ-R	Indian Education Regulation	Regulation	not shown	Information	104	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
46	IHCA	Summer School	Policy	no date	Decide	105	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
47	IIB	Class Size	Policy	no date	Decide	106	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
48	IIB-R	Class Size Regulation	Regulation	not shown	Information	107	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
49	IIE	Student Schedules and Course Loads	Policy	no date	Decide	109	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
							answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
50	IJ	Instructional Resources and Materials	Policy	September 14, 2021	Decide	110	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
51	IJ-R	Instructional Resources and Materials Regulation	Regulation	not shown	Information	112	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
52	IJJ	Textbook / Supplementary Materials Selection and Adoption	Policy	November 14, 2023	Confirm	113	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
53	IJJ-E	Textbook / Supplementary Materials Selection and Adoption Exhibit	Exhibit	not shown	Information	115	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
54	IJJ-RA	Textbook / Supplementary Materials Selection and Adoption Regulation A Criteria for Selection	Regulation	not shown	Information	117	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
55	IJJ-RB	Textbook / Supplementary Materials Selection and Adoption Regulation B Technology	Regulation	not shown	Information	118	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
56	IJL	Library Materials Selection and Adoption	Policy	October 11, 2022	Confirm	119	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
57	IJL-E	Library Materials Selection and Adoption Exhibit	Exhibit	not shown	Information	120	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
58	IJL-R	Library Materials Selection and Adoption Regulation	Regulation	not shown	Information	121	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
59	IJM	Special / Interest Materials Selection and Adoption	Policy	no date	Decide	122	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
60	IJNC	Resource Centers / Media Centers / School Libraries	Policy	October 11, 2022	Confirm	123	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
61	IJNC-E	Resource Centers / Media Centers / School Libraries Exhibit	Exhibit	not shown	Information	124	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
62	IJNC-R	Resource Centers / Media Centers / School Libraries Regulation	Regulation	not shown	Information	125	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
63	IJND	Technology Resources	Policy	no date	Decide	126	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
64	IJND-R	Technology Resources Regulation	Regulation	not shown	Information	127	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
65	IJNDB	Use of Technology Resources in Instruction	Policy	July 8, 2025	Read in full	128	Q7. Adopted July 8, 2025. Holds the adopted Generative Artificial Intelligence Programs section; anchor for item 2.D. Read in full.
66	IJNDB-EA	Use of Technology Resources in Instruction Exhibit A Internet Code of Conduct	Exhibit	not shown	Information	131	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
67	IJNDB-EB	Use of Technology Resources in Instruction Exhibit B Electronic Information Services User Agreement	Exhibit	not shown	Information	132	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
68	IJNDB-EC	Use of Technology Resources in Instruction Exhibit C Acceptable Use of Technology Staff Agreement	Exhibit	not shown	Information	134	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
69	IJNDB-RA	Use of Technology Resources in Instruction Regulation A Safety and Use of Electronic Information Services	Regulation	not shown	Information	136	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
70	IJNDB-RB	Use of Technology Resources in Instruction Regulation B Information Technology Department Operational Procedures and Internal Controls	Regulation	not shown	Information	138	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
71	IJNDBA	Website Accessibility	Policy	May 9, 2017	Decide	142	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
72	IJOA	Field Trips	Policy	no date	Decide	143	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
73	IJOA-R	Field Trips Regulation	Regulation	not shown	Information	144	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
74	IJOB	Community Resource Persons / Speakers	Policy	no date	Decide	145	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
75	IJOC	School Volunteers	Policy	no date	Decide	146	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
76	IKA	Grading / Assessment Systems	Policy	no date	Decide	147	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
77	IKA-R	Grading / Assessment Systems Regulation	Regulation	not shown	Information	148	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
78	IKAA	Tests and Examinations	Policy	no date	Decide	150	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
79	IKAB	Report Cards / Progress Reports	Policy	April 10, 2018	Decide	151	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
80	IKACA	Parent Conferences	Policy	no date	Decide	152	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
81	IKB	Homework	Policy	no date	Decide	153	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
82	IKB-R	Homework Regulation	Regulation	not shown	Information	154	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
83	IKC	Class Rankings / Grade Point Averages	Policy	no date	Decide	156	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
84	IKC-R	Class Rankings / Grade Point Averages Regulation	Regulation	not shown	Information	157	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
85	IKD	Honor Rolls	Policy	no date	Decide	158	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
86	IKE	Promotion and Retention of Students	Policy	April 12, 2016	Decide	159	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
87	IKE-RA	Promotion and Retention of Students Regulation A Procedure for Retention of Elementary School Students	Regulation	not shown	Information	161	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
88	IKE-RB	Promotion and Retention of Students Regulation B Competency Requirements for Promotion of Students from Third Grade	Regulation	not shown	Noted	162	PA 1053 (HB 2032). Adopted September 15, 2026 inside the 17-item motion per the policy tracker. Information only.
89	IKEA	Make Up Opportunities	Policy	no date	Decide	165	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
90	IKEA-R	Make Up Opportunities Regulation	Regulation	not shown	Information	166	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
91	IKEB	Acceleration	Policy	no date	Decide	167	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
92	IKF	Graduation Requirements	Policy	September 9, 2025	Noted	168	PA 1054 (HB 2895). Adopted September 15, 2026 per the policy tracker; the library copy of August 13 predates it.
93	IKF-R	Graduation Requirements Regulation	Regulation	not shown	Information	172	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
94	IKFA	Early Graduation	Policy	no date	Decide	173	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
95	IKFB	Graduation Exercises	Policy	September 14, 2021	Decide	174	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
96	IL	Evaluation of Instructional Programs	Policy	September 11, 2018	Decide	175	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model. ILE and IL (adopted September 11, 2018) carry the same title; one may be a stale code. Ask ASBA Policy Services.
97	ILB	Test / Assessment Administration	Policy	no date	Decide	176	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
98	ILE	Evaluation of Instructional Programs	Policy	no date	Decide	178	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it. ILE and IL (adopted September 11, 2018) carry the same title; one may be a stale code. Ask ASBA Policy Services.
99	IMA	Teaching Methods	Policy	June 10, 2024	Confirm	179	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
100	IMA-R	Teaching Methods Regulation	Regulation	not shown	Information	180	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.
101	IMB	Teaching About Controversial / Sensitive Issues	Policy	October 11, 2022	Confirm	181	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
102	IMD	School Ceremonies and Observances	Policy	October 11, 2022	Confirm	182	Adopted within the last five years; no 2026 ASBA advisory names it; no broken cross reference found.
103	IMG	Animals in Schools	Policy	April 14, 2015	Decide	184	Adopted more than five years ago (Q2). Re-adopt with a clean date after ASBA confirms the current ASBA model.
104	IMG-R	Animals in Schools Regulation	Regulation	not shown	Information	185	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.

#	Code	Title	Type	Adopted (library)	Pile	Page	Why
105	IMH	Class Interruptions	Policy	no date	Decide	186	No adoption date in the library (shows 'date of Manual adoption'). Q1 and Q2 cannot be answered. Re-adopt with a clean date, or retire if ASBA has dropped it.
106	IMH-R	Class Interruptions Regulation	Regulation	not shown	Information	187	Regulation or exhibit. The Superintendent issues it under Policy CH; the Board receives it as information.

November 13, 2026 Policy Work Session: the Decide items

Joseph City Unified School District No. 2. For the Friday, November 13, 2026 work session; updated November 12. This is a work session, so no votes are taken on November 13. What the Board gives on each page is direction, and that direction becomes the Tuesday, December 8, 2026 first read. Page numbers refer to file 03, Current policy text, Section I.

Any member may move a Confirm policy into this group by sending the code to the Superintendent by Tuesday, November 10, 2026 at 12:00 noon. That deadline has passed.

1. Policy BE, School Board Meetings (Section B holdover)

What the Board asked on October 23. A response deadline for an officer, appointee or employee who is given notice that the Board may discuss them in executive session, written as a time before the meeting, and words that being discussed is not an invitation into the executive session.

What we found. BE already requires written notice to the person 'not less than twenty-four (24) hours' before the meeting so they can decide whether the discussion should occur in public. It says nothing about when they must answer, and nothing about attendance.

The proposed text is in file 08: the person asks in writing to the Superintendent, at any time before the item is taken up; when notice went out three or more working days ahead, the District asks for an answer by a stated time; a later request is still honored; and notice is not an invitation to attend.

The choice. The stated time: two hours before the meeting is called to order (floated October 23), or noon on the last working day before the meeting (as the draft BEDA-R uses). My recommendation: noon the last working day before, because it gives the office time to rearrange the room and the agenda, and a later request is honored either way.

Direction needed: E, bring BE for first read December 8 with the added paragraph and the time the Board picks.

2. Policy BEDA, Notification of Board Meetings, and new Regulation BEDA-R (Section B holdover)

What the Board asked on October 23. Document how agendas actually move from draft, to the President, to members, to public posting; add the employee response procedure; and consider a BEDA-R that says what the office does.

What we found. BEDA's text is current ASBA language and already carries the 24-hour rule, the counting rule for Sundays and holidays, and the employee notice requirement. The gap was practice, not policy text.

The proposal. Leave BEDA as written. Issue BEDA-R (file 08) as a Superintendent regulation under Policy CH: the agenda and posting sequence, member requests, the 24-hour count, changes after posting, and the executive session notice to a named employee. The Board receives it as information; counsel review before final issue because Section B of the regulation touches a statutory right.

Direction needed: A for BEDA (confirm as written in the Section B motion); I for BEDA-R, with any edits the Board wants in the regulation stated in the room.

3. Policy BEDB, Agenda (Section B holdover)

What the Board asked on October 23. Rework the order of business to match the agenda the Board actually uses, put executive session wording in, use one consistent way to cite the statute, and give written notice to every employee named on an agenda who may be discussed in executive session, every meeting. The agenda stays the same until the revised policy is adopted.

What we found. BEDB's order of business (call to order, adoption of the agenda, pledge, minutes, information items, public comments, action items, information and discussion, information items, adjournment) does not match the published agenda, which runs: opening items with invocation, approve agenda, approve minutes, Superintendent's report, requests to speak, consent agenda, possible executive session, action items, information items, adjournment. The accommodations paragraph names an employee rather than a position.

The proposal is in file 08: a ten-item order of business matching practice, executive session wording with the statute cited and no employee named, the notice-letter practice written in, and the position in place of the name.

Direction needed: E, bring BEDB for first read December 8 with the three changes, or H with the one question the Board wants answered first.

4. 35 Section I policies with no adoption date

What we found. The library shows 'date of Manual adoption' for each of these, so questions 1 (has ASBA changed the model) and 2 (adopted within five years) cannot be answered. Several have not been touched since the 2015 manual import.

Code	Title	Adopted (library)	Page
IA	Instructional Goals and Objectives	no date	5
IB	Academic Freedom	no date	7
ID	School Day	no date	9
IE	Organization of Instruction	no date	10
IGE	Curriculum Guides and Course Outlines	no date	13
IHAA	English Instruction	no date	18
IHAMA	Teaching About Drugs Alcohol and Tobacco	no date	23
IHBA	Special Instructional Programs and Accommodations for Disabled Students	no date	68
IHBB	Gifted and Talented Education	no date	76
IHBCA	Programs for Pregnant / Parenting Students	no date	77
IHBD	Compensatory Education	no date	79
IHBE	Bilingual Instruction / Native Language Instruction	no date	88
IHBF	Homebound Instruction	no date	93
IHBHD	Online / Concurrent / Correspondence Courses	no date	94
IHBJ	Indian Education	no date	97
IHCA	Summer School	no date	105
IIB	Class Size	no date	106
IIE	Student Schedules and Course Loads	no date	109

Code	Title	Adopted (library)	Page
IJM	Special / Interest Materials Selection and Adoption	no date	122
IJND	Technology Resources	no date	126
IJOA	Field Trips	no date	143
IJOB	Community Resource Persons / Speakers	no date	145
IJOC	School Volunteers	no date	146
IKA	Grading / Assessment Systems	no date	147
IKAA	Tests and Examinations	no date	150
IKACA	Parent Conferences	no date	152
IKB	Homework	no date	153
IKC	Class Rankings / Grade Point Averages	no date	156
IKD	Honor Rolls	no date	158
IKEA	Make Up Opportunities	no date	165
IKEB	Acceleration	no date	167
IKFA	Early Graduation	no date	173
ILB	Test / Assessment Administration	no date	176
ILE	Evaluation of Instructional Programs	no date	178
IMH	Class Interruptions	no date	186

The fix, the same one the Board used for the nine undated A, B and C policies on October 23: the District asks ASBA Policy Services whether each remains in the model manual and in which version. The Board then adopts them in one motion with a date at first read, as written or with the edits ASBA identifies, and retires any that ASBA has dropped.

Two to watch inside the list. IHBA, Special Instructional Programs and Accommodations for Disabled Students, with its two Section 504 regulations, is on the high consequence list and gets read in full. ILE carries the same title as IL, Evaluation of Instructional Programs (IL itself is dated September 11, 2018 and sits in the over-five-years pile); IL is the testing program text and ILE is the program evaluation text, so they are two different policies under one title. Ask ASBA whether the title of either has changed.

Direction needed: A with a clean date, one motion at the December 8 first read, after ASBA's answer; R for any ASBA has dropped.

5. 11 Section I policies adopted more than five years ago

What we found. Each has a local adoption date, but it is more than five years old (question 2), so the ASBA model may have moved since. None is named in a 2026 advisory on file.

Code	Title	Adopted (library)	Page
IC	School Year	September 14, 2021	8
IHAMC	Instruction and Training in Cardiopulmonary Resuscitation	September 11, 2018	32

Code	Title	Adopted (library)	Page
IHAMD	Instruction and Training in Suicide Prevention	September 14, 2021	34
IHB	Special Instructional Programs	October 10, 2018	35
IJ	Instructional Resources and Materials	September 14, 2021	110
IJNDBA	Website Accessibility	May 9, 2017	142
IKAB	Report Cards / Progress Reports	April 10, 2018	151
IKE	Promotion and Retention of Students	April 12, 2016	159
IKFB	Graduation Exercises	September 14, 2021	174
IL	Evaluation of Instructional Programs	September 11, 2018	175
IMG	Animals in Schools	April 14, 2015	184

Notes. IHB, Special Instructional Programs, is special education and sits on the high consequence list with IHBA; it gets read in full whatever pile it is in. Its regulation IHB-R was readopted September 15, 2026 (PA 1052). IKE, Promotion and Retention, pairs with IKE-RB, also readopted September 15, 2026 (PA 1053, third grade reading). IJNDBA, Website Accessibility, dates from 2017 and is on the ADA website compliance clock.

Direction needed: A with a clean date, in the same December 8 motion, after ASBA confirms the current ASBA model text for each; E if the model moved.

6. Read in full: IHAL, IHAMB, IJNDB, plus IHB and IHBA

These are the Section I policies where being wrong is expensive (question 7), so I read each one and report, whatever its pile.

- **IHAL, Teaching About Religion** (adopted May 12, 2026; page 21). Current ASBA text. It sets the standards for an elective course on the historical study of biblical text and does not require that course to be offered. Before any such elective is offered here, the course outline goes through legal review for First Amendment compliance. Direction: A, confirm as written.
- **IHAMB, Family Life Education** (adopted October 11, 2022; page 24). Current text. It is a compliance gate: committee meetings that review or select a sex education course of study must be publicly noticed at least two weeks ahead and open to the public, and the State Board certification under R7-2-303 must be in hand before instruction. The two parental consent exhibits (IHAMB-EA, IHAMB-EB) are the forms we use. Direction: A, confirm as written; the Superintendent confirms practice matches before any family life instruction is scheduled.
- **IHB, Special Instructional Programs** (adopted October 10, 2018; page 35) and **IHBA, Special Instructional Programs and Accommodations for Disabled Students** (no date; page 68), with IHB-R (readopted September 15, 2026, dyslexia diagnosis noted in the IEP), IHB-E, IHBA-RA and IHBA-RB (Section 504). Special education and 504 are where a wrong word is a complaint. Both policies are in the Decide piles above for their dates; the text is read in full here. Direction: A with a clean date in the December 8 motion.
- **IJNDB, Use of Technology Resources in Instruction (adopted July 8, 2025; page 128). Current text, including the Generative Artificial Intelligence Programs section adopted with it. It is the authority for item 2.D, the draft AI guidance. Nothing in the policy needs to change for that guidance. Direction: A, confirm as written.**

7. Noted: adopted September 15, 2026, no new direction

Code	Title	What happened	Page
IHA	Basic Instructional Program	PA 1051 (HB 2423, grades 6 to 8 advanced math placement). Adopted September 15, 2026 in the 17-item motion.	15
IKF	Graduation Requirements	PA 1054 (HB 2895, Native American language may satisfy the world language requirement). Adopted September 15, 2026.	168
IHB-R	Special Instructional Programs Regulation	PA 1052 (HB 2170, IEP notes a dyslexia diagnosis). Adopted September 15, 2026. Regulation.	39
IKE-RB	Promotion and Retention of Students Regulation B Competency Requirements for Promotion of Students from Third Grade	PA 1053 (HB 2032, third grade reading promotion). Adopted September 15, 2026. Regulation.	162

The library copies in file 03 predate that adoption. The text adopted on September 15, 2026 governs. Direction needed: none.

8. Confirm: 8 policies clean on the checks

Code	Title	Adopted (library)	Page
IGA	Curriculum Development	September 9, 2025	11
IGD	Curriculum Adoption	December 12, 2023	12
IJJ	Textbook / Supplementary Materials Selection and Adoption	November 14, 2023	113
IJL	Library Materials Selection and Adoption	October 11, 2022	119
IJNC	Resource Centers / Media Centers / School Libraries	October 11, 2022	123
IMA	Teaching Methods	June 10, 2024	179
IMB	Teaching About Controversial / Sensitive Issues	October 11, 2022	181
IMD	School Ceremonies and Observances	October 11, 2022	182

Adopted within the last five years, no 2026 advisory names them, no broken cross reference found. One motion at the December 8 first read unless a member pulls one; the pull deadline of Tuesday, November 10 at noon has passed. That deadline has passed. Direction needed: A, confirmed as a block.

9. The decisions that are mine, not the Board's: the 47 regulations and exhibits

Regulations and exhibits are issued by the Superintendent under Policy CH. I am telling the Board what I intend to do, not asking permission. Information only.

- **IJJ-RB, Technology** (regulation to IJJ): it requires that all software used on District equipment be approved through 'the technology committee.' There is no seated committee with a roster. I will either seat one (IT, a principal, a teacher, the business office) or amend IJJ-RB to name the Technology Department. Decision before the Section I first read.
- **IJNDB-EC, Acceptable Use of Technology Staff Agreement**: titled for staff, but its text reads 'Students agree' and 'Students will.' I will reissue it in staff voice with the AI guardrails from file 09.
- **IJNDB-EB, Electronic Information Services User Agreement**: I will add an AI clause matching the guidance in file 09.
- **IJJ-R and IHBE-R**, named in the September plan as the regulations issued with Section I: the library carries IJJ-RA and IJJ-RB and no IHBE regulation, so IHBE-R is new and will be drafted after the Board's direction on IHBE.
- The other regulations and exhibits in Section I are confirmed against practice with the principals before the December 8 first read; any change is an information item.

10. Item 2.D on the agenda: draft generative AI guidance

File 09. Direction on four sections (data privacy, academic honesty, staff use, student photographs) and two choices (student use below grade 6; per-assignment or district-wide AI-use statement). The Superintendent issues the final guidance under IJNDB; the Board receives it as information. Direction needed: I, with the Board's preferences stated in the room.

11. Item 2.E on the agenda: next session

File 10. Sections D, E and F on Friday, December 11, 2026; the rest of the revised 2026-27 calendar is information; any change to it comes to a regular meeting as an action item. Direction needed: agreed, or the fallback if Section I needs a second session.

2.D. Draft District guidance on generative artificial intelligence, implementing Policy IJNDB, Use of Technology Resources in Instruction, and based on Arizona's June 2026 K-12 generative AI guidance framework: student and staff data privacy, academic honesty, staff use, and student photographs. Discussion only.

Draft District Guidance on Generative Artificial Intelligence

Joseph City Unified School District No. 2. DRAFT for discussion at the Friday, November 13, 2026 policy work session. Superintendent guidance implementing Policy IJNDB, Use of Technology Resources in Instruction (adopted July 8, 2025), under the sentence in IJNDB that reads: 'The Superintendent is responsible for the implementation of this policy and for establishing and enforcing the District's electronic information services guidelines and procedures.' The Board sees this as a draft and gives direction; the Superintendent issues the final guidance, and the Board receives it as information.

What the Board already adopted

Policy IJNDB contains a section headed Generative Artificial Intelligence Programs. In the Board's own words it says that AI use in the classroom should be approved by the site administrator or Superintendent; that teachers' instructions and expectations guide classroom use; that teachers should include lessons on correct and responsible use and students should be taught standards regarding plagiarism and source citation; that AI use should be guided and monitored by teachers and administrators; that AI resources should be available to all students, including students with disabilities and English language learners; and that use of an AI system should comply with FERPA and support data privacy and security. This guidance puts that policy into practice. It is not a new policy.

What Arizona has published

Generative Artificial Intelligence in K-12 Education: Guidance for Arizona Schools and School Systems, version 26.01, June 2026, published by the Arizona Institute for Education and the Economy at Northern Arizona University (azk12.ai). Its three early moves, which this draft follows: (1) determine and clearly communicate approved AI tools; (2) train teachers and staff on top-line guardrails, treated as safety training rather than professional development; (3) clarify expectations for generative AI use, with transparency expectations and a communication plan for teachers, students and families. The Arizona guidance also says a district may align with ASBA Policy IJNDB to establish the legal and ethical foundation, which this District has done.

1. Student and staff data privacy

- No personally identifiable information about a student goes into an AI tool that is not covered by a District agreement. That means no student names, no IEP or 504 content, no assessment responses tied to a student, no health information, no discipline records. This is the Arizona guidance's one privacy mandate ('no personally identifiable information be entered into non-vetted or public AI platforms') and it follows FERPA, COPPA for students under 13, and A.R.S. 15-1046 on student data privacy, all cited in the Arizona guidance.
- No employee information goes into any AI tool, including approved ones, without the Superintendent's written approval: no evaluation, complaint, discipline record, medical information or compensation detail. The Arizona guidance is written around students and is silent on employee data, so the District writes this rule itself.
- Approved tools only. The District publishes a short list of approved AI tools and the process for requesting a new one; a tool that touches student data is approved through the Technology Director before anyone uses it. The Arizona guidance says to start with a small list that meets privacy, security and instructional expectations.
- Agents and connected assistants. An AI tool that can act on a user's behalf (edit files, send messages, reach across Drive or a student system) gets read-only, limited access and human approval before any action leaves the building. No agent is given write access to Infinite Campus, the student information system, the ERP, email or Google Workspace administration without the Superintendent's approval. This follows the Arizona guidance's section on AI systems as attack surfaces.

- Meeting notetakers are disclosed to everyone in the room and are not used in personnel meetings.

2. Academic honesty

- The teacher's instruction for the assignment governs. For each assignment or class, the teacher states whether AI may be used, for what, and how the student discloses it. The Arizona guidance is firm that a blanket ban backfires and that AI use statements 'should not function as gotcha mechanisms'; it recommends a simple AI-use statement where a formal citation is not needed (for example, 'I used GenAI to figure out what materials I need for this science project').
- Students say so when AI materially shaped their work. Disclosure is part of the work, not an admission.
- AI detectors are never the sole basis for a finding of plagiarism or cheating. The Arizona guidance states that these tools cannot accurately detect AI use and that false positives fall hardest on non-native English speakers and neurodivergent students.
- The student handbook's Cheating and Plagiarism entries get a sentence defining AI-assisted work, so the discipline matrix and this guidance say the same thing. That handbook change is the Superintendent's; a change to Policy JICK (bullying and harassment, adopted 2018) to address AI-enabled misconduct such as deepfakes would be the Board's and would come as its own first read.

3. Staff use

- Use freely, on approved tools: drafting and editing your own writing, lesson planning, practice problems, leveling text you own, summarizing public documents, translating routine communication, brainstorming, formatting.
- Use with judgment and a human check: parent communication drafts, newsletters, grant narratives, analysis of de-identified data, meeting summaries where everyone knows a notetaker is running.
- Do not: put a student's name or identifying details into a tool not covered by a District agreement; put any employee evaluation, discipline, complaint or medical information into any AI tool; let an AI produce a decision rather than a draft; upload a document you did not write and do not have the right to share.
- A human decides. AI may draft, summarize, translate, level or organize. A person signs, grades, disciplines, hires and evaluates.
- Training is safety training, in the Arizona guidance's words, for everyone who uses AI: the approved list, the do and do not list, the data rules, and the basics of checking what an AI hands you. The staff acceptable-use exhibit (IJNDB-EC) is rewritten in staff voice at the same time; today its text is written for students.

4. Student photographs

- No student photograph, video or voice recording is uploaded to an AI tool that is not covered by a District agreement, and none is used to generate, alter or train anything without the written consent the District already requires for publishing a student's image.
- No one in the District creates or shares an AI-generated or AI-altered image, voice or video of a student or an employee. The Arizona guidance names 'realistic synthetic media, including altered photographs, fabricated voices, and deepfake videos' and content 'featuring others without their consent' as risks to address in the student code of conduct.
- Yearbook, website, social media and classroom uses of student images continue under the existing photograph consent process; the regulation on student photographs (JRD-R) that the September plan has the Superintendent issuing with Section J in April will carry this rule.

What the Board is asked on November 13

Direction on the four sections above, and on two choices: (a) whether student use below grade 6 is teacher-mediated only, with no independent student use; (b) whether the District's AI-use expectation for

students is written per assignment, as drafted, or as one district-wide statement. The approved tool list, the family communication, and the staff training schedule follow from that direction and come back to the Board as information.

Sources: Policy IJNDB (library copy, adopted July 8, 2025); Arizona Generative AI Guidance v26.01, June 2026 (Considerations 2 and 4, Transparency, AI Detectors, Implementation Recommendations); the District's working framework of September 29, 2026.

2.E. Items for the next policy work session, Friday, December 11, 2026: Sections D, E and F of the policy manual. Discussion only.

3. ADJOURNMENT