

POLICY SERVICES ADVISORY

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Policy Advisory No. 763	Policy BEDB — Agenda
Policy Advisory No. 764	Regulation BGC-R — Policy Revision and Review
Policy Advisory No. 765	Policy BGE — Policy Communication/Feedback Regulation BGE-R — Policy Communication/Feedback
Policy Advisory No. 766	Regulation CCB-R — Line and Staff Relations
Policy Advisory No. 767	Policy CFD — School-Based Management
Policy Advisory No. 768	Regulation EB-R — Environmental and Safety Program
Policy Advisory No. 769 ..	Policy EBAA — Reporting of Hazards/Warning Systems
Policy Advisory No. 770	Policy EBC — Emergencies
Policy Advisory No. 771	Policy ECB — Building and Grounds Maintenance
Policy Advisory No. 772	Policy EEAA — Walkers and Riders
Policy Advisory No. 773	Regulation EEAE-R — Bus Safety Program
Policy Advisory No. 774	Policy GBEF — Staff Use of Digital Communications and Electronic Devices
Policy Advisory No. 775	Policy GDC — Support Staff Leaves and Absences <i>(Removal/Reference Only)</i>
Policy Advisory No. 776	Policy IHA — Basic Instructional Program
Policy Advisory No. 777	Policy IKA – Graduation Requirements
Policy Advisory No. 778	Policy IMA — Teaching Methods Regulation IMA-R — Teaching Methods
Policy Advisory No. 779 ..	Policy JFABDA – Admission of Students in Foster Care
Policy Advisory No. 780	Policy JH — Student Absences and Excuses
Policy Advisory No. 781	Regulation JHD — Exclusions and Exemptions from School Attendance
Policy Advisory No. 782	Regulation JIH — Student Interrogations, Searches, and Arrests

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

Policy Advisory No. 783 Policy JJE —Student Fund-Raising Activities
Policy Advisory No. 784 Exhibit JK-EA —Student Discipline
Policy Advisory No. 785 Exhibit KB-EB – Parental Involvement in Education
Policy Advisory No. 786Policy KEC — Public Concerns/Complaints About
Instructional Resources

POLICY ADVISORY DISCUSSION

Summary

Most of the following policy advisories are the result of alignment to current practices, legal reference updates, and alignment with statutory language. Subscribers are urged to call policy services with questions and consult with their district legal counsel on implementation of policy.

Governing Boards may review and adopt these policy advisories consistent with the Policy Adoption process in Policy BGB-First Meeting-the proposal shall be presented for review; Second Meeting-the proposal shall be presented for discussion and action.

Policy Advisory Discussion

Policy Advisory No. 763

Policy BEDB — Agenda

Language, specifically the reference regarding a **TDD telephone number**, has been replaced with **email** as an acceptable method of communication.

Policy Advisory No. 764

Regulation BGC-R — Policy Revision and Review

Language has been updated and revised to align with current practices.

Policy Advisory No. 765

Policy BGE — Policy Communication and Feedback Regulation BGE-R — Policy Communication and Feedback

Language has been updated and revised to align with current practices.

Policy Advisory No. 766

Regulation CCB-R — Line and Staff Relations

A.R.S. 15-353 is no longer a statute, and thus its requirement for a parental satisfaction survey for parents is no longer relevant, so that statutory reference has been removed. However, the requirement for a parental satisfaction survey is required by A.R.S. 15-102(A)(1) and is noted in Policy KB.

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

Policy Advisory No. 767 **Policy CFD — School-Based Management**

A.R.S. 15-351 does not specify the number of members on school councils. Thus, the Policy has been revised to mirror the requirements of the statute.

Policy Advisory No. 768 **Regulation EB-R — Environmental and Safety Program**

The reference to A.R.S. 15-2002 has been removed as that statute was repealed; the current relevant statute is A.R.S. 41-5702(A)(9). Language has been updated and revised to comply with statute and A.A.C. R7-6-215.

Policy Advisory No. 769 **Policy EBAA — Reporting of Hazards/Warning Systems**

A.R.S. 32-2301, 32-2311.01, and 32-2307 have been repealed and thus those legal references have been removed. The current relevant statutes are A.R.S. 3-3606 and A.R.S. 15-152. The Policy has been edited to conform to the current statutory requirements.

Policy Advisory No. 770 **Policy EBC — Emergencies**

This Policy was updated to mirror language in A.R.S. 15-341 regarding emergency response plans.

Policy Advisory No. 771 **Policy ECB — Building and Grounds Maintenance**

The following legal references have been repealed: A.R.S. 15-2002, 15-2031, 15-2032, 15-2131, and 15-2132. Information similar to that in A.R.S. 15-2131 is in A.R.S. 41-5832. A.R.S. 41-5832 does not require an IAQ (Indoor Air Quality) Plan or Coordinator nor is there any EPA requirement for such. Thus, that language has been removed. A.A.C. R7-6-215 was also added as a legal reference.

Policy Advisory No. 772 **Policy EEAA — Walkers and Riders**

A.R.S. 15-816.01 states that a Governing Board may provide student transportation limited to thirty (30) miles each way. The mileage language was changed to conform with the statutory language.

Policy Advisory No. 773 **Regulation EEAE-R — Bus Safety Program**

Language has been updated to conform with Arizona Administrative Code (A.A.C.) R13-13-104.

Policy Advisory No. 774 **Policy GBEF — Staff Use of Digital Communications and Electronic Devices**

Language has been updated and revised to align with current practices.

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

Policy Advisory No. 775

**Policy GDC — Support Staff Leaves
and Absences**

ASBA has removed this reference-only Policy.

Policy Advisory No. 776

Policy IHA — Basic Instructional Program

Arizona Administrative Code (A.A.C.) R7-2-301 provides basic instructional program requirements for common schools (grades K-8). A.R.S. 15-710 requires common schools (grades K-8) and high schools (grades 9-12) to provide a total of one 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. Policy language has been updated to align with current basic instructional program requirements.

Policy Advisory No. 777

Policy IKF — Graduation Requirements

A.R.S. 15-710 requires high schools (grades 9-12) to provide a total of one 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. Policy language has been updated to conform with statutory language.

Policy Advisory No. 778

**Policy IMA — Teaching Methods
Regulation IMA-R — Teaching Methods**

Language in the Policy and Regulation have been updated and revised to align with current practice.

Policy Advisory No. 779

**Policy JFABDA – Admission of
Students in Foster Care**

A.R.S. 8-530.04(B) states that an educational institution has two days in which to enroll a foster child when a change of placement is needed. “Within two days after it is determined that a change of educational placement is in the best interest of the child, the new educational institution shall enroll the child and the child’s school of origin shall transfer the child’s education records to the child’s new educational institution within two days after notice of the child’s change in educational placement.” The current policy language (“immediately”) has been revised to mirror statutory language. Immediate enrollment cannot be denied if a child does not possess the records normally required for enrollment or owes outstanding fees or fines to their school of origin.

Policy Advisory No. 780

Policy JH — Student Absences and Excuses

Language addition includes expanded definition of excused student absences per A.R.S. 15-807(D).

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

Policy Advisory No. 781

Policy JHD — Exclusions and Exemptions from School Attendance

Language has been updated to provide clarity and to add “mental, or behavioral” to the examples of a health professional.

Policy Advisory No. 782

Policy JIH — Student Interrogations, Searches, and Arrests

Language has been updated to reflect the language in A.R.S. 8-821(B)(E)(F) and A.R.S. 8-823(A), and to add the term “child welfare investigation” per statute.

Policy Advisory No. 783

Policy JJE — Student Fund-Raising Activities

Language has been revised for clarity regarding the requirements in A.R.S. 15-1121 and AR.S. 15-1122.

Policy Advisory No. 784

Exhibit JK-EA — Student Discipline

The length of time student disciplinary records must be retained changed from two (2) years to four (4) years based on information received from the State Records Office Administrator based on the Arizona State Library, Archives and Public Records (ASLAPR).

Policy Advisory No. 785

Exhibit KB-EB — Parental Involvement in Education

Exhibit contains minor changes in “J” to mirror language in A.R.S. 1-602(A)(10).

Policy Advisory No. 786

Policy KEC — Public Concerns/Complaints About Instructional Resources

Language has been revised to clarify requirements of A.R.S. 15-721 and A.R.S. 15-341. IJJ-R has also been added as a reference.

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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.

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.

**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 and notice 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*)

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.

2. 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 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 the Disabled

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [name of designated District agency contact person] at [provide telephone number and e-mail TDD telephone number].

Adopted: _____

LEGAL REF.:

A.R.S.

38-431

38-431.01

38-431.02

38-431.03

28 CFR § 35.163

CROSS REF.:

BDB - Board Officers

BEC - Executive Sessions/Open Meetings

BGC-R ©

REGULATION

POLICY REVISION AND REVIEW

The District is a subscriber to the Policy Services Program of the Arizona School Boards Association (ASBA). This service will assist the District in the amendment of District policies or in the adoption of new policies originated by the District.

The procedure listed below will be followed to ensure the expeditious review and consideration of policy updates received from the ASBA Policy Services Program and all newly proposed policies:

- A. A master file of policy updates (Policy Services Advisories) will be kept by the Superintendent.
- B. Upon receipt, a copy of each update will be forwarded to the appropriate member(s) of the Superintendent's staff.
- C. The designated staff member(s) may review and evaluate the update and recommend action to the Superintendent, including any proposed changes needed to adapt the update to specific circumstances within the District.
- D. If changes or new policies are recommended, the Superintendent ~~will~~ may send a copy of the update to ASBA Policy Services for review or contact ASBA Policy Services ~~by phone~~ to discuss the proposed changes.
- E. ~~Following review by ASBA Policy Services,~~ Ithe updated policy or any newly proposed policies will be placed on the Board agenda for a first review by the Board.
- F. Following the first review, if any proposals are made for further changes, such changes ~~will~~ may be sent to ASBA Policy Services for review or discussion ~~discussed with them by phone~~.
- G. If no changes are proposed, or after any such proposed changes have been reviewed by ASBA Policy Services, the updated policy will be placed on the Board agenda a second time for action by the Board.

H. Following adoption by the Board, the Superintendent will send a copy of the adopted policy and the date of adoption to ASBA Policy Services.

I. ASBA Policy Services will electronically publish ~~produce~~ the final adopted copy of the policy and ~~return the final copy to the District.~~

J. ~~The Superintendent will reproduce sufficient copies of the new policy, as received from ASBA Policy Services, and forward a copy to each person who is assigned a policy manual, with instructions as to how it is to be incorporated into the policy manual.~~

BGE ©
POLICY COMMUNICATION / FEEDBACK

The Superintendent shall develop procedures to ensure that ~~employees, patrons, constituents, employees~~ and Board members shall have access to a current policy manual that contains the policies and administrative regulations of the District. A link to the online policy manual will be made available to all persons listed above.

The manual is intended both as a tool for District management and as a source of information to ~~patrons~~ constituents, staff members, and others about how the District operates. To that end, the policy manual will be available for online access. ~~each Board member and administrator shall have ready access to a copy of the manual.~~ In addition, a hard copy manual shall be available at such places as the Superintendent may determine for use by ~~staff members, students, and patrons~~ those persons who do not have access to the manual online. Printed copies of the policy manual shall remain the property of the District and shall be subject to recall at any time.

~~Each~~ Any administrative regulation shall be so designated and included in the manual ~~on a separate sheet(s) accompanying~~ immediately following the policy with which it is associated.

~~All policy manuals shall remain the property of the District and shall be subject to recall at any time.~~

The Board's policy manual shall be considered a public record and shall be open for inspection by accessing the online link on the District's website, or if needing a hard copy, during regular business hours at the District administration office and at places designated by the Superintendent.

The online master copy of the manual will be securely maintained ~~in~~ by the Superintendent's office, and archived as required by Records Management Standards adopted by the Arizona State Library, Archives and Public Records (ASLAPR). It is this online copy that will be used to resolve any discrepancies in language existing in other copies.

Adopted: _____

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

BGE-R ©

REGULATION

POLICY COMMUNICATION / FEEDBACK

The District's Policy Manual is available to the public online at <https://policy.azsba.org/asba/browse/asbaall/welcome/root>. The online policy manual shall be maintained by the Superintendent, and supersedes any discrepancies in language that exist in hard copies of the policy manual.

~~Each person to whom a policy manual is issued will be responsible for the maintenance, control, and updating of the manual.~~

~~All changes to the policy manual will be issued communicated by the Superintendent, to staff and Governing Board members, and will be archived as required by the Arizona State Library, Archives and Public Records (ASLAPR). with a change memorandum listing codes, pages to be removed, and pages to be inserted. After making the changes, a copy of the change memorandum shall be filed by the Superintendent. After the updated pages have been placed into a policy manual, the outdated pages that have been superseded must be removed and destroyed. All policy manuals are subject to recall and/or inspection at any time to ensure that they are properly updated.~~

~~The master copy of the policy manual shall be maintained by the Superintendent. It is this copy that shall be used to resolve any discrepancies in language existing in other copies.~~

~~The Superintendent will maintain one (1) copy of all outdated pages for historical and reference purposes.~~

LEGAL REF.:

Uniform System of Financial Records

CCB-R ©

REGULATION

LINE AND STAFF RELATIONS

(School Administration)

The primary duty of a principal is to administer and supervise the instructional program. A principal, as the educational leader of the school, will administer and supervise the school in accordance with policies and administrative regulations of the District.

A principal will be directly responsible to and will report only to the Superintendent and will keep the Superintendent informed of the conditions and needs of the school. All duties, authority, and responsibilities of the principal will be delegated only by the Superintendent. These duties include, but are not limited to, the following:

- A. A principal is responsible for the operation of the educational program of the school.
- B. A principal is responsible for the supervision and evaluation of the building staff members.
- C. A principal will maintain discipline on the part of personnel and students.
- D. A principal will care for and protect the building, the equipment, the grounds, and other school property.
- E. A principal will maintain school records and prepare reports.
- F. A principal will take reasonable precautions to safeguard the health and welfare of students and staff members, will report accidents, will formulate plans for emergencies, and will conduct evacuation drills each school month and keep written records of such drills.
- G. A principal will be responsible for maintaining a close relationship with the community and should interpret the educational program to the citizens of the District.
- H. A principal will, by advanced study, by visits to school systems in other areas, by attendance at educational conferences, and by other means remain well informed relative to modern educational thought and practice.
- ~~I. A principal will distribute a parental satisfaction survey to the parent of every child enrolled at the school, pursuant to A.R.S. 15-353.~~

CFD ©
SCHOOL - BASED MANAGEMENT
(School Councils)

The Governing Board may delegate to a school council the responsibility to develop a curriculum and may delegate any additional powers that are reasonably necessary to accomplish decentralization.

The Board authorizes the establishment of a school council at each school site. The school council shall follow regulations promulgated by the Board. The authority extended to the school council(s) is to design curricular and instructional strategy/design models that promote the District mission/goals statement.

The school council shall provide input for the creation of curricular and instructional strategies/designs that meet the unique learning needs of the students served at each school.

A shared "vision" for curricular and instructional strategies/designs and the involvement of a variety of the members of the school and community who will be most affected by the results are essential.

Curricular and instructional strategies/designs that result from such shared decision making are limited only by the requirements that they be consistent with and fulfill the mission/goal statements, beliefs, and adopted Board policies of the District and comply with the laws and regulations of the state of Arizona and the United States.

This shared decision making shall not supersede Board/Superintendent decision-making responsibilities unless waived by the Board.

Membership

The school council at each school shall take into consideration the ethnic composition of the local community and ~~initially~~ shall be composed of:

- A. ~~Three (3)~~ parents or guardians of students enrolled in the school who are not employed by the District in the school of proposed membership.
- B. ~~Three (3)~~ teachers.

C. ~~One (1)~~ noncertificated employees.

D. ~~One (1) community members if the school is a high school or two (2) community members if the school is not a high school.~~

E. ~~One (1)~~ students if the school is a high school.

F. The principal of the school.

Initially, each of the above school council members shall be selected in the manner and by the procedure specified in A.R.S. 15-351. The school council shall then adopt written guidelines that specify the number of school council members and the methods for the selection of school council members. Thereafter, representatives shall be selected by their groups in the manner determined. There must be an equal number of teachers and parents of pupils enrolled in the school on the council and they shall constitute a majority of the council members. The principal will serve as chairperson of the school council unless another person is elected by a majority of the school council members.

Adopted: _____

LEGAL REF.:

A.R.S.

15-351

15-352

15-353

43-1089.01

A.G.O.

I99-018

CROSS REF.:

BDD - Board-Superintendent Relationship

CCB - Line and Staff Relations

EB-R ©

REGULATION

**ENVIRONMENTAL AND
SAFETY PROGRAM**

Responsibilities of the maintenance supervisor:

- A. Maintain an overall safety program in maintenance and operation of buildings and grounds.
- B. Provide specialized assistance as requested by school principal.
- C. Comply with HVAC requirements listed in A.R.S. 41-5832 and A.A.C. R7-6-215. ~~Coordinate with the District Indoor Air Quality Coordinator who will monitor indoor air quality.~~
- D. Document District responses to the biennial information on improving and maintaining the indoor air quality (IAQ) in school buildings, which is required by ~~A.R.S. 15-2002(A)(14)~~ 41-5702(A)(9) to be distributed to school districts by the School Facilities Board.

Responsibilities of the school principals:

- A. Schedule regular inspections.
- B. Post required state and federal safety regulations and maintain appropriate safety records.
- C. Arrange for the correction of defects reported to them by employees in the building by requesting assistance from the maintenance department.
- D. Cooperate in the correction of defects reported by the maintenance department or other school administrators.
- E. Implement procedures to monitor and maintain safe indoor air quality.

Responsibilities of the transportation supervisor:

- A. Maintain standards for certification of school bus drivers.

B. Maintain standards for periodic inspection and maintenance of school buses.

C. Maintain standards for school bus operation and idling procedures for gasoline, diesel, and alternative fuel engines which minimize air pollution by buses.

Responsibilities of other employees:

A. Report promptly to the principal of the school or immediate supervisor any events or situations which may cause increased air pollution within the school or on the campus and any defects in buildings, grounds, or equipment that might prove injurious to the safety, health, or comfort of students, employees, or other persons.

B. Take reasonable precaution for the safe use of buildings, grounds, and equipment by students.

Responsibilities of students:

A. Avoid the following behaviors:

1. Setting off a false fire alarm.
2. Misusing the fire alarm system, fire extinguishers, or other fire protection and safety equipment.
3. Setting a fire in the building or on the school grounds.
4. Taking any action or creating any situation which either directly or indirectly affects indoor air quality in an adverse manner.

B. Report promptly to the principal of the school or other appropriate school employee any defects in buildings, grounds, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of employees, students, or other persons.

Responsibilities of other individuals utilizing school buildings:

A. Refrain from abusing safety equipment, such as fire extinguishers, alarm systems, et cetera.

B. Report promptly to the Superintendent or another school employee any defects in buildings, grounds, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of students, employees, or other persons.

**EBAA ©
REPORTING OF HAZARDS /
WARNING SYSTEMS**

(Pesticide Application Notice)

The intent of this policy is to ensure that students, employees, and parents/guardians receive adequate notice prior to pesticide application.

In accord with A.R.S. 15-152, the District shall:

- A. Provide notice of pesticide application during a regular school session to students, employees, and parents/guardians, given in a form reasonably calculated to provide a warning at least forty-eight (48) hours prior to such application.
- B. Provide for oral notification to pupils and employees during the regular school session.
- C. Provide written, electronic or telephonic notification to parents or guardians at least forty-eight (48) hours prior to the application of pesticides.

Pest-control applicator(s) employed by the District shall provide the school contact person with notice at least seventy-two (72) hours prior to the date and time the application of pesticides is to occur, including in such notice: ~~the brand name, concentration, rate of application, pesticide label, material safety data sheet, the area or areas where the pesticide is to be applied, and any use restrictions required by the pesticide label.~~ Prior to the application, ~~the applicator shall provide the school contact person with a written preapplication notification containing the following information:~~

- A. ~~The brand name of the pesticide(s) to be applied, concentration, rate of application, and any use restrictions required by the label of the herbicide or specific pesticide.~~
- B. The location and area or areas where the pesticide is to be applied.
- C. The date and time the application is to occur.
- D. The name, address, phone number and contact person of the certified applicator. ~~The pesticide label and the material safety data sheet.~~
- E. A statement that further information, such as the product label or safety data sheet, is available by contacting the certified applicator.

In case of pesticide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator shall give the school office oral and, if possible, written notice, with posting of the area to be treated in accord with A.R.S. 3-3606.

The Superintendent may require the pest-control applicator to fill out and make all required postings in accord with statute and with District policy and regulation. The name and telephone number of the applicator shall be attached to any posting.

Only a certified applicator may apply pesticides at a school.

The Superintendent shall prepare regulations for the implementation of this policy.

Adopted: _____

LEGAL REF.:

A.R.S.

3-3606

15-152

~~32-2301~~

~~32-2311.01~~

CROSS REF.:

IKEA - Make Up Opportunities

**EBC ©
EMERGENCIES**

The ~~Superintendent~~ Governing Board will develop and ~~maintain~~ District emergency response plans with the Superintendent for each school, department, and other facilities in the District and will coordinate such plans with the local law enforcement, fire, medical and hospital authorities as necessary. Training components for staff and students shall be included in the District's Superintendent's emergency response plans.

Emergency response plans are confidential and exempt from public disclosure. The District shall not release emergency response plans to the public as part of a public records request. [A.R.S. 41-1803(G)]

The plans will be in accordance with minimum standards developed jointly by the Department of Education and the Division of Emergency Management within the Department of Emergency and Military Affairs. The plans will designate specific emergency drills to be conducted. Local responders shall periodically be invited to review the plan(s).

Emergency response plans developed by the Governing Board are required to address how the school and emergency responders will communicate with and provide assistance to students with disabilities.

~~Emergency plans~~ Internal regulations will be developed and maintained by the Superintendent will be presented annually to the Board.

Adopted: _____

LEGAL REF.:
A.R.S.
15-341
41-1803

ECB ©
BUILDING AND GROUNDS
MAINTENANCE

Adequate maintenance of buildings, grounds and property is essential to efficient management of the District.

The Board directs a continuous program of inspection and maintenance of school buildings and equipment. Wherever possible, maintenance shall be preventive and will focus on providing an on-going healthy learning environment for both students and school personnel. ~~Emphasis will be placed on the implementation of a District Indoor Air Quality (IAQ) Management Plan in order to minimize indoor air pollution.~~

The Superintendent shall appoint a maintenance supervisor ~~District IAQ Coordinator~~ who will develop and implement inspection, maintenance, repair, use, and disposal schedules as applicable for buildings, HVAC systems, new construction and renovations, chemicals and other materials.

Routine preventative maintenance means services that are performed on a regular schedule at intervals ranging from four (4) times a year to once every three (3) years, or on the schedule of services recommended by the manufacturer of the specific building system or equipment.

The Superintendent shall oversee the development and implementation of routine preventative maintenance guidelines covering the District's:

- A. plumbing systems,
- B. electrical systems,
- C. heating, ventilation and air conditioning systems.
- D. special equipment and other systems, and
- E. roofing systems, including visual inspections performed by District personnel to search for signs of structural stress and weakness.

A roofing inspection is required to be:

- A. Accomplished prior to any repair or replacement of roof elements or roof mounted equipment performed in accordance with the requirements of the local building official requiring a permit.
- B. Conducted by a registered structural engineer or other professional with appropriate skills, training and certification.

District preventive facilities maintenance guidelines shall be submitted to the School Facilities Board for review and approval.

Adopted: _____

LEGAL REF.:

A.R.S.

15-341

15-342.01

41-5832

A.A.C.

R7-6-215

~~15-2002~~

~~15-2031~~

~~15-2032~~

~~15-2131~~

~~15-2132~~

CROSS REF.:

EB - Environmental and Safety Program

JLIF - Sex Offender Notification

**EEAA ©
WALKERS AND RIDERS**

The Board authorizes the administration to provide regular school bus transportation to and from school for the following categories:

A. Students with disabilities who require transportation, as indicated in their respective individual education programs.

B. Students living within a one (1) mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided.

C. Students who are residents within a school attendance area and:

1. If common school students, live more than one (1) mile from the school.

2. If high school students, live more than a mile and a half (1 1/2) from the school.

D. Transportation for pupils who do not reside within an established school attendance area, limited to no more than ~~twenty (20)~~ thirty (30) miles each way to and from the school of attendance or to and from a pickup point on a regular transportation route or for the total miles traveled each day to an adjacent school for eligible nonresident pupils who meet the economic eligibility requirements established under the National School Lunch and Child Nutrition Acts (42 United States Code sections 1751 through 178593) for free or reduced-price lunches.

E. Transportation for homeless students to their school of enrollment, if it is the school of origin, will be arranged as needed by the school liaison for homeless students.

Adopted: _____

LEGAL REF.:

A.R.S.

15-342

15-764

15-816.01

15-901

15-922

28-797

28-900

28-901

A.G.O.

I80-025

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.:

JFABD - Admission of Homeless Students

EEAE-R ©

REGULATION

BUS SAFETY PROGRAM

A.A.C. ~~R17-9-104-13-13-104~~ states, with respect to the authority of bus drivers, "Any person boarding or attempting to board a school bus, whether or not a passenger, Passengers shall comply with all instructions given to them by a school bus driver. If A a passenger or a non-passenger boards or attempts to board a school bus who has boarded the school bus and refuses to comply with the school bus driver's instructions, the school bus driver may seek emergency assistance to remove the passenger or non-passenger from the school bus, or prevent the passenger or non-passenger from boarding. be surrendered into the custody of a person who is authorized by the school to assume responsibility for the passenger or nonpassenger."

Student behavior on a school bus should be the same as that in a well-ordered classroom with the exception that students are free to talk, but with no screaming or shouting.

GBEF ©
STAFF USE OF DIGITAL COMMUNICATIONS
AND ELECTRONIC DEVICES

Social media is the use of web-based and mobile technologies to communicate through interactive dialogue. Social media technologies include but are not limited to, blogs, picture-sharing, vlogs, wall-postings, e-mail, instant messaging, music-sharing, crowdsourcing, voice over IP (VoIP), Facebook, LinkedIn, ~~My Space~~, ~~Twitter~~, X, You Tube, and any successor protocol to transmit information. Mobile technologies are any devices that: transmit sounds, images, texts, messages, videos, or electronic information; electronically records, plays, or stores information; or accesses the Internet, or private communication or information networks. Current examples are Smartphones such as ~~BlackBerry~~, Android, iPhone, and other such mobile technologies and subsequent generations of these and related devices.

The Governing Board recognizes how web-based and mobile technologies are fundamentally changing opportunities to communicate with individuals or groups and how their use can empower the user and enhance discourse. The Board equally recognizes that the misuse of such technologies can be potentially damaging to the District, employees, students and the community. Accordingly, the Governing Board requires all employees to adhere to adopted policies and to utilize digital communications and electronic devices in a professional manner at all times.

The Board establishes the following parameters:

District employees

- A. shall adhere to all Governing Board policies related to technologies including but not limited to the use of District technology, copyright laws, student rights, parent rights, the Family Educational Rights and Privacy Act (FERPA), staff ethics, and staff-student relations;
- B. are responsible for the content of their posting on any form of technology through any form of communication;
- C. shall only use District controlled and approved technologies when communicating with students or parents;
- D. shall ensure that technologies used to communicate with students and District staff are maintained separate from personal technologies used to communicate with others;

E. shall not use District owned or provided technologies to endorse or promote a product, a cause or a political position or candidate;

F. in all instances must be aware of his/her association with the District and ensure the related content of any posting is consistent with how they wish to present themselves to colleagues, community members, parents and students;

G. shall not use District logos or District intellectual property without the written approval of the Superintendent;

H. shall use technologies to enhance and add value to communications with all recipients and be respectful of those with whom they communicate;

I. shall immediately report all misuse or suspected misuse of technology to their direct supervisor/administrator who in turn will immediately report to the Superintendent;

J. shall comply with all applicable records management parameters established by Arizona State Library, Archives and Public Records.

The Superintendent shall communicate the above to all employees of the District at the beginning of each school year and to newly hired employees as part of the hiring process.

The Superintendent shall establish which technologies are approved for use by employees to communicate with parents and students. Approved technologies shall be communicated to the Board and employees prior to the start of every school year, to newly elected Board members prior to taking office, and to newly hired employees as part of the hiring process.

The Superintendent shall determine which records retention and management guidelines as established by the Arizona State Library, Archives and Public Records are applicable to this Board policy and communicate these guidelines to the Board and employees prior to the start of every school year, to newly elected Board members prior to taking office, and newly hired employees as part of the hiring process.

Violations of this policy may result in disciplinary action up to and including termination and may constitute a violation of federal or state law in which case appropriate law enforcement shall be notified. The Superintendent shall report violations of this policy to the Board and shall make reports to the appropriate law enforcement agency when determined necessary.

Adopted: _____

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

LEGAL REF.:

A.R.S.

15-341

15-514

CROSS REF.:

GBEA - Staff Ethics

GBEB - Staff Conduct

GBEBB - Staff Conduct With Students

GCQF - Discipline, Suspension, and Dismissal of Professional Staff
Members

GDQD - Discipline, Suspension, and Dismissal of Support Staff Members

IJNDB - Use of Technology Resources in Instruction

JIC - Student Conduct

~~GDC ©~~
~~SUPPORT STAFF~~
~~LEAVES AND ABSENCES~~

~~Refer to GDC through GCCE and GCCH; the terms and conditions of these policies apply to support staff personnel unless a written policy stating a contrary intent is included.~~

**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.

~~The instructional program will include planned sequences in:~~

**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:

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

A. English language arts (ELA) ~~Language arts; reading, spelling, handwriting, English grammar, composition, literature, and study skills.~~

B. ~~Mathematics; experiences.~~

C. ~~Social studies; including: history including Native American history, geography, civics, economics, world cultures, political science, and other social science disciplines.~~

1. Civics; and

2. Instruction on the Holocaust and other genocides at least once in either the seventh grade or the eighth 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; experiences.~~

E. Two or more of the following:

1. Visual Arts

2. Dance

3. Theatre

4. Music

5. Media Arts

~~Fine and practical arts experience - art education, vocal and instrumental music, and vocational/business education.~~

F. ~~Technology skills.~~

G. ~~Health and safety education.~~

F.-H. 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. § 15-701.02.

I. ~~Foreign or Native American language.~~

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

**Minimum Course of Study
for Graduation from High
School**

See Policy IKF.

~~The planned program for all students shall also include library instruction, individual study, guidance, other appropriate instructional activities, and all instruction required under state law and State Board of Education regulations.~~

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.

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

**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	1.0 unit
Economics	0.5 unit****
Fine Arts or Career, Technical and Vocational Education	1.0 unit
Electives	<u>7.0 units</u>
Total	22.0 units

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

* 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.

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.

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

**IMA ©
TEACHING METHODS
(Lesson Plans)**

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

The Superintendent shall establish procedures that set forth the requirements for lesson plans and for their preparation and review.

Such procedures shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of the District.

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

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

Adopted: _____

IMA-R ©

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) ~~–such as duplicated material, cassette tapes, films, filmstrips, transparencies~~ –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.

JFABDA ©
ADMISSION OF STUDENTS
IN FOSTER CARE

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

Purpose Statement

The implementation of this policy shall assure that:

A. Within five (5) days after a child enters foster care or if a child's placement changes, the child, if appropriate, the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent and representative from the local education agency or the child's school of origin shall determine if it is in the child's best interest to remain in the child's school of origin;

B. Children in foster care remain enrolled in their school of origin for the duration of their time in care, unless a determination is made that it is not in such child's best interest to remain in their school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement, among other factors listed in law (See list in JFABDA-R);

C. If it is determined that a change of educational placement is in the best interest of the child, the educational institution ~~child~~ shall ~~be immediately enrolled~~ enroll the child in a new school within two (2) days. ~~A child shall be immediately enrolled in the new school,~~ even if the child is unable to produce records normally required for enrollment or owes any outstanding fines or fees to the school of origin; however, the student may be required to provide their Notice to Providers document;

D. The enrolling school shall ~~immediately~~ contact the school of origin ~~last attended by any such child~~ within two (2) days to obtain relevant academic and other records. Upon request for records for any such child from another school, every effort shall be made to provide records within two (2) business days.

E. In collaboration with the state or local Child Welfare Agency, transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA. In ensuring a child receives transportation to the educational institution determined to be in the child's best interest, the Department of Child Safety may coordinate with the Department of Education and local education agencies and enter into necessary information sharing, data sharing and financial agreements.

F. The District will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented, including assigning a District employee to serve as a Point of Contact (POC) to work in collaboration with the applicable child welfare agency and notify the Arizona Department of Education of the assigned POC.

Definitions

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (Department of Child Safety [DCS] or tribal) has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)) In Arizona, if DCS has received placement care and responsibility, then the child is in "foster care" even if the parent or guardian is permitted to live in the home of placement, such as a kinship home.

The term "school of origin" means the school in which a child is enrolled at the time of placement in foster care, including preschool. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

Point of Contact (POC) for Children in Foster Care - Responsibilities

The Superintendent will designate an appropriate staff person of authority as Point of Contact (POC) for children in foster care who will carry out duties as assigned and notify Arizona Department of Education's (ADE's) Statewide Foster Care Education Coordinator of the designated POC. Among those duties will be the responsibility to coordinate activities and programs to work in collaboration with the respective child welfare agency (either DCS or tribal), in the best interest of foster children that will include procedures to:

- A. Continue the student's education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to implement the educational stability plan;
- C. Ensure the best interest is determined regarding school enrollment;
- D. Ensure necessary transportation is provided, funded, and arranged in collaboration with the Child Welfare Agency;
- E. Ensure immediate enrollment and transfer of records occurs when the student moves schools; and
- F. Ensure school staff are trained on the provisions and educational needs of children in foster care.

Other Relevant Policies and Procedures

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross references and are incorporated in this policy and these procedures by such reference.

Enrollment preference may be given to children who are in foster care.

Adopted: _____

LEGAL REF.:

A.R.S.

8-530.04

15-816 through 15-816.07

15-821

15-823 through 15-825

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,
as amended by the Every Student Succeeds Act (ESSA) of 2015
(Foster Care Provisions)

CROSS REF.:

EEAA - Walkers and Riders

IKEB - Acceleration

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records

JH ©
STUDENT ABSENCES AND EXCUSES

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, mental or behavioral health, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

In the event of a necessary absence known in advance, the parent is expected to inform the school; if the absence is caused by emergency, such as illness, the parent is expected to telephone the school office. When a student returns to school following any absence, a note of explanation from the parent is required.

When Absent from School

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. All absences not verified by parental or administrative authorization will remain unexcused.

If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

For absences greater than one (1) day in length, the school should be notified each day of the absence.

All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

- A. The scheduling of medical and dental appointments after school hours except in cases of emergency.
- B. The scheduling of family vacations during school vacation and recess periods.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

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

School administrators are authorized to excuse students from school for necessary and justifiable reasons.

Adopted: _____

LEGAL REF.:

A.R.S.

15-346

15-802

15-806

15-807

15-843

15-873

15-902

CROSS REF.:

JE - Student Attendance

JHD ©
EXCLUSIONS AND EXEMPTIONS
FROM SCHOOL ATTENDANCE
(Chronic Health Conditions)

The District will provide appropriate educational opportunities for any student identified by a certified medical, mental, or behavioral health professional such as a physician, podiatrist, chiropractor, naturopathic doctor, osteopathist, psychologist, an appropriately certified health professional in the fields of podiatry, chiropractic medicine, naturopathic medicine, osteopathy, 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.*

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

JIH ©
STUDENT INTERROGATIONS,
SEARCHES, AND ARRESTS

Interviews

School officials may question students regarding matters incident to school without limitation. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or another peace officer.

When child abuse or abandonment of a student is alleged.

If a child ~~protective services~~ safety worker, a child welfare investigator, or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse or abandonment investigation. The personnel of the District shall cooperate with the investigating child ~~protective services~~ safety worker, child welfare investigator, or peace officer. If a student is taken into temporary custody in accordance with A.R.S. 8-821, the child ~~protective services~~ safety worker or peace officer may be reminded to notify the student's parent of the custody, pursuant to A.R.S. 8-823. The child ~~protective services~~ safety worker, a child welfare investigator, or peace officer shall be requested to establish proper identification and complete and sign a "Form for Signature of Interviewing Officer." Six (6) hours following the relinquishment of custody by the school, school personnel may respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

*Abuse or abandonment is **not** alleged.*

No issue of student population safety is presented. If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist, the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent

within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.

Safety of the student population is of concern. When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious offense. The SRO, present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. 15-341(A)(36).

The District is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

Arrest

When a peace officer enters a campus providing a warrant or subpoena or expressing an intent to take a student into custody, the office staff shall request the peace officer establish proper identification, complete, and sign a form for signature of an arresting officer or interviewing officer. The school staff shall cooperate with the officer in locating the child within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

Adopted: _____

LEGAL REF.:

A.R.S.

1-215

8-303

8-304

8-802

8-821

8-823

13-3881

13-3883

15-153

15-341

15-342

A.G.O.

I04-003

I77-211

I82-094

I88-062

I91-035

JJE ©
STUDENT FUND - RAISING ACTIVITIES

The Governing Board shall approve fund-raising activities by students on school premises or elsewhere as representatives of the school ~~will be permitted only for the types of fund-raising activities approved by the Governing Board and when connected with specific school activities approved by the Superintendent.~~ The Governing Board may create a list of pre-approved fundraising activities the Superintendent may approve upon written request.

Participation in contests or fund-raising activities shall be governed by the following criteria:

- A. The aim of the activity shall benefit youth in educational, civic, social, and ethical development.
- B. The activity shall not be detrimental to the regularly planned instruction.

The proceeds of all fund-raising activities shall be deposited in the Student Activity Fund, and funds from such activities shall be used only as specified in the Uniform System of Financial Records.

Adopted: _____

LEGAL REF.:

A.R.S.

15-1121 through 1123

CROSS REF.:

DIC - Financial Reports and Statements

JJF - Student Activities Funds

JK-EA ©

EXHIBIT

STUDENT DISCIPLINE

Each principal shall establish and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least four (4) ~~two (2)~~ years after last attendance date.

The accounting for students subject to disciplinary action on discipline record card shall contain an entry of:

- A. The full name of the student.
- B. The racial/ethnic and sex designations of the student.
- C. The time, place, and date of the offense or offenses, or observed behavior.
- D. Descriptions and dates of other offenses or observed behaviors if not previously reported.
- E. The names of witnesses or others involved.
- F. Specific measures taken by person or persons reporting the offense or offenses to affect an adjustment, including the specialized help secured before referral, such as conferences with parents, conferences with the principal, and conferences with other school personnel.
- G. The name and title of the person or persons reporting the offense or offenses.
- H. The alternatives, if any, that were considered prior to the imposition of the disciplinary action taken by the principal.
- I. The final disposition of the case.
- J. The name and title of the person or persons imposing the action or actions.

The kinds of disciplinary actions for which an accounting should be kept shall include, but not be limited to:

- A. Suspensions and/or expulsion.
- B. Corporal punishment.
- C. Detention (for disciplinary reasons).
- D. Transfer to another class (for disciplinary reasons).
- E. Transfer to another school (for disciplinary reasons).
- F. Confinement with implementation of mandatory provisions.
- G. Referrals of cases to police and juvenile authorities.
- H. Others as required.

The school principal shall have the responsibility of maintaining the necessary discipline records to include:

- A. Discipline record card (each reported incident). Student discipline list (cumulative).
- B. Log of corporal punishments (each incident).
- C. Summary of corporal punishments: monthly report, retained by the principal; yearly summary, copy to the District office.
- D. Log of suspensions (cumulative).
- E. Summary of suspensions: monthly report, retained by the principal; yearly summary, copy to the District office.
- F. Log of confinement with implementation of mandatory provisions.
- G. Summary of confinement with implementation of mandatory provisions: monthly report, retained by the principal; yearly summary, copy to the District office.
- H. Log of expulsions and referrals to courts (cumulative).
- I. Log of Governing Board expulsions (each incident).

J. Summary of expulsions: monthly report, retained by the principal; yearly summary, copy to the District office.

K. Log of student withdrawals (cumulative).

L. Summary of withdrawals: monthly report, retained by the principal; yearly summary, copy to the District office.

M. Log of dropouts (cumulative): use only W5's as dropouts; use of this form is optional.

All monthly summary forms shall be completed at the close of each attendance month.

KB-EB ©

EXHIBIT

**PARENTAL INVOLVEMENT
IN EDUCATION**

PARENTS' BILL OF RIGHTS*

**(Enacted by the 49th Arizona Legislature,
2nd Regular Session (2010)
Session Law SB1309, Chapter 307
Arizona Revised Statutes 1-601 and 1-602)**

Parents' Rights Protected

The liberty of parents to direct the upbringing, education, health care and mental health of their children is a fundamental right.

This state, any political subdivision of this state or any other governmental entity shall not infringe on these rights without demonstrating that the compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise served by a less restrictive means.

Parents' Bill of Rights; definition

All parental rights are exclusively reserved to a parent of a minor child without obstruction or interference from this state, any political subdivision of this state, any other governmental entity or any other institution, including, but not limited to, the following rights:

- A. The right to direct the education of the minor child.
- B. All rights of parents identified in Title 15, including the right to access and review all records relating to the minor child.
- C. The right to direct the upbringing of the minor child.
- D. The right to direct the moral or religious training of the minor child.
- E. The right to make all health care decisions for the minor child, including rights pursuant to sections 15-873, 36-2271 and 36-2272, unless otherwise prohibited by law.

F. The right to request, access and review all written and electronic medical records of the minor child unless otherwise prohibited by law or unless the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.

G. The right to consent in writing before a biometric scan of the minor child is made pursuant to section 15-109.

H. The right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid is created, stored or shared, except as required by section 36-694, or before any genetic testing is conducted on the minor child pursuant to section 12-2803 unless authorized pursuant to section 13-610 or a court order.

I. The right to consent in writing before this state or any of its political subdivisions makes a video or voice recording of the minor child, unless the video or voice recording is made during or as a part of a court proceeding, by law enforcement officers during or as part of a law enforcement investigation, during or as part of an interview in a criminal or child safety services investigation or to be used solely for any of the following:

1. Safety demonstrations, including the maintenance of order and discipline in the common areas of a school or on pupil transportation vehicles.
2. A purpose related to a legitimate academic or extracurricular activity.
3. A purpose related to regular classroom instruction.
4. Security or surveillance of buildings or grounds.
5. A photo identification card.

J. The right to be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notifying the parent would impede a law enforcement or child protective safety services investigation. This paragraph does not create any new obligation for school districts and charter schools to report misconduct between students at school, such as fighting or aggressive play, that ~~are~~ is routinely addressed as student disciplinary matters by the school.

K. The right to obtain information about a child safety services investigation involving the parent pursuant to section 8-807.

L. This section does not authorize or allow a parent to engage in conduct that is unlawful or to abuse or neglect a child in violation of the laws of this state. This section does not prohibit courts, law enforcement officers or employees of a government agency responsible for child welfare from acting in their official capacity within the scope of their authority. This section does not prohibit a court from issuing an order that is otherwise allowed by law.

M. Any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, or any other institution, except for law enforcement personnel.

N. Unless those rights have been legally waived or legally terminated, parents have inalienable rights that are more comprehensive than those listed in this section. This chapter does not prescribe all rights of parents or preempt or foreclose claims or remedies in support of parental rights that are available under the constitution, statutes or common law of this state. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied.

O. Except as prescribed in subsections P and Q of this section, this state, a political subdivision of this state or any other governmental entity, or any official of this state, a political subdivision of this state or any other governmental entity acting under color of law, shall not interfere with or usurp the fundamental right of parents to direct the upbringing, education, health care and mental health of their children. A parent may bring suit against a governmental entity or official described in this subsection based on any violation of the statutory rights set forth in this chapter or any other action that interferes with or usurps the fundamental right of parents to direct the upbringing, education, health care and mental health of their children in the superior court in the county in which the violation or other action occurs or in federal court, if authorized by federal law, or before an administrative tribunal of appropriate jurisdiction. A parent may raise a violation of this chapter as a claim or a defense.

P. In any action under subsection O of this section, the governmental entity or official described in subsection O of this section has the burden of proof to demonstrate both of the following:

1. That the interference or usurpation is essential to accomplish a compelling government interest of the highest order, as long recognized in the history and traditions of this state in the operation of its regulatory powers.
2. That the method of interference or usurpation used by the government is narrowly tailored and is not otherwise served by a less restrictive means.

Q. A governmental entity or official described in subsection O of this section may interfere with or usurp the fundamental right of parents to direct the upbringing, education, health care and mental health of their children only if the governmental entity or official successfully demonstrates both elements described in subsection P of this section. If the governmental entity or official is unsuccessful, the court shall grant appropriate relief, such as declaratory or injunctive relief, compensatory damages and attorney fees, based on the facts of the case and the law as applied to the facts.

R. For the purposes of this section, "*parent*" means the natural or adoptive parent or legal guardian of a minor child.

**Note: The literal language of the Parents' Bill of Rights is retained as enacted by the Legislature. However, the layout and style has been modified to be consistent with that of the other documents in the District's Manual of Governing Board Policies and Administrative Regulations. Where the term "section" appears, it is to be understood as the identified section of the Arizona Revised Statutes (A.R.S.).*

**KEC ©
PUBLIC CONCERNS / COMPLAINTS
ABOUT INSTRUCTIONAL RESOURCES**

Occasional objections to the selection of instructional materials may be made by the public despite the care taken to select materials most valuable for the student and the teacher. The complainant will be asked to complete the form "Citizen's Request for Reconsideration of Instructional Material." Upon receipt of a request for reconsideration, the Superintendent will review the work in question and prepare a report. After review by the Superintendent, copies of the request form and the report will be sent to the principal and the citizen.

If not satisfied with the decision contained in the report, the citizen may appeal the decision to the Board.

Should a complaint reach the Board, the Board may refer the matter back to the Superintendent for further review, or the Board may review the materials in question in the light of its policy establishing criteria for the selection of materials. utilizing the criteria for selection established in Regulation IJJ-R as a guide.

Adopted: _____

LEGAL REF.:

A.R.S.

15-341

15-721

CROSS REF.:

IJJ-R