

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

Special Meeting of the Governing Board

September 26, 2019 5:30 p.m.

Public Notice - Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02.
The meeting's location is the Board Room in the District Office, 7301 North 58th Avenue, Glendale.

The Board reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. At the chair's discretion, the Board may carry over consideration of any business not concluded by 9:00 p.m. to the next regular meeting's agenda. Governing Board members may participate via telephone conference call if necessary. The Governing Board reserves the right to convene to executive session for the purpose of obtaining legal advice from its attorney for any item listed on the agenda, in person or by telephone, pursuant to A.R.S. §38-431.03(A)(3).

GOVERNING BOARD GOALS

1. Increase Student Achievement
2. Ensure the District's Financial Solvency
3. Attract and Retain Highly Qualified Staff

DISTRICT GOALS

Increase Student Achievement

Eliminate the Achievement Gap

1. Call to Order and Roll Call

2. Opening Exercises

- a. Adoption of Agenda
- b. Approval of Acting Clerk (if necessary)
- c. Offer of Spanish Interpretation
- d. Moment of Silence
- e. Pledge of Allegiance

3. Call to the Public

The public is invited to address the Board on any issue within its jurisdiction, subject to reasonable time, place and manner restrictions. Governing Board members are not permitted to discuss or take legal action on matters raised during open call to the public unless the matters are properly noticed for discussion and legal action. However, the law permits Board members to do the following at the conclusion of the open call to the public: (a) Respond to criticism made by those who have addressed the Board; (b) Ask staff to review a matter; or (c) Ask that a matter be put on a future agenda.

Those wishing to address the Board should complete a "Call to the Public" form and submit it to the Board Secretary prior to the start of the meeting. Each speaker will be provided three (3) minutes to address the Board, unless provided other direction by the Board. At the outset of the speaker's remarks, the speaker should state their name and the Board requests that the speaker provide his/her address.

4. Special Recognition

a. Just Because Recognition

The Governing Board will recognize the staff member and student selected for the GESD Just Because 2019 award.

5. Consent Agenda

a. Certified Personnel Report

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations and/or contract renewals of certified personnel.

b. Classified Personnel Report

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

Individuals can access copies of documentation provided to the Board to substantiate administrations' recommendations, i.e. reports, detailed information, agreement documents, etc., the Friday before the Board meeting in each school's office, the Superintendent's office, or on the Governing Board's page of the District's website. Persons with disabilities may request reasonable accommodations by contacting (623) 237-7136 at least two days prior to the meeting.

c. Request for Proposals

It is recommended the Governing Board approve the award of Request for Proposals for Evaluation Tool and Professional Development Program to PowerSchools Group, LLC, for the 2020-2021 school year with the option to renew for four (4) additional years.

d. Travel

It is recommended the Governing Board approve and ratify requests for employee out-of-county travel as presented.

6. Action Items

a. Policy Manual Adoption

It is recommended the Governing Board move and act on the following motions in order to accomplish the Updated Policy Manual Adoption:

Recommended Initial Motion: Move to rescind and nullify all current and past policies of the Glendale Elementary School District No. 40.

Recommended Subsequent Motion: Move to adopt the policy manual that has been developed in consultation with the Arizona School Boards Association, including the changes prescribed and approved by the Governing Board.

7. Future Meetings and Events

a. Future Meetings and Agenda Item Requests.

The Governing Board will review the list of upcoming Board meetings and potential agenda topics. Governing Board Members will have the opportunity to request items to be included on future meeting agendas for discussion, information and/or action.

8. Summary of Current Events

a. Superintendent Report

The Superintendent will present a brief summary of current events.

b. Governing Board Report

Governing Board Members will present brief summaries of current events, as necessary.

9. Executive Session

At this time, the Governing Board will consider voting to recess the regular meeting in order to convene to executive session for the following purposes:

a. In accordance with A.R.S. § 38-431.03(A)(1) for the purpose of conducting the Superintendent's performance evaluation.

b. In accordance with A.R.S. §38-431.03(A)(1) for the purpose of discussion regarding the Superintendent's performance-based pay for the 2018-2019 school year.

c. In accordance with A.R.S. §38-431.03(A)(1) for the purpose of discussion regarding the Superintendent's performance goals.

10. Reconvene to Public Session

11. Action Item

a. Superintendent's Performance Pay

The Governing Board will consider taking action to approve payment of the Superintendent's Performance Pay for the 2018-2019 school year as stipulated in his employment contract for an amount not to exceed \$20,000.

12. Adjournment

GLENDALE ELEMENTARY SCHOOL DISTRICT

SPECIAL RECOGNITION

AGENDA NO: 4.A. TOPIC: Special Recognition

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED: September 26, 2019

The Governing Board will recognize the staff members and student selected for the GESD Just Because 2019 award.

GLENDALE ELEMENTARY SCHOOL DISTRICT
ACTION AGENDA ITEM

AGENDA NO: 5.A. TOPIC: Certified Personnel Report

SUBMITTED BY: Ms. Jacque Horine, Director for Human Resources

RECOMMENDED BY: Ms. Deby Valadez Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: September 26, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, terminations, and/or contract renewals of certified personnel.

New Employment

| | | | |
|-----------------------------|---------|----------|----------|
| 1. Campillo, Stella | Teacher | \$47,250 | 09/09/19 |
| 2. Deligente, Michelle | Teacher | \$46,500 | 09/04/19 |
| 3. Fox, Nevada | Teacher | \$39,000 | 09/05/19 |
| 4. Ibrahim-Guadagni, Laurie | Teacher | \$42,750 | 09/05/19 |

Resignation

| | | | |
|--------------------|---------|------------------|----------|
| 1. Maynard, Craig* | Teacher | Personal Reasons | 09/11/19 |
| 2. Olsen, Charles* | Teacher | Personal Reasons | 09/03/19 |

*Recommend liquidated damages fee applied per contract

Change of Position

| | | | |
|-------------------------|---------------------|--|----------|
| 1. Walczewski, Kristina | from MOU to Teacher | | 08/30/19 |
|-------------------------|---------------------|--|----------|

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.B. TOPIC: Classified Personnel Report

SUBMITTED BY: Ms. Brian Duguid, Coordinator for Human Resources

RECOMMENDED BY: Ms. Deby Valadez, Assistant Superintendent for Human Resources

DATE ASSIGNED FOR CONSIDERATION: September 26, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the employments, resignations, retirements, promotions, leaves of absence, cancellations of employment, and/or terminations of classified personnel.

New Employment

| | | | |
|-----------------------------|----------------------------|---------|----------|
| 1. Beausejour-Allen, Jaarly | Campus Monitor | \$11.00 | 09/03/19 |
| 2. Diaz Rodriguez, Dora | Campus Monitor | \$11.00 | 08/28/19 |
| 3. Godinez, Alexandria | Ed. Assist. Ortho Impaired | \$11.00 | 08/14/19 |
| 4. Golden, Jessica | Campus Monitor | \$11.00 | 09/04/19 |
| 5. Hernandez, Sandy | Ed. Assist. Self-Contained | \$12.64 | 09/04/19 |
| 6. Hutson, Chelsea | Ed. Assist. Standard | \$11.36 | 09/03/19 |
| 7. Lopez, Sonia | School Secretary | \$11.69 | 09/05/19 |
| 8. Macquarie, Cheryl | Bus Driver | \$13.89 | 09/03/19 |
| 9. Moreno, Celia | Ext. Day Activity Leader | \$11.00 | 08/19/19 |
| 10. Oviedo-Owens, Melissa | Food Service Worker | \$11.00 | 09/04/19 |
| 11. Rhodes, Ernestine | Campus Monitor | \$11.00 | 09/05/19 |
| 12. Robb, Sundae | Ed. Assist. Ortho Impaired | \$11.00 | 09/04/19 |
| 13. Stonecypher, Dennis | Trainee School Bus Driver | \$13.39 | 09/11/19 |
| 14. Tait, Mary | Trainee School Bus Driver | \$13.39 | 09/04/19 |
| 15. Worley, Jontae | Campus Monitor | \$11.00 | 09/10/19 |
| 16. Yazzie, Lataeya | Ed. Assist. Standard | \$11.00 | 08/26/19 |

Rehire

| | | | |
|-------------------|----------------|---------|----------|
| 1. Alfahel, Faten | Campus Monitor | \$11.55 | 09/03/19 |
|-------------------|----------------|---------|----------|

Retirement

| | | | |
|---------------------|-------------------------------|--|----------|
| 1. Gutierrez, Ramon | School Bus Driver | | 08/23/19 |
| 2. Michels, Lorile | Ed. Assist. Special Ed. CC-LS | | 09/06/19 |

Resignation

| | | | |
|------------------------------|---------------------------------------|------------------|----------|
| 1. Alfahel, Faten | Bus Monitor | Personal Reasons | 07/29/19 |
| 2. Calonge, Charlotte | Campus Monitor | Personal Reasons | 08/30/19 |
| 3. Farnsworth, Steven | Campus Monitor | Personal Reasons | 05/23/19 |
| 4. Guerrero, Norma | Bus Monitor | Personal Reasons | 08/05/19 |
| 5. Lopez Martinez, Guadalupe | Trainee School Bus Driver | Personal Reasons | 05/23/19 |
| 6. Mendoza, Yolanda | Cleaner II | Personal Reasons | 08/30/19 |
| 7. Montez, Veronica | Language Acquisition Admin. Secretary | Personal Reasons | 09/06/19 |
| 8. Powers, Esmeralda | Bus Monitor | Personal Reasons | 05/23/19 |
| 9. Sotelo, Orfilia | Ed. Assist. Bilingual | Personal Reasons | 09/06/19 |

Decrease in Hours

| | | | |
|---------------------|------------------|---------|----------|
| 1. Romero, Sharmane | From 3.25 to 0.5 | \$12.13 | 08/26/19 |
|---------------------|------------------|---------|----------|

Increase in Hours

| | | | |
|---------------------------------|-------------------|---------|----------|
| 1. Escobedo Gonzalez, Valentina | From 2.74 to 3.25 | \$11.00 | 08/26/19 |
| 2. Vera, Judith | From 4.0 to 5.0 | \$11.00 | 08/21/19 |

New Hire Substitutes

| | | | |
|---------------------|-------------|---------|----------|
| 1. Ortiz, Guadalupe | Sub-Cleaner | \$11.00 | 09/10/19 |
|---------------------|-------------|---------|----------|

Leaves of Absence

| | | |
|-------------------|--|-------------------|
| 1. Jimenez, Nancy | | 07/30/19-11/08/19 |
| 2. Salas, Ofelia | | 07/30/19-02/07/20 |

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.C. TOPIC: Request for Proposals

SUBMITTED BY: Ms. Tammy Delgado, Purchasing/Warehouse Manager

RECOMMENDED BY: Mr. Mike Barragan, Assistant Superintendent for Financial and Auxiliary Services

DATE ASSIGNED FOR CONSIDERATION: September 26, 2019

RECOMMENDATION:

It is recommended the Governing Board approve the award of Request for Proposals for Evaluation Tool and Professional Development Program to PowerSchools Group, LLC, for the 2020-2021 school year with the option to renew for four (4) additional years.

RATIONALE:

The Purchasing Department solicited sealed proposals for an evaluation tool and professional development program on June 19, 2019.

The RFP was posted to AzPurchasing.org, the District's website and published in the Arizona Business Gazette.

All responses were due and opened on July 3, 2019 at 11:00 a.m. with only one (1) response being received. The responsive, responsible offer was received from PowerSchools Group, LLC. One (1) Statement of No Bid was received from Vector Solutions.

On July 10th the Evaluation Committee met, consisting of: Deby Valadez, Assistant Superintendent for Human Resources, Jacque Horine, Director of Human Resources, Teresa Wong, HR Systems Specialist, David Jordan, Director of Research and Evaluation, John Moritz, Coordinator, Tiffany Molina, Principal, Brian Duguid, Coordinator for Human Resources; and facilitated by Tammy Delgado, Purchasing/Warehouse Manager. The single response was evaluated as per evaluation criteria set forth in the solicitation.

For additional clarification it was determined by the Committee to request an interview with PowerSchools which was held on Tuesday, July 23rd at 1:30 p.m. Determination was made the single response will meet the needs of the District.

The recommendation is to award to PowerSchools Group, LLC

The contract will be effective July 1, 2020 - June 30, 2021. If all conditions are met during this period and funding is available this contract may be extended for up to an additional four (4) one-year contracts.

The RFP file for this solicitation is held in the Purchasing Department for review.

Primary funding is Capital.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 5.D. TOPIC: Travel

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 26, 2019

RECOMMENDATION:

It is recommended the Governing Board approve and ratify the requests for employee out-of-county travel as presented.

| Traveler | Purpose/Location | Dates | Cost |
|---|--|--------------|------------------------|
| Sarah Rittenhouse Kevin Fallon | VILS Coach Camp Atlanta, GA | Oct 27-30 | No Cost |
| Erin Linkiewicz Maria Ascencio Concepcion De la Huerta Angelique Alvarez | La Cosecha Dual Language Conference Albuquerque, NM | Nov 12-15 | \$7,316 <i>Title I</i> |

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Sarah Rittenhouse - Kevin Fallon

Working at School/Department: Challenger Middle School --- Sine Elementary School

Reason for Travel: VILs (Verizon Innovative Learning Schools) Coach Camp

Traveling to: Atlanta, GA

Dates of Travel: October 27th – October 30th

Substitute Needed/Dates: NO

| | Code | Cost | Requisition Number |
|-------------------------|----------------------------------|-------------|---------------------------|
| Charge Sub to: | <u>All expenses will be paid</u> | <u>\$</u> | <u></u> |
| Charge Registration to: | <u>By VILS (VILs)</u> | <u>\$</u> | <u></u> |
| Charge Airline/Bus to: | <u></u> | <u>\$</u> | <u></u> |
| Charge Meal/Lodging to: | <u></u> | <u>\$</u> | <u></u> |
| Charge Auto Mileage to: | <u></u> | <u>\$</u> | <u></u> |
| | Total Cost of Travel | <u>\$ 0</u> | <u></u> |

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Sarah Rittenhouse and Kevin Fallon

Conference/Workshop Title: VILs Coach Camp
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

Coach Camp will provide new VILs Coaches with an engaging opportunity to explore resources, tools and supports that they can use in their schools to implement the VILs program and enhance teaching and learning. Coaches will work closely with the VILs staff and mentors from other cohorts to get hands-on experience, review processes and procedures, ask burning questions, network with other coaches, and learn best practices for transferring professional learning concepts into the classroom.

Objectives:

- Review VILs role expectations
- Review best practices for maintaining and using the Professional Learning Plan as a guide for support
- Develop strategies for using influence and example to effect change
- Examine methods for giving and receiving feedback
- Learn and compare effective approaches to building relationships
- Learn and compare coaching methods for building capacity at scale
- Investigate learning frameworks for purposeful technology integration and demonstrate understanding by analyzing classroom lesson examples
- Share and learn methods of supporting professional learning through peer visitation systems

2. How will employee(s) share information with colleagues?

- By conducting classroom observations
- Coaching teachers face-to face
- Planning and providing professional development to staff members
- Modeling lessons to small group of teachers
- Sharing teaching strategies during the learning team meetings

3. How is the conference/workshop related to district, school or department goals and or objectives?

The workshops will provide new tools and best practices for teachers that will contribute increase student learning and teacher efficacy.

Coaches will unpack to teachers' new strategies and activities that will support student learning. After this training coaches will prepare teachers on how to use the new iPads as a tool to differentiate and engage students in their classrooms.

TRAVEL REQUEST FORM

For Out-of-County/Out-of-State Travel by District Employee

This form must be turned in with purchase requisitions and PAR to the Superintendent's Office with enough advance notice to ensure Board approval prior to travel date.

Name of Traveler(s): Erin Linkiewicz, Maria Ana Ascencio, Concepcion De La Huerta, Angelique Alvarez

Working at School/Department: William C. Jack and Horizon

Reason for Travel: La Cosecha Dual Language Conference Fall

Traveling to: Albuquerque Convention Center • Albuquerque, NM

Dates of Travel: November 12 - 16, 2019

Substitute Needed/Dates: 4 substitutes/ November 12 – 15, 2019

| | Code | Cost | Requisition Number |
|-------------------------|---|----------------|-----------------------------|
| Charge Sub to: | <u>100.100.2100.6113.567.0000</u> | <u>\$800</u> | <u> </u> |
| Charge Registration to: | <u>100.100.2213.6360.567.0000</u> | <u>\$2380</u> | <u> </u> |
| Charge Airline/Bus to: | <u>100.100.2213.6580.567.0000</u> | <u>\$1160</u> | <u> </u> |
| Charge Meal/Lodging to: | <u>100.100.2213.6580.567.0000</u> | <u>\$2976</u> | <u> </u> |
| Charge Auto Mileage to: | <u> </u> | <u>0</u> | <u> </u> |
| | | <u>\$7,316</u> | <u> </u> |

APPROVED BY: _____ **DATE** _____

_____ Approved _____ Not Approved By the Governing Board on _____ date

CONFERENCE/WORKSHOP REQUEST
JUSTIFICATION FORM

Must be completed and submitted to the Superintendent's Office for transmittal to the Governing Board along with the Travel Request Form.

Name of Traveler(s): Erin Linkiewicz, Maria Ana Ascencio, Concepcion De La Huerta, Angelique Alvarez,

Conference/Workshop Title: La Cosecha Dual Language Conference
(Reason for Travel)

1. Relevance of conference/workshop to employee(s) work responsibilities:

La Cosecha Dual Language Conference is the largest conference of this kind in the country. It provides educators the opportunity to come together in support of dual language immersion. The conference provides presentations and workshop that support one-way and two-way immersion.

2. How will employee(s) share information with colleagues?

Kindergarten teachers in the dual language program along with administration will be able to work together in their collaborative teams to strengthen the implementation of the dual language programs at Horizon and Jack. The kindergarten teachers will be able to support the new 1st grade teachers with a vertical alignment of the program as students from the 18-19 school year shift into the 19-20 year. Providing all teachers from both schools the opportunity to learn and dialogue together is invaluable to the success of the program.

3. How is the conference/workshop related to district, school or department goals and or objectives?

The Dual Language Immersion Program is a specialty program at two of our schools. As part of our learning to grow and improve this program the teachers and administrators are requesting opportunities to learn from experts in the DLI network about all the aspects of an effective DLI Program and examples of how to meet the program assurances. This conference will also provide school site visits that will allow our DLI team to learn from experienced educators, as well as collaborate with other professionals to learn what is working in other programs. Horizon and William C. Jack leadership understand the importance of working and learning collaboratively with staff so we can work to improve our DLI Program.

GLENDALE ELEMENTARY SCHOOL DISTRICT

ACTION AGENDA ITEM

AGENDA NO: 6.A. TOPIC: Policy Manual Adoption

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 26, 2019

RECOMMENDATION:

It is recommended the Governing Board move and act on the following motions in order to accomplish the Updated Policy Manual Adoption:

Recommended Initial Motion: Move to rescind and nullify all current and past policies of the Glendale Elementary School District No. 40.

Recommended Subsequent Motion: Move to adopt the policy manual that has been developed in consultation with the Arizona School Boards Association, including the changes prescribed and approved by the Governing Board.

RATIONALE:

The first reading of all policies have been completed and the final manual is ready for adoption.

A
DISTRICT MISSION AND
BELIEF STATEMENT

Our mission statement is:

Our highly trained and caring staff, in partnership with our families and community, ensures each student will achieve the academic excellence and confidence to embrace a future of higher education leading to a productive and fulfilling life.

To achieve this mission, the Governing Board has adopted the following *core values*:

- Academic Excellence for Each Student

We believe that every student has an endless capacity to learn and achieve both academically and personally.

- Integrity

As individuals and as an organization, we are committed to a culture of honesty, trust, respect, and fairness with each other and with the diverse communities we serve.

- Diversity

We recognize and value the diversity of our students and community.

- Partnerships

We are committed to working with parents, families, community, and each other to ensure student success.

- Safe, Orderly and Welcoming Environment

We are committed to welcoming all individuals to our safe, secure, and well-maintained schools and facilities.

- Stewardship of Resources

We are dedicated to responsibly using all resources to best serve our students.

- Employee Excellence

We believe in professional and personal excellence and in each employee's responsibility to positively impact student learning and success.

Adopted: April 9, 2009

AA ©
SCHOOL DISTRICT LEGAL STATUS

The legally designated name of the District is School District No. 40 of Maricopa County. The official name shall be Glendale Elementary School District No. 40.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-101](#)

[15-441](#)

[15-442](#)

Arizona Constitution, Art. XI, Sections 1 - 4

Arizona Constitution, Art. XX, Paragraph 7

EXHIBIT

SCHOOL DISTRICT LEGAL STATUS

(Legal Description)

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

GLENDALE, MARICOPA COUNTY, ARIZONA

Beginning at the Northeast corner of Section 33, Township 3 North, Range 2 East; thence West three and one-half miles; thence South through the center of Section 36, Township 3 North, Range 1 East; thence West one and one-half miles to the Northwest corner of Section 2, Township 2 North, Range 1 East; thence South three miles to the Southwest corner of Section 14, Township 2 North, Range 1 East; thence East three miles to the Southeast corner of Section 18, Township 2 North, Range 2 East; thence North one mile; thence East one and one-half miles; thence North through the center of Section 9; thence East one-half mile; thence North two miles to the place of beginning.

ABA ©
COMMUNITY INVOLVEMENT IN EDUCATION

The Board recognizes that the public has substantial resources of training and experience that could be useful to schools. The strength of the local District is in large measure determined by the manner and degree to which these resources are utilized in an advisory capacity and to the degree that these resources are involved in supporting the improvement of the local educational program.

The advice of the public will be given careful consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the students. The final decision may depart from this advice when in the judgment of the staff and the Board such advice is not consistent with goals adopted by the Board, consistent with current educational practice, or within the reach of the financial resources available.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

CROSS REF.:

[IJ](#) - Instructional Resources and Materials

[KB](#) - Parental Involvement in Education

ABAA ©
PARENTAL INVOLVEMENT

Based on the philosophy of the District, it is the intent of the Board that parental involvement in the District, at both the District and site levels, be defined in the broadest possible terms.

Further, it is the intent of the Board, under such a definition, that the Superintendent will, within the capabilities of the District staff and the financial limitations of the District at both the District and site levels, incorporate, to the maximum extent possible, a variety of activities, strategies, and mechanisms into the District and site structures that provide for the:

active involvement of,
active support to,
effective interaction with, and
development of

parents as active partners in a student support team effort that will enhance the capacity of all students to reach their optimum potential.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-342](#)

CROSS REF.:

[KB](#) - Parental Involvement in Education

Compare AC © NON - DISCRIMINATION / EQUAL

first

OPPORTUNITY (version 5 to 3)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

AC ©

~~NON-DISCRIMINATION~~NONDISCRIMINATION / EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

~~The Board will not tolerate discrimination upon any of the bases identified herein. The Superintendent (or designee) shall be the compliance officer, and shall develop procedures and forms to receive and investigate complaints.~~

~~Adopted: November 17, 2016~~Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[23-341](#)

[41-1463](#)

Arizona Constitution, Ordinance Art. XX, Par. Seventh

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

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.:

[ACA](#) - Sexual Harassment

[GBA](#) - Equal Employment Opportunity

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[IHBA](#) - Special Instructional Programs and Accommodations for
Disabled Students

[JB](#) - Equal Educational Opportunities

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[KED](#) - Public Concerns/Complaints about Facilities or Services

Compare AC-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last** through the modifications.

AC-R ©

REGULATION

NONDISCRIMINATION / EQUAL OPPORTUNITY

Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, **within the established timelines**. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539](#) *et seq.* may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with ~~policies~~ **Policies** JK, JKD and ~~JKD~~ **JKE**.

If the Superintendent's investigation reveals no reasonable cause to ~~believe~~ **believe** policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

EXHIBIT

NONDISCRIMINATION / EQUAL OPPORTUNITY

COMPLAINT FORM

(To be filed with the compliance officer as provided in AC-R)

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Name Address Telephone Number

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer, as designated in AC-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

ACA ©
SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student where:

- Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used as a basis for employment or education decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment may include, but is not limited to:

- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed; implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.
- Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee; or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering or granting favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action.

A substantiated charge against a student in the District shall subject that student to disciplinary action, which may include suspension or expulsion.

All matters involving sexual harassment complaints will remain confidential to the extent possible.

Adopted: date of manual adoption

LEGAL REF.: A.R.S.

[41-1461](#) *et seq.*

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[GBA](#) - Equal Employment Opportunity

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[IHBA](#) - Special Instructional Programs and Accommodations for
Disabled Students

[JB](#) - Equal Educational Opportunities

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[KED](#) - Public Concerns/Complaints about Facilities or Services

[KFA](#) - Public Conduct on School Property

Compare ACA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

ACA-R ©

REGULATION

SEXUAL HARASSMENT

Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, [within the established timelines](#). In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539 et seq.](#) may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with ~~policies~~ [Policies JK, JKD and JKDJKE](#).

If the Superintendent's investigation reveals no reasonable cause to ~~believe~~ [believe](#) policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

[The complaint must be filed within thirty \(30\) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.](#)

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

EXHIBIT

SEXUAL HARASSMENT

COMPLAINT FORM

(To be filed with the compliance officer as provided in ACA-R)

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Name Address Telephone Number

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer, as designated in ACA-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

Compare AD © EDUCATIONAL PHILOSOPHY / SCHOOL

first

DISTRICT MISSION (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

AD © EDUCATIONAL PHILOSOPHY / SCHOOL DISTRICT MISSION

The District was established by the state legislature, under the authority contained in the Arizona State Constitution, for the sole purpose of providing an education to the students of the District. While the establishment of the District also provides other services, such as caring for students during the school day, providing employment to the school staff, and providing facilities for the use of the community, all of these services are necessarily subordinate to the District's prime function of providing an education to students. The Governing Board of the District is ~~selected~~ **elected** by the citizens of the community to ensure that this responsibility is accomplished. However, the Board recognizes that it cannot accomplish this objective unless all of the sectors of the school community also accept and perform their responsibilities. The Board considers the responsibilities of these elements of the school community to be as follows:

Staff

The Board fulfills its responsibility for the education of students by employing first a competent Superintendent, on whose recommendation it also employs a competent staff. As a condition of this employment, the Board expects each member's best efforts to be exerted toward the accomplishment of the educational objectives of the District. Because education is imparted primarily by teachers, the Board specifically places responsibility for maintaining and expanding educational ability on each teacher, to the end that each student may reach maximum potential and develop a sense of dignity and self-worth.

Parents

The Board recognizes that the ultimate responsibility for the well-being of all children rest with their parents. All parents are expected to cooperate in the District's educational effort by ensuring maximum attendance of their children, by requiring that their children cooperate in the educational endeavor of the District, and by fostering an attitude in their children that recognizes the importance of education.

Community

The resources necessary to provide education for students are provided by members of the community through their taxes and other supporting services. The Board's goal is that all members of the community, both individually and through their governmental, civic, and social organizations, will continue to support the educational activities of the District.

Students

Education is an opportunity provided to the children of the District by their community. The Board expects that all students will learn to recognize the value of this opportunity, and will therefore work diligently to help ensure that their maximum potentials are realized. The Board

further expects that all students will recognize that their fellow students have the right to be educated, and will avoid any action that may interfere with their ability to exercise that right.

The Board believes that education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in our society. Students should be taught to understand the duties and privileges of responsible citizenship as such duties and privileges relate to themselves as individuals and to the whole community. The vast changes brought about by increasing technology, population, and urbanization must also be taught. The input and support of the citizens of the community, and especially the professional staff, are solicited as the school community endeavors to develop the attitudes and abilities demanded in this age of rapid change.

In consideration of the accomplishment of these responsibilities by each sector of the school community listed above, the Governing Board, with the concurrence of each individual Board member, pledges its best efforts to ensure that the District is governed effectively and efficiently so that the goal of an appropriate and outstanding educational experience is available for all students of the District.

Adopted: date of manual adoption

LEGAL REF.:

Arizona State Constitution, Article XI, Section 1

AE
SCHOOL DISTRICT GOALS
AND OBJECTIVES

The Board shall establish annual goals and objectives for the operation of the District with input from the staff and the community.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-321](#)

[15-341](#)

BA ©
SCHOOL BOARD OPERATIONAL GOALS

The Governing Board is responsible to the people of the District and, therefore, should be aware of opinions and attitudes in the community and of identified District needs.

As representatives of the people who own and support the schools, the Board accepts the responsibility to identify community attitudes and opinions and District needs and to require short- and long-range strategies that are responsive within the budgetary limitations of the District.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

BAA ©
EVALUATION OF SCHOOL BOARD / BOARD
SELF-EVALUATION

The Board shall meet 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:

- Board meetings/decision-making process
- Policy development/implementation
- Board/District goal setting
- Curriculum and instruction management/program
- Fiscal management/resource allocation
- School plant planning/management
- Board member orientation
- Board member development
- Board officer performance
- Board member relationships
- Board-Superintendent relationship
- Board-community relationship
- Legislative and governmental relationships

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

CROSS REF.:

[BDD](#) - Board-Superintendent Relationship

EXHIBIT

EVALUATION OF SCHOOL BOARD /
BOARD SELF-EVALUATION

ANNUAL SELF-APPRAISAL OF
THE GOVERNING BOARD

The following list of items pertaining to the operation of the Governing Board is the basis for an annual self-evaluation. This may be carried out in conjunction with the annual evaluation of the Superintendent.

Please check the appropriate box for each item (S = satisfactory, N = needs improvement, U = unsatisfactory).

A. Board Relationship with the Superintendent:

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| <u>S</u> | <u>N</u> | <u>U</u> | (1) The Board imparts information on issues, needs, and complaints in a manner allowing the Superintendent the opportunity to solve related problems in a professional manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|--------------------------|--------------------------|--------------------------|---|
| <u>S</u> | <u>N</u> | <u>U</u> | (2) The Board clearly interprets its position on controversial matters pertaining to the District, thereby enabling the Superintendent to properly carry out the wishes of the Board. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|--------------------------|--------------------------|--------------------------|---|
| <u>S</u> | <u>N</u> | <u>U</u> | (3) The Board disregards personalities and considers the recommendations of the Superintendent in an unbiased and objective manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| <u>S</u> | <u>N</u> | <u>U</u> | (4) The Board communicates views of personnel effectiveness, including views related to the Superintendent, in a confidential and professional manner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

B. Board Relationship with the Community:

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| <u>S</u> | <u>N</u> | <u>U</u> | (1) The Board recognizes that the citizens have entrusted them with the educational development of the children and youth of this community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|--------------------------|--------------------------|--------------------------|---|
| <u>S</u> | <u>N</u> | <u>U</u> | (2) The Board recognizes that the community expects |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

their first and greatest concern to be in the best interest of each and every one of the young people without distinction as to who they are or what their background may be.

S N U
 (3) The Board enacts policies supporting the efforts of the administration in helping the people of this community to have the facts about their schools, to the end that they will readily provide the finest possible school program, school staff, and school facilities.

C. Board Relationships Between Members During Meetings:

S N U
 (1) Individual members of the Board treat other members of the Board and professional staff with respect during Board meetings.

S N U
 (2) Differences of opinion influencing Board member votes are based on the issues at hand and not on a personality basis.

S N U
 (3) All members of the Board conduct themselves in such a manner as to emphasize that individual Board members have authority only when convened in a legally conducted Board meeting with at least a quorum present.

D. Board Relationships with Staff and Personnel:

S N U
 (1) The Board requires the Superintendent to recommend personnel for their consideration and consistently adheres to this procedure.

S N U
 (2) The Board members make every effort to become acquainted with the personnel of the District.

S N U
 (3) The Board members' personal friendships with District personnel are maintained without allowing them to affect overall Board decisions and/or policies.

E. Board Relationship to the Instructional Program:

S N U

(1) The Board makes an effort to keep informed about the instructional program by providing for periodic reports as deemed necessary and by periodic visitation in the schools.

S N U

(2) The Board attempts to gain information from the community pertaining to instructional program needs.

S N U

(3) The Board maintains policies necessary to enable the educational staff to develop the educational program required to meet the needs of the community.

F. Board Relationship to the Financial Management of the Schools:

S N U

(1) The Board establishes the policies and provides the necessary resources to properly manage the finances of the District.

S N U

(2) The Board requires the proper accountability for the expenditure of funds in the District.

S N U

(3) The Board provides justified funding to maintain a high quality educational program in this District.

S N U

(4) The Board keeps the community informed about the financial needs of the District.

G. General Statements:

(1) List in order of priority four (4) challenges the Board faces:

(a)

(b)

(c)

(d)

(2) List any weaknesses you have observed in the operation of the school system:

(3) List any significant accomplishments made by the school system during the past year:

BB ©
SCHOOL BOARD LEGAL STATUS

The Arizona Constitution places the responsibility of establishing and maintaining public schools on the Arizona legislature and directs the legislature to provide for a state board of education, which has general supervision of the public schools. It is further provided that local public schools under the general supervision of the State Board of Education shall be maintained, developed, and operated by locally elected boards. Legally, then, local school boards are instruments of the Arizona Legislature and derive their authority from the Arizona Constitution, Arizona statutes, and the regulations of the State Board of Education.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S. [15-421](#)

Arizona Constitution, Art. XI, Section 1

Arizona Constitution, Art. XX, Paragraph 7

BBA ©
BOARD POWERS AND RESPONSIBILITIES

The Board shall act as the general agent of the state of Arizona in carrying out the will of the people of this District in the matter of public education.

The Board is authorized under the laws of the state of Arizona to adopt all needed policies and regulations for the organization, evaluation, and governance in the District.

The Board performs the following basic functions necessary to the discharging of its responsibilities: legislative, executive, and appraisal.

- The legislative function is the policy-making aspect of the school system. It is the policy of the Board to retain and exercise full legislative authority and control over the schools by adopting general policies or by acting directly in matters not covered by its policies.
- The executive function of the Board is concerned with placing in operation existing Board policy. Most of this function is delegated by the Board to its executive and administrative officer, the Superintendent.
- The appraisal function involves the determination of the efficiency of the school operation and an evaluation of the educational program of the District based on the policies as outlined in the policy manual.

The duties and obligations of an individual Board member include the following:

- To become familiar with the state's school laws, regulations of the State Department of Education, and District policies, rules, and regulations.
- To have a general knowledge of the educational aims and objectives of the system.
- To work harmoniously with other Board members without neglecting a proper share of the work or trying to dominate the Board.
- To vote and act in Board meetings impartially for the good of the District.
- To accept the will of the majority vote in all cases, and give wholehearted support to the resulting policy.
- To accept the responsibility for confidentiality in appropriate matters, especially those dealing with personnel and the divulging of privileged information that could cost the District money, support, or public confidence.
- To represent the Board and the District to the public in a manner that promotes both interest and support.
- To refer complaints to the proper school authorities and to refrain from individual counsel and action.
- To perform other appropriate duties that may arise.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

[15-342](#)

A.G.O.

I81-054

Compare BBAA BOARD MEMBER AUTHORITY AND RESPONSIBILITIES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BBAA © BOARD MEMBER AUTHORITY

AND

RESPONSIBILITIES

All powers of the Board lie in its action as a public body. 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.

Individual Board members exercise authority over District affairs only by way of votes taken at a legal meeting of the Board. An individual Board member has authority only when and to the extent that the Board, by vote, has so delegated such authority. ~~The Board shall not be bound by any action or statement on the part of any individual member or employee of the District except when such statement or action is in pursuance of special instruction or regular assignment by the Board.~~

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

[15-342](#)

[15-381](#)

CROSS REF.:

[AA](#) - School District Legal Status

[BBA](#) - Board Powers and Responsibilities

Compare BBBA © BOARD MEMBER QUALIFICATIONS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BBBA © BOARD MEMBER QUALIFICATIONS (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 is eligible for election 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 ~~Governing Board~~ school district governing board, except that a Governing Board member may be a candidate for nomination or election for any other ~~Governing Board~~ 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:

- ~~Shall~~ A. Shall not serve simultaneously on the Governing Board.
- ~~Are~~ B. Are ineligible to be a candidate for nomination or election to the Governing Board, except when a member ~~is serving~~ is serving in the last year of a term of office.
- ~~Are~~ 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: ~~December 8, 2009~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-421](#)

[38-201](#)

[38-296.01](#)

Arizona Constitution, Article VII, Section 15

Compare BBBB © BOARD MEMBER OATH OF OFFICE (version

first

2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BBBB © BOARD MEMBER OATH OF OFFICE

Oath of Office

Board members shall take and subscribe to the oath prescribed for public officers pursuant to A.R.S. [38-231](#), and forward the acknowledged oath on the same day to the County School Superintendent. The person taking the oath shall file a copy of the acknowledged oath in the District office. The District office shall keep such copy on file as long as the Board member remains on the Governing Board and for a period of five (5) years after last serving on the Board.

Time of Oath (Governing Board Members)

When a different time is not prescribed, the oath of office shall be taken and subscribed after the Board member has notice of appointment or, if elected, at any time after receipt of the certificate of election, or before commencement of the term of office.

~~Adopted: June 10, 2010~~

Familiarization with

Open Meeting Law

A newly elected or appointed Governing Board member shall, at least one (1) day before taking office, review the Arizona open meeting law (OML) material prepared by the attorney general.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-426](#)

[38-231](#)

[38-232](#)

[38-233](#)

[38-431.01](#)

Attorney General Arizona Agency Handbook, Chapter 7, Open Meetings

BBBB-E ©

EXHIBIT

BOARD MEMBER OATH OF OFFICE

Oath of Office

In addition to any other form of oath or affirmation specifically provided by law, any officer or employee shall take and subscribe to the following oath or affirmation before entering upon the duties of such appointed office or employment.

State of Arizona, County of _____, I, **[type or print name]**, do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution and laws of the State of Arizona; that I will bear true faith and allegiance to the same, and defend them against all enemies, foreign and domestic, and that I will faithfully and impartially discharge the duties of the office of **[name of office]** according to the best of my ability, so help me God (or so I do affirm).

(Signature of officer or employee)

LEGAL REF.:
A.R.S.
[38-231](#)

BBBC ©
BOARD MEMBER RESIGNATION

Any Board member who desires to resign from the Governing Board shall send a letter of resignation to the office of the County School Superintendent, with a copy to the Secretary of State, giving the effective date of resignation. The resigning Board member shall furnish a copy of such letter to each other member of the Board and to the Superintendent prior to the date on which said resignation is to become effective.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-302](#)

[38-101](#)

[38-291](#)

[38-294](#)

BBBD ©
BOARD MEMBER REMOVAL
FROM OFFICE

A Board member's position may be considered vacant or the Board member may be removed from office for reasons included in A.R.S. [38-291](#). These reasons are:

- Death of the person holding the office.
- Insanity of the person holding the office, when judicially determined.
- Resignation of the person holding the office and the lawful acceptance of the resignation.
- Removal from office of the person holding the office.
- The person holding the office ceasing to be a resident of the district for which he was elected.
- Absence from the state by the person holding the office, without permission of the legislature, beyond the period of three (3) consecutive months.
- The person holding the office ceasing to discharge the duties of office for the period of three (3) consecutive months.
- Conviction of the person holding the office of a felony or an offense involving a violation of official duties.
- Failure of the person elected or appointed to such office to file an official oath within the time prescribed by law.
- A decision of a competent tribunal declaring void the election or appointment of the person elected or appointed to the office.
- Failure of a person to be elected or appointed to the office.
- A violation of section [38-296](#) by the person holding the office.

Every public officer holding an elective office, either by election or by appointment, is subject to recall from such office by the qualified electors of the electoral district from which candidates are elected to that office.

Adopted: March 14, 2006

LEGAL REF.:

A.R.S.

[19-201](#)

[19-202](#)

[19-202.01](#)

[19-209](#)

[19-216](#)

[38-291](#)

[38-296](#)

[38-431.07](#)

Compare BBBE © UNEXPIRED TERM FULFILLMENT (version
2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**BBBE ©
UNEXPIRED TERM FULFILLMENT**

Any vacancy of a Governing Board member, as defined in A.R.S. [38-291](#), may be filled by appointment by the County School Superintendent as prescribed by state law. Such appointment shall be until the next regular election, at which time a successor shall be elected to serve the unexpired portion of the term. The County School Superintendent may call for an election to fill a vacancy on a local Governing Board as an alternative to appointment.

~~If~~ When a vacancy occurs, the Governing Board may ~~recommend~~, within thirty (30) days after notification of the vacancy, submit to the County School Superintendent ~~that it be filled by election~~ up to three (3) names for consideration of an appointment to fill the vacancy. The County School Superintendent is not required to appoint a Governing Board member from the list of names submitted by the Board.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-302](#)

[38-291](#)

A.G.O.

182-111

Arizona Constitution, Article VII, Section 15

Compare BCA © BOARD MEMBER ETHICS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

BCA © BOARD MEMBER ETHICS

Board members will strive to improve public education, and to that end will:

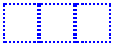
- Remember always that a Board member's first and greatest concern must be the educational welfare of the students attending the public schools.
- Attend all Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Recognize that decisions should be made only after discussion at publicly held Board meetings;
- Render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special-interest groups;
- Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;
- Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;
- Be informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school boards associations;
- Support the employment of persons best qualified to serve as school staff members, and insist on a regular and impartial evaluation of all personnel;
- Avoid being placed in a position of conflict of interest, and refrain from using their Board position for personal or partisan gain; and,
- Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; ~~and~~ ~~● Remember always that a Board member's first and greatest concern must be the educational welfare of the students attending the public schools.~~

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)



BCB © BOARD MEMBER CONFLICT OF INTEREST

Voting Restrictions

Notwithstanding any other provision of law, a Governing Board member shall be eligible to vote on any budgetary, personnel, or other question that comes before the Board, except that it shall be unlawful for a member to vote on a specific item that concerns the appointment, employment, or remuneration of such member or any person related to such member as a dependent as defined in A.R.S. [43-1001](#). [LEGAL REF.: A.R.S. [15-323](#)]

Employment Limitation

No dependent, as defined in Section [43-1001](#), of a Governing Board member may be employed in the District, except by consent of the Board. [LEGAL REF.: A.R.S. [15-502](#)]

No employee of the District or the spouse of such employee may hold membership on the Governing Board of the District. [LEGAL REF.: A.R.S. [15-421](#)]

Conflict of Interest

Any Board member or employee of the District who has, or whose relative has, a substantial interest in any contract, sale, purchase, or service to the District shall make known that interest in the official records of the District and shall refrain from voting upon or otherwise participating in any manner as a Board member or employee in such contract, sale, or purchase. [LEGAL REF.: A.R.S. [38-503](#)]

Any Board member or employee who has, or whose relative has, a substantial interest in any decision of the District shall make known such interest in the official records of the District and shall refrain from participating in any manner as a Board member or employee in such a decision. [LEGAL REF.: A.R.S. [38-503](#)]

"Refrain from participating in any manner" means more than just refraining from making a final decision. It means participating in any way in the process leading up to a decision. An employee with a conflict of interest must not make recommendations, give advice, or otherwise communicate in any manner with anyone involved in the decision-making process.

Purchases from Governing Board Members for Districts with 3,000 or More Students

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount. Purchases for services may only be made after public competitive bidding. Purchases of supplies, materials, and equipment from Board members are subject to the following:

- A. Purchases for supplies, materials, and equipment are limited to three hundred dollars (\$300) per transaction;
- B. Total purchases within any twelve (12) month period are limited to one thousand dollars (\$1,000);

C. The purchases comply with the Uniform System of Financial Records (USFR) guidelines for oral and written quotations.

D. The Board has, by majority vote, adopted or reconfirmed a policy authorizing such purchases within the preceding twelve (12) month period.

[LEGAL REF.: A.R.S. [38-503](#); [15-323](#); A.G.O. I84-012; I06-002]

Purchases from Governing Board Members for Districts with Fewer than 3,000 Students

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount. Purchases for services may only be made after public competitive bidding. Purchases of supplies, materials, and equipment from Board members are subject to the following:

A. Purchases less than one hundred thousand dollars (\$100,000) comply with the Uniform System of Financial Records (USFR) guidelines for oral and written quotations;

B. Purchases of one hundred thousand dollars (\$100,000) and above comply with the school district procurement rules for public competitive bidding;

C. Each purchase is approved by the Governing Board;

D. The amount of the purchase is included in the Board's meeting minutes.

[LEGAL REF.: A.R.S. [15-323](#); A.G.O. I06-002]

Filing of Disclosures

The District shall maintain for public inspection in a special file all documents necessary to memorialize all disclosures of substantial interest made known pursuant to the statutory conflict-of-interest provisions. [LEGAL REF.: A.R.S. [38-509](#)]

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-213](#)

[15-323](#)

[15-421](#)

[15-502](#)

[38-481](#)

[38-503](#)

[38-509](#)

[43-1001](#)

A.G.O.

I84-012

I87-035

I88-013

I06-002

CROSS REF.:

[BBBA](#) - Board Member Qualifications

[DJE](#) - Bidding/Purchasing Procedures

BCB-E

EXHIBIT

**BOARD MEMBER CONFLICT
OF INTEREST**

I, _____, do hereby indicate:

1. That I am presently an officer/employee of the Glendale Elementary School District;

2. That I, _____, or my relative(s): _____ have a substantial interest in the contract, sale, purchase, decision, investigation, or other matter by the Glendale Elementary School District Governing Board as described below.

Identify the contract, sale, purchase, service, decision, investigation, or other matter in which you or your relative may have a "substantial interest" under A.R.S. §§ [38-501](#) to [511](#). (Use as much space as necessary)

Describe the "substantial interest" referred to above. (Use as much space as necessary.)

STATEMENT OF DISQUALIFICATION
To be completed if you have a conflict as identified above.

To avoid any possible conflict of interest under A.R.S. §§ [38-501](#) to [511](#), I will refrain from participating in any manner in the matter identified above.

Date Signature

STATEMENT OF NO CONFLICT
To be completed only if you do not or your relative does not have a conflict of interest.

I, _____, do hereby indicate that I do not have, and none of my relatives has, a substantial interest in any contract, sale, purchase, service, decision, investigation, or other matter of the Glendale Elementary School District.

Date Signature

The District will investigate allegations of inadequate disclosure of substantial interests and/or inappropriate participation when a substantial interest may exist.

Compare BDA © BOARD ORGANIZATIONAL MEETING

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BDA © BOARD ORGANIZATIONAL MEETING

For the purpose of organization of the Governing Board, 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.) Such meeting shall be held between January 1 and January 15 next following the election.

The meeting shall be called to order by the President of the Board for the preceding year, or the Clerk, in the order of priority, provided one of these officers is still a member of the Board. If none of the former officers is a member of the Board, a temporary president shall be elected and the meeting shall be called to order by the temporary president.— The person calling the meeting to order shall preside until a successor is chosen.

The new President of the Board shall take office upon election. The Board shall then elect a Clerk.

Whenever there is a vacancy in the office of President or ~~clerk~~Clerk, the Board shall elect a new officer to fill the vacancy during the unexpired term of office.

In addition to the organizational meeting described in this policy, the Board may elect a Board President at any time, for any reason, providing that the matter has been properly placed and noticed on the Board agenda consistent with the open meeting law and adopted by the Board.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[38-431](#) et seq.

CROSS REF.:

[BDB](#) - Board Officers

[BE](#) - School Board Meetings

[BEC](#) - Executive Sessions/Open Meetings

[BEDA](#) - Notification of Board Meetings

Compare BDB © BOARD OFFICERS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

BDB © BOARD OFFICERS

President

The duties of the President of the Board shall be as follows:

- ~~Preside~~-A. **Preside** over all meetings and conduct meetings in accordance with Arizona law and policies of the District.
- ~~Consult~~-B. **Consult** with the Superintendent on the agenda for each meeting.
- ~~Encourage~~-C. **Encourage** and maintain orderly and democratic participation.
- ~~Keep~~-D. **Keep** all discussions factual and on the subject at hand.
- ~~Allow~~-E. **Allow** for full and complete exploration of each item of business.

In the absence of the President of the Board, the Clerk shall assume that position and temporarily perform the functions of the President.

In the absence of the President and Clerk, Board members shall select a temporary president, and such action shall be recorded in the minutes.

Clerk

The Clerk of the Governing Board shall perform the following duties unless the Board delegates them to an employee:

- ~~Validate~~-A. **Validate** a record of the proceedings of the Board in accordance with Arizona law and policies of the District.
- ~~Review~~-B. **Review** the voucher summary reports of school monies.
- ~~Discharge~~-C. **Discharge** such duties as are prescribed by the Board.

Adopted: ~~February 12, 2009~~ **date of Manual Adoption**

LEGAL REF.:

A.R.S.
[15-321](#)

CROSS REF.:

[BEDB](#) - Agenda
[BEDBA](#) - Agenda Preparation and Dissemination

BDD ©

BOARD - SUPERINTENDENT RELATIONSHIP

The establishment of policies is the responsibility of the Board, and the execution of those policies is a function of the Superintendent.

The Superintendent is the chief executive officer of the School District and is responsible for the professional leadership and skill necessary to translate the policies of the Board into administrative action.

The Superintendent is responsible for the administration of the District. The Superintendent may delegate the necessary authority to other employees and develop such procedures and regulations as the Superintendent considers necessary to ensure efficient operation of the District.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-503](#)

BDE ©
BOARD COMMITTEES

Committee work of the Board shall usually be done by members of the Board sitting as a committee of the whole. The Board shall not establish standing or permanent committees, and there shall be no standing or permanent committees composed of the Board members. If a temporary committee is appointed, it shall serve only for the time needed for its designated purpose. Committee recommendations shall be advisory only.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[38-431](#)

CROSS REF.:

[BDE](#) - Advisory Committees

Compare BDF © ADVISORY COMMITTEES (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

BDF © ADVISORY COMMITTEES

The Board may, by majority vote, appoint ad hoc committees when deemed advisable. Recommendations of such committees cannot be binding on the Board; they may be advisory only. These ~~committees~~ committees will be ~~broadly representative of the community and will be~~ responsible for presenting to the Board recommendations for action based on research and facts. Any such committee shall automatically be dissolved upon completion of its assignment.

The Governing Board President shall develop guidelines for each committee. These guidelines shall be approved by the Board prior to the first meeting of each committee and will include, but not necessarily be limited to, the following:

- ~~A.~~ A written, specific statement of the purpose of the committee.
- ~~The B.~~ The dates on which interim and final reports of the committee are to be rendered.
- ~~The C.~~ The date or event upon which the committee will be terminated.
- ~~The D.~~ The extent to which facilities, supplies, equipment, and clerical support ~~may~~ will be provided to each committee.

The Superintendent will ensure that the following actions are taken for each committee established by the Board:

- ~~Each A.~~ Each committee member will be briefed on the requirements of the Arizona Open Meeting ~~Law~~ Law (A.R.S. [38-431](#)) as it applies to committees of the Board.
- ~~Notices B.~~ Notices and agendas of all meetings of the committee will be posted.
- C. All meetings will be open for public attendance.
- D. If an executive session is authorized, all applicable requirements as presented in Policy BEC, Executive Sessions/Open Meetings will be followed.
- E. Minutes will be taken and made available for public inspection three (3) working days after the meeting.

A representative of the Board and ~~a representative of~~ the Superintendent ~~may~~ will serve as ex-officio members of all advisory committees.

Adopted: date of

manual

Manual adoption

LEGAL REF.:
A.R.S.
[38-431](#) *et seq.*

CROSS REF.:

[BEC](#) - Executive Sessions/Open Meetings

Compare BDG © SCHOOL ATTORNEY (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

BDG © SCHOOL ATTORNEY

~~When the Board deems it to be in the best interest of the District the Board may retain private counsel and services.~~ The Governing Board may employ an attorney to represent the District if the county attorney consents. The purpose for which an attorney is hired shall be set forth in writing by the Board.

The Governing Board may employ legal counsel without the consent of the county attorney when, in its discretion, it deems it advisable.

Compensation and purpose should be determined at the time of employment of private counsel.

The Superintendent and the President of the Board shall be designated as the representatives of the District who may confer with counsel. The District will not be responsible for fees that accrue because of unauthorized individual Board member or staff consultation with private counsel.

Copies of all written requests for opinions and opinions of private counsel shall be furnished by the Superintendent to all Board members. Requests for opinions requiring research or substantial amounts of work on the part of private counsel shall be in writing when practicable. Only the Superintendent may contact private counsel by telephone or in person regarding matters pertaining to the day-to-day operation of the District.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[11-532](#)

[15-341](#)

[15-343](#)

[38-431.07](#)

BDH ©
BOARD CONSULTANTS

The District may employ consultants when appropriate to carry out tasks or projects that enhance the effectiveness of District operations 1) when the District does not have the specialized competency on its staff or 2) when such assignments would be burdensome to the school staff when added to their full-time assignments. The kinds of assistance sought from consultants may include, but will not necessarily be limited to 1) conducting fact-finding studies, surveys, and research; 2) providing counsel or services requiring special expertise; and 3) assisting the Board in developing policy and program recommendations. The employment of specific consultants, within the budgeted funds of the District, will be the responsibility of the Superintendent.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-343](#)

A.A.C.

[R7-2-1061](#) *et seq.*

[R7-2-1117](#) *et seq.*



BE © SCHOOL BOARD MEETINGS

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.

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.

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.

Notice of all Governing Board meetings, regular and special, shall be posted in compliance with the requirements prescribed by A.R.S. [38-431.02](#) and described in Board Policy BEDA.

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.

The Governing Board adopts a meeting schedule each school year. The Board may hold other meetings as often as called. The dates of all regular and special meetings are posted on the District's website and public event calendar.

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 telephoned 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.

Adopted: date of Manual adoption

A.R.S.

[15-321](#)

[15-843](#)

[38-431](#) *et seq.*

[38-431.01](#)

A.G.O.

179-45

CROSS REF.:

[BEC](#) - Executive Sessions/Open Meetings

[BEDA](#) - Notification of Board Meetings

[BEDB](#) - Agenda

[BEDC](#) - Quorum

[BEDF](#) - Voting Method

[BEDG](#) - Minutes

Compare BEC © EXECUTIVE SESSIONS / OPEN MEETINGS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BEC © EXECUTIVE SESSIONS / OPEN MEETINGS

The Board may enter into executive session after the following requirements have been met:

● ~~The Board~~

A. A notice of the executive session has been provided to the Board members and the general public stating the provision of law authorizing the executive session in accordance with Board Policy BEDA.

B. ~~The Board~~ has first been convened in open meeting, for which notice, stating the specific provision of

~~law authorizing~~

law authorizing the executive session, has been given.

● ~~The~~

C. The Board President has identified the section or sections of A.R.S. [38-431.03](#)

~~that~~

that authorize the holding

~~of the~~

of the executive session and has stated the language of the section(s) and a general description of the

~~matters to~~

matters to be considered.

● ~~The~~

D. The executive session is authorized by a vote in open session, either during the current Governing Board meeting or at a prior meeting of the Board designating the time and the date of the future executive session.

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.

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. ~~The clerk, or the clerk's designee, will prepare written minutes of all executive sessions in accordance with A.R.S. 38-431.01(C).~~

Adopted: ~~October 19, 2004~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-843](#)

[38-431.01](#)

[38-431.02](#)

[38-431.03](#)

A.G.O.

179-45

179-~~49~~49

179-126

179-136

180-118

180-146

181-058

181-060

181-090

CROSS REF.:

[BBBB](#) - Board Member Oath of Office

[BEDA](#) - Notification of Board Meetings

[BEDG](#) - Minutes

[JKD](#) - Student Suspension

Compare BEC-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

BEC-~~E~~-EA ©

EXHIBIT

EXECUTIVE SESSIONS / OPEN MEETINGS

MINUTES

| Date | Time | Place | Place |
|------|------|-------|-------|
|------|------|-------|-------|

I. Record the names of persons present (Only Board Members, individuals provided for by statute, and other persons whom the Board determines are reasonably necessary for the purposes of the executive session may be present). Indicate who and when anyone leaves or enters during the executive session:

II. Specify the section of A.R.S. [38-431](#) under which the executive session was called and a general description of the respective topic(s). The same information should have been indicated on the agenda:

III. (Read prior to each executive session:)

All persons present are hereby reminded that it is unlawful to disclose or otherwise divulge to any person who is not now present, other than a current member of the Board, or pursuant to a specific statutory exception, anything that has transpired or has been discussed during this executive session. Failure to comply is a violation of A.R.S. [38-431.03](#).

IV. Items of discussion (if the session is held under authority of A.R.S. [38-431.03](#), Subsection A, paragraphs 4, 5, or 7, an accurate description of all instructions given must be included):

~~LEGAL REF.:~~

~~A.R.S.~~

~~[38-431.01](#)~~

BEC-ED ©

EXHIBIT

EXECUTIVE SESSIONS / OPEN MEETINGS

**Form 7.13
Employee Notice of Executive Session**

Section 7.9.4

[DATE]

[Name and Address of Officer or Employee who is the subject of discussion at the executive session]

Dear [Name of employee]:

This is to advise you that the [name of public body] will meet in executive session at its next meeting on [date, time, and exact location] to discuss [describe nature of matters to be discussed or considered]. You may request that the discussion take place during the [name of public body's] public meeting rather than in executive session, by contacting the undersigned not later than [date and time by which notification must be given*].

Any person with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [*name, telephone number, TDD telephone number*]. Requests should be made as early as possible to arrange the accommodation.

Very truly yours,

[authorized signature]

* Since the public body must post its notice of either a public meeting or an executive session at least twenty-four hours before the meeting, the deadline for the employee to exercise his or her right to demand a public meeting must be more than twenty-four hours before the meeting.

BED ©
MEETING PROCEDURES / BYLAWS

The President of the Board is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented, and the suitability of the time for such a presentation. All such rulings are subject to review by the Board at a subsequent meeting, properly noticed, as long as the matter is included on the agenda.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

Compare BEDA © NOTIFICATION OF BOARD MEETINGS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BEDA © NOTIFICATION OF BOARD MEETINGS

A statement ~~of the posting place for~~ shall be conspicuously posted on the District's website specifying where all notices of the Governing Board meetings ~~shall be filed with the clerk of the Board of Supervisors. A regular meeting may be canceled by agreement of a majority of the Board.~~ are posted, including the physical and electronic locations, and give additional public notice as is reasonable and practicable as to all meetings.

The District shall post all Governing Board public meeting notices on its website and give additional public notice as is reasonable and practicable as to all meetings. When the District has complied with all other public notice requirements of A.R.S. 38-431.02, the Board is not precluded from holding a meeting for which notice was posted when a technological problem or failure either:

- A. prevents the posting of public notice on the District website, or
- B. temporarily or permanently prevents use of all or part of the District's website.

When an executive session of the Board is scheduled a notice of the executive session stating the provision of law authorizing the executive session and including a general description of the matters to be considered shall be provided to:

- A. the members of the Governing Board, and
- B. the general public.

At least twenty-four (24) hours prior to the meeting notice shall be given to the members of the Governing Board and to the general public by posting in the designated public place, ~~(s) the time and place, and the meeting agenda, or any change in the meeting agenda, with the exception of an actual emergency, in which case such notice as is appropriate to the circumstances shall be given.~~ The notice shall include an agenda of the matters to be discussed, considered or decided at the meeting, or include information on how the public may obtain a copy of the agenda.

The twenty-four (24) hour notice period:

- ~~May~~ A. May include Saturday when, in addition to any website posting, the public has twenty-four (24) hour ~~access~~ access to the physical posting location.
- ~~Does~~ B. Does not include Sundays and other holidays ~~set out~~ prescribed in A.R.S. 1-301.

~~Adopted: December 8, 2009~~

A twenty-four (24) hour meeting notice is not required in the case of an actual emergency, however, notice shall be given and procedures followed in accordance with the requirements of

[38-431.02](#) as are appropriate to the circumstances.

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.

A meeting may be recessed and resumed with less than twenty-four (24) hours notice when proper initial meeting notice was given and, before recessing, public notice is given specifying the time and place the meeting will be resumed or identifying the method by which such notice shall be publicly given.

When the Governing Board intends to meet at a regular place and time on a regular day, date or event for a specified calendar period, the District may post notice of the beginning of the applicable calendar period and the period for which the notification is valid.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[1-301](#)

[15-321](#)

[15-341](#)

[38-431.01](#)

[38-431.02](#)

A.G.O.

179-45

CROSS REF.:

[BE](#) - School Board Meetings

[BEC](#) - Executive Sessions/Open Meetings

[BEDB](#) - Agenda

Compare BEDB AGENDA (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

BEDB © AGENDA

The ~~Governing Board's strategic priorities and goals will be listed at the top of all Governing Board meeting agendas.~~ agenda shall list the specific matters to be discussed, considered or decided at the meeting. 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 ~~each~~ a meeting, the order of business shall be as follows:

Regular meetings:

- ~~Call A.~~ Call to order
- ~~Opening exercises~~
 - ~~Offer of Spanish interpretation~~
 - ~~Roll call~~
 - ~~Moment of silence~~
 - ~~Pledge of allegiance~~
 - ~~Adoption of agenda~~
 - ~~Approval of acting clerk (if necessary)~~
- ~~Special recognition~~
- ~~Call to the public~~
- ~~Consent agenda~~
 - ~~Approval of minutes~~
- ~~Reports and information items~~
- ~~Action items~~
- * ~~Board and Superintendent Strategic Goals~~
- ~~Future meetings and events~~
- ~~Summary of current events~~
 - ~~Superintendent report~~

- ~~Governing Board report~~
- ~~Executive session (if needed)~~
- ~~Reconvene (if executive session is called)~~
- ~~Adjournment~~

Special meetings:

- ~~Call to order~~
- ~~Items for which the special meeting was called~~
- ~~Adjournment~~

~~"Call to the public" may be added to special meeting or study session agendas at the discretion of the Board President.~~

Executive sessions:

- ~~A~~-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
 - i. 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*)

1. 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:

A. 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*)

~~Adopted: February 26, 2016~~

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 agency contact person*] at [*telephone number and TDD telephone number*]. Requests should be made as early as possible to allow time to arrange the accommodation.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[38-431](#)

[38-431.01](#)

[38-431.02](#)

[38-431.03](#)

CROSS REF.:

[BDB](#) - Board Officers

[BEC](#) - Executive Sessions/Open Meetings

Compare BEDBA AGENDA PREPARATION AND DISSEMINATION (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BEDBA © AGENDA PREPARATION AND DISSEMINATION

Regular Meetings

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

The Superintendent ~~or Board members~~, with the approval of the Board President, on behalf of the Governing Board as a whole, may place items on the agenda. Any Board member ~~desiring to place~~ proposing an item for consideration of placement on the agenda will notify the Superintendent of the particular item of business at least ~~two~~ five (25) ~~weeks~~ working days before the meeting ~~if at all possible so supporting materials can be prepared for the Board's consideration.~~

The agenda and supporting materials shall be distributed to the Board members not less than twenty-four (24) hours prior to the meeting. ~~Whenever possible, the agenda and supporting materials shall be distributed to Board members six (6) days prior to the meeting (i.e., on the Friday prior to a Thursday night meeting). Whenever possible, Board members will direct all questions and requests for clarification regarding the agenda and supporting materials to the Superintendent by 12:00 p.m. on the Monday before the meeting.~~

Upon request, 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.

Adopted: ~~July 8, 2010~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[38-431](#) et seq.

CROSS REF.:

[BDB](#) - Board Officers

**BEDC ©
QUORUM**

A quorum consisting of a majority of the Board membership shall be necessary to conduct any business. In the event that a quorum is not present within fifteen (15) minutes of the time scheduled, the meeting may be canceled and another meeting scheduled, with due and proper notices as prescribed by policy and law.

When there is a vacancy of one (1) or more members on the Governing Board, a majority of the members remaining constitute a quorum for the transaction of business, except that a single Board member does not constitute a quorum.

Efforts shall be made to fill vacancies on the Governing Board as soon as is practicable.

Adopted: December 8, 2009

LEGAL REF.:

A.R.S.

[1-216](#)

[15-321](#)

A.G.O.

184-165

CROSS REF.:

[BBBE](#) - Unexpired Term Fulfillment

BEDD © RULES OF ORDER

The Board prescribes rules for its meetings as follows:

- It shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called.
- Each action item shall require a motion, and all motions shall require seconding.
- The President may make or second motions, and may vote on all motions.
- A motion to adjourn is in order at any time. Such a motion shall require a second and a majority vote. No discussion is in order.
- A motion to table is in order at any time. Such a motion requires a second and is limited to being considered only once on any given agenda item. No discussion is in order.
- Rules of order may be subject to suspension only upon a majority vote of the members of the Board present at a meeting.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

CROSS REF.:

[BEDA](#) - Notification of Board Meetings

[BEDB](#) - Agenda

[BEDBA](#) - Agenda Preparation and Dissemination

[BEDC](#) - Quorum

[BEDF](#) - Voting Method

[BEDG](#) - Minutes

[BEDH](#) - Public Participation at Board Meetings

[BGF](#) - Suspension/Repeal of Policy



BEDF © VOTING METHOD

Votes on all motions and resolutions shall be by *ayes*, *nays* or *abstentions*.

At the discretion of the Board President or on the request of a member, a show-of-hands or roll-call vote shall be made and the vote of members shall be recorded. On a show-of-hands or roll-call, an indication of how each member voted, the names of the members who propose each motion and the names of the persons, as given, who make statements or present material to the public body and a reference to the legal action about which they made statements or presented material shall be recorded.

All motions shall be carried by a majority of the members who vote, or as otherwise required by law.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[1-216](#)

[15-321](#)

[38-431](#)

A.G.O.

178-237

CROSS REF.:

[BEDC](#) - Quorum

[BEDD](#) - Rules of Order

[BEDG](#) - Minutes

Compare BEDG © MINUTES (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

BEDG © MINUTES

~~Minutes~~ Written or recorded minutes shall be ~~kept~~ taken of all regular and special Board meetings, including executive sessions, and shall include the information required by A. ~~If possible, complete written minutes of each Board meeting will~~ R.S. [38-431.01](#). The written minutes or recording shall be available for public ~~review in the District administrative office~~ inspection three (3) working days after the date of the meeting, ~~except for confidential executive session minutes. If this is not possible, the record of the meeting shall be available until the written minutes are prepared. In all cases, written minutes of each meeting shall be prepared as soon as possible, containing the information required by A.R.S. 38-431.01. The Board will take action at a subsequent meeting to amend and/or approve these minutes.~~ Minutes of regular or special meetings will ~~Written minutes or a recording not yet approved by the Governing Board shall be marked as "draft" or "unapproved."~~ The minutes or recording shall not be withheld from the public pending approval and must be in a form readily accessible to the public.

Copies of unapproved written minutes, in print or digital form, shall be distributed to all Board members prior to the next meeting, ~~and will be made available to the public upon request, as unconfirmed.~~ The Board will take action at a subsequent meeting to amend and/or approve the written minutes.

The ~~clerk, or the clerk's designee, will prepare written~~ Superintendent shall oversee the preparation of written or recorded minutes of all executive sessions, as required by A.R.S. [38-431.01](#), ~~and will maintain a confidential file of all minutes. The Superintendent shall be responsible for maintaining the minutes of all executive sessions within a sealed confidential file.~~ Adopted: October 19, 2004. The Superintendent will provide confidential copies of unapproved written minutes, in print or digital form, to all Board members prior to the next meeting.

The Superintendent shall assure that permanent archival files of all approved Governing Board meeting minutes and related required materials are maintained in accordance with A.R.S. [39-101](#) and standards established by Arizona State Library, Archives and Public Records (ASLAPR). Regular and special Board meeting minutes shall be filed separately from Board executive session minutes.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-843](#)

[38-421](#)

[38-431.01](#)

[38-431.03](#)

[39-101](#)

[39-121](#)

[39-122](#)

[41-1347](#)

[41-1351](#)

A.G.O.

180-198

Attorney General Arizona Agency Handbook, Chapter 7, Open Meetings

ASLAPR General Retention Schedule for School Districts and Charter Schools

CROSS REF.:

[BED](#) - Meeting Procedures/Bylaws

BEDG-R ©

REGULATION

MINUTES

(Minutes of Open Session Governing Board Meetings, Board Subcommittees and Advisory Committees)

For meetings other than executive sessions, minutes are to contain at *least* the following information:

- A. Date, time, and place of meeting.
- B. Members of the Governing Board recorded as either present or absent.
- C. General description of the matter considered.
- D. A record of how each member voted.
- E. An accurate description of all legal actions proposed, discussed or taken, and the name of the Board member who proposed each motion.
- F. Names of the persons, as given, making statements or presenting material to the Governing Board and a reference to the legal action about which they made statements or presented material.

A *meeting*, for the purposes of the open meeting statutes, is the gathering of a quorum of Governing Board members at which they discuss, propose or take legal action, including any deliberations by a quorum with respect to such action. [[38-431](#)]

It is therefore necessary to remember that:

- A. the coming together of a quorum of Governing Board members:
 1. in person or by technological devices such as speakerphone, Internet, or other device,
 2. including study sessions, work sessions, and retreats,
 3. regardless of whether or not any voting is scheduled to occur,
- B. or of a subcommittee or advisory committee appointed by or at the direction of the Board, or which is to report to the Board,
 1. is a "meeting" and, therefore,
 2. minutes must be taken and processed as required by statute and specified above.

BEDG-EA ©

EXHIBIT

MINUTES

**Form 7.10
Minutes of Public Meeting**

**Sections 7.8.1 and 7.8.2
MINUTES OF PUBLIC MEETING OF THE
[NAME OF PUBLIC BODY] OF MEETING HELD [DATE]**

A public meeting of the [name of public body] was convened on [date, time, and exact location]. Present at the meeting were the following members of the [name of public body]: [names of members present]. Absent were: [names of members absent]. The following matters were discussed, considered, and decided at the meeting:

1. [Generally describe all matters discussed or considered by the public body.]
2. [Describe accurately all legal actions proposed, discussed, or taken and the names of persons who proposed each motion].
3. [Identify each person making statements or presenting material to the public body, making specific reference to the legal action about which they made statements or presented material.]
4. [Other required information. See Section 7.8.2(6), (7), (8).]

Dated this _____ day of _____, 20____.

[name of public body]

By _____
[authorized signature]

BEDG-EB ©

EXHIBIT

MINUTES

**Form 7.11
Minutes of Executive Session**

**Sections 7.8.1, 7.8.3
MINUTES OF EXECUTIVE SESSION OF THE
[NAME OF PUBLIC BODY] HELD [DATE]**

An executive session of the [name of public body] was convened on [date, time, and exact location]. The [name of public body] voted to go into executive session at a public meeting on [date, time, and exact location]. Present at the executive session were the following members of the [name of public body]: [names of members present]. Absent were: [names of members absent]. Also attending the executive session were: [names of those present including the reasons for their presence, for example, attorney for the public body, etc.]

The following matters were discussed and considered at the meeting:

1. [Generally describe the matters discussed or considered by the public body.]
2. [Describe all instructions given to attorneys or designated representatives pursuant to A.R.S. § [38-431.03](#)(A)(4), (5) and (7).]
3. [If the executive session is held as an emergency session, include the statement of reasons for the emergency consideration. See Section 7.8.2(7).]
4. [Include such other information as the public body deems appropriate, including information necessary to establish that executive session was proper and appropriate. See Section 7.8.3(5).]

Dated this _____ day of _____, 20_____.

[name of public body]

By _____
[authorized signature]

Compare BEDH © PUBLIC PARTICIPATION AT BOARD

first

MEETINGS (version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BEDH © PUBLIC PARTICIPATION AT BOARD MEETINGS

All regular and special meetings of the Board shall be open to the public.

The Board invites the viewpoints of citizens throughout the District, and considers the responsible presentation of these viewpoints vital to the efficient operation of the District. The Board also recognizes its responsibility for the proper governance of the schools and therefore the need to conduct its business in an orderly and efficient manner. The Board therefore establishes the following procedures to receive input from citizens of the District:

- ~~Any~~ **A.** Any individual desiring to address the Board shall complete a form (Request to Address Board) and give ~~this form~~ **this form** to the Superintendent prior to the start of the Board meeting.
- ~~The~~ **B.** The Board President shall be responsible for recognizing speakers, maintaining proper order, and ~~adhering to~~ **adhering to** any time limit set. ~~Questions of fact asked by the public shall, when appropriate, be answered by the President or referred to the Superintendent for reply. Questions~~ **Questions** requiring investigation shall be ~~referred to~~ **referred to** the Superintendent for later report to the Board. Questions or comments on matters that are ~~currently under~~ **currently under** legal review will not receive a response.
- ~~If~~ **C.** If considered necessary, the President shall set a time limit on the length of the comment period. In order ~~to ensure to~~ **ensure** that each individual has an opportunity to address the Board, the President may also set a time ~~limit for~~ **limit for** individual speakers.
- ~~Members of the public may be recognized by the President to assist the Board with information for the conduct of its official business.~~
- ~~Personal~~ **D.** **Personal** attacks upon Board members, staff personnel, or other persons in attendance or absent ~~by individuals~~ **by individuals** who address the Board are discouraged. ~~Presenters are cautioned that statements or representations concerning others that convey an unjustly unfavorable impression may subject the presenter to civil action for defamation.~~ Policies KE, KEB, KEC, and KED are provided by the ~~Board for~~ **Board for** disposition of legitimate complaints, including those involving individuals. Upon conclusion of ~~the open call~~ **the open call** to the public, individual members of the Board may respond to any criticism made by ~~an individual~~ **an individual** who has addressed the Board.

The Superintendent shall ensure that a copy of this policy is posted at the entrance to the Board meeting room, and that an adequate supply of forms is available.

Adopted: ~~date of manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[38-431.01](#)

CROSS REF.:

[BDB](#) - Board Officers

[BHC](#) - Board Communications with Staff Members

[BHD](#) - Board Communications with the Public

[KEB](#) - Public Concerns/Complaints about Personnel



BEDH-E ©

EXHIBIT

**PUBLIC PARTICIPATION AT
BOARD MEETINGS**

REQUEST TO ADDRESS BOARD

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

(Date)

(Name and Telephone Number)

(Street Address)

(City)

(State)

(Zip)

(E-mail Address)

(Representing)

BEDI ©
NEWS MEDIA SERVICES AT
BOARD MEETINGS

Local news media representatives shall be welcome to attend all regular or special meetings of the Board with the exception of executive sessions. In the event that representatives of the news media are unable to attend a regular or special meeting, the Superintendent may provide a periodic summary of Board actions.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[38-431.01](#)

[38-431.03](#)

BG ©
SCHOOL BOARD POLICY PROCESS

It is the intent of the Board to adopt policies so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the District.

Policy adoption is one of the Board's chief responsibilities. Suggestions regarding the content of policies may originate with a member of the Board, the Superintendent, a staff member, a parent, a student, a consultant, a civic group, or any resident of the District. A careful and orderly process shall be used in examining such proposals. The policy proposals shall be referred to the administration for detailed study prior to recommendation(s) being provided to the Board. The Board may take action in accordance with Policy BGB after hearing the Superintendent's recommendations.

The policies of the Board are framed and intended to be interpreted within the context of applicable laws and regulations.

Changes in needs, conditions, purposes, and objectives may require revisions, deletions, and additions to the policies. The District will welcome suggestions for ongoing policy review and revision.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

BGB ©
POLICY ADOPTION

Adoption of new policies or the revision or repeal of existing policies is the responsibility of the Board. The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are fully studied before final action:

- First meeting - the proposal shall be presented for review.
- Second meeting - the proposal shall be presented for discussion and action.

During discussion of a policy proposal, the views of the public, staff members, and the Board may result in changes. A change shall not require that the policy go through an additional review except as the Board determines that the change requires further study and that an additional review would be desirable.

Policies may be adopted or amended at a single meeting of the Board in a Board-declared emergency.

Adopted: date of manual adoption

BGC ©
POLICY REVISION AND REVIEW

In an effort to keep its written policies up to date so they may be used consistently as a basis for Board action and administrative decision, the Board authorizes the Superintendent to seek consulting assistance from a source that provides such services. The District shall rely on the consulting service in conjunction with the functioning of the District as indicated by reactions of the school staff, the students, and the community to provide insight into the effect of the policies it has adopted. The Superintendent shall develop procedures to permit the District to utilize the policy consulting service in a manner that assures maximization of the District's return on its investment in the service.

The Superintendent is responsible for calling to the Board's attention policies that are out of date or in need of revision.

Adopted: date of manual adoption

CROSS REF.:

[BGE](#) - Policy Communication/Feedback

Compare BGC-R © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

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.

• Upon

B. Upon receipt, a copy of each update will be forwarded to the appropriate member(s) of the Superintendent'

s-staff

s staff.

• The

C. The designated staff member may review and evaluate the update and recommend action to

the Superintendent

the Superintendent, including any proposed changes needed to adapt the update to specific

circumstances within

circumstances within the District.

• If

D. If changes or new policies are recommended, the Superintendent will send a copy of the update to

ASBA Policy

ASBA Policy Services for review or contact ASBA Policy Services by phone to discuss the proposed changes.

~~● Following~~

E. ~~Following~~ review by ASBA Policy Services, the updated policy or any newly proposed policies will be

~~placed on~~

~~placed on~~ the Board agenda for a first review by the Board.

~~● Following~~

F. ~~Following~~ the first review, if any proposals are made for further changes, such changes will be sent to

~~ASBA Policy~~

~~ASBA Policy~~ Services for review or discussed with them by phone.

~~● If~~

G. ~~If~~ no changes are proposed, or after any such proposed changes have been reviewed by ASBA

~~Policy Services~~

~~Policy Services~~, the updated policy will be placed on the Board agenda a second time for action by the Board.

~~● Following~~

H. ~~Following~~ adoption by the Board, the Superintendent will send a copy of the adopted policy and the date

~~of adoption~~

~~of adoption~~ to ASBA Policy Services.

~~● ASBA~~

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

~~● The~~

J. ~~The~~ Superintendent will reproduce sufficient copies of the new policy, as received from ASBA Policy Services,

~~and~~

~~and~~ forward a copy to each person who is assigned a policy manual, with instructions as to how it is to

~~be incorporated~~

be incorporated into the policy manual.

Compare BGD © BOARD REVIEW OF REGULATIONS (version
2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**BGD ©
BOARD REVIEW OF REGULATIONS**

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The administrative regulations shall specify required actions and reflect the detailed arrangement under which the District will be operated.

Before issuance, regulations shall be properly titled and coded in conformance with the policy classification system ~~selected by the Board~~.

The Board reserves the right to review all administrative regulations. The Superintendent shall provide a copy of each District regulation to each Board member prior to distribution.

Adopted: ~~date of manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-321](#)

BGE ©
POLICY COMMUNICATION / FEEDBACK

The Superintendent shall develop procedures to ensure that employees, patrons, and Board members shall have access to a current policy manual that contains the policies and administrative regulations of the District.

The manual is intended both as a tool for District management and as a source of information to patrons, staff members, and others about how the District operates. To that end, each Board member and administrator shall have ready access to a copy of the manual. In addition, a manual shall be available at such places as the Superintendent may determine for use by staff members, students, and patrons.

Each administrative regulation shall be so designated and included in the manual on a separate sheet(s) accompanying 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 during regular business hours at the District administration office and at places designated by the Superintendent.

The master copy of the manual will be securely maintained in the Superintendent's office. It is this copy that will be used to resolve any discrepancies in language existing in other copies.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

BGE-R ©

REGULATION

POLICY COMMUNICATION / FEEDBACK

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 by the Superintendent, 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

EXHIBIT

POLICY COMMUNICATION / FEEDBACK

CHANGE MEMORANDUM

DATE: _____

TO: All holders of policy manuals

RE: District policy manual changes, additions, or deletions

Please make the following changes in your policy manual. It is important that this be accomplished immediately so that your manual contains only current policies.

**take out these old policies,
regulations (-R),
or exhibits (-E):**

**put in these new policies,
regulations (-R),
or exhibits (-E):**

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

As soon as the changes to your copy of the manual are accomplished, please date, sign, and return this memorandum.

Signature

Date

BGF ©
SUSPENSION / REPEAL OF POLICY

The operation of any section or sections of Board policies not established and required by law or vested by contract may be temporarily or permanently suspended by a majority vote of Board members present at a regular or special meeting. An action under this policy would not require the two (2) presentations indicated in Policy BGB (Policy Adoption) to reinstate a suspended policy.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. [15-321](#)

BHC ©
BOARD COMMUNICATIONS
WITH STAFF MEMBERS

Official communication between the Board and employees will occur as follows:

- An employee will first communicate on school- or employment-related matters at the administrative level. Any employee who exhausts the opportunity of discussing a matter at the various administrative levels may then communicate in writing with the Board on the matter. No anonymous communication will be considered by the Board.
- Any employee who wishes to address the Board in the employee's capacity as a parent, District resident, or individual, rather than as an employee, may do so by following the procedures in Policies BEDH and BHD.
- Official communications, policies, directives, Board concerns, and Board action(s), as appropriate, will be communicated to employees by the Superintendent.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

[38-431.01](#)

[38-431.02](#)

CROSS REF.:

[BEDH](#) - Public Participation at Board Meetings

BHD ©
BOARD COMMUNICATIONS
WITH THE PUBLIC

Official communication between the Board and the community is subject to the following:

- Any community member who exhausts the opportunity of discussing a matter at the administrative level may communicate with the Board in writing. No anonymous communication will be considered by the Board.
- A member of the community who wishes to address the Board in person may do so by following the procedures in Policy BEDH.
- Official communications, policies, Board concerns, and Board action, as appropriate, will be imparted to the community by the Superintendent.

Adopted: date of manual adoption

CROSS REF.:

[BEDH](#) - Public Participation at Board Meetings

BIA ©
NEW BOARD MEMBER ORIENTATION /
HANDBOOK

A member-elect - or any person designated for appointment as a member-elect - of the Board is to be afforded the Board's and the staff's fullest measures of courtesy and cooperation. The Board and staff shall make every effort to assist the member-elect to become fully informed about the Board's functions, policies, procedures, and problems.

In the interim between election or appointment and actually assuming office, the member-elect shall be invited to attend appropriate meetings and functions of the Board and is to receive appropriate reports and communications normally sent to Board members.

The member-elect is to be provided access to appropriate publications and aids, including the Board's Policy Manual and Administrative Regulations and publications of the state and national school boards associations.

The Board President and members of the administrative staff will also confer with the member-elect as necessary on special problems or concerns.

Board members-elect will be encouraged to attend meetings or workshops specifically designed for Board members-elect. Their expenses at these meetings may be reimbursed by the District in accordance with law.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[38-431.01](#)

BIB ©
BOARD MEMBER DEVELOPMENT
OPPORTUNITIES

Governing Board members are encouraged to attend workshops presented by the county, state, and national school boards associations. Professional journals and books in the school libraries shall be available to every Board member.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

BIBA ©
BOARD MEMBER CONFERENCES,
CONVENTIONS, AND
WORKSHOPS

In keeping with the need for continuing in-service training and development for its members, the Board encourages the participation of all members at appropriate Board conferences, workshops, and conventions. However, in order to control the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

- The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the District.
- Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting. With the prior approval of the Board, Board members may participate in meetings other than those authorized in the budget.
- When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and material acquired at the meeting.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

CROSS REF.:

[DKC](#) - Expense Authorization/Reimbursement

BID ©
BOARD MEMBER COMPENSATION
AND EXPENSES

Board members may be reimbursed for expenses incurred in connection with any school business authorized by the Board.

Reimbursement amounts shall not exceed the maximum amounts established pursuant to A.R.S. [38-624](#).

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[38-621](#)

[38-622](#)

[38-623](#)

[38-624](#)

[38-625](#)

CROSS REF.:

[DKC](#) - Expense Authorization/Reimbursement

BIE ©
BOARD MEMBER
INSURANCE / LIABILITY

General

Pursuant to statute, Governing Board members are immune from personal liability with respect to all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings. However, the Governing Board may procure insurance or may establish a self-insurance program for the management and administration of a system for direct payment of benefits, losses, or claims, or any combination of insurance and direct payments, including risk-management consultation, to provide payment of any property loss sustained or lawful claim of liability or fortuitous loss made against the District or its employees or officers, if the employees or officers are acting in the scope of their employment or authority.

The District shall secure general liability, property damage, and workers' compensation insurance coverage, and shall secure performance and payments bonds for all construction projects.

**Participation in Group Insurance
Plans of the District**

Governing Board members and their dependents are eligible to participate in health, accident, life, or disability insurance plans made available to employees of the District if the Board members pay the full premiums associated with such coverage and participation of the members and their dependents does not result in an expenditure of District monies.

Former Board members, their spouses, dependents, and surviving spouses or dependents of Board members or former Board members may continue to participate in the health, accident, life, or disability insurance benefits provided to employees of the District if the following conditions are met:

- Former Board members must have served at least four (4) consecutive years on the Board, must have been covered under the insurance plan while serving as Board members, and must pay the full premiums for the insurance coverage. Such participation must not result in an expenditure of District monies.
- The spouse and dependents of a Board member or former Board member may continue participation in the insurance plan if they pay the full premium for the insurance coverage and their participation does not result in any expenditure of District monies.
- For a surviving spouse or dependents of a Board member or former Board member to be eligible for continued coverage, the deceased Board member or former Board member must have served four (4) consecutive years and have been covered under the insurance plan while serving on the Board.
- The surviving spouse and/or dependents of a deceased Board member who was eligible for coverage while in office will be eligible for continued coverage.

Adopted: June 10, 2010

LEGAL REF.:
A.R.S.

[15-341](#)
[15-382](#)
[15-387](#)
A.G.O.
I90-038

BJ ©
SCHOOL BOARD LEGISLATIVE PROGRAM

The Board will participate in legislative programs through conferences with the state and national school boards associations.

The Board authorizes the Superintendent to actively participate in the development of legislation that has a positive effect on educational programs of the District.

Adopted: date of manual adoption

BK ©
SCHOOL BOARD MEMBERSHIPS

The Board may choose to be a member of and participate in school boards associations at the state, county, regional, and national levels. The Superintendent will ensure that the subject of school boards association membership is addressed during budget preparation.

The District shall not spend monies for memberships in an association that attempts to influence the outcome of an election, as determined by state and federal law.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-342](#)

[15-511](#)

BKA ©
LIAISON WITH SCHOOL
BOARDS ASSOCIATIONS

In addition to informational liaison between itself and the various school boards associations, the Board shall be officially represented in the associations' affairs through the election and appointment of delegates and/or observers to the governing bodies of these organizations.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

CA ©
ADMINISTRATION GOALS /
PRIORITY OBJECTIVES

The District administration is responsible, within the guidelines established by Board policy, for the direction and coordination of students and staff members in their efforts to reach educational goals adopted by the Board.

The Board expects the administration to specialize in:

- The processes of decision making and communication.
- Effective resource management.
- Planning, organizing, implementing, and evaluating educational programs.
- The demonstration of educational leadership.
- The development and maintenance of close working relationships and channels of communication within the District and the community.
- The minimization of misunderstandings.
- The development of cooperation toward attaining the educational goals adopted by the Board.

Adopted: date of manual adoption

LEGAL REF.: A.R.S. [15-321](#)

Compare CB © SUPERINTENDENT (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

CB © SUPERINTENDENT

The Board shall employ a Superintendent, who shall enforce the statutes **and rules** of the state of Arizona, ~~the rules of the State Board of Education~~ **and the federal government**, and the policies of the Governing Board of the District.

The administration of the school system in all aspects is the responsibility of the Superintendent, whose functions shall be carried out in accordance with the policies of the Board.

The Superintendent may establish regulations for the administration of the District that are in compliance with applicable statutes or regulations of the ~~State Board of Education~~ **Arizona Administrative Code** and the policies of the Governing Board. These regulations are binding on the employees of this District and students in the schools.

Adopted: date of ~~manual~~ **Manual** adoption

LEGAL REF.:

A.R.S.

[15-503](#)

CBA ©
QUALIFICATIONS AND DUTIES
OF THE SUPERINTENDENT

(Performance Responsibilities)

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

The Superintendent 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 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 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 those listed below.

Education:

- Administers the development, coordination, maintenance, and evaluation of the educational program, including the special education program.
- Supervises methods of teaching, supervision, and administration in effect in the schools.
- 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.
- Keeps the public informed about modern education practices, educational trends, and the policies, practices, and problems in the District schools.

Management:

- 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.
- Assumes responsibility for the overall financial planning of the District and for the preparation of the annual budget, and submits it to the Board for review and approval.
- 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.

- Maintains or has maintained adequate records for the schools, including, but not limited to:
 - financial accounts,
 - business and property records,
 - personnel,
 - school population,
 - 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
 - scholastic records.
- Provides suitable instructions and regulations to govern the maintenance of District properties.
- Provides suitable instructions and regulations to govern the safety and transportation of students.
- Assumes responsibility for the use of buildings and grounds.
- 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.
- Oversees the processing and submission of required reports.
- Interprets the budget and finances to the community.
- Remains current on new legislation and implements laws to the best advantage of the District.

Governing Board:

- Attends and participates in all meetings of the Board and its committees, except when excused by the Board.
- Takes prompt action to implement all directives of the Board.
- Advises the Board on the need for new and/or revised policies.
- Provides timely advice to the Board on the implication of changes in statutes or regulations affecting education.
- 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.
- 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.

- Develops and implements rules and regulations in keeping with Board policy.
- Acts as chief public relations agent for the District.
- 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:

- Recommends to the Board the appointment or dismissal of all employees of the District.
- Ensures that all employees are evaluated in accordance with the schedule established by the Board.
- Determines assignments, defines the duties, and coordinates and directs the work of all employees of the District.
- Recommends all promotions, demotions, and salary changes to the Board.
- 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.

The Superintendent shall have a valid fingerprint card issued pursuant to A.R.S. [41-1758.03](#).

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-503](#)

[15-802](#)

[38-201](#)

[41-1758](#)

A.A.C.

[R7-2-603](#)

CROSS REF.:

[CBI](#) - Evaluation of Superintendent

CBCA ©
DELEGATED AUTHORITY

The Governing Board delegates to the Superintendent, among other powers, the authority to perform the following acts:

- To give notice to teachers, pursuant to A.R.S. [15-536](#), of the Board's intention not to offer a teaching contract.
- To give notice to teachers, pursuant to A.R.S. [15-538.01](#), of the Board's intention not to offer a teaching contract and to dismiss the teacher.
- To give notice to an administrator or certificated school psychologist, pursuant to A.R.S. [15-503](#), of the Board's intention not to offer a new contract.
- To issue to teachers, pursuant to A.R.S. [15-536](#), [15-538](#), and [15-539](#), written preliminary notices of inadequacy of classroom performance, reporting such issuance to the Governing Board within five (5) school days.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-503](#)

[15-536](#)

[15-538](#)

[15-538.01](#)

[15-539](#)

Compare CBI EVALUATION OF SUPERINTENDENT (version 3 to 2)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

CBI © EVALUATION OF SUPERINTENDENT

~~The Superintendent should provide leadership for the District by meeting the expectations of the Board and the community. In order to accomplish this goal, the Superintendent must receive formal, evaluative feedback from the Board on an annual basis. As a regularly scheduled activity, the Governing Board will meet at least once each year to provide written and/or oral evaluative feedback to the Superintendent on the Superintendent's performance. The primary purpose of the evaluation process will be to effect improvements in administrative leadership. The Superintendent's performance will be evaluated based on specified administrative standards, annual goals and objectives, and fulfillment of duties in the job description.~~ Governing Board shall evaluate the Superintendent at least once each year.

The evaluation(s) shall relate to the Superintendent's duties, responsibilities, and progress toward established goals.

The Superintendent shall provide each member of the Board a copy of the evaluation instrument not later than November 10. The Board President shall schedule a meeting not later than December 18, when the Board will devote an executive session to the evaluation of the Superintendent's performance, to discuss working relationships between the Superintendent and the Board, and to review the Superintendent's contract (with the Superintendent present). If the Superintendent's contract is in its first year, this initial evaluation will not be a comprehensive evaluation, but will be used to allow the Board to communicate its perspective on the Superintendent's performance to date and to allow the Board and the Superintendent to communicate on performance matters. Additional first-year evaluations may be completed by the Board at the Board's discretion or upon invitation by the Superintendent; however, the first fully comprehensive evaluation will be that which occurs in November of the Superintendent's second year.

Any meetings of the Board to compile ~~evaluative data~~ evaluations, or meetings to discuss the ~~evaluative feedback~~ evaluations with the Superintendent, shall be held in executive session unless the Superintendent requests that ~~the any such~~ meeting be held in open session. ~~The Superintendent will be given a copy of the written evaluation and another copy shall become a part of the Superintendent's file. The~~ Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board member fails to achieve consensus.

A copy of any written evaluation shall be given to the Superintendent. If in disagreement with such evaluation, the Superintendent may respond in writing to the Governing Board ~~if there is disagreement with the evaluation. On or before May 15.~~

Upon the conclusion of the evaluation, the Governing Board ~~shall offer a contract to the Superintendent for the next school year(s). If it is the last year of the Superintendent's contract, the Board shall notify the Superintendent on or before April 15 of its intention not to renew the administrative contract.~~ may determine whether any changes in the compensation and benefits or contract term of the Superintendent are warranted, subject to the following:

If the Superintendent's contract with the School District is for multiple years, the School District shall not offer to extend or

~~negotiate~~

renegotiate the contract until no earlier than fifteen (15) months before the expiration of the contract.

If the Superintendent's contract with the School District is for a single year, on or before May 15 of each year the

~~year preceding the final year of the contract.~~

~~Using the annual performance evaluation the Board and the Superintendent will mutually establish goals and objectives for the Superintendent for the ensuing year.~~

~~Adopted: December 8, 2016~~

Board shall offer a contract for the next school year to the Superintendent unless on or before April 15 the Board gives notice to the Superintendent of the Board's intention not to offer a new administrative contract; this contract may or may not be for the position of Superintendent.

The evaluation and any comments by the Superintendent shall become a part of the Superintendent's personnel file.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-503](#)

CROSS REF.:

[CBA](#) - Qualifications and Duties of the Superintendent

Compare CBI-R (version 4 to 3)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

CBI-R

REGULATION

EVALUATION OF SUPERINTENDENT

(Guidelines)

Steps in the Formal Evaluation Process

Beginning in September, the Superintendent will provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (District) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goal(s), which may be held in an executive session. Following the reports, Board members will be provided with an evaluation packet containing the Superintendent evaluation policy (CBI), procedures (CBI-R) and evaluation forms (CBI-E). The Governing Board will then meet in executive session to complete the Superintendent's annual summative performance evaluation. This process regarding reporting will be concluded by November 30 of each school year but such deadline may be extended by the Governing Board.

Part I - Administrative Standards - Part I of the evaluation instrument measures the Superintendent's performance based on six (6) administrative performance standards in five (5) main categories. A composite rating and summary paragraph are completed for each standard listed on the instrument.

Each individual Board member will complete Part I of the evaluation instrument individually. Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.

The average of the Governing Board members' individual scores will be calculated to determine the composite score assigned for each standard. The Board will attempt to reach consensus on a summary paragraph for each standard.

Part II - Annual Goals and Objectives - The second part of the evaluation assesses the Superintendent's performance related to the annual goals mutually developed and agreed upon with the Governing Board. A composite rating and summary paragraph are completed for the Superintendent's progress towards the attainment of each strategic (District) and performance (personal) goal.

Each individual Board member will rate the Superintendent's progress toward attainment of each annual strategic (District) and performance (personal) goal individually. Unsatisfactory ratings require specific information and/or supporting evidence to be provided to justify the rating, as well as direction for improvement.

The average of the individual scores will be calculated to determine the composite score assigned for each goal. The Board will attempt to reach consensus on a summary paragraph for each goal.

Part III - Overall Assessment - The final part of the evaluation combines scores from Part I and Part II for the overall rating of the Superintendent's performance. The Board will attempt to reach consensus on a summary statement. In any instance in which the Board cannot reach consensus on the language in any summary paragraph or statement, the Board shall follow the following process: Summary paragraphs or statements will be prepared by the Board President or other designee.

If any individual Governing Board member disagrees with the summary, the Board member will submit his/her individual summary for that particular item to the Superintendent individually.

The Board will meet with the Superintendent to review the evaluation documents.

The Board will convene an executive session to conduct the review. The Superintendent will be provided with copies of Part I, Part II, and Part III. The Superintendent's original evaluation forms will be placed in the Superintendent's personnel file as appropriate.

CBI-E

EXHIBIT

EVALUATION OF SUPERINTENDENT

Part I: Administrative Standards

Each individual Board member will rate the Superintendent in the standards prior to the evaluation meeting. Unsatisfactory ratings require specific information and/or supporting evidence that justifies the rating, as well as direction for improvement.

Rating Scale: 4 = Outstanding
3 = Satisfactory
2 = Needs Improvement
1 = Unsatisfactory

At the evaluation meeting, the individual Board members' scores will be averaged to determine the composite rating for each standard and a summary paragraph will be developed.

A. Educational Leadership

| <i>Standard 1:</i> Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | |
|---|--------|
| Indicator | Rating |
| Develops, implements, and monitors the District's mission to improve student achievement. | |
| Promotes support for and fulfillment of the District's mission. | |
| Provides purpose and direction for individuals and groups within the District. | |
| Demonstrates knowledge of educational issues and how they affect students, schools, and the community. | |
| Overall Rating for Standard 1 | |

Comments:

| <i>Standard 2: Advocates and supports curricular and instructional programs that promote the success of students.</i> | |
|---|---------------|
| Indicator | Rating |
| Develops a strategic plan that enhances teaching and learning. | |
| Demonstrates knowledge of curriculum design, including alignment and sequence of curriculum that promotes student achievement. | |
| Applies knowledge of valid and reliable performance indicators and testing procedures in measuring student achievement. | |
| Uses current technology, telecommunication, and information systems to support instruction, student achievement, and staff development. | |
| Advocates, nurtures and sustains a District culture and instructional program conducive to student learning. | |
| Provides opportunities for growth experiences for all District personnel. | |
| Implements programs to help students develop as caring and informed citizens. | |
| Takes an active leadership role in the development and ongoing evaluation of the instructional programs. | |
| Evaluates educational innovations for implementation and/or changes in the schools. | |

| | |
|--|--|
| Establishes a student achievement monitoring and reporting system based on disaggregated data. | |
| Overall Rating for Standard 2 | |

Comments:

B. Relationship with the Governing Board

| | |
|--|---------------|
| <i>Standard 3:</i> Develops, nurtures, and maintains a productive, professional relationship with the Board. | |
| Indicator | Rating |
| Provides the Board with the agenda and appropriate back-up material before each Board meeting. | |
| Informs and advises the Board about school programs, events, and issues, and other major activities operating under the Board's authority. | |
| Presents material in a clear, concise manner. | |
| Seeks and accepts constructive criticism of work. | |
| Supports Board actions to the public and the staff. | |
| Ensures all Board members are provided with the same information as the rest of the Board. | |
| Takes prompt action to implement all directives of the Board. | |
| Develops and implements rules and regulations in keeping with Board policy. | |
| | |

| | |
|---|--|
| Informs the Board of policies and procedures that need revision, updating, or creation. | |
| Encourages the Board to read educational publications and to attend educational meetings. | |
| Provides orientation for new Board members. | |
| Overall Rating for Standard 3 | |

Comments:

C. Communications

| | |
|--|---------------|
| <i>Standard 4:</i> Implements positive and proactive communication strategies for effective parent and community involvement to improve the learning environment for all students. | |
| Indicator | Rating |
| Articulates the District vision, mission, and priorities to the community and general public. | |
| Responds appropriately to news media. | |
| Writes and speaks effectively. | |
| Demonstrates group leadership skills, including consensus building, collaboration and conflict resolution. | |
| Engages in effective community relations and school-business partnerships. | |
| Communicates effectively with appropriate governmental agencies. | |
| | |

| | |
|--|--|
| Formulates strategies for passing bond and override elections. | |
| Encourages community participation in the schools. | |
| Solicits and gives attention to problems and opinions from all stakeholder groups and individuals. | |
| Overall Rating for Standard 4 | |

Comments:

D. Management

| | |
|---|---------------|
| <i>Standard 5: Effectively manages the District's services, programs, operations, and resources.</i> | |
| Indicator | Rating |
| Defines and uses effective processes for gathering, analyzing, and using data for decision making and ongoing evaluation. | |
| Delegates at appropriate organizational levels. | |
| Secures, allocates, and manages human and material resources. | |
| Uses staff evaluation and staff development systems to improve the performance of staff members. | |
| Demonstrates understanding of employee compensation packages and a collaborative negotiations process. | |
| Identifies potential legal issues affecting school personnel selection, development, supervision, retention, and dismissal. | |

| | |
|---|--|
| Understands the budgetary process and makes recommendations to keep the school system fiscally sound based on the best interests of students. | |
| Makes and follows through on decisions. | |
| Promotes a safe, professional and effective learning/working environment for all. | |
| Plans, manages and evaluates current and long range facilities development and usage program. | |
| Uses technology to enhance administration. | |
| Overall Rating for Standard 5 | |

Comments:

E. Personal Leadership

| | |
|---|---------------|
| <i>Standard 6:</i> Demonstrates a high level of ethics, honesty, and integrity in all personal and professional interactions. | |
| Indicator | Rating |
| Demonstrates ethical and personal integrity. | |
| Is able to handle pressure and maintains poise and emotional stability in the full range of professional duties. | |
| Exhibits multicultural and ethnic understanding, sensitivity, and respect for diversity. | |
| Demonstrates a sense of humor. | |
| | |

Overall Rating for Standard 6

Comments:

Part II: Annual Goals and Objectives

Annual goals are mutually developed and agreed upon by the Governing Board and the Superintendent.

The Superintendent will provide the Governing Board with reports on the previous school year's assessment results, state performance rating, and achievement of Strategic (District) Goals. These reports will be done in open session. The Superintendent will also provide reports on completion of Performance (personal) Goals in Executive Session.

Each Board member will rate the Superintendent's progress toward attainment of each annual strategic and performance goal, from which a composite rating will be derived. Unsatisfactory ratings require specific information and/or supporting evidence to be provided to justify the rating, as well as direction for improvement.

- Rating Scale: 4 = Exceeded expectations of goal
3 = Satisfactory progress toward goal
2 = Needs more progress toward attaining goal
1 = Unsatisfactory progress toward attaining goal

The average of the individual scores will be calculated to determine the composite score assigned for each goal. The Board will attempt to reach consensus on a summary paragraph for each goal.

Strategic (District) Goals:

Goal: _____

Rating: _____

Comments:

Goal: _____

Rating: _____

Comments:

Goal: _____

Rating: _____

Comments:

Performance (personal) Goals:

Goal: _____

Rating: _____

Comments:

Goal: _____

Rating: _____

Comments:

Goal: _____

Rating: _____

Comments:

Part III: Overall Assessment

The Board will combine composite scores for Part I and Part II to determine an overall performance rating for the Superintendent. A summary statement for the overall evaluation will be drafted.

Example: On a scale of one (1) to five (5), we believe that your performance during the past year rates 2.0. The Board is pleased with your work and commends you for a job well done. We urge you to move ahead on as many of the above suggestions as may be feasible.

Rating Scale: 4 = Outstanding
3 = Satisfactory
2 = Needs Improvement
1 = Unsatisfactory

Signatures:

President of Board

Date

Superintendent

Date

CCB ©
LINE AND STAFF RELATIONS

Unless otherwise specifically limited by statute or Board action, any of the powers and duties specifically assigned to the Superintendent may be delegated to others serving under the Superintendent. However, the Superintendent shall continue to be responsible to the Board for the satisfactory execution of the delegated power and duties.

Lines of authority shall be clearly outlined by the Superintendent by means of organization charts, job descriptions, and administrative regulations and directives.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-353](#)

REGULATION

LINE AND STAFF RELATIONS

(School Building 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 principal is responsible for the operation of the educational program of the school.
- A principal is responsible for the supervision and evaluation of the building staff members.
- A principal will maintain discipline on the part of personnel and students.
- A principal will care for and protect the building, the equipment, the grounds, and other school property.
- A principal will maintain school records and prepare reports.
- 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.
- 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.
- 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.
- 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](#).

CE ©
ADMINISTRATIVE COUNCILS, CABINETS,
AND COMMITTEES

The Board authorizes the Superintendent to establish advisory councils, cabinets, and committees when deemed necessary for proper administration of Board policies and for the improvement of the total educational program. All cabinets, councils, and committees created by the Superintendent shall be for the purpose of obtaining to a maximum degree the advice and counsel of the personnel, clients, and patrons of the District.

The number, composition, and work to be done by such cabinets, councils, and committees shall be defined by the Superintendent.

Adopted: date of manual adoption

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:

- Three (3) parents or guardians of students enrolled in the school who are not employed by the District in the school of proposed membership.
- Three (3) teachers.
- One (1) noncertificated employee.
- One (1) community member if the school is a high school or two (2) community members if the school is not a high school.
- One (1) student if the school is a high school.
- 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: March 14, 2006

LEGAL REF.:

A.R.S.

[15-351](#)

[15-352](#)

[15-353](#)

A.G.O.

I99-018

CROSS REF.:

[BDD](#) - Board-Superintendent Relationship

[CCB](#) - Line and Staff Relations

Compare CFD-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

CFD-R ©

REGULATION

SCHOOL - BASED MANAGEMENT

(School Councils)

The District ~~recognizes participatory~~ **endorses shared** decision making contingent upon a school council fulfilling the following elements:

- ~~Curricular A.~~ **Curricular** and instructional implementation strategies/designs must fulfill the mission statement and ~~adopted beliefs~~ **adopted beliefs** of the District.
- ~~The B.~~ **The** school council should carefully follow the processes, including brainstorming, consensus building, ~~and pyramiding~~ **and pyramiding**. This is "vision" creation, as opposed to a problem-solving process.
- ~~The C.~~ **The** school council must fully analyze and explore current resources and assess options for reaching ~~their vision~~ **their vision** of excellence.
- ~~The D.~~ **The** school council, with approval by the principal, will, at scheduled intervals, monitor and evaluate implementation based on a written evaluation plan. The evaluation plan must include some demonstrably valid, ~~quantifiable~~ **quantifiable** measures of progress.

Role and Responsibility of

the School Council

The council:

- ~~Is A.~~ **Is** advisory to the school administrative staff.
- ~~Is B.~~ **Is** a representative group that solicits input from parents, community, and staff members.
- ~~Reviews C.~~ **Reviews** literature and data.
- ~~Makes D.~~ **Makes** recommendations for school improvement.
- ~~Monitors E.~~ **Monitors** implementation structure for new instructional designs.
- ~~Provides F.~~ **Provides** local leadership and representation in the school decision-making structure.

There may be a tendency for a school council to lose its understanding of extended ownership to groups affected by its decisions, and, in effect, become a new local bureaucracy. To avoid this result, employees must be aware and remind one another that the movement to ~~participatory~~-shared decision making at the school level is not for the purpose of creating new, smaller bureaucracies to replace a larger bureaucracy, but, rather, a movement to involve all constituencies in fulfilling the mission and beliefs of the District.

Proposal Outline

~~Participatory~~-Shared-decision-making proposals are for the purpose of creating new and effective curricular and instructional strategies/designs and increasing student learning. All proposals shall be submitted to the principal and shall, as nearly as possible, follow the outline identified below.

~~Participatory~~-Shared decision making - curricular and/or instructional strategy/design plan process - proposal requirements:

- ~~Documentation~~-A. Documentation that the new curricular and instructional design was developed in conjunction with parents, ~~students~~

students, teachers, and support personnel.

- ~~Documentation~~-B. Documentation of parent, student, teacher, and support staff support of the program.

- ~~Proposal~~-C. Proposal development:

- ~~Needs~~-1. Needs assessment. ■ ~~Goals~~

- 2. ■ ~~Measurable~~ Goals.

- 3. Measurable performance objectives.

- ~~Proposal~~-4. Proposal implementation (activities):

- ⇒ ~~Staffing~~a. ⇒ ~~Materials~~ Staffing.

- b. Materials, supplies, equipment.

- ⇒ ~~Facilities~~c. ⇒ ~~Staff~~ Facilities.

- d. Staff training.

- ⇒ ~~Support~~e. Support services.

- ~~Time~~-5. Time line (calendar of events).

- ~~Evaluation~~-6. Evaluation design. ■ ~~Budget~~

- 7.

- ~~Statement~~

Budget.

D. Statement(s) of assurances that the proposal is:

■ ~~To~~1. To increase the efficiency and effectiveness of the school.

■ ~~To~~2. To increase academic achievement for "all" students.

● ~~Provision~~E. Provision of a dissemination plan. ● ~~Provision~~

F. Provision of a monitoring plan.

Conflict Resolution

If a school council's curricular and/or instructional strategy/design plan conflicts with an existing Board-approved program or policy, the following steps can be taken:

● ~~The~~A. The school council shall attempt to design an alternative plan that arrives at the same intended ~~outcomes without~~ outcomes without violation or conflict with the Board-approved program or policy.

● ~~If~~B. If this cannot be accomplished, the school council may request a waiver for a strategy/design plan ~~that conflicts~~ that conflicts with existing Board-approved programs or policies.

● ~~If~~C. If a plan requires waivers, it must be approved by the principal and brought to the Superintendent ~~for approval~~ for approval and possible submission to the Board.

● ~~Waivers~~D. Waivers may be granted for temporary and specific periods of time and will be evaluated in light of the plan's ability to better implement the mission statement and adopted beliefs of the District.

Requests for Additional Authority

Additional responsibilities and authority may be delegated to a school council if deemed necessary by the Board. The school council may request additional authority to accomplish delegated responsibilities by submitting a written proposal to the Superintendent, which must contain the elements identified below.

● ~~The~~A. The principal's statement of support.

● ~~Motion~~B. Motion of the council to request additional authority and vote count.

● ~~Specific~~C. Specific authority requested and reason for request, analyzing how the request will improve the program ~~for all~~ for all children.

● ~~Possible~~D. Possible impact of additional authority on personnel use and cost of programs to be improved.

● ~~Suggested~~E. Suggested date of termination of authority unless reapproved by the Governing Board.

- If this cannot be accomplished, the school council may request a waiver for a strategy/design plan that conflicts with existing Board-approved programs or policies.
- If a plan requires waivers, it must be approved by the principal and brought to the Superintendent for approval and possible submission to the Board.
- Waivers may be granted for temporary and specific periods of time and will be evaluated in light of the plan's ability to better implement the mission statement and adopted beliefs of the District.

Requests for Additional Authority

Additional responsibilities and authority may be delegated to a school council if deemed necessary by the Board. The school council may request additional authority to accomplish delegated responsibilities by submitting a written proposal to the Superintendent, which must contain the elements identified below.

- The principal's statement of support.
- Motion of the council to request additional authority and vote count.
- Specific authority requested and reason for request, analyzing how the request will improve the program for all children.
- Possible impact of additional authority on personnel use and cost of programs to be improved.
- Suggested date of termination of authority unless reapproved by the Governing Board.

Compare CFD-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

CFD-E ©

EXHIBIT

SCHOOL - BASED MANAGEMENT

~~(School Councils)~~SCHOOL COUNCILS

Research has identified characteristics of effective schools. Such research makes it clear that the most influential unit of effective school change or improvement is the individual school demonstrating the following characteristics:

- ~~Consensus~~A. Consensus on explicit instructional goals and beliefs (mission statement).
- ~~District~~B. District-level support for school improvement; Governing Board, administration, and staff ~~commitment to~~commitment to current research and the District-adopted mission statement.
- ~~Ongoing~~C. Ongoing staff development and training.
- ~~High~~D. High level of parental involvement and support.
- ~~Individual~~E. Individual school autonomy and flexibility in the development of new curricular and instructional designs.
- ~~Collaborative~~F. Collaborative, collegial instructional planning.
- ~~A~~G. A focus on basic skills acquisition.
- ~~An~~H. An emphasis upon higher-order cognitive skills.
- ~~I~~. Teacher responsibility for effective instructional and classroom management decisions and practices.
- ~~J~~. Teacher/parent accountability and acceptance of responsibility for student performances.
- ~~A~~K. A safe, orderly, and disciplined school climate.
- ~~Strong~~L. Strong instructional leadership.
- ~~M~~. Frequent monitoring of student progress.
- ~~Measurable~~N. Measurable student performance outcomes.

CH ©
POLICY IMPLEMENTATION

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board. The administrative regulations shall specify required actions and reflect the detailed arrangement under which the District will be operated.

The policies adopted by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient school system. All employees and students shall comply with Board policies and administrative regulations.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

CH-R ©

REGULATION

POLICY IMPLEMENTATION

Principals, directors, and others designated by the Superintendent shall establish procedures for conducting activities within their individual units that are consistent with administrative regulations and Board policies.

CHCA ©
HANDBOOKS AND DIRECTIVES

Curriculum guides, manuals, handbooks, pamphlets, and similar publications will be presented to the Superintendent for approval prior to publication. The Superintendent shall ensure that all such publications are consistent with Board policies and administrative regulations.

Copies of all such publications shall be provided to the Board.

Adopted: date of manual adoption

CHCA-R ©

REGULATION

HANDBOOKS AND DIRECTIVES

All curriculum guides, manuals, handbooks, pamphlets, and similar publications shall be reviewed by the principal or supervisor, and shall be forwarded to the Superintendent for approval prior to printing and distribution.

CHD ©
ADMINISTRATION IN THE
ABSENCE OF POLICY

The Superintendent shall have the authority to implement action if a situation should develop that is not covered by established Board policy. It is the Superintendent's duty to inform the Board of any such action and of the need to develop an official policy.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

CK ©
ADMINISTRATIVE CONSULTANTS

Professional consultants from the Arizona School Boards Association, the Arizona Department of Education, universities, and colleges, as well as other resource persons, may be used when such consultive services will be helpful in the improvement of the instructional program. All consultants shall be approved by the Superintendent prior to the invitation and arrangement for such visitation.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-343](#)

Compare CM © SCHOOL DISTRICT ANNUAL REPORT (version
2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**CM ©
SCHOOL DISTRICT ANNUAL REPORT**

The Board shall make an annual report to the County School Superintendent on or before October 1 each year in the manner and form and on the forms prescribed by the Superintendent of Public Instruction or County School Superintendent. The Board shall also make reports directly to the County School Superintendent or the Superintendent of Public Instruction whenever required.

If the District has been assigned a letter grade of *A* pursuant to A.R.S. [15-241](#) during at least two (2) out of the last three (3) consecutive years and has not been assigned a letter grade of *C*, *D*, or *F* during the same three (3) years the District may receive exemptions from statutes and rules prescribed in statute. Should the District believe it qualifies for an exemption the District may submit a request for exemption to the Arizona State Board of Education. The State Board of Education shall review and may approve the exemption submitted by the District. The State Board of Education will not approve exemptions that directly apply to specific areas as noted in A.R.S. [15-215](#).

**Guaranteed Energy Cost Saving
Contract Annual Reports**

The District shall report to the School Facilities Board annually, not later than October 15, actual energy and cost savings pursuant to a guaranteed energy cost savings contract.

The District shall also report for any guaranteed energy cost savings contract to the Department of Commerce Energy Office and the School Facilities Board:

- ~~The~~A. The name of the project
- ~~The~~B. The qualified provider
- ~~The~~C. The total cost of the project
- ~~The~~D. The expected energy and cost savings

The District shall retain savings achieved by a guaranteed energy cost saving contract, which may be used to pay for contract and project implementation.

Adopted: ~~December 8, 2009~~date of Manual adoption

LEGAL REF.:

A.R.S.

[15-213.01](#)

[15-215](#)

[15-341](#)

[15-904](#)

CROSS REF.:

[DBF](#) - Budget Hearings and Reviews/Adoption Process

[DIC](#) - Financial Reports and Statements

DA ©
FISCAL MANAGEMENT GOALS /
PRIORITY OBJECTIVES

The Governing Board recognizes that money and its management constitute the foundation of the entire school program. To make that support as effective as possible, the Board intends to:

- Encourage short- and long-range planning through the best possible budgeting procedures.
- Explore all practical and legal sources of monetary income.
- Guide the expenditure of funds to achieve the greatest educational returns.
- Require maximum efficiency in accounting and reporting procedures.
- Maintain, within budget limits, a level of per-student expenditure needed to provide high-quality education.

Adopted: date of manual adoption

DB ©
ANNUAL BUDGET

The Superintendent is directed to formulate the annual budget, considering at all times that resources must be utilized to produce the most positive effect on the student's opportunity to gain an education.

The Superintendent shall be responsible for reviewing budgetary requests, providing guidelines and limitations, and presenting the proposed budgets and documentation necessary for Board study, review, and action.

The Governing Board shall be informed if the proposed budget could require an increase in the primary property tax levy of the District over the preceding year's tax levy.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-905](#)

[15-905.01](#)

DBC ©
BUDGET PLANNING, PREPARATION,
AND SCHEDULES

Each school year the Superintendent shall prepare and disseminate a budget preparation schedule to accomplish all required budgetary actions for the following school year. This schedule will, as a minimum, provide specific dates for the accomplishment of all state-mandated actions.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-481](#)

[15-824](#)

[15-905](#)

[15-905.01](#)

[15-952](#)

[15-991](#)

CROSS REF.:

[DBF](#) - Budget Hearings and Reviews/Adoption Process

Compare DBC-R © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

DBC-R ©

REGULATION

BUDGET PLANNING, PREPARATION, AND SCHEDULES

The business manager will prepare a schedule of budget deadlines for presentation to the Superintendent each year. This schedule will cover all actions necessary to prepare the budget for the following school year.

The following items may be included in the recommended budget schedule:

~~● Specific~~

A. **Specific** date for receipt of unit budgets from administrators.

~~● Date~~

B. **Date** for initial meeting on the budget with appropriate staff members.

~~● Date~~

C. **Date(s)** for student membership and attendance reports.

~~● Date~~

D. **Date(s)** for estimates on the maintenance and operations and capital budgets.

~~● Date~~

E. **Date** for completion of employee compensation consideration(s).

~~● Date~~

F. **Date** for preparing financial projections for all categories and subcategories to be included in the

~~proposed budget~~

proposed budget(s) for the ensuing fiscal year.

~~● Date~~

G. **Date** for determining if the proposed budget(s) is (are) in excess of the District's truth in taxation base

~~limit~~

limit [A.R.S. [15-905.01](#)].

~~■ When~~

1. ~~When~~ the base limit will be exceeded a decision must be made whether to publish the truth in

~~taxation notice~~

~~taxation notice~~ separately or in combination with the proposed budget or budget summary.

~~■ Either~~

2. ~~Either~~ publication procedure requires publication at least ten (10) days but not more than twenty (20)

~~days~~

~~days~~ prior to the truth in taxation hearing.

~~■ The~~

3. ~~The~~ truth in taxation hearing may be held in conjunction with the proposed budget hearing.

~~● The~~

H. ~~The~~ Governing Board shall not later than July 5 and not less than ten (10) days before:

~~■ Publish~~

1. ~~Publish~~ or mail to each household in the District a copy of

~~the~~

~~the~~ proposed budget or a summary of

~~the proposed~~

~~the proposed~~ budget for consideration of the residents or taxpayers of the District, and a notice of

~~the public~~

~~the public~~ hearing and Board meeting.

~~■ Furnish~~

2. ~~Furnish~~ to the Superintendent of Public Instruction and County School Superintendent, in

~~electronic format~~

~~electronic format~~, the proposed budget and summary of proposed budget for the budget year.

~~■ Submit~~

3. **Submit** to the Department of Education the proposed budget which shall prominently display

~~this information~~

this information about the School District on the website maintained by the Department. If the

~~School District~~

School District maintains a website, the School District shall post a link to the website of the

~~Department of~~

Department of Education where this information about the School District is posted.

●

I. The Governing Board shall not later than July 15 and not less than ten (10) days after posting or mailing

~~the notice~~

the notice of the public hearing and Board meeting:

~~■ Conduct~~

1. **Conduct** the public hearing and present the proposed budget to the persons attending the hearing, and

⇒ ~~If~~

a. **If a** truth in taxation hearing is required it must be conducted prior to the budget hearing.

~~■ Immediately~~

2. **Immediately** following the public hearing the President shall call the Governing Board meeting to

~~order for~~

order for the purpose of adopting the budget.

●

J. Not later than July 18:

~~■ The~~

1. **The** adopted budget shall be filed by the Governing Board with the County School Superintendent (

~~who shall~~

who shall immediately transmit a copy to the Board of Supervisors).

~~■ The~~

2. ~~The~~ adopted budget shall be submitted electronically to the Superintendent of Public Instruction.

~~■ The~~

3. ~~The~~ adopted budget shall be submitted to the Department of Education. The Department

~~shall prominently~~

~~shall prominently~~ display this information about the School District on the website maintained by

~~the Department~~

~~the Department.~~ If the School District maintains a website, the School District shall post a link to

~~the website~~

~~the website~~ of the Department of Education where this information about the School District is posted.

~~● File~~

K. ~~File~~ with the Superintendent of Public Instruction within thirty (30) days from the action date:

~~■ The~~

1. ~~The~~ publisher's affidavit of publication confirming publication of the proposed budget, or

~~■ An~~

2. ~~An~~ affidavit affirming the proposed budget was mailed to each household in the School District, or

~~■ An~~

3. ~~An~~ affidavit noticing that the proposed budget was posted on the Department of Education website.

Override Election:

~~● Date~~

A. ~~Date~~(s) for override, if applicable.

~~● Date~~

B. ~~Date~~ for budget hearing on following year's budget.

~~■ At~~

1. ~~At~~ least ninety (90) days before a proposed override election (first [1st] Tuesday following the first [1st]

~~Monday~~

~~Monday~~ in November, order override election to present proposed override budget to electors.

~~Must also~~

~~Must also~~ prepare alternate budget without override increase in event voters reject the proposed

~~override budget~~

~~override budget.~~

~~■ At~~

2. ~~At~~ least thirty-five (35) days before override election, mail or distribute to households where

~~qualified electors~~

~~qualified electors~~ reside the informational report prepared by County School Superintendent.

~~■ When~~

3. ~~When~~ a determination is made to cancel the override election, the request must be made to the

~~County School~~

~~County School~~ Superintendent at least eighty (80) days before the override election date.

Annual Financial Report:

Not later than October 15 of each year the Governing Board shall:

~~● Prepare~~

A. ~~Prepare~~ and distribute the annual financial report for the prior fiscal year.

~~● Electronically~~

B. ~~Electronically~~ submit a copy of the financial report to the County School Superintendent. The report

~~shall be~~

~~shall be~~ approved by the County Superintendent in an electronic procedure prescribed by the Department

~~of Education~~

of Education.

● ~~Electronically~~

C. **Electronically** submit a copy of the financial report to the State Superintendent of Public Instruction.

● ~~Submit~~

D. **Submit** a copy of the annual financial report for the prior fiscal year to the Department of Education.

~~The Department~~

The Department shall prominently display this information about the School District on the website

~~maintained by~~

maintained by the Department. If the School District maintains a website, the School District shall post a link to

~~the website~~

the website of the Department of Education where this information about the School District is posted.

Not later than November 15 of each year the Governing Board shall publish the annual financial report:

● ~~In~~

A. **In** a newspaper of general circulation within the School District, or

● ~~In~~

B. **In** the official newspaper of the county as defined in A.R.S. [11-255](#), or

● ~~By~~

C. **By** mailing a copy to each household in the District, or

● ~~By~~

D. **By** electronic transmission of the information to the Department of Education for posting on the Department'

~~s website~~

s website, or

■

If the Board chooses this option the School District shall post a link on the District's website to the

~~report on the Department's~~

report on the Department's website.

All forms and technical requirements for each respective form shall be as prescribed in A.R.S. [15-904](#).

DBF ©
BUDGET HEARINGS AND REVIEWS /
ADOPTION PROCESS

At least ten (10) days before and not later than July 5, the Governing Board shall publish notice of the public hearing and Board meeting to be held no later than July 15 to present the proposed budget for consideration of the residents or taxpayers of the District and shall submit the proposed budget to the Department of Education. The Department shall prominently display the budget information on the website maintained by the Department. If the District maintains a website, the District shall post a link to the website of the Department of Education where this information about the District is posted.

If a truth-in-taxation notice and hearing is required under A.R.S. [15-905.01](#), the Board may combine the budget notice and hearing with the truth-in-taxation notice and hearing.

The publishing of the proposed budget and notice of the hearing and meeting shall be in accordance with A.R.S. [15-905](#). If a truth-in-taxation notice and hearing is necessary, the notice shall be in accordance with A.R.S. [15-905.01](#). If the Board determines to combine the budget and truth-in-taxation hearings, publication of a combined notice must satisfy the requirements of both A.R.S. [15-905](#) and [15-905.01](#).

Immediately following the public hearing the President shall call to order the Board meeting for the purpose of adopting the budget. A Board member may, without creating a conflict of interest, participate in adoption of a final budget even though the member may have substantial interest in specific items included in the budget.

The Board shall adopt the budget and enter the budget as adopted in its minutes.

Not later than July 18, the Governing Board shall submit the adopted budget to the Department of Education. The Department shall prominently display the District budget information on the website maintained by the Department. If the District maintains a website, the District shall post a link to the website of the Department of Education where this information about the District is posted.

Filing of the budget shall be according to state law. [See Regulation DBC-R]

If the Governing Board receives notification that one (1) or more of the District's categorical budgets are in excess of its authorized limit, the Board shall revise the affected budget(s) in accordance with A.R.S. [15-905](#).

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-903](#)

[15-905](#)

[15-905.01](#)

[15-911](#)

[15-915](#)

[15-948](#)

CROSS REF.:

[DBC](#) - Budget Planning, Preparation and Schedules

DBI ©
BUDGET IMPLEMENTATION

In order to determine if budgeted expenditures are in keeping with the adopted budget, a monthly report of expenditures and revenues shall be presented to the Board. Variances within budget categories shall be a part of this report.

Any overexpenditure in a major subsection of the maintenance and operation budget shall require Board approval.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-905](#)

DBJ ©
BUDGET TRANSFERS

Periodically throughout the year, the budget will be reconciled to the actual expenditures of the District.

The Governing Board may authorize the expenditure of monies budgeted within the maintenance and operation section of the budget for any subsection within the section in excess of amounts specified in the adopted budget only by action taken at a public meeting of the Governing Board and if the expenditures for all subsections of the section do not exceed the amount budgeted.

Adopted: June 10, 2010

LEGAL REF.:

A.R.S.

[15-905](#)

DD ©
FUNDING PROPOSALS, GRANTS,
AND SPECIAL PROJECTS

The Governing Board is to be kept informed of possible sources of state, federal, and other funds for the support of the schools and/or for the enhancement of educational opportunities. The Superintendent is to apprise the Board of its eligibility for general or program funds and to make recommendations for Board action.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-206](#)

[15-207](#)

[15-208](#)

[15-209](#)

[15-210](#)

Compare DD-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

~~DD-E ©~~

~~EXHIBIT~~

~~FUNDING PROPOSALS;~~

~~GRANTS;~~

~~AND SPECIAL PROJECTS~~

~~RESOLUTION~~

~~WHEREAS, participation in programs funded in whole or in part by federal funds requires that a participating district demonstrate that the district meets the requirement of comparability between schools that receive federal funding and those that do not receive such funding, and that the district provide for equivalency of access to district staffing, equipment, and materials by all district schools, based on student per-capita allocations and individual schools' needs analyses, and, in addition, that all schools and programs have equivalent access to district support operations including but not limited to maintenance, transportation, and warehousing operations support; and~~

~~WHEREAS, budgets for staffing, textbooks, equipment, supplies, and services for district schools will be provided for at all schools without supplanting special funding provided from any source with nonsupplanting requirements; and~~

~~WHEREAS, expenditures budgets for schools participating in Title I programs will be provided for on the same per-capita basis as budgets for schools not participating in the program; and~~

~~WHEREAS, the Glendale Elementary School District No. 40 intends to participate in such programs and receive federal funds;~~

~~NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Glendale Elementary School District No. 40 hereby directs the Superintendent to ensure that said district does in fact comply with such mandates for comparability and equivalency of access for the period of any grant under which such funds are received.~~

DDA ©
FUNDING SOURCES OUTSIDE
THE SCHOOL SYSTEM

The District may submit proposals to private foundations and other sources of financial aid for subsidizing such activities as innovative projects, feasibility studies, long-range planning, research and development, or other educational needs.

Time lines permitting, grant proposals are to be approved by the Board before being submitted to the funding agency. The Superintendent shall establish administrative guidelines for the processing of proposal ideas to the Board for its approval.

The Governing Board may receive, hold, and dispose of any gift, grant, or bequest of property or equipment in accordance with state law and the intent of the instrument conferring title.

The Governing Board may also accept gifts, grants, or devises of money. The disposition of unused funds from these sources shall be in accordance with law.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[KCD](#) - Public Gifts/Donations to Schools

DFA ©
REVENUES FROM INVESTMENTS

The Board will annually consider and vote on a request to the County Treasurer to authorize investments for the following fiscal year. The Superintendent shall ensure that this question is placed on an agenda for a Board meeting in June of each year.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-996](#)

[15-1024](#)

[15-1025](#)

A.G.O.

180-099

182-090

DFB ©
REVENUES FROM SCHOOL - OWNED
REAL ESTATE

Revenues collected from rental of school-owned real estate shall be deposited in the Civic Center fund. Monies from sale of school-owned real estate shall be deposited as allowable under state statutes.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-1102](#)

[15-1105](#)

[15-1106](#)

DFD ©
GATE RECEIPTS AND ADMISSIONS

Admission receipts from school events shall be adequately controlled. The Superintendent is responsible for the proper collection, supervision, disbursement, and/or remittance of these fees.

Admission to school events for which an admission is charged ordinarily will be by purchased ticket or special pass only. Adequate records will be maintained for accounting purposes.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-1121](#) to [15-1126](#)

Compare DFF © INCOME FROM SCHOOL SALES AND SERVICES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

DFF © INCOME FROM SCHOOL SALES AND SERVICES

Vocational Activity Income

Through certain vocational activities, students may provide goods and services at a charge to the public. These activities are designed for educational purposes, not to make a profit or to be competitive with business in the community.

The charges for work performed and goods sold through these activities will be kept current with costs for the particular service or item offered for sale.

Advertising Income

A District advertisement fund shall be established for the deposit of revenues if the District sells advertising ~~space:~~

~~● on the exterior of school buses, as prescribed by statute~~

~~● at athletic facilities.~~

~~A District website advertisement fund shall be established for the deposit of revenues if the District sells advertising space:~~

~~● on the District website or any website maintained by a District school.~~

All revenues collected will be deposited and accounted for in accordance with the Uniform System of Financial Records. Monies in the advertising funds are not subject to reversion.

Adopted: ~~June 10, 2010~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-1121](#)

CROSS REF.:

[KHB](#) - Advertising in Schools

DG ©
BANKING SERVICES

The Board, by majority vote, shall designate one (1) or more banks as depository for the safeguarding of school auxiliary and revolving funds.

Each designated depository shall furnish proper security for such deposits in the amount designated by the Board and in accordance with law.

Each designated depository shall be advised not to cash checks payable to the District but to deposit checks only to the District auxiliary accounts.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-1126](#)

DGA ©
AUTHORIZED SIGNATURES

Authorized signatures for all checking accounts shall be approved by the Board.

On accounts required by statute to have two (2) signatures, the signatories shall be as specified by the statutes.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-1122](#)

[15-1126](#)

Compare DGD © CREDIT CARDS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

DGD © CREDIT CARDS

(Credit Cards and/or Procurement Cards)

Use of Credit Cards/

Procurement Cards

The Governing Board acknowledges that instances may occur when ready payment for goods or services is in the District's best interest. ~~Therefore, the~~ The Superintendent is responsible for the implementation of all aspects of the District credit/procurement card program. The Board authorizes the Superintendent to secure and assign controlled-limit credit/procurement cards to designated personnel. District-assigned credit/procurement cards may not be used for personal expenditures.

The use of credit/procurement cards is to be closely monitored and payment of statements for authorized purchases are to be made as promptly as possible to avoid fees and charges for the use of such cards.

The Superintendent is directed to develop regulations for the use of District-assigned credit/procurement cards. Such regulations are subject to Board review and approval.

The Board reserves the right to revise or rescind this policy at its sole discretion.

Definition of ~~Credit~~ Credit/

Procurement Card

The District defines "credit card" and "procurement card" as a form of payment in lieu of cash, purchase order, or check. The credit/procurement card must bear the ~~applicable Visa, Master Card, Discover, American Express or petroleum~~ company logo.

Adopted: ~~December 11, 2008~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[38-621](#)

[38-622](#)

[38-623](#)

[38-624](#)

[38-625](#)

Uniform System of Financial Records

CROSS REF.:

[DKC](#) - Expense Authorization/Reimbursement

REGULATION

CREDIT CARDS

(Credit Cards and/or Procurement Cards)

Purposes, Conditions, and Limits

The issuance and use of a credit/procurement card is to provide an alternative purchasing mechanism when traditional payment/procurement methods are not feasible. Cards shall be issued in the District's name and if applicable, the user's name. The employee issuing cards shall maintain a complete list of designated card users. Physical security of cards shall be maintained at all times. The District shall cancel or inactivate cards, or recover the cards if possible, upon loss, theft, or misuse; when a card is no longer needed; and upon the card holder's separation from the District's employment when the card is in the user's name. For cards issued in the District's name a specific employee shall be designated by the Superintendent to track who has the cards and account for all card transactions.

A credit/procurement card may be used to facilitate the payment of travel expenses such as hotels, meals and registrations for training and education while conducting District business, including fuel for District-owned vehicles.

Purchasing control limits shall be based on single transaction limits and monthly purchase limits for each card holder. Purchase limits shall be established based on the types of transactions for which the card is being used. Personnel issued credit/procurement cards shall be determined by the Superintendent to have a legitimate need and whose use of the card is necessary for effective purchasing. Personnel designated to use credit/procurement cards shall be advised by the Superintendent of their purchasing control limits.

Authorized Card Holders

Persons designated as authorized credit/procurement card holders must agree to abide by the procedures described in this regulation.

The holders will be held liable for any unauthorized use of a District-assigned credit/procurement card, which may result in disciplinary action up to and including the loss of employment and other actions provided by law. All card users, including users of cards issued only in the District's name, shall sign a user agreement acknowledging receipt and understanding of the District's policies and regulations for the cards use. The agreement shall authorize the District to withhold wages for the amount of any improper purchase; pursuant to the Fair Labor Standards Act. To the extent permitted by law card users shall be held personally liable for card transactions that are contrary to laws, rules, policies and regulations, including applicable penalties and interest. The user agreement shall contain a statement expressing possible disciplinary actions for the misuse of a District credit/procurement card.

Except for business department personnel performing authorized office duties, no person other than a designated holder is to have access to or use of a District-assigned credit/procurement card.

Authorized card holders shall receive training on the use of the card that addresses purchase limitations, advanced purchasing approval, necessary purchase documentation, and the

District's payment process regimen.

Scope

The credit/procurement card is to be used only when the items and/or services to be purchased are for the official use of the District. *No personal use of a credit/procurement card is allowed.*

District-assigned credit/procurement cards may be used only when one (1) of the following conditions exists:

- A. When a vendor will not accept a purchase order or offer billing terms.
- B. When the purchase must be made during an "*emergency*." For the purpose of this regulation, emergency means payment for a purchase must be made before the next accounts payable check run. A memo bearing the Superintendent's signature of approval must be presented explaining the circumstances and nature of the emergency.
- C. When certain purchases could be made more efficiently and cost effective.

Credit/Procurement Card Purchasing Limitations

District-established credit/procurement card purchasing limitations shall be established by the Superintendent. The Superintendent shall establish card user and single transaction limits and monthly purchase limits for each card. Such limits shall be established based on the type of transactions for which the card is to be used.

A purchase made using a District-assigned credit/procurement card may not violate any District purchasing policy or regulation. All purchases must be appropriate and in the best interest of the District. Violation may result in termination of the employee's credit/procurement card privileges.

Credit/Procurement Card Transaction Requirements for Physical, Verbal, and Internet Orders

When a District-assigned credit/procurement card is required for a physical, verbal or internet purchase, the following steps must be taken:

- A. Prior to use of the credit/procurement card, the card holder is to submit a purchase order requisition form to the District business office accompanied by the following:
 - B. A detailed description of the items and/or services to be purchased using the credit/procurement card.
 - C. The date the purchase will be made.
 - D. The actual amount of the purchase. If the actual amount is not known an estimate may be stated, but the *amount of the purchase cannot exceed the stated amount.*
 - E. Proper account coding information.
 - F. Signatures of the requester and the approving authority.
- G. The holder must verify that a purchase order has been created and approved *before* a credit/procurement card transaction occurs.

H. When a credit/procurement card is used the card holder must promptly submit all receipts and other related documentation to the business office. The documentation should clearly indicate the employee making the purchase and the specific school purpose for the expenditure. Receipts for fuel or vehicle repairs are to include the vehicle license number.

Supporting Purchase Documentation

Employees using cards shall submit all supporting documentation to the District monthly. Supporting documentation shall include:

- A. Purchasing requisition, purchase order, invoice, packing slip, receiving report, and transaction receipt, as applicable. If original receipts are not available because they are lost or illegible, the card user shall request a copy of the receipt from the vendor or complete an affidavit detailing the purchase date, vendor, product, cost, tax and other charges, and reason the receipt is not available.
- B. A description of the item(s) purchased and the specific District purpose for the expenditure.
- C. The card user's signature and date the document was submitted to the District.
- D. Documentation of the purchase of fuel or vehicle repair, the license number of the vehicle, and odometer reading of the vehicle.
- E. Transactions, such as Internet, phone, and fax transactions may result in card charges before goods or services are received. Such transactions are allowed purchases that are normally prepaid in order to procure the item or to receive a discounted price. In such instances the District shall ensure that all relevant aspects of Uniform System of Financial Records (USFR) VI-G are adhered to for each purchase.

Credit/procurement card statements must be addressed directly to the business office and not to the card holder. All purchase transaction receipts must be reconciled to the monthly credit/procurement card statements prior to entry on an expense voucher. As credit/procurement card companies may charge fees and interest, payments must be made in a timely manner to avoid finance charges.

Use of a Credit/Procurement Card for Travel

Reservations may be made through the Business Services Department. A completed professional leave form must be submitted along with the necessary information. The business office will provide the credit/procurement card information to the selected vendor.

Payment Process Regimen

The Superintendent shall ensure that approval, verification, and payment duties are separate among different employees. A copy of the billing statement shall be sent directly to the District. Electronic statements may be accepted if provided to card users by the financial institution or the District. Upon receipt of the billing statement the card user should complete the transaction log and submit the log, billing statement, and all other supporting documentation for review and approval. The reviewer shall:

- A. Confirm that all supporting documentation is complete and was submitted in a timely manner.

- B. Verify that each purchase transaction appearing on the card user's billing statement is an appropriate, legitimate District purchase that was approved, and within the individual's authorized purchase limits.
- C. For travel expenses, verify the expenses do not exceed allowable reimbursement amounts as prescribed by USFR and are supported by a properly approved travel claim.
- D. Initial and date the reconciliation document for review.
- E. Submit reconciled statements and supporting documentation.

All receipts shall be reconciled and reviewed monthly and if possible, prior to payment of the monthly bill. Payments shall be made in a timely manner to avoid late fees and finance charges. Card balances shall be paid in full each billing cycle. Should the reconciliation or review identify any items that were not a valid purchase, it shall be reported to the Superintendent and disputed.

Periodic Review

The District shall periodically compare budget and actual expenditures to ensure purchases remain within budget limits, or available cash balance, as applicable and shall monitor the types of purchases and vendor usage to ensure compliance with District procurement policies and regulations, and USFR purchasing guidelines.

The review process shall include strategies that are employed to detect improper or fraudulent transactions.

Rebates and Incentives

Credit cards or procurement cards may contain provisions for the District to receive cash rebates or incentives in the form of rebates. Should this occur the District shall treat rebates as miscellaneous revenue or as a deduction of expenditures.

Should a rebate be received in the same fiscal year as the original expenditure, including the encumbrance period, the rebate may be recorded as a reduction of the original expenditure. Otherwise, the District shall record the rebate as miscellaneous revenue in the original expenditure or in the Auxiliary Operations Fund.

Compare DGD-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

DGD-E ©

EXHIBIT

CREDIT CARDS

DISTRICT-ASSIGNED CREDIT/PROCUREMENT

CARD HOLDER AGREEMENT

By my signature I hereby acknowledge that I have read and understand the ~~Glendale Elementary~~ _____ School District's credit/procurement card policy and regulations, and that I have been provided sufficient opportunity to ask questions related to the District's credit/procurement card policy and regulation. Furthermore, I affirm that I will not use the credit/ procurement card for personal reasons and that I have been advised of the purchase limitations associated with the use of the card. I understand that a violation of this agreement may result in disciplinary action up to and including termination, and possible legal action.

==

Signature

Position

==

Printed

~~name~~ _____ ~~Date~~

name

Date signed

DH ©
BONDED EMPLOYEES
AND OFFICERS

The Governing Board requires bonding of student activities treasurers and other school employees to cover fidelity and loss of money. The amount of bond will be prescribed by the Board, except that no revolving fund shall be established unless the designated custodian is bonded for an amount equal to twice the amount of the fund. In determining the amount and type of other bonds, the Board will consider the amount of money in accounts during the period of time covered by the bond. The cost of bonding shall be paid by the District.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-1101](#)

[15-1122](#)

[15-1126](#)

DI ©
FISCAL ACCOUNTING AND REPORTING

The Superintendent shall be ultimately responsible for receiving and properly accounting for all funds of the District.

The Uniform System of Financial Records developed by the State Department of Education and the Auditor General's Office shall be used to provide for the appropriate separation of accounts and funds.

The Superintendent shall provide to the Board periodic financial reports showing the financial condition of the District.

The Superintendent shall also be responsible for student accounting and shall report enrollment and attendance as required by the state.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-239](#)

[15-271](#)

[15-272](#)

[15-901](#)

DIA ©
ACCOUNTING SYSTEM

Records of all phases of the business operation shall be kept in strict accordance with the Uniform System of Financial Records, other applicable laws, and the policies of the Board.

The District may apply to the State Board of Education (SBE) to assume accounting responsibility, in which case the District shall develop and file with the SBE an accounting responsibility plan as specified in A.R.S. [15-914.01](#). An approval by the SBE for the District to assume accounting responsibility compels the District to contract with an independent certified public accountant for an annual financial and compliance audit.

Adopted: June 10, 2010

LEGAL REF.:

A.R.S.

[15-239](#)

[15-914.01](#)

[15-271](#)

[15-272](#)

CROSS REF.:

[DI](#) - Fiscal Accounting and Reporting

[DIC](#) - Financial Reports and Statements

DIB ©
TYPES OF FUNDS / REVOLVING FUNDS

General Purpose Revolving Fund

A general purpose revolving fund shall be established, pursuant to A.R.S. [15-1101](#), at a local bank in the account name of the Glendale Elementary School District No. 40. Drafts drawn on the account shall be signed by the employee in charge of the fund or other designated person. The fund shall be managed in the manner prescribed by the U.S.F.R.

No revolving fund may be established unless the designated employee in charge is bonded for an amount equal to twice the amount of the fund. The cost of the bond shall be a proper charge against the District.

Auxiliary Operations Fund

The auxiliary operations fund shall consist of monies raised with the approval of the Board in pursuance of and in connection with all activities of school bookstores and athletic activities.

Fund monies shall be accounted for in accordance with the requirements of the U.S.F.R.

After authorization by the Board, fund monies shall be deposited in a bank account designated as the auxiliary operations fund. Disbursements from the fund shall be authorized by the Board.

Disbursements shall be made by check signed by two (2) employees of the District designated by the Board. Persons authorized by the Board to sign checks shall be bonded, and the cost shall be charged against the fund.

Auxiliary operations fund monies may be invested and reinvested by the Board. All monies earned by investment shall be credited to the auxiliary operations fund.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-1101](#)

[15-1125](#)

[15-1126](#)

CROSS REF.:

[JJF](#) - Student Activities Funds

DIC ©
FINANCIAL REPORTS
AND STATEMENTS

Prior to October 15 of each year, the Superintendent shall present to the Board the annual financial report for the previous fiscal year and the Governing Board shall submit the annual financial report for the previous fiscal year to the Department of Education, which shall prominently display this information about the District on the website maintained by the Department.

The District annual financial report shall be published by November 15 either in a newspaper of general circulation within the District, by electronic submission to the Department of Education for publication on its web site, in the official newspaper of the county, or by mailing to each household in the School District. If published electronically as indicated above, a link shall be posted on the School District web site to the state department's web site.

The Superintendent shall also ensure that a report of expenditures of public funds and student activity funds is provided to the Board on a monthly basis.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-271](#)

[15-302](#)

[15-904](#)

[15-919.06](#)

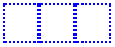
[15-977](#)

[15-991](#)

CROSS REF.:

[CM](#) - School District Annual Report

[DBC-R](#) - Budget Planning, Preparation and Schedules



DICA © BUDGET FORMAT

The District shall utilize the budget format prepared and prescribed by the Superintendent of Public Instruction in conjunction with the auditor general. The budget format is designed to allow school districts to plan and provide in detail for the use of available funds.

The District shall prominently post on its website home page a copy of its profile pages that displays the percentage of every dollar spent in the classroom by that school district from the most recent status report issued by the auditor general.

The District may want to include the additional categories of Instructional Support and Student Support alongside the dollars in the classroom number as the intention of the report is to give a more accurate picture of the percentage of district dollars spent that directly impact teaching and student learning.

The budget format, in addition to other requirements specified in statute, shall also contain the following information. The School District shall prominently post on its website home page, separately from its budget, Items A through F below:

- A. A statement identifying proposed pupil-teacher ratios and pupil-staff ratios relating to the provision of special education services for the budget year.
- B. A statement identifying the number of full-time equivalent certificated employees.
- C. The prominent display of the average salary of all teachers employed by the School District for the current year.
- D. The prominent display of the average salary of all teachers employed by the School District for the previous year.
- E. The prominent display of the dollar increase in the average salary of all teachers employed by the School District for the current year.
- F. The prominent display of the percentage increase in the average salary of all teachers employed by the School District for the current year.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-271](#)

[15-302](#)

[15-903](#)

[15-977](#)

[15-991](#)

[41-1279.03](#)

CROSS REF.:

[CM](#) - School District Annual Report

[DBC-R](#) - Budget Planning, Preparation and Schedules

[DIC](#) - Financial Reports and Statements

[DIE](#) - Audits/Financial Monitoring

Compare DID INVENTORIES (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

DID © INVENTORIES

The Superintendent shall establish a ~~complete property control system to~~ program to implement District inventory procedures, which shall include inventory of land, buildings, and equipment as required ~~by~~ in the Uniform System of Financial Records (USFR) ~~and to comply with applicable statutes and rules.~~

The acquisition threshold for capitalizing items and entering them on the general fixed assets listing shall be five thousand dollars (\$5,000) or greater. ~~Capitalized assets will be included in the general fixed assets listing. The acquisition threshold for stewardship items shall be~~ Items having an acquisition cost greater than one thousand dollars (\$1,000) but less than five thousand dollars (\$5,000) ~~. Stewardship items will be included in the stewardship listings~~ shall be placed on the stewardship listing. General fixed assets and stewardship items shall be inventoried as specified by the USFR.

Adopted:

~~November 17, 2016~~

date of Manual adoption

LEGAL REF.:

~~A.R.S.~~

~~15-341(G)~~

~~15-342~~

~~A.A.C.~~

~~R7-2-1131~~

Uniform System of Financial Records ~~Code of Federal Regulations (CFR) 34 80.32~~

Compare DID-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

DID-R ©

REGULATION

INVENTORIES

The business manager has responsibility to assist the Superintendent in developing procedures for maintaining District inventories. The District will follow the prescribed minimum internal control policies and procedures provided by the Uniform System of Financial Records to meet compliance requirements for inventories.

A copy of the complete inventory shall be on file in the office of the business manager. A detailed listing of capital assets such as land, buildings, machinery and equipment, vehicles, infrastructure, and easements must be established as prescribed by the Governmental Accounting Standards Board (GASB). Assets, including lands and buildings, and improvements to land and/or existing buildings, having a total acquisition cost of ~~one~~ five thousand dollars (\$~~1~~\$5,000) or more ~~and with a life expectancy greater than one (1) year~~ will be tagged, marked, ~~and capitalized. Lands and buildings, and improvements to land and/or existing buildings, costing five thousand dollars (\$5,000) or more will be capitalized and included in the general fixed assets listing. A comprehensive physical inventory of all District property shall be conducted every three (3) years.~~ capitalized and included in the general fixed-assets inventory. To comply with the requirements of GASB Statement number 34, accurate, complete, and up-to-date documentation including, but not limited to, the following shall be maintained:

A. An inventory record registering for each item the:

1. description;
2. year of acquisition;
3. method of acquisition;
4. funding source;
5. cost or estimated cost;
6. salvage value;
7. estimated useful life;
8. function(s) for which the asset is used.

B. A depreciation schedule that:

1. includes all exhaustible capital assets, by type, with examples;
2. excludes non-exhaustible capital assets and construction in process;

3. is based on locally-determined estimated useful life, typically in years;
4. projects residual value at the end of useful life;
5. identifies the method used for calculating depreciation;
6. identifies the selected averaging condition, where applicable.

C. A disposal listing of items removed from the inventory, including at minimum the date and method of disposal.

A stewardship inventory shall also be maintained for all equipment, including vehicles, with a cost of one thousand dollars (\$1,000) or more but less than the capital asset threshold. The inventory must identify each item's description, identification (tag) number, location, and the month and year of acquisition.

For insurance and other purposes, an inventory of items with an acquisition cost of less than one thousand dollars (\$1,000) may be maintained.

The District shall conduct a physical inventory of listed equipment:

- A. at least every two (2) years for items:
 1. purchased with federal funds;
 2. with an acquisition cost of five thousand dollars (\$5,000) or more.
- B. at least every three (3) years:
 1. for all capital equipment;
 2. for items on the stewardship list, where such list exists.

Facility administrators shall implement the procedures, ~~providing~~ maintain lists, and provide reports as requested on the contents of their buildings.

~~Facility administrators shall require any employee who removes an item from one school for use in another to have a written request for such removal signed by the business manager.~~

Each administrative unit shall assist in completing an annual inventory of all capital furniture and equipment, library media, and textbooks at its location.

Facility administrators shall require any employee who desires to remove an item from one school or department for use in another to submit a written transfer request form to the business manager. Written approval must be obtained from the business manager prior to the relocation of an item.

Supply records shall be kept, which will show:

- ~~The~~A. The name of the individual receiving the supplies.
- ~~The~~B. The date received.
- ~~The~~C. The disposition of the supplies.

A perpetual inventory shall be maintained for all supplies warehoused by the District.

Compare DIE © AUDITS / FINANCIAL MONITORING (version 3 to 2)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

DIE © AUDITS / FINANCIAL MONITORING

The Governing Board directs the Superintendent to implement procedures that assure District compliance with all state and federal requirements for financial monitoring and audits. Contingent upon prescribed qualifying criteria, such requirements may include, but are not limited to, procedural reviews by the Office of the Auditor General and the federal Single Audit Act Amendments and Office of Management and Budget (OMB) Compliance Supplement June 2016.

The procurement of the necessary services shall be consistent with the District's policy on bidding and purchasing procedures. Any allocation of costs for the services shall conform to the requirements of the Uniform System of Financial Records (USFR).

~~The following statutory limitations regarding the auditor or auditing firm shall be followed:~~

A

~~The District may not hire the same auditor or auditing firm for more than three (3) consecutive years.~~

~~B. An auditor or auditing firm hired by a school district may not also receive consulting fees from that school district.~~

~~A~~ final report of each separate fiscal management review shall be presented to the Board for examination and discussion. After a report has been presented to the Board, it will become a matter of public record, and its distribution will not be limited. Copies of a final report shall be filed with appropriate state and other authorities.

The District shall prominently post on its website home page a copy of its profile pages that displays the percentage of every dollar spent in the classroom by that school district from the most recent status report issued by the Auditor General.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.

~~15-213~~ [213](#)

[15-239](#)

[15-914](#)

[15-2111](#)

[41-1279.03](#)

[41-1279.04](#)

[41-1279.05](#)

[41-1279.07](#)

[41-1279.21](#)

[41-1279.22](#)

A.A.C. -

[R7-2-902](#)

USFR - Audit Requirements

2 CFR Part 200 Appendix XI, Compliance Supplement

CROSS REF.:-

[DICA](#) - Budget Format

Compare DIE-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

DIE-R ©

REGULATION

AUDITS / FINANCIAL MONITORING

Each program, instructional unit, and department shall prepare and maintain such financial records as are directed by the Superintendent. The documents shall be accurate and of essential sufficiency to enable the District to comply with all requirements for financial monitoring and audits, both internal and external.

In addition to special reviews that may be conducted as necessary, the District will comply with the following minimum requirements to demonstrate proper management of and accountability for its fiscal resources:

● ~~Whenever~~

A. ~~Whenever~~ the District's expenditure of federal financial assistance is less than

~~three~~

~~five~~ hundred thousand

~~dollars~~

~~dollars~~ (

~~\$300~~

~~\$500,000~~) during a fiscal year, the District shall be subject to a procedural review conducted by the

~~Office of~~

~~Office of~~ the Auditor General at times determined by the Auditor General, subject to the following provisions:

■ ~~Districts~~

B. ~~Districts~~ that have adopted a Maintenance and Operations Fund (M&O) budget of two million

~~dollars~~

~~dollars~~ (\$2,000,000) or more shall contract with an independent certified public accountant to conduct an annual financial statement audit in accordance with generally accepted governmental auditing standards.

~~■ Beginning with fiscal year 2004-2005, Districts~~

C. Districts that have adopted a Maintenance and Operations Fund (M&O) budget between seven

~~hundred thousand~~

hundred thousand dollars (\$700,000) and two million dollars (\$2,000,000) shall contract with an independent

~~certified public~~

certified public accountant to conduct a biennial financial statement audit in accordance with generally

~~accepted governmental~~

accepted governmental auditing standards.

~~● Whenever~~

D. Whenever the District's combined expenditure from all sources of federal financial assistance is

~~three hundred thousand~~

five hundred thousand dollars (

~~\$300~~

\$500,000) or more during a fiscal year, the District shall contract with an approved independent auditor to conduct an annual financial audit. The audit shall be performed in accordance with generally accepted auditing standards in compliance with the requirements of the federal Single Audit Act Amendments of

~~1996~~

2003 and any implementing regulations of the Office of Management and Budget (OMB).

To the extent permitted by federal law, the District:

A. may convert to a biennial audit schedule when the previous annual audit contained no *significant negative findings*, defined as the District having received a letter of noncompliance issued by the auditor general;

B. shall convert back to an annual audit whenever an audit produces significant negative findings;

C. may convert back to a biennial audit schedule when the two (2) previous audits have not contained any significant negative findings.

The Superintendent shall be promptly informed of any material deficiency that is discovered during a monitoring or auditing process.

**DJ ©
PURCHASING**

(Purchasing Ethics Policy)

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.

This policy should not be construed to prohibit District Governing Board members and employees from accepting inexpensive novelty advertising items and holiday gifts or occasional business lunches.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-213](#)

[15-323](#)

[38-503](#)

[38-504](#)

Compare DJE © BIDDING / PURCHASING PROCEDURES

first

(version 4 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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.

The Superintendent ~~shall prepare regulations to assure the District conforms to proper procedures and practices.~~ 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.

~~Verbal~~ Written price quotations will be requested from at least three (3) vendors for transactions of at least ten thousand dollars (\$10,000) ~~but less than fifty thousand dollars (\$50,000). The price quotations should be shown on, or attached to, the related requisition form. If three (3) verbal quotations cannot be obtained, documentation showing the vendors contacted that did not offer price quotations, or explaining why price quotations were not obtained, shall be maintained on file in the District office.~~ Written price quotations will be requested from at least three (3) vendors for transactions of at least fifty thousand dollars (\$50,000) but not more than ~~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.

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~~-three million dollars (~~\$1~~\$3,000,000) 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.

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~~

to A.R.S. [13-3821](#), will perform work on District premises or equipment at any time when District students are, or

~~are reasonably~~

are reasonably expected to be, present. The vendor further agrees by acceptance of this order that a violation of

~~this condition~~

this condition shall be considered a material breach and may result in a cancellation of the order at the District'

~~s discretion~~

s discretion.

Adopted: ~~January 30, 2014~~`<-- z2AdoptionDate -->`

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](#)

[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~~—USFR: VI-G-8 *et seq.*

[2 C.F.R. 200.321](#)

CROSS REF.:—

[BCB](#) - Board Member Conflict of Interest

[DJ](#) - Purchasing

[DJG](#) - Vendor/Contractor Relations

[GBEAA](#) - Staff Conflict of Interest

[JLIF](#) - Sex Offender Notification

Compare DJE-R © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

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 ~~to~~ [15-213](#), [15-323](#), ~~and~~ [38-503](#)), the Arizona school district procurement rules set out in A.A.C. [R7-2-1001](#) through [1195](#), and with the following.

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:

- ~~Submittal~~ **A. Submittal** requirements including:
 - ~~Date~~ **1. Date** and time due;
 - ~~Type~~ **2. Type** and manner by which quotations may be received (e.g., telephone, written, fax, e-mail, ~~prepared form~~ **prepared form**);
 - ~~Physical~~ **3. Physical** or digital address to which quotations are to be delivered.
- ~~Specific~~ **B. Specific** information the quotation must include.
- ~~Whether~~ **C. Whether** or not negotiations may be held.
- ~~Options~~ **D. Options** that may be made pursuant to a purchase contract, i.e., extensions and renewals.
- ~~Contracts~~ **E. Contracts** for job-order-contracting services shall be limited to no more than five (5) years unless the ~~Board determines~~ **Board determines** that a contract of longer duration would be advantageous to the District and has provided for ~~such~~ **such** duration as a part of bid documents and conditions of renewal or extension within contract language. ~~Such~~ **Such** determination should be memorialized in writing and kept in the meeting minutes and contract/bid file.
- ~~Uniform~~ **F. Uniform** terms and conditions included in the request by text or reference.
- ~~Such~~ **G. Such** additional terms, conditions, and instructions as are applicable to the purchase under consideration.

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:

- ~~When-A.~~ **When** the terms and conditions of renewal or extension are included in the solicitation for bids;
- ~~When-B.~~ **When** monies are available for the first fiscal year at the time of contracting;
- ~~When-C.~~ **When** the competitive purchasing method is appropriate to the projected cumulative cost over the term ~~of the-of the~~ multiple year contract.

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:

- ~~The-A.~~ **The** Governing Board has determined in writing that:
 - ~~The-1.~~ **The** estimated requirements cover the contract period and are reasonable and continuing;
 - ~~A-2.~~ **A** multi-term contract will serve the District's best interest by encouraging competition or ~~promoting economies~~ **promoting economies** in procurement;
 - ~~If-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:

- ~~Document~~ A. Document the time period that the pricing is valid;
- ~~Determine~~ B. Determine the vendor will honor the pricing for the multi-year period;
- ~~Secure~~ C. Secure and maintain written affirmation with the vendor that, although it is the District's intent to ~~purchase certain~~ 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.

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](#).

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~~

at [R7-2-1033](#)

~~may~~

may be followed. In all other cases, adequate public notice of the invitation for bids shall be given as provided

~~in~~

in [R7-2-1022](#)

~~or~~

or as provided

~~in~~

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~~

to [R7-2-1024](#), notice also may be given as provided

~~in~~

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~~

in [R7-2-1022](#). When the invitation for bids is for the procurement of services other than those described

~~in~~

in [R7-2-1061](#)

~~through~~

through [R7-2-1068](#)

~~and~~

and [R7-2-1117](#)

~~through~~

through [R7-2-1123](#), Specified Professional Services, notice also shall be given as provided

~~in~~

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~~

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.

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.

Multistep Sealed Bidding

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

- ~~Available~~ A. Available specifications or purchase descriptions are not sufficiently complete to permit full competition ~~without technical~~ without technical evaluations and discussions to ensure mutual understanding between each bidder and the District;
- ~~Definite~~ B. Definite criteria exist for evaluation of technical offers;
- ~~More~~ C. More than one (1) technically qualified source is expected to be available; and
- ~~A-D~~ 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~~ out in [R7-2-1036](#) ~~and~~ and [1037](#) ~~shall~~ shall be followed.

Competitive Sealed Proposals

If, pursuant

~~to~~

to [R7-2-1041](#), the Governing

~~Board-~~

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:

- ~~Use~~-A. **Use** a contract other than a fixed-price type;
- ~~Conduct~~-B. **Conduct** oral or written discussions with offerors concerning technical and price aspects of their proposals;
- ~~Afford~~-C. **Afford** offerors an opportunity to revise their proposals;
- ~~Compare~~-D. **Compare** the different price, quality, and contractual factors of the proposals submitted; or
- ~~Award~~-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~~ 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:

- ~~The~~-A. **The** type of services required and a description of the work involved;
- ~~The~~-B. **The** type of contract to be used;
- ~~An~~-C. **An** estimate of the duration the service will be required;
- ~~That~~-D. **That** cost or pricing data is required;
- ~~That~~-E. **That** offerors may designate as proprietary portions of the proposals;
- ~~That~~-F. **That** discussions may be conducted with offerors who submit proposals determined to be ~~reasonably susceptible~~ **reasonably susceptible** of being selected for award;
- ~~The~~-G. **The** minimum information that the proposal shall contain;
- ~~The~~-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~~

with [R7-2-1022](#).

Before submission of initial proposals, amendments to requests for proposals shall be made in accordance

~~with~~

with [R7-2-1026](#). After submission of proposals, amendments may be made in accordance

~~with~~

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~~

in [R7-2-1061](#)

~~through~~

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~~

with [R7-2-1117](#)

~~and~~

and [1118](#). Procurement procedures related to purchasing services from the professional providers are to conform

~~to~~

to [R7-2-1119](#)

~~through~~

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~~

at [R7-2-1068](#)

~~through~~

through [1086](#)

~~and~~

and the accompanying conditions described

~~in~~

in [R7-2-1091](#)

~~through~~

through [1093](#).

Preparation of Specifications

Specifications for goods, services, and construction items are to be prepared in the manner prescribed by

~~rules~~

rules [R7-2-1101](#)

~~through~~

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~~

with [R7-2-1109](#)

~~through~~

through [1116](#).

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.

[R7-2-1057](#) 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 A.R.S.

[15-952](#)

~~are~~

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 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.

EXHIBIT

BIDDING / PURCHASING PROCEDURES

(Cancellation of Contracts)

Within three (3) years after the execution of any contract made by the District, the District may cancel such contract if any person significantly involved in initiating, negotiating, securing, drafting, or creating the contract on behalf of the District is, at any time while the contract or any extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract.

Such cancellation by the District shall be effective when written notice from the Board is received by all other parties to the contract unless the notice specifies a later time.

In addition to the right to cancel a contract, as provided above, the District may recoup any fee or commission paid or due any person significantly involved in initiating, negotiating, securing, drafting, or creating the contract on behalf of the District from any other party to the contract arising as the result of the contract.

Notice of this provision shall be included in every contract to which the District is a party. Such notice could read:

In accordance with A.R.S. [38-511](#), if a person significantly involved in a District contract becomes an employee, agent, or consultant to any other party of the contract with respect to the subject matter of the contract, the District may cancel the contract within three (3) years of execution and recoup any fee or commission paid to such person.

DJG ©
VENDOR / CONTRACTOR RELATIONS

Fingerprinting Requirements

A contractor, subcontractor or vendor, or any employee of a contractor, subcontractor or vendor, who is contracted to provide services on a regular basis at an individual school shall obtain a valid fingerprint clearance card pursuant to A.R.S. [41-1758](#) *et seq.* The Superintendent, or a principal subject to approval by the Superintendent, may exempt from the requirement to obtain a fingerprint clearance card a contractor, subcontractor, or vendor whom the Superintendent or principal has determined is not likely to have independent access or unsupervised contact with students as part of their normal job duties while performing services to the school or to the School District. The exemption shall be given in writing and a copy filed in the District office.

The Superintendent shall develop uniform District criterion for making a determination of whether or not an exemption will be granted.

Required Contract Provisions

Each District contract shall contain the provisions of statute paraphrased below and the Superintendent shall implement procedures to randomly verify the records of contractor and subcontractor employees to ensure compliance with these warranties.

The contract or agreement with each contractor shall contain the warranties indicated below:

- Each contractor shall warrant compliance with all federal immigration laws and regulations that relate to their employees and that they have verified employment eligibility of each employee through the E-Verify program. The contractor shall acknowledge that a breach of this warranty shall be deemed a material breach of the contract subject to penalties up to and including termination of the contract.
- The contractor further acknowledges that the School District retains the legal right to inspect the papers of any contractor or subcontractor employee who works on the contract to ensure compliance by the contractor or subcontractor.

The contractor shall facilitate this right by notice to his employees and supervisors.

Adopted: December 8, 2009

LEGAL REF.:

A.R.S.

[15-512](#)

[23-214](#)

[41-1758](#) *et seq.*

[41-4401](#)

Public Law 92-544

CROSS REF.:

[DBF](#) - Budget Hearings and Reviews/Adoption Process

[DIC](#) - Financial Reports and Statements

[DJE](#) - Bidding/Purchasing Procedures

REGULATION

VENDOR / CONTRACTOR RELATIONS

A District appointed contract liaison shall at random times request contractor and subcontractor employment records. Intermittently and without prior notice, the District appointed liaison to each contractor shall request from the individual contractor and subcontractor employees the information required on the I-9 form. Such information shall be used to verify the employee's right to work status and the contractor and subcontractor compliance with contract warranties. A report of the result of this inquiry shall be made to the Superintendent.

DJGA ©
SALES CALLS AND DEMONSTRATIONS

Sales representatives for school services, supplies, or other materials are not permitted to call on teachers or other school staff members except with prior authorization from the Superintendent.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

Compare DJGA-R © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk* **last**
through the modifications.

~~DJGA-R ©~~

~~REGULATION~~

~~SALES CALLS AND DEMONSTRATIONS~~

~~When appropriate, the principal may give permission to sales representatives of educational products to see members of the school staff at times that will not interfere with the educational program.~~

DK ©
PAYMENT PROCEDURES

In order to receive appropriate discounts and maintain good vendor relations, the Board directs the prompt payment of salaries and bills, but only after due care has been taken to assure that such amounts represent proper obligations of the District for services and/or materials received.

The Superintendent will implement procedures for the review of purchase invoices to determine that items or services are among those budgeted, itemized goods or services have been satisfactorily supplied, funds are available to cover payment, and invoices are in order and for the contracted amounts.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-304](#)

[15-321](#)

[15-906](#)

EXHIBIT

PAYMENT PROCEDURES

**RESOLUTION AUTHORIZING THE EXECUTION OF
WARRANTS BETWEEN BOARD MEETINGS**

WHEREAS, A.R.S. [15-321](#) sets forth the procedures for execution of warrants drawn on the District, and

WHEREAS, said statute provides that an order for salary or other expense may be signed between Board meetings if a resolution to that effect has been passed prior to the signing and that order is ratified by the Board at the next regular or special meeting of the Governing Board;

NOW, THEREFORE, BE IT RESOLVED, that said statutory procedure be, and herein is, ordered for use in the District in accordance with the provisions of A.R.S. [15-321](#).

This resolution was moved, seconded, and passed at a meeting of the Glendale Elementary School District No. 40 Governing Board on _____, 20____.

ATTEST:

President



DKA ©
PAYROLL PROCEDURES / SCHEDULES

The District will establish two (2) or more days in each month, not more than sixteen (16) days apart, as fixed paydays for payment of wages in accord with Arizona Statute. Employees may choose to have their salaries paid in full upon the last pay date following completion of their assignments or may annualize their pay. Employees who choose to receive payment of wages beyond the period in which the wages were earned (deferred payment) will be subject to Internal Revenue Service (IRS) penalties unless they provide a written election of such deferral prior to the first duty day of the year of deferral. Forms for such deferral shall be made available. Any change to the election must be made prior to the first duty day of the fiscal year of the deferment.

An employee who quits the service of the District shall be paid all wages due on the regular payday for the pay period during which termination occurs. Such wages may be paid by mail if requested.

An employee who is discharged from service of the District shall be paid all wages due within ten (10) calendar days from the date of discharge.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-502](#)

[23-351](#)

[23-353](#)

CROSS REF.:

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

EXHIBIT

PAYROLL PROCEDURES / SCHEDULES

DEFERRED WAGE PAYMENT ELECTION FORM

By my signature I hereby acknowledge that I have read and understand the School District's policy on deferred wages. Furthermore, by my signature on this form I am electing to defer payment of my wages on an annualized basis consisting of twenty-six (26) payments. I understand that any change from an annualized election of payment requires that I notify the District prior to the beginning of duty for the fiscal year in which the change is being given.

Signature

Position

Printed name

Date signed

Compare DKB © SALARY DEDUCTIONS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

DKB © SALARY DEDUCTIONS

The Superintendent shall establish procedures that conform to all requirements of the law and all policies of the District, that ensure employees receive paychecks not later than the stated payroll dates, and that ensure all amounts withheld from employee compensation are remitted and reported appropriately, correctly, and timely.

~~For deductions after October 1, 2011, the District shall make no deduction for payment from an employee's paycheck for political purposes unless the employee has provided annually a written or electronic authorization to the District for the deduction.~~

~~After October 1, 2011, if the District makes a deduction from an employee's paycheck for multiple purposes the District shall obtain a statement from each entity that indicates the payment is not used for political purposes or a statement that indicates the maximum percentage of the payment that is used for political purposes, consistent with rules for the entity statements adopted by the Attorney General. The District shall not deduct any payment in excess of the amount specified for nonpolitical purposes without the annual written or electronic permission of the employee.~~

~~For the purposes of this policy and the law, *political purposes* means supporting or opposing any candidate for public office, political party, referendum, initiative, political issue advocacy, political action committee or other similar group.~~

~~If the District knowingly deducts payments without the written or electronic employee permission as set out above or an entity provides an inaccurate statement of the political purposes or the percentage used for political purposes as set out above, the District or the respective entity is subject to a civil penalty of at least ten thousand dollars (\$10,000) for each violation.~~

~~The requirements for payroll deductions set out above do not apply to any of the following:~~

- ~~● A single deduction for nonpolitical purposes.~~
- ~~● Deductions for savings or charitable contributions.~~
- ~~● Deductions for employee health care, retiree or welfare benefits.~~
- ~~● Deductions for state, local or federal taxes.~~
- ~~● Deductions for contributions to a separate segregated fund pursuant to 2 United States Code 441b(b) or 16-920(A)(3).~~
- ~~● Any deduction otherwise required by law.~~

~~If an employee has authorized a deduction from the employee's paycheck under this policy and the law and the employee resigns membership in the association or organization for which the deduction was authorized, the employee's authorization for the deduction is *rescinded* upon the~~

~~District's receipt from the employee of written notice of the resignation. The District shall have one (1) pay period to process the rescission.~~

Involuntary Deductions (Public Record)

Federal and Arizona income taxes, Social Security (OASI/FICA), and employee contributions to the Arizona State Retirement System (ASRS) will be deducted as mandated by state and federal statutes. All other deductions must be authorized by the Board and the employee unless ordered by a court of competent jurisdiction.

Voluntary ~~Deductions and~~ Deductions and Redirections (Not Public Record)

The following deductions and redirections have been authorized by the Board:

- ~~Insurance~~-A. Insurance premiums for staff members or dependents who are being covered under Board-approved ~~Section 125~~-Section 125 cafeteria programs.
- ~~Direct~~-B. Direct deposits of net payroll with financial institutions.
- ~~Tax~~-C. Tax-sheltered annuities for companies approved by the District.
- ~~Credit~~-D. Credit union deposits.
- ~~UE~~. U.S. Savings Bonds.
- ~~Professional~~-F. Professional dues.
- ~~Contributions~~-G. Contributions to qualified charitable organizations.
- ~~Contributions to school tuition organizations.~~
- ~~Contributions~~-H. Contributions to a public school for the support of extracurricular activities or character education programs ~~of the~~-of the public school.

Adopted: ~~September 22, 2011~~date of Manual adoption

LEGAL REF.:

A.R.S.

[15-121](#)

[15-135](#)

[23-352](#)

[23-361.02](#)

[35-146](#)

[35-147](#)

[42-2001](#)

[43-401](#)

DKC ©
EXPENSE AUTHORIZATION /
REIMBURSEMENT

School employees who incur expenses in carrying out their authorized duties shall be reimbursed by the District upon submission of allowable supporting receipts, provided that prior authorization has been granted by the Superintendent.

Reimbursement amounts shall not exceed the maximums established pursuant to A.R.S. [38-624](#).

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[38-621](#) *et seq.*

[38-624](#)

Uniform System of Financial Records

CROSS REF.:

[EEB](#) - Business and Personnel Transportation Services

Compare DKC-R (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

DKC-R

REGULATION

EXPENSE AUTHORIZATION /

REIMBURSEMENT

District employees may be reimbursed for expenses related to professional development activities according to budget availability and guidelines. Reimbursement may include: registration fee for a conference or workshop, transportation, lodging and District-related expenses (i.e., telephone calls to the District). Employees will not be reimbursed for meals ~~unless~~ when meals are included in the registration fee or are a part of the conference/workshop program. District funds shall not be expended for alcoholic beverages, entertainment and recreation expenses or personal expenses of any kind.

The following precautions will be taken when granting approval for a District employee to travel to a conference/workshop:

- Only conferences/workshops which are aligned with school/department or District goals will be considered appropriate.
- Out-of-~~county~~ state travel will be permitted only when the information conveyed is not available locally.
 - The most economically feasible form of transportation will be utilized.
 - The most economically feasible lodging accommodations will be utilized.*
- Justification and appropriate rationale will be given when attendance of more than one (1) individual is requested for a specific conference.
- ~~When multiple participants attend the same conference, room accommodations will be shared if practical (i.e., participants of the same gender).~~

Conferences/workshops that are attended at District expense shall be related to the individual's current job assignment. Individuals granted permission to attend a conference or workshop at District expense are expected to attend all conference/workshop sessions. All District policies and procedures pertaining to employee conduct shall be followed.

Any out-of-~~county~~ state travel to a conference or workshop must be approved by the Board prior to the event. Exceptions may be considered on an individual basis.

Upon return from a conference/workshop, each participant shall be expected to share the information received and to provide training for others.

*SPECIAL NOTE: Lodging at a designated "conference hotel" may be utilized. Although the room rate at a "conference hotel" may not be the least expensive in the area, overall costs are

reduced due to the elimination of ground transportation from the hotel to the conference site.

DM ©
CASH IN SCHOOL BUILDINGS

Monies collected by school employees and by student treasurers shall be handled in accordance with prudent business procedures as outlined by the U.S.F.R. All monies collected shall be receipted, accounted for, and directed without delay to the proper location of deposit.

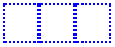
In no case shall money be left overnight in school buildings, except in safes provided for safekeeping of valuables.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)



DN © SCHOOL PROPERTIES DISPOSITION

Sale or Lease of Property

The Board may sell or lease to the state, a county, a city, another school district or a tribal government agency any school property required for public purpose provided the sale or lease of the property will not affect the normal operation of a school within the District and the District is in compliance with Policy FCB, Retirement of Facilities, and A.R.S. [15-189](#).

Disposition of Surplus Materials

The School District shall determine the fair market value of excess and surplus property. Except as provided in A.R.S. [15-342](#), surplus materials, regardless of value, shall be offered through competitive sealed bids, public auction, established markets, trade-in, posted prices, or state surplus property. If unusual circumstances render the above methods impractical, the District may employ other disposition methods, including appraisal or barter, provided the District makes a determination that such procedure is advantageous to the District. Only United States Postal Money Orders, certified checks, cashier's checks, or cash shall be accepted for sales of surplus property unless otherwise approved by the District or for sales of less than one hundred dollars (\$100).

Exceptions for Disposition of Learning Materials and Equipment

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

The Board may sell used equipment to a charter school before attempting to sell or dispose of the equipment by other means.

Competitive Sealed Bidding

Notice of the sale bids shall be publicly available from the District at least ten (10) days before the date set for opening bids. Notice of the sale bids shall be mailed to prospective bidders, including those on lists maintained by the District pursuant to A.A.C. [R7-2-1023](#). The notice of the sale bids shall list the materials offered for sale; their location; availability for inspection; the terms and conditions of sale; and instructions to bidders, including the place, date, and time set for bid opening. Bids shall be opened publicly pursuant to the requirements of A.A.C. [R7-2-1029](#).

The award shall be made, in accordance with the provisions of the notice of the sale bids, to the highest responsive and responsible bidder, provided that the price offered by such bidder is acceptable to the District. If the District determines that the bid is not advantageous to the District, the District may reject the bids in whole or in part and may resolicit bids, or the District may negotiate the sale, provided that the negotiated sale price is higher than the highest responsive and responsible bidder's price.

Auctions shall be advertised at least two (2) times prior to the auction date in a newspaper of the county as defined in A.R.S. [11-255](#). Advertisements must be at least seven (7) days apart.

All of the terms and conditions of any sale shall be available to the public at least twenty-four (24) hours prior to the auction date.

Before surplus materials are disposed of by trade-in to a vendor for credit on an acquisition, the District shall approve such disposal. The District shall base this determination on whether the trade-in value is expected to exceed the value realized through the sale or other disposition of such materials.

An employee of the District or a Governing Board member shall not directly or indirectly purchase or agree with another person to purchase surplus property if said employee or Board member is, or has been, directly or indirectly involved in the purchase, disposal, maintenance, or preparation for sale of the surplus material.

State Surplus Property Manager

Except as provided in A.R.S. [15-342](#), the District may enter into an agreement with the State Surplus Property Manager for the disposition of property pursuant to Article 8 of the Arizona Procurement Code [A.R.S. [41-2601](#) *et seq.*] and the rules promulgated thereunder.

Donation of Surplus

The Board may donate surplus or outdated learning materials, educational equipment and furnishings to nonprofit community organizations where the Board determines the anticipated cost of selling the learning materials, educational equipment or furnishings equals or exceeds the estimated market value of the materials.

Offer to Sell

The Board may offer to sell outdated learning materials, educational equipment or furnishings at a posted price commensurate with the value of the item to pupils who are currently enrolled in the District before those materials are offered for public sale.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-189](#)

[15-341](#)

[15-342](#)

A.A.C.

[R7-2-1131](#)

A.G.O.

I80-036

I80-189

U.S.F.R. Sec. III-J-5(10); App. B(6)

CROSS REF.:

[BCB](#) - Board Member Conflict of Interest

[FCB](#) - Retirement of Facilities

[GBEAA](#) - Staff Conflict of Interest

[IJJ](#) - Textbook/Supplementary Materials Selection and Adoption

EA ©
SUPPORT SERVICES GOALS /
PRIORITY OBJECTIVES

In order to provide services that are supportive of the educational program, the Board establishes these broad goals:

- To provide a physical environment for teaching and learning that is safe and pleasant for students, staff members, and the public.
- To provide safe transportation for students who ride the school bus to and from school.
- To provide services, resources, and assistance responsive to the needs of the educational programs.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

EB ©
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 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; school site selection; and emergency procedures and traffic safety problems relevant to students, employees, and the community.

Adopted: November 13, 2008

LEGAL REF.:

A.R.S.

[13-2911](#)

[15-151](#)

[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

Compare EB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

EB-R ©

REGULATION

ENVIRONMENTAL AND SAFETY PROGRAM

Responsibilities of the maintenance supervisor:

- ~~Maintain~~ A. Collaborate with the Risk Manager to maintain an overall safety program in maintenance and operation of buildings and grounds.
- ~~Provide specialized assistance as requested by school principal.~~
- ~~Coordinate with the District Indoor Air Quality Coordinator who will:~~
 - ~~Monitor indoor air quality.~~

■ ~~Document~~

B. Coordinate with the Risk Manager to coordinate indoor air quality monitoring.

C. Document District responses to the biennial information on improving and maintaining the indoor air

quality

quality (IAQ) in school buildings, which is required by A.R.S. [15-2002\(A\)\(14\)](#) to be distributed to school districts

by the

by the School Facilities Board.

Responsibilities of the school principals [incollaboration with the Maintenance Department](#):

- ~~Schedule~~ A. Schedule regular inspections.
- ~~Post~~ B. Post required state and federal safety regulations and maintain appropriate safety records.
- ~~Arrange~~ C. Arrange for the correction of defects reported to them by employees in the building by requesting ~~assistance from~~ [assistance from](#) the maintenance department.
- ~~Cooperate~~ D. Cooperate in the correction of defects reported by the maintenance department or other school administrators.

- ~~Implement procedures to monitor and maintain safe indoor air quality.~~

Responsibilities of the transportation supervisor:

- ~~Maintain~~-A. Collaborate with Human Resources to maintain standards for certification of school bus drivers.
- ~~Maintain~~-B. Maintain standards for periodic inspection and maintenance of school buses.
- ~~Maintain~~-C. Maintain standards for school bus operation and idling procedures for gasoline, diesel, and alternative ~~fuel engines~~-fuel engines which minimize air pollution by buses.

Responsibilities of other employees:

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

Responsibilities of students:

- ~~Avoid~~-A. Avoid the following behaviors:
 - ~~Setting~~-1. Setting off a false fire alarm.
 - ~~Misusing~~-2. Misusing the fire alarm system, fire extinguishers, or other fire protection and safety equipment.
 - ~~Setting~~-3. Setting a fire in the building or on the school grounds.
 - ~~Taking~~-4. Taking any action or creating any situation which either directly or indirectly affects indoor air quality ~~in an~~-in an adverse manner.
- ~~Report~~-B. Report promptly to the principal of the school or other appropriate school employee any defects in buildings, ~~grounds~~ grounds, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort ~~of employees~~of employees, students, or other persons.

Responsibilities of other individuals utilizing school buildings:

- ~~Refrain~~-A. Refrain from abusing safety equipment, such as fire extinguishers, alarm systems, et cetera.
- ~~Report~~-B. Report promptly to the ~~Superintendent~~-Maintenance Supervisor or ~~another~~ school ~~employee~~-principal any defects in buildings, grounds, ~~indoor air~~ indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of students, employees, ~~or other~~ or other persons.

Compare EBAA © REPORTING OF HAZARDS / WARNING SYSTEMS (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EBAA © REPORTING OF HAZARDS / ~~WARNING~~ 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:

- ~~Provide~~ A. Provide notice of pesticide application during a regular school session to students, employees, ~~and parents~~ and parents/guardians, given in a form reasonably calculated to provide a warning at least forty-eight (48) ~~hours prior~~ hours prior to such application.
- ~~Provide continuing instruction for students absenting themselves.~~
- ~~Post the areas scheduled to receive pesticide application.~~
- ~~Maintain written records of pesticide 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:

- ~~The~~ A. The brand name, concentration, rate of application, and any use restrictions required by the label of ~~the herbicide~~ the herbicide or specific pesticide.
- ~~The~~ B. The area or areas where the pesticide is to be applied.
- ~~The~~ C. The date and time the application is to occur.
- ~~The~~ D. The pesticide label and the material safety data sheet.

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 ~~site~~-office oral and, if possible, written notice, with posting of the area to be treated in accord with A.R.S. [32-2307](#).

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: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-152](#)

[32-2301](#)

[32-2307](#)

[32-2311.01](#)

CROSS REF.:

[IKEA](#) - Make Up Opportunities

Compare EBAA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EBAA-R ©

REGULATION

REPORTING OF HAZARDS / ~~WARNING~~ WARNING SYSTEMS

(Pesticide Application Notice)

The ~~site~~ school administrator shall be the contact person for providing information regarding pesticide application activities at the school, including but not limited to giving oral and written notification, supervising the posting of notifications as required, and maintaining records of pesticide-application notifications.

Oral and Written Notice

All oral and written notification shall contain, at a minimum, the date, time, general areas to be treated, and brand name of the pesticide to be applied. During the *regular school session*, and not less than forty-eight (48) hours prior to pesticide application, notification shall be provided in the manner indicated below.

~~• Oral~~ A. Oral notification to all students and school employees shall be provided by means of:

~~■ School~~ 1. School public address systems; or

~~■ Assembly~~ 2. Assembly communications; or

~~■ Staff~~ 3. Staff meeting announcements; or

~~■ Any~~ 4. Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.

~~• Written~~ B. Written notification to the parents or guardians of enrolled students shall be provided by means of:

~~■ Weekly~~ 1. Weekly school lunch menus; or

~~■ Special~~ 2. Special communications; or ~~■ Newsletters~~

3. Newsletters; or

~~■ Any~~ 4. Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.

Posting of Notice

No less than forty-eight (48) hours prior to pesticide application, signs measuring at least eight and one half inches by eleven inches (8 1/2" x 11") shall be posted to identify pesticide application areas. The signs shall display:

~~• The~~A. The words "warning - pesticides."~~• The~~

B. The registration number issued by the United States Environmental Protection Agency.

C. The date and time of the application.

~~• A~~D. A phone number for the school contact person and one (1) for the licensed pesticide applicator.

The signs shall be placed at:

~~• The~~A. The main entrance to all buildings where pesticide is to be applied.

~~• Playing~~B. Playing fields where pesticide is to be applied.

The signs may be removed no less than forty-eight (48) hours after the pesticide is applied.

CROSS REF.:

[IKEA](#) - Make Up Opportunities

EBB ©
ACCIDENT PREVENTION AND
SAFETY PROCEDURES

Refer to Regulation [EBC-RC](#).

Compare EBBB ACCIDENT REPORTS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EBBB © ACCIDENT REPORTS

Adequate and prompt accident reporting is essential if similar accidents are to be prevented. If there are injuries or property damage, prompt reports are also vital in assuring the District of insurance coverage.

Reports will be filed on accidents that take place on school property or that involve school vehicles, students, or staff members on school-sponsored trips, including staff members on authorized school business trips. Such reports are required whether or not there are any immediately evident injuries or damage to property.

~~Non-employee injuries/~~Any employee of the District who suffers a job-related injury/accident must file a report with the District business office within five (5) days after the date of occurrence. Should circumstances render the individual unable to submit such a report within five (5) days, the time limit may be extended.

Injury accidents should be promptly reported to ~~Risk Management and~~ the District's liability carrier. ~~The meaning of promptly is defined in the District's insurance policy determined by the conditions established~~ with the carrier.

The administration shall establish procedures for filing accident reports, and shall make sure reports include details that (1) might be helpful in preventing similar accidents in the future, (2) are needed for filing insurance claims, and (3) might be important in case of litigation.

Adopted:

~~August 17, 2004~~

date of Manual adoption

LEGAL REF.:

A.R.S.

[23-427](#)

[23-904](#)

CROSS REF.:

[GBGC](#) - ~~R~~ Employee Assistance

[GBGD](#) - Workers' Compensation

EBBB-RA ©

REGULATION

ACCIDENT REPORTS

(Student Accidents)

Employees are to report to the nurse or office any accident involving a student who is at school.

For any student who is injured on school grounds, in a school building, or in connection with a school-related or approved activity, an accident report form is to be completed by an employee who is at the scene of the accident.

A student who is ill should be sent to the nurse or the office, with an appropriate pass. If a student is sent home (only with parent knowledge), the teacher will be notified. Students are discharged to go home only from the office.

Any special health concern should be reported to the nurse.

A written report of an accident shall be made by the building principal to the Superintendent not later than noon of the school day following the incident. The insurance carrier shall be notified as appropriate.

After reviewing each accident report, the Superintendent will forward the report to the school nurse, who will maintain a file of accident reports.

EBBB-RB ©

REGULATION

ACCIDENT REPORTS

(Compensation Claims)

Accident Reports

Any employee of the District who suffers a job-related injury/accident must file a report with the District business office within five (5) days after the date of occurrence. Should circumstances render the individual unable to submit such a report within five (5) days, the time limit may be extended.

Compensation Claims

When a job-related injury/accident requires medical attention and absence from the workplace, the following conditions shall apply:

- The physician will be responsible for reporting the circumstances of the injury to the District, the Industrial Commission, and the District's insurance carrier.
- During the first seven (7) days of absence due to a job-related injury/accident, the employee will be placed on sick leave, provided the employee has accumulated sufficient sick leave.
- If a job-related injury/accident results in more than seven (7) days' absence, the insurance carrier will be responsible for handling the claim for lost pay. During such period the employee may be directed to:
 - Endorse over to the District the payments received from the insurance carrier, continue to receive a regular salary, and be charged sick leave. When the amount of the insurance payment is determined and received by the District, the employee's sick leave record will be adjusted for that fraction of the time paid by the insurance carrier (e.g., the insurance carrier pays one-half (1/2) of the normal salary of the employee, the sick leave will be adjusted on a pro rata basis); or
 - Draw compensation from the insurance carrier, provide the District with a record of such payment, and receive payment for sick leave pay for the uncompensated portion of missed time, up to the limit of accumulated sick leave.
- In no event will an employee receive a combined salary and worker's compensation in excess of the employee's regular salary.
- An employee who has used all accumulated sick leave will be removed from the payroll and will receive only such amounts as are paid by the District's insurance carrier.

Compare EBBB-E © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last** through the modifications.

EBBB-E ©

EXHIBIT

ACCIDENT REPORTS

STUDENT ACCIDENT REPORT

School _____ — ___ Date of report _____

School address _____

Name _____ — Sex: Male Female _____

Sex: Male Female Grade _____ Age _____ Date of Birth _____

Home address _____

Phone _____ — Teacher _____ Teacher _____

E-mail address _____

Time of accident: Hour _____ a.m. p.m. Date _____

Place of accident: School building School grounds To or from school

Interscholastic athletics

Witness name _____ Address _____

Phone number _____ Title/Position _____

Description of Accident:

~~How did the accident happen? What~~ What occurred and how did it occur? Using quotation marks appropriately, what did the student state? ~~(Use quotes.) Where~~ Where was the student? ~~Describe first aid given.~~

Signature of person reporting _____

Was the parent or other individual notified? ~~Yes~~ No Yes When? _____

Name of individual notified _____ ~~How~~ How? _____

By whom? _____

First aid treatment _____ ~~By~~ By whom? _____

~~Called~~ Called 911; Sent to:
~~Home~~ Home ~~Physician~~ Physician
~~Class~~ Class Home
Physician Class _____ Hospital

How was student transported? _____

~~District office notified.~~ District office notified. Time _____ By whom?

~~Location~~ Location Athletic field
~~Playground~~ Playground Classroom
Classroom Playground Classroom
Corridor of _____ Cafeteria
~~Dressing room~~ Cafeteria Dressing room
Gymnasium Cafeteria Dressing room
Gymnasium Home ec.
accident: ~~Bus~~ Bus Science lab Rest room
Science lab Rest room
~~Shop~~ Shop Showers Stairs Bus stop
Showers Shop Showers Stairs Bus stop
Bus stop Shop Showers Stairs Bus stop
 Other: _____

Follow-up:

Report to law enforcement agency or fire department? Yes No

Agency/Dept. _____ Date of Report: _____

Officer ID Number _____ D.R./I.R. # _____

Agency/Dept. Response _____

Other _____

Total number of days absent: _____

Nature of injury:

- Abrasion
- Amputation
- Animal bite
- Avulsed tooth
- Fracture
- Human bite
- Laceration
- Puncture
- Scratches
- Sprain
- Strain
- Laceration
- Puncture
- Scratches
- Sprain

Strain Other: _____

Part of body injured:

- Ankle
- Arm
- Back
- Clavicle
- Elbow
- Eye
- Face
- Finger
- Foot
- Hand
- Head
- Knee
- Leg
- Nose
- Scalp
- Toe
- Tooth
- Wrist
- Ankle
- Arm
- Back
- Clavicle
- Elbow

Eye Face Finger Foot Hand Head Knee Leg

Nose Scalp Toe Tooth Wrist Other: _____

Superintendent Superintendent's signature Date H/A or Nurse signature Date

Compare EBC © EMERGENCIES (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EBC © EMERGENCIES

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

Emergency response plans are confidential and exempt from public disclosure. The District shall not release emergency response plans ~~will specify conditions under which evacuation of school buildings will occur~~ 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 ~~also~~ designate specific emergency drills to be conducted. ~~The fire department~~ Local responders shall periodically be invited to review the plan(s).

Emergency plans developed by the Superintendent will be presented annually to the Board.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[41-1803](#)

Compare EBC-RA © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk* **last**
through the modifications.

EBC-RA ©

REGULATION

EMERGENCIES

~~Each principal or other appropriate unit administrator will develop emergency plans for fire or other threats. Such plans will be submitted by August 1 of each year. These plans will provide for:~~

- ~~● Inside emergencies, such as a fire, actual or potential explosion, propane leak, or collapsing structure.~~
- ~~● Outside emergencies, such as a fallen electrical wire, plane crash on campus or nearby, sniper, or earthquake.~~

~~The plans will specify the conditions under which evacuation of the building will occur (and the procedures therefor). The plans will also designate specific emergency drills to be conducted. A diagram of the school floor plan will be posted in each room showing emergency exits to be used.~~

Compare EBC-RB © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EBC-RB ©

REGULATION

EMERGENCIES

(Emergency Drills)

~~Emergency drills will be scheduled and conducted each month during the school year. The purpose of a drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.~~

~~The following rules and procedures will be complied with in all schools:~~

- ~~● Evacuation routes will be posted in each room.~~

~~These routes will indicate the primary and alternate exits and the evacuation area to which the student should proceed upon leaving the building. During the first week of the school year, rules for emergency evacuation will be discussed with each class using the room.~~

- ~~● A distinct alarm signal will be used for emergency drills only; another signal will be established by the principal for return to class.~~
- ~~● No student or staff member is to remain in the building during emergency drills.~~
- ~~● All persons should exit according to their posted evacuation routes and proceed to assigned locations a safe distance away from the building.~~
- ~~● It is each student's responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area.~~
- ~~● The teacher will be responsible for:
 - ~~■ Seeing that windows and doors are closed with doors unlocked.~~
 - ~~■ Assuring that electrical equipment and gas jets are turned off.~~
 - ~~■ Maintaining order during the evacuation.~~~~
- ~~■ Taking the grade book and checking roll when the class is in the assigned evacuation area.~~

~~The name of any student not accounted for will be reported immediately to the principal, who shall promptly notify the Superintendent.~~

- ~~A report stating the date and time that the drill was conducted, and the time required to complete the evacuation will be made.~~

Compare EBC-RC © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EBC-RC ©

REGULATION

EMERGENCIES

(First Aid)

~~If a student is injured or becomes ill during the school day or while attending a school-sponsored activity, it is the responsibility of any staff member present to render assistance and to summon a school nurse/nurse aide. Upon arrival, the school nurse/nurse aide will direct all further first aid activities.~~

~~First aid procedures shall be based on the following fundamental concepts:~~

- ~~● The school is responsible for the emergency handling of accidents and sudden illness occurring at school or on school property.~~

~~The school is not responsible for subsequent treatment.~~

- ~~● At the time of an emergency, the school has the responsibility for:
 - ~~■ Caring for the student.~~
 - ~~■ Notifying the student's parents or guardian, or, if these cannot be reached, following directions given on the student's enrollment card.~~
 - ~~■ In extreme cases, getting the student under professional care with or without family permission.~~~~
- ~~● In the absence of family transportation or ambulance service, an authorized District employee may have to take the sick or injured student home, to the physician's office, or to the hospital.~~

~~A sick or injured student should be accompanied from the school by an adult. If the destination is the student's home, the adult shall have ascertained that a responsible person is at home to assume responsibility.~~

- ~~● In case of any serious injury or illness, the parent or responsible person should always be notified as soon as possible. Emergency care of the student has priority.~~
- ~~● Medication administered by any school personnel, including the nurse/nurse aide, shall be in compliance with JLGD and JLGD-R.~~

- ~~●—A written report of an accident shall be made by the building principal to the Superintendent not later than noon of the school day following the incident.~~

~~GROSS REF.:~~

~~JLGD—Administering Medicines to Students~~

Compare EBC-RD © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk* **last**
through the modifications.

EBC-RD ©

REGULATION

EMERGENCIES

(Bomb Threats)

~~In the event of an emergency, refer to the District's Crisis Response Plan.~~

Compare EBC-RE © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

EBC-RE ©

REGULATION

EMERGENCIES

~~(Procedures for Aftermath of Suicide,
Suicide Attempt, or Other Tragedy)~~

~~In the event of an emergency, refer to the District's Crisis Response Plan.~~

EBCD ©
WEATHER - RELATED AND
EMERGENCY CLOSINGS

The decision to delay opening of school or to dismiss school early will be made by the Superintendent.

If possible, the Board President will be informed of such decision and will be notified when all students have departed from school.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

REGULATION

**WEATHER - RELATED AND
EMERGENCY CLOSINGS**

Delayed Opening

If the Superintendent decides to delay the opening of school, the police and the local broadcast media will be notified, requesting that they assist in disseminating the information.

All staff members will report to their assigned schools to assist in the supervision of students.

School Closing

If the Superintendent decides to cancel classes for the day, the police and local broadcast media will be notified and asked to assist in disseminating the information.

Early Dismissal

If the Superintendent decides to dismiss school early, the procedure shown below will be followed for early dismissal of students:

- Students will be released from school only after the principal has ascertained that appropriate notice has been given to parents or guardians. Staff members may be released by the principal when they are no longer needed to supervise students.
- The principal will remain at the school until all students have departed.

Compare ECA © SECURITY (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

ECA © SECURITY

The Superintendent will develop plans and procedures that will:

- ~~Enhance~~ A. Enhance the security of District property.
- ~~Minimize~~ B. Minimize fire hazards.
- ~~Provide~~ C. Provide for the keeping of records and funds in a safe place.
- ~~Protect~~ D. Protect against vandalism and burglary.
- ~~Provide~~ E. Provide for the prosecution of vandals.
- ~~Provide~~ F. Provide for and encourage employee responsibility for furniture, textbooks, reference material, and ~~other District~~ other District materials, equipment, and supplies assigned to the employee's care.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:
A.R.S.
[13-3715](#)



ECA-R ©

REGULATION

SECURITY

Access to school buildings and grounds will be established by the Superintendent in accordance with the following:

- A. Unlimited access - the Superintendent, assistant superintendents, finance director, and maintenance supervisor.
- B. Limited access - school principals, assistant principals, teachers, custodians to their assigned buildings, and extracurricular sponsors, counselors, and supervisors for their respective areas or activities.

Possession of keys shall be in accordance with the following principles:

- A. A log of key assignments shall be maintained by the office of the Superintendent or other designated office.
- B. Unassigned duplicate keys shall be maintained in a safe or a secured box.
- C. Individuals assigned keys may not duplicate or loan them.
- D. All keys must be surrendered when no longer needed or upon request by the Superintendent.
- E. The loss of a key must be reported to the Superintendent upon discovery of the loss, and the employee may be required to pay for rekeying or replacing all affected locks.
- F. Use of keys for unauthorized purposes will be cause for surrender of keys. Employees will be subject to discipline and/or dismissal for unauthorized use of keys.
- G. A set of master keys and/or duplicates of keys shall be kept in the custody of the Superintendent.
- H. The employee will sign a receipt for keys assigned. The receipt will list the applicable rules.

EXHIBIT

SECURITY

Any person who, for oneself or for another, misuses a key to any building or other area owned, operated, or controlled by the District without authorization from the Governing Board/Superintendent is guilty of a Class 3 misdemeanor. Misuse of such a key, in this regard, includes:

- A. Manufacturing or causing the manufacture of a District key.
- B. Duplicating or causing the duplication of a District key.
- C. Possessing a District key.
- D. Using a District key.
- E. Permitting the use of a District key.

Employees and students who are in violation of the above are subject to disciplinary action.



Exhibit

ECA-EB

EXHIBIT

ACCESS TO BUILDINGS

KEY RECEIPT ACKNOWLEDGEMENT

I, the undersigned, having read the Access to Buildings policy of the Glendale Elementary School District, and, as an employee of the District, agree to uphold the policy as follows:

1. I will be personally and monetarily responsible for the loss of any key or keys listed below.
2. I will not duplicate or permit any one else to duplicate any key or keys assigned to me, or borrow any fellow employee's keys for duplicating.
3. I will assume full responsibility for loss or damage resulting from lending any key listed on this key receipt.
4. In case of loss or theft of any listed keys, I will immediately notify the principal or administrator who issued the keys to me.
5. I will return all keys to the principal or administrator as part of year-end clearance (or when no longer needed in performance of my duties), or in the event of resignation or termination of employment.
6. I understand that, prior to paying for replacement, the key number must be submitted by the administrator or designee to the Maintenance Department to determine the cost of replacement.
7. I agree to reimburse the Glendale Elementary School District for the loss of any key or keys listed below in accordance with the following schedule:
 - o Ten dollars (\$10) for file cabinet, desk, vehicle keys
 - o Twenty-five dollars (\$25) for gate keys
 - o Fifty dollars (\$50) for individual classroom/office keys
 - o Three hundred dollars (\$300) for faculty masters
 - o Five hundred dollars (\$500) for grand masters

Keys Received:

| Key Number | Location | Received | Returned |
|------------|----------|----------|----------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Keys Received By:

Name (print)

Signature

Title

Keys Issued By:

Name

Date

Keys Returned To:

Name

Date

Compare ECAB ACCESS TO BUILDINGS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

~~ECAB~~

~~ACCESS TO BUILDINGS~~

~~Access to school buildings and grounds will be established by the Superintendent in accordance with the following:~~

- ~~• Unlimited access – the Superintendent, deputy superintendent, assistant superintendents and risk manager. District-level maintenance and security staff as well as District-level technology staff may be provided unlimited access as needed to complete necessary repairs, upkeep, construction, et cetera.~~
- ~~• Limited access – building principals, assistant principals, and custodians to their assigned buildings and counselors, teachers, extracurricular activity sponsors or supervisors for their area or activity.~~
- ~~• Restricted access – representatives of external agencies and organizations may be provided restricted access for specific events and activities if approved through the Facility Use Procedures.~~

~~Any person who knowingly causes to be manufactured or duplicated or who possesses or uses a key to any building or other area owned, operated, or controlled by the District without authorization from the Superintendent may be charged with a Class 3 misdemeanor.~~

~~Any person who, for personal use or for someone else, manufactures or duplicates a key to any building or area owned, operated or controlled by the District, with knowledge that neither has authorization from the Superintendent, may be charged with a Class 3 misdemeanor.~~

~~Employees and students who are in violation of the above are subject to disciplinary action~~

~~Adopted: April 19, 2005~~

Compare ECAB-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

~~ECAB-R~~

~~REGULATION~~

~~ACCESS TO BUILDINGS~~

~~Possession of keys shall be in accordance with the following principles:~~

- ~~● The Superintendent or the Superintendent's designee shall maintain a log of key assignments.~~
- ~~● Employees assigned keys will sign receipt for the key(s) and a form acknowledging the policies and procedures for access to buildings and possession of keys.~~
- ~~● Duplicate keys unassigned shall be maintained in a safe or a secured box.~~
- ~~● Individuals assigned keys shall not duplicate or loan them.~~
- ~~● All keys must be surrendered when no longer needed, when employee resigns or leaves employment with the District, transfers to another assignment or upon request of the supervisor or Superintendent.~~
- ~~● The loss of a key must be immediately reported to the Superintendent or designee upon discovery of the loss, and the employee may be required to reimburse the District for cost to re-key or replace affected locks.~~
- ~~● Use of keys for unauthorized purposes will be cause for surrender of keys and replacement of affected locks. Employees may be required to reimburse the District for cost to re-key or replace the affected locks. Employees will be subject to discipline and/or dismissal for unauthorized use of keys.~~

Compare ECAB-E (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

~~ECAB-E~~

EXHIBIT

~~ACCESS TO BUILDINGS~~

~~KEY RECEIPT ACKNOWLEDGEMENT~~

~~I, the undersigned, having read the Access to Buildings policy of the Glendale Elementary School District, and, as an employee of the District, agree to uphold the policy as follows:~~

~~1.~~

~~I will be personally and monetarily responsible for the loss of any key or keys listed below.~~

~~2. I will not duplicate or permit any one else to duplicate any key or keys assigned to me, or borrow any fellow employee's keys for duplicating.~~

~~3. I will assume full responsibility for loss or damage resulting from lending any key listed on this key receipt.~~

~~4. In case of loss or theft of any listed keys, I will immediately notify the principal or administrator who issued the keys to me.~~

~~5. I will return all keys to the principal or administrator as part of year-end clearance (or when no longer needed in performance of my duties), or in the event of resignation or termination of employment.~~

~~6. I understand that, prior to paying for replacement, the key number must be submitted by the administrator or designee to the Maintenance Department to determine the cost of replacement.~~

~~7. I agree to reimburse the Glendale Elementary School District for the loss of any key or keys listed below in accordance with the following schedule:~~

~~Ten dollars (\$10) for file cabinet, desk, vehicle keys~~

~~Twenty-five dollars (\$25) for gate keys~~

~~Fifty dollars (\$50) for individual classroom/office keys~~

~~Three hundred dollars (\$300) for faculty masters~~

~~Five hundred dollars (\$500) for faculty masters~~

Keys Received:

| Key Number | Location | Received | Returned |
|------------|----------|----------|----------|
| | | | |
| | | | |
| | | | |

Keys Received By:

| Name (print) | Signature | Title |
|--------------|-----------|-------|
| | | |

Keys Issued By:

| Name | Date |
|------|------|
| | |

Keys Returned To:

| Name | Date |
|------|------|
| | |

Compare ECAC © VANDALISM (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

ECAC © VANDALISM

~~Each employee of the District shall report to the principal of the school every incident of vandalism known to such employee, and, if known, the names of those responsible. The Superintendent will establish a system through which students and members of the community can report any instance of vandalism or suspected vandalism.~~ The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

Students who destroy school property through vandalism or arson, or who create a hazard to the safety of other people on school property, may be referred to law enforcement authorities. Such students who are caught vandalizing school property shall be subject to disciplinary action, including but not limited to suspension and expulsion. A conference with the student's parents will be required.

Parents and students shall be made aware that the law provides that parents are liable for the willful destruction of property by a minor in their custody or control.

The District may file suit to recover the cost of vandalism from the student and/or parent(s).

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[12-661](#)

[15-842](#)

ECAD ©
SCHOOL AND PERSONAL PROPERTY
REPLACEMENT / RESTITUTION

(Personal Property)

The District shall not assume responsibility for the loss of, or damage to, personal property stored, installed, or used on school premises.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

Compare ECB © BUILDING AND GROUNDS MAINTENANCE

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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~~—will focus on providing an on-going healthy learning environment for both students ~~and~~—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 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. ~~Preventative~~

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 ~~developed, maintained, and~~ submitted to the School Facilities Board for review and approval.

Adopted: ~~December 11, 2008~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-342.01](#)

[15-2002](#)

[15-2031](#)

[15-2032](#)

[15-2131](#)

[15-2132](#) ~~(C)~~ ~~(D)~~

CROSS REF.:

[EB](#) - Environmental and Safety Program

[JLIF](#) - Sex Offender Notification

ECF

ENERGY CONSERVATION

The Board believes that measures to conserve energy resources must be an integral part of the school program. Declining levels of natural energy, as well as the rising costs of energy and impact on the District budget, mandate that the District develop and implement plans to conserve all forms of energy used throughout the District.

The Superintendent will develop an energy conservation program. Principals and administrators should advise and direct their personnel regarding this program and conservation goals. Guidelines for addressing the conservation goals should be emphasized at the beginning of each school year and reiterated throughout the year as the need arises.

Cooperation and some sacrifice will be required of each employee and student to achieve a meaningful energy conservation program that results in a more efficient use of energy resources as well as a reduced burden on the District budget.

Adopted: April 19, 2005

Compare ECF-R (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

ECF-R

REGULATION

ENERGY CONSERVATION

The following measures to conserve energy and natural resources will be instituted in the District.

Heating/cooling:

- Maintain a temperature ~~range~~ set points within facilities as follows:
 - ~~Sixty-eight through seventy-two degrees (68°-72°) in winter, seventy-five through eighty degrees (75°-80°) in summer.~~
 - ~~Showers and locker room thermostats may be adjusted to seventy-two degrees (72°).~~
 - Heating season occupied: 65°-72°
 - Heating season unoccupied: 60°
 - Cooling season occupied: 74°-82°
 - Cooling season unoccupied: 86°
- Maintenance crews will keep the physical plant and equipment at maximum efficiency to prevent energy waste.
- Install and maintain centralized energy management systems.
- ~~Analyze the amount of fresh air being introduced into the school's ventilation system. Fresh air should be reduced to the minimum level that meets state and local code standards.~~● Seal all openings around windows and doors to prevent air infiltration.
- During unoccupied ~~hours, recirculate air without fresh air makeup, and reduce circulation.~~● During unoccupied periods, maintain a setback temperature to maximize energy savings.
- Establish a ~~planned routine~~ preventive maintenance ~~program~~ schedule for all building equipment.
- ~~Change and clean dirty filters on a regular basis.~~
- ~~Allow sunlight into the building on cold days and reduce it on hot days.~~

- ~~Close drapes and blinds after school hours to reduce heat loss through window areas in the winter and to keep the heat out in the summer.~~
- ~~Check air filters monthly and replace quarterly - at a minimum.~~
- During the heating/cooling season, keep doors and windows closed.
- Avoid blocking heating vents with furniture, draperies and books.
- No supplemental heaters are ~~to be~~ permitted (space heaters).
- Operate ventilation fans in kitchens ~~and home economics rooms~~ only when cooking equipment is in operation.

Lighting:

- ~~Post a "turn off lights" sign on each electrical light switch.~~
- ~~Incandescent lights are to be turned out immediately when not in use.~~
- ~~Fluorescent lights are to be turned off if the room will be vacant for more than five (5) minutes.~~
- ~~Turn off the bank of lights nearest the windows when outside light is adequate.~~
- ~~Reduce the use of corridor lighting after school hours.~~
- ~~Lighting for night security shall be reduced to a minimum, utilizing the most efficient fixtures and bulbs.~~
- ~~Instruct school custodial staff to turn off lights room by room as they complete their cleaning assignments.~~
- ~~Establish a planned, routine preventive maintenance program for all lights and ballasts.~~
- ~~As lamps are replaced, utilize "watt miser" warm white fluorescent tubes.~~
- ~~Reduce and maintain the lighting level as recommended by the Department of Energy:~~

| Area | Watts per square foot |
|----------------------------------|-----------------------|
| Office, typing and reading rooms | 1.7 |
| Library reading areas | 1.7 |
| School classrooms | 1.7 |
| Multipurpose areas | 1.0 |
| Corridors | 0.5 |

Other electrical:

- Lower the temperature setting ~~for hot on~~ hot water heaters to the lowest acceptable ~~level~~ temperature as determined by building codes.

- ~~Televisions and monitors should be turned off when not in use.~~
- ~~Computer central processing units (CPUs) should be turned off completely during weekends and breaks.~~
- ~~Replace computer monitors with flat panel, Liquid crystal display (LCD) monitors.~~
- ~~Program monitors to blank screen when idle; do not use screen savers.~~
- Refrigerators, coffee pots and other kitchen appliances are not permitted in offices or classrooms and are to be utilized in designated areas only (i.e., kitchens, lounges). Authorization from the Superintendent is required for any exception to this guideline.
- The District will supply each school with appliances for the employee lounges/breakrooms. The appliances supplied are refrigerators, microwaves, and coffee makers.
- Any broken ~~appliance~~ District appliance(s) that cannot be repaired will be replaced by the ~~District~~ School's Capital Improvement Plan.

Water:

- ~~Put up signs encouraging water conservation in kitchens, locker rooms and restrooms.~~ ● Repair dripping faucets.
- Install hot water recirculating pumps.
- Install water saving devices to decrease consumption, such as toilet dams, flappers, flow reduction valves, faucet aerators and cooling system devices.
- ~~Use water recycling systems for chillers and cooling towers.~~ ● Replace old equipment with energy- and water-efficient equipment.
- Design landscapes that require less water.
- Avoid unnecessary landscaping additions and alterations.
- Favor drought-resistant plants.
- Remove weeds and unhealthy plants that take water away from valued plants.
- ~~Install soil moisture overrides or timers on sprinkler systems.~~ ● Ensure ~~that~~ irrigation equipment applies water uniformly.
- Use timers to ensure ~~that~~, when possible, watering is done in the early morning or evening.
- ~~Mulch around plants to reduce evaporation and discourage weeds.~~ ● Avoid runoff and make sure sprinklers cover just the lawn or garden, not sidewalks, driveways and gutters.
- ~~Do not water on windy days.~~ ● Equip all hoses with spring loaded shutoff nozzles.
- Avoid using water to clean driveways, loading docks, parking lots and sidewalks - use brooms or sweepers.
- Wash car, truck and bus fleets less often.

Fuel:

- Drivers of school-owned vehicles will observe posted speed limits.
- Route schedules will be prepared so that a minimum number of miles are covered.
- Vehicles should be kept in good working condition to avoid excess fuel consumption.

ED ©
MATERIALS AND EQUIPMENT
MANAGEMENT

The District shall provide for the central purchasing, receiving, warehousing, and distribution of supplies, equipment, and materials common to the requirements of all schools.

A District warehouse shall be operated as an adjunct of the business office to store and distribute supplies as requisitioned by staff members.

All materials needed for instruction, business, and custodial operations of the individual schools shall be ordered from the warehouse when available from that source.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-213](#)

EDB ©
MAINTENANCE AND CONTROL
OF MATERIALS AND EQUIPMENT

Employees are responsible for the proper care of all District facilities, equipment, and property in their custody or control.

Control of District property shall be through, but not limited to, an accurate fixed inventory system of all District furniture and equipment that exceeds one thousand dollars (\$1,000) in value.

The Superintendent may establish procedures for transferring surplus or other materials and equipment.

Preventive Maintenance

The Superintendent shall establish a preventive-maintenance program that will extend the useful life for District equipment.

The Superintendent is authorized to use the services of specialists for such maintenance, and provision(s) shall be made in the annual budget for such services.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-721](#) *et seq.*

Uniform System of Financial Records: III-G-2

CROSS REF.:

[DID](#) - Inventories

REGULATION

**MAINTENANCE AND CONTROL
OF MATERIALS AND EQUIPMENT**

Surplus Equipment

Property that is surplus at any unit shall be transferred to the business manager for reassignment to other District locations where a need may exist for the equipment.

Transfer of Equipment

All transfer of property within a school or other District location must first have the approval of the principal or department head. Transfers of equipment from one school to another must be approved by the business manager, whether the transfer is temporary or permanent.

EDBA ©
MAINTENANCE AND CONTROL
OF INSTRUCTIONAL MATERIALS

Students using District-provided textbooks, subject-matter materials, supplementary books, or instructional computer software are responsible for loss of or any damage to these items. A student who needs a second copy of a textbook shall be required to pay for it.

Monies collected for these items shall be used in addition to budgeted monies for purchase of new textbooks, subject-matter materials, supplementary books, or instructional computer software.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-727](#)

[15-729](#)

CROSS REF.:

[JQ](#) - Student Fees, Fines, and Charges

Compare EDC © AUTHORIZED USE OF SCHOOL - OWNED
MATERIALS AND EQUIPMENT (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**EDC ©
AUTHORIZED USE OF SCHOOL - OWNED
MATERIALS AND EQUIPMENT**

District equipment may be used by school or nonschool agencies and individuals for purposes that are not in conflict with any Arizona Revised Statute(s), federal or state rules or regulations, or Board policies, subject to the following:

- ~~The~~ **A.** The District shall not incur any expense due to the use of materials or equipment.
- ~~The~~ **B.** The Superintendent shall establish procedures for approval of the use of materials or equipment, or ~~shall submit~~ **shall submit** requests to the Governing Board for review and action.
- ~~The District shall not be in competition with any local business firm that could provide like equipment.~~
- ~~Rental~~ **C.** Rental fees will be charged or waived, as appropriate, by the District. ● ~~Any~~ **Income from charges will be deposited to the civic center fund.**
- D.** Any person or agency using such materials or equipment that is lost or damaged during such period of ~~use shall~~ **use shall** be required to reimburse the District for repair or replacement.

Adopted: date of ~~manual~~ **Manual** adoption

LEGAL REF.:
A.R.S.
[15-1105](#)

CROSS REF.:
[KF](#) - Community Use of School Facilities

Compare EDC-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EDC-R

REGULATION

AUTHORIZED USE OF SCHOOL - OWNED

MATERIALS AND EQUIPMENT

The District does not generally loan its equipment. When it is determined that a loan of equipment is prudent in relation to District needs or objectives, equipment may be loaned as follows:

- Equipment will be loaned to satisfy a District need or objective not to satisfy a personal need that does not relate to or satisfy a District mission.
- An Equipment Loan Agreement must be initiated and approved by the building principal or the appropriate department head before any equipment is loaned. Equipment will be loaned only under unusual circumstances during summer vacation or at any time designated for inventory review.
- Any equipment loan which exceeds one (1) week in duration, or which involves sensitive and fragile equipment such as computers, musical instruments or electric office machines, will be authorized only under unusual circumstances and only upon approval of the building principal and the Superintendent or the Superintendent's designee.
- When it is in the best interest of the District for an individual or organization to have access to equipment outside of the District, such as a summer loan for technology training and practice or Board members for communication effectiveness, special tracking procedures shall be followed.
- Computer equipment that does not meet current technology standards may be considered for use for student/family at-home programs. Any such use must have a site based plan that has been reviewed by Business Services, Academic Services and Technology Services to insure that the educational and fiscal interests of the District are protected.

Cellular Phones

- District-issued cellular phones are to be used for District business. Personal phone calls on District-owned cellular phones ~~may be made only in unusual circumstances, emergencies, et cetera.~~
- ~~All personal calls plus eight percent (8%) tax will be fully reimbursed to the District by personal check on a monthly basis.~~
- ~~District-owned cellular phones are not to be used to dial 411 directory information, unless an emergency situation exists.~~

~~● District cellular phone bills containing personal calls will not be processed for payment until the user has provided a personal check reimbursing the District.~~

~~● as long as no additional charges are incurred.~~

● Assignment of cellular phones will require the approval of the Superintendent. Assignment of cellular phones will be based on the specific need of the job responsibilities.

Laptop Computers

● Laptop computers may be distributed to District personnel with the understanding that such equipment is to be used ~~only for District business.~~

~~● Purchase and assignment of laptop computers will require the approval of the Superintendent.~~

~~● The Superintendent must authorize the use of laptop computers at home for District business. Assignment of laptop computers will be based on the specific need of the job responsibilities.~~

appropriately.

EE ©
TRANSPORTATION SERVICES

In the budgeting process, the Governing Board may grant appropriations for transportation.

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs.

The responsibility for the operation of student transportation shall be vested in the Superintendent. Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-764](#)

[15-921](#)

[15-922](#)

[15-923](#)

[15-945](#)

[15-946](#)

[28-900](#)

[28-901](#)

Compare EEAA © WALKERS AND RIDERS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAA © WALKERS AND RIDERS

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

● ~~Students~~

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

~~education programs~~

~~education programs.~~

● ~~Students~~

B. ~~Students~~ living within a one (1) mile radius of the school where hazardous or difficult routes exist and

~~where other~~

~~where other~~ arrangements cannot be provided.

● ~~Students~~

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

■ ~~If~~

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

■ ~~If~~

2. ~~If~~ high school students, live more than a mile and a

~~half~~

~~half~~ (1 1/2) from the school.

● ~~Transportation~~

D. ~~Transportation~~ for pupils who do not reside within an established school attendance area, limited to

~~no more~~

~~no more~~ than twenty (20) miles each way to and from the school of attendance or to and from a pickup

~~point~~

point on

~~a~~

a regular transportation route or for the total miles traveled each day to an adjacent school for

~~eligible nonresident~~

eligible nonresident pupils who meet the economic eligibility requirements established under the National

~~School Lunch and~~

School Lunch and Child Nutrition Acts (42 United States Code sections 1751 through 1785) for free or reduced-

~~price~~

price lunches.

~~• Transportation~~

E. Transportation for homeless students to their school of enrollment, if it is the school of origin, will be

~~arranged as~~

arranged as needed by the school liaison for homeless students.

Adopted: date of ~~manual~~ Manual adoption

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.

180-025

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

Compare EEAE © BUS SAFETY PROGRAM (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAE © BUS SAFETY PROGRAM

The safety and welfare of student riders is to be the first consideration in all matters pertaining to transportation. Toward that end, all District transportation department personnel, bus operators, and bus passengers shall comply with the ~~applicable regulations of the rules~~ adopted pursuant to A.R.S. [28-900](#) and the Minimum Standards for School Buses and School Bus Drivers promulgated by the Arizona Department of Administration, ~~an~~ and adopted as Chapter Nine of A.A.C. Title 17, and shall immediately report to the Superintendent any violation of rules or state statutes that threatens the [health, safety, or welfare](#) of a passenger.

Bus evacuation drills shall be conducted at least twice every school year at the school and shall include every passenger who rides a school bus and is in school on the day of the evacuation drill. [Each bus driver shall participate in at least two \(2\) evacuation drills during each school year.](#) The bus evacuation drill shall be conducted in compliance with the requirements set out by the Arizona Department of ~~Administration~~ [Public Safety](#) for such a drill.

All vehicles used to transport students shall be maintained in such condition as to provide safe and efficient transportation service with a minimum of delays and disruption of such service due to mechanical or equipment failure. Buses shall be replaced at such intervals as will provide good equipment at all times.

Students shall not be put off the bus until reaching their destination.

In addition to the regular state inspections, each school bus shall be inspected by the driver daily, before each use, to ascertain that it is in safe condition and equipped as required by all provisions of law, and that all equipment is in good working order.

Each school bus owned by, or contracted to, the District will conform to all applicable federal and state requirements as provided by the Commercial Motor Vehicle Safety Act of 1986 [and A.A.C. Title 17, Chapter 9.](#)

Each driver of a District-owned or District-contracted school bus, as defined by and covered by the Commercial Motor Vehicle Safety Act of 1986 [and A.A.C. Title 17, Chapter 9,](#) will conform to all requirements of ~~said act the Act~~ and such ~~statutes as may govern~~ [state statutes, rules and regulations governing](#) the operation of the vehicle.

Adopted: date of

~~manual~~

[Manual](#) adoption

LEGAL REF.:

A.R.S.

[15-843](#)

[15-922](#)

[28-101](#)

[28-900](#)

[28-984](#)

A.A.C.

R17-9-102

R17-9-104

R17-9-106

R17-9-108

Commercial Motor Vehicle Safety Act of 1986

49 U.S.C. 30101 (Standards and Compliance - School Buses and
School Bus Equipment)

EEAE-R ©

REGULATION

BUS SAFETY PROGRAM

A.A.C. R17-9-104 states, with respect to the authority of bus drivers, "Passengers shall comply with all instructions given to them by a school bus driver. A passenger or nonpassenger who has boarded the school bus and refuses to comply with the school bus driver's instructions may 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.

Compare EEAE-EA © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EEAE-EA ©

EXHIBIT

BUS SAFETY PROGRAM

This checklist may be used by District officials as a guide for transportation documents or transportation handbooks.

Arriving at pickup point:

~~● Be~~

A. **Be** on time. Leave home in good time so that you will arrive at the pickup point before the school bus.

~~● If~~

B. **If** you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic.

~~● Walk~~

C. **Walk** on the shoulder of the road where possible, and not on the traveled portion.

~~● If~~

D. **If** other students are waiting at the bus stop, get in line without pushing or crowding and stay off the roadway.

Board the bus:

~~● Line~~

A. **Line** up in single file parallel to the roadway, with younger students in front, so they can board first.

~~● Wait~~

B. **Wait** until the bus comes to a complete stop before attempting to get on board.

~~● Board~~

C. **Board** the bus quickly but without crowding or pushing.

~~● Never~~

D. **Never** run on the bus, as the steps or floor may be slippery, especially in wintertime. Place your foot

~~squarely on~~

squarely on the step, not on the edge, and use the handrail.

~~Be~~

E. **Be** particularly careful if you are carrying books or parcels, as it is difficult to see the steps and to hold

~~the handrail~~

the handrail.

~~Go~~

F. **Go** directly to your seat and sit straight, well to the back of the seat, and face the front of the bus.

Conduct on the bus:

~~The~~

A. **The** bus will not move until all passengers are seated.

~~Remain~~

B. **Remain** seated throughout the trip, and leave your seat only when the bus has reached its destination

~~and comes~~

and comes to a complete stop.

~~Keep~~

C. **Keep** your books and parcels on your lap or put them under the seat or on the luggage rack.

~~Keep~~

D. **Keep** the aisle clear.

~~Do~~

E. **Do** not talk to the driver except in case of emergency.

~~Avoid~~

F. **Avoid** doing anything that might disturb or interfere with the driver. Refrain from loud or boisterous talking

~~or yelling~~

or yelling.

~~● Never~~

G. **Never** stick hands, arms, head, or feet out of the windows of the bus.

~~● Do~~

H. **Do** not open windows without the driver's permission.

~~●~~

I. Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist

~~to make~~

to make a dangerous maneuver.

~~●~~

J. Do not touch the emergency door or exit controls or any of the bus safety equipment.

~~● Do~~

K. **Do** not discard refuse in the bus.

~~● Eat~~

L. **Eat** at home or school, but not on the bus.

~~●~~

M. Obey promptly the directions and instructions of the school bus driver.

Prohibited items:

~~● Tobacco~~

A. **Tobacco** is not allowed in a school bus.

~~● Alcoholic~~

B. **Alcoholic** beverages shall not be carried in a school bus.

~~● Insects~~

C. **Insects**, reptiles, or other animals shall not be transported in a school bus. [A.A.C. R17-9-104]

~~● No~~

D. **No** weapon, explosive device, harmful drug, or chemical shall be transported in a school bus.

Exit from the bus:

~~● Remain~~

A. **Remain** seated until the bus has reached its destination and comes to a complete stop.

~~● Do~~

B. **Do** not push or crowd when leaving the bus.

Crossing the highway:

~~● If~~

A. **If** you must cross the road, walk to a point about ten (10) feet in front of bus but do not cross until you can

~~see that~~

see that the driver has indicated that it is safe to do so.

~~● As~~

B. **As** you cross the road, look continuously to the right and left. At an intersection, look in all directions.

~~● Cross~~

C. **Cross** at right angles. Never cross the highway diagonally.

~~● Walk~~

D. **Walk** briskly across the road, but do not run.

~~● Never~~

E. **Never** cross the road behind the bus.

Accident or other emergency:

~~● In~~

A. **In** case of an accident or emergency, older students should help the driver to maintain order and

~~assist younger~~

assist younger students.

~~● Stay~~

B. **Stay** in the bus unless otherwise directed by the driver.

~~● If~~

C. **If** you have to leave the bus, stay in a group and obey the driver's instructions.

~~● Do~~

D. **Do** not expose yourself or others to needless hazard.

Procedures followed upon student misbehavior on school bus:

● ~~When~~

A. **When** a student misbehaves on a bus for the first time, the driver will explain to the offender the necessity

~~for good~~

for good behavior.

● ~~If~~

B. **If**, after talks and warning, the rider continues to violate the rules, the driver will inform the student that the

~~rule violation~~

rule violation will be reported to the principal. This report will include the use of a written form that lists the

~~offense and~~

offense and the action taken by the principal.

● ~~Upon~~

C. **Upon** receiving the complaint and discussing it with the driver, the principal will then call the student to

~~the office~~

the office and warn the student that the parents must be notified that the student will be put off the bus

~~if misbehavior~~

if misbehavior reoccurs.

● ~~If~~

D. **If** poor conduct continues, the driver will again report the incident to the principal. After discussion it will

~~be decided~~

be decided whether to take the bus-riding privilege away from the student, and, if so, for how long.

● ~~When~~

E. **When** a student is not allowed transportation by school bus, the principal will inform the parents of the penalty,

~~the~~

the reason for it, and how long the penalty will last. In such cases, the parents become responsible for

~~seeing that~~

seeing that their child gets to and from school safely.

~~• A~~

F. A student who is put off one (1) bus will be refused transportation by all drivers for the specified period of time.

(This section on student misbehavior shall be made available to parents and students in copy form.)

EEAE-EC

EXHIBIT

SCHOOL BUS SAFETY PROGRAM

EMERGENCY BUS EVACUATION DRILL

Driver _____ Date _____ Bus # _____

Circle one
1st Run
2nd Run
3rd Run

Instructions: State that this is an emergency drill. It is conducted so that students (passengers) will know what to do in case of an emergency.

If the Bus Driver Is Able to Direct Students

Indicate whether or not the following instructions were given to students:

- Yes No 1. Stay calm and stay in your seat. (Don't panic; wait for the driver to give instructions.)
- Yes No 2. Don't touch emergency equipment until the bus driver tells you what to do. (Explain where exits are and how to open them.)
- Yes No 3. If you must use the emergency exit, let the people who are closest go first. Await your turn!
- Yes No 4. Keep your hands free. (Leave everything - books, lunch box, purse, etc. - behind.)
- Yes No 5. Wrap loose clothing around you so it won't get caught as you leave the bus.
- Yes No 6. Duck your head, bend your knees, and jump. Get away from the exit so the next person can get out.

If the Bus Driver Is Unconscious or Incapacitated

- Yes No 1. Rules as explained above to be followed, with the ones closest to the emergency exits going out first. (If older students can direct and assume leadership in the evacuation, it would be helpful when the driver can't.)

In General

- Yes No 1. Allowed students to open or see how the emergency exits are opened.
- Yes No 2. Talked about alternative exits such as windows, hole in top, etc.

Yes No 3. Answered questions.

**PLEASE RETURN TO THE SUPERINTENDENT'S
OFFICE WHEN COMPLETED**

Compare EEAEA © BUS DRIVER REQUIREMENTS,
TRAINING, AND RESPONSIBILITIES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**EEAEA ©
BUS DRIVER REQUIREMENTS, TRAINING,
AND RESPONSIBILITIES**

Bus drivers employed by the District or employed by contractors who provide transportation services to the District shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona.

Bus drivers 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 required physical examinations, and the drivers will assume the cost of obtaining valid commercial driver's licenses as required by law.

Adopted: ~~date of manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-106](#)

[28-857](#)

[28-3228](#)

A.A.C.

R17-4-~~801~~-508 *et seq.*

CROSS REF.:

[GDFA](#) - Support Staff Qualifications and Requirements

(fingerprinting requirements)

Compare EEAEAA © DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAEAA © DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

The District is committed to the establishment of a drug and alcohol misuse prevention program that meets or exceeds all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (Omnibus Act). All statements in this document will be interpreted so as to conform to the Department of Transportation rules.

Each employee of the District who is required to have a commercial driver's license (CDL) for performance of job functions shall be prohibited from:

- ~~Reporting~~ **A. Reporting** for duty or remaining on duty to perform safety-sensitive functions as defined in 49 CFR 382.107 ~~while~~ **while** having an alcohol concentration of 0.04 or greater. [49 CFR 382.201]
- ~~Being~~ **B. Being** on duty or operating a commercial motor vehicle (school bus) while the driver possesses alcohol, ~~unless~~ **unless** the alcohol is manifested and transported as part of a shipment. This includes the possession ~~of medicines~~ **of medicines** containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken. [49 CFR 382.204]
- ~~Using~~ **C. Using** alcohol while performing safety-sensitive functions. [49 CFR 382.205]
- ~~Performing~~ **D. Performing** safety-sensitive functions within eight (8) hours after using alcohol. [49 CFR 382.207 ~~and R17~~ **and R17-9-102**]
- ~~Using~~ **E. Using** alcohol within eight (8) hours following an accident or prior to undergoing a postaccident alcohol test, ~~whichever~~ **whichever** comes first. [49 CFR 382.299]
- ~~Refusing~~ **F. Refusing** to submit to an alcohol or controlled substance test as required under postaccident, random, ~~reasonable~~ **reasonable** suspicion or follow-up testing requirements in DOT rules. [49 CFR 382.211]
- ~~Reporting~~ **G. Reporting** for duty or remaining on duty, requiring the performance of safety-sensitive functions, when ~~the driver~~ **the driver** uses any controlled substance, except when the use is pursuant to the instructions of a physician ~~who has~~ **who has** advised the driver that the substance does not adversely affect the driver's ability to safely ~~operate a commercial~~ **operate a commercial** motor vehicle. [49 CFR 382.213]
- ~~Reporting~~ **H. Reporting** for duty, remaining on duty, or performing a safety-sensitive function if the driver tests positive ~~for controlled~~ **for controlled** substances. [49 CFR 382.215]

A driver will inform the supervising administrator of any therapeutic drug use. [49 CFR 382.213]

Drugs as used in this policy refers to controlled substances as covered by the Omnibus Act and to drugs circumscribed by the Arizona Revised Statutes, Title 13, Chapter 34.

All drivers shall be subject to preemployment/preduty drug and alcohol testing, including reasonable suspicion, random, and postaccident testing in accord with the regulations of the Omnibus Act. If applicable, return to duty and follow up testing shall be required in accord with regulations of the Omnibus Act. [49 CFR 382.301 *et seq.*]

All offers of employment with the District for drivers will be made contingent upon preemployment test results. An applicant testing positive for alcohol or controlled substances will not be employed. [49 CFR 382.505]

A transportation employee who refuses to submit to drug and alcohol testing or whose test results are positive may be disciplined in accordance with District policy up to and including being terminated from employment. [A.R.S. [15-513](#)]

Each driver who engages in the conduct prohibited herein shall:

- ~~Be~~ **A.** Be advised of resources available to the driver in evaluating and resolving problems associated with drug ~~or alcohol or~~ alcohol use, including the names, addresses, and telephone numbers of substance abuse professionals **and counseling** and ~~counseling and~~ treatment programs.
- ~~Be~~ **B.** Be evaluated by a substance abuse professional, who shall determine what assistance, if any, the ~~employee needs~~ **employee needs** to resolve drug or alcohol problems.
- ~~Before~~ **C.** **Before** return to duty in a safety-sensitive position, undergo a return-to-duty alcohol test with a result ~~indicating less~~ **indicating less** than 0.02 or a substance test with a verified negative result.
- ~~If~~ **D.** If identified as needing assistance by a substance abuse professional, be evaluated by a substance ~~abuse professional~~ **abuse professional** to determine if that driver has properly followed any rehabilitation program prescribed, and ~~be subject~~ **be subject** to unannounced follow-up tests following return to duty in accord with federal regulations. [49 CFR 382.605]

The District shall assume the cost for the initial evaluation by a substance abuse professional to determine what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances use. Evaluation and rehabilitation of the employee, if the employee is allowed to return to work in any position, shall be in accordance with 49 CFR 382.605 and by a substance abuse professional paid by the employee.

The School District shall assume the costs of the drug and alcohol testing of a transportation employee. If the results of the test are positive, the School District may charge the costs of the test to the tested employee. The cost charged to the employee **are is limited to the actual costs incurred as a result of testing. If the results of a test are negative, the School District shall not charge the costs of testing to the tested employee. [A.R.S. [15-513](#)]**

The Superintendent is responsible for supervision of the District drug and alcohol misuse prevention program. The Superintendent will develop procedures for the implementation of the

program in compliance with the applicable provisions and regulations of the Omnibus Transportation Employee Testing Act of 1991 and Arizona Revised Statutes.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-513](#)

~~Title 13, Chapter 34-3402~~

49 U.S.C. 31306, (Omnibus Transportation Employee Testing Act of 1991)

49 ~~CFR parts 40, 382, and~~ C.F.R. Part 40

49 C.F.R. Part 382

49 C.F.R. Part 395

CROSS REF.:

[GBEC](#) - Drug-Free Workplace

[GBECA](#) - Nonmedical Use or Abuse of Drugs or Alcohol

Compare EEAEAA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EEAEAA-R ©

REGULATION

DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

Circumstances Under Which Tests

for Drivers Are to Be Given

All information obtained in the course of testing of drivers shall be protected as confidential medical information. Except as required by law or expressly authorized or required in 49 CFR 382.405, no information that is to be maintained pursuant to 49 CFR 382.401 shall be released.

Random:

A. A minimum of fifty percent (50%) of drivers shall be tested annually for drugs and twenty-five percent (25%)

of

of drivers shall be tested annually for alcohol, subject to the Federal Highway Administration's

~~administrator raising~~

administrator raising or lowering the annual percentage rate in accordance with regulations. [49 CFR 382.305]

~~Random testing~~

Random testing selection shall be as follows:

~~■ Employees~~

1. Employees are to be placed in and remain in a pool for random selection.

~~■ A~~

2. A valid random selection procedure will be used.

~~■ Tests~~

3. Tests will be given at least once each quarter.

■ ~~Dates~~

4. **Dates** of testing will not be announced.

● ~~Random~~

B. **Random** drug and alcohol testing may be combined. For example, when testing at fifty percent (50%)

~~drug random~~

drug random rate and twenty-five percent (25%) alcohol random rate, half of the randomly selected drivers

~~chosen for~~

chosen for testing could be tested for both drugs and alcohol, while the rest could be tested only for drugs.

Postaccident:

● ~~Drivers~~

A. **Drivers** are required to submit to drug and alcohol testing as soon as possible following a "Department

~~of Transportation~~

of Transportation (DOT) accident" that involves the loss of human life or for which the driver receives a

~~citation under~~

citation under state or local law for a moving traffic violation arising from the accident. [49 CFR 382.303]

● ~~A DOT accident~~

B. **A DOT accident** is defined as an occurrence involving a commercial motor vehicle operating on a public

~~road that~~

road that results in:

■ ~~A~~

1. **A** fatality; or

■ ~~Bodily~~

2. **Bodily** injury to a person who, as a result of the injury, immediately receives medical treatment

~~away from~~

away from the scene of the accident; or

~~■ One~~

3. **One** (1) or more motor vehicles incurring disabling damage as a result of the accident, requiring

~~the vehicle~~

the vehicle to be transported away from the scene by a tow truck or other vehicle. [49 CFR 390.5]

~~● If~~

C. **If** a driver is seriously injured and cannot submit to testing at the time of the accident, the driver shall

~~provide the~~

provide the necessary authorization for obtaining hospital reports and other documents that may indicate

~~whether there~~

whether there were any drugs or alcohol used by the driver prior to the accident. [49 CFR 382.303]

~~● A~~

D. **A** driver who is subject to postaccident testing shall remain readily available for such testing or may

~~be deemed~~

be deemed by the District to have refused to submit to testing. Nothing in this section shall be construed

~~to require~~

to require the delay of necessary medical treatment or to prohibit the driver from leaving the scene of

~~an accident~~

an accident for a period necessary to obtain assistance in responding to the accident, or to obtain

~~necessary medical~~

necessary medical care. [49 CFR 382.303]

~~● No~~

E. **No** driver required to take a postaccident alcohol test shall use alcohol for eight (8) hours following

~~the accident~~

the accident, or until the driver undergoes a postaccident alcohol test, whichever occurs first. [49 CFR 382.303]

~~• The~~

F. The following actions are to be taken in a postaccident testing situation:

~~■ Treat~~

1. Treat injuries.

~~■ Work~~

2. Work with law enforcement officials.

~~■ Explain~~

3. Explain the need for testing.

~~■ Obtain~~

4. Obtain the driver's permission for testing, if possible.

~~■ Work~~

5. Work with the medical facility to obtain the necessary documents and test information.

~~■ Collect~~

6. Collect specimens promptly.

~~■ Document~~

7. Document events.

The results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by federal, state, or local officials having independent authority for the test shall be considered to meet the requirements for postaccident testing if the results are obtained by the School District. [49 CFR 382.305]

Reasonable suspicion:

~~•~~

A. Reasonable

~~suspicion~~

suspicion is defined to mean that the District believes the behavior, speech, body odor,

~~or appearance~~

or appearance of a driver while on duty are indicative of the use of alcohol and/or controlled substances.

~~—The~~

The conduct must be witnessed by a supervisor or District official trained in the detection of

~~probable alcohol~~

probable alcohol and drug use by observing indicators in a person's appearance, behavior, speech, and performance, in accordance with 49 CFR 382.603. If it is at all possible, the witness should not conduct

~~the alcohol~~

the alcohol test, in order to prevent the introduction of bias to the testing procedure.

● ~~Alcohol~~

B. Alcohol testing is authorized only if the observations are made during, just before performing, or just

~~after performing~~

after performing a safety-sensitive function. A written record shall be made of the observations leading to

~~an alcohol~~

an alcohol and/or controlled substance test. This record is to be signed by the supervisor who made

~~the observations~~

the observations.

● ~~If~~

C. If a reasonable suspicion alcohol test is not administered within two (2) hours following the observations,

~~the witness~~

the witness shall prepare and maintain on file a record stating the reasons the alcohol test was not

~~administered promptly~~

administered promptly. In addition, if not administered within eight (8) hours, all attempts to administer the test shall cease.

—A

A record shall be prepared and maintained stating why the alcohol test was not administered. [49 CFR 382.307]

● ~~Reasonable~~

D. Reasonable suspicion testing should include the following considerations:

■ ~~Focus~~

1. Focus on safety.

■ ~~Verify~~

2. Verify reasonable suspicion if possible.

■ ~~Observe~~

3. Observe the employee's appearance, behavior, speech, and performance.

■ ~~Inform~~

4. Inform the employee in private of any suspicion.

■ ~~Inquire~~

5. Inquire in private about any observations or suspicions.

■ ~~Review~~

6. Review the findings.

■ ~~Upon~~

7. Upon concluding that reasonable suspicion exists, transport the employee to a testing site.

■ ~~Document~~

8. Document events.

Return-to-duty testing:

●

A. A driver who has been prohibited from performing a safety-sensitive function after engaging in

~~conduct regarding~~

conduct regarding alcohol misuse or controlled substance use prohibited by U.S. Department of

~~Transportation regulations~~

Transportation regulations, and before returning to duty, shall undergo a return-to-duty test, which must indicate

~~a concentration~~

a concentration of less

~~than~~

than 0.02 for breath alcohol and/or a negative result for controlled substances. [49 CFR 382.309 and 382.605(C)]

● ~~When~~

B. ~~When~~ a driver has been determined to be in need of assistance in resolving problems associated with

~~alcohol misuse~~

~~alcohol misuse~~ and/or controlled substance use, the driver will be subject to unannounced follow-up alcohol and/

~~or controlled~~

~~or controlled~~ substance testing. The driver will be subject to a minimum of six (6) follow-up tests in the

~~first twelve~~

~~first twelve~~ (12) months. The follow-up testing period shall not exceed sixty (60) months. Follow-up testing

~~for alcohol~~

~~for alcohol~~ shall be administered only when the driver is performing, just before performing, or just

~~after performing~~

~~after performing~~ a safety-sensitive function. [49 CFR 382.311 and 382.605(C)]

Referral:

●

Each driver who engages in conduct prohibited by 49 CFR 382.

~~201~~

~~201~~ *et seq.* shall be evaluated by a

~~substance abuse~~

~~substance abuse~~ professional, who shall determine what assistance, if any, the employee needs in resolving

~~problems associated~~

~~problems associated~~ with alcohol misuse and controlled substance use. [49 CFR 382.605]

Driver Training

A copy of materials explaining the requirements of the Omnibus Act and the District's policies and procedures with respect to meeting such requirements will be distributed to each driver prior to the start of alcohol and controlled substance testing and to each driver hired or subsequently transferred into a driving position. The District shall provide written notice to

representatives of employee organizations of the availability of this information. [49 CFR 382.601]

These materials shall include detailed discussions of at least the following:

~~• The~~

A. ~~The~~ identity of the person designated to answer employee questions about the materials.

~~• The~~

B. ~~The~~ categories of employees subject to this part of the regulation.

~~• Sufficient~~

C. ~~Sufficient~~ information about safety-sensitive functions performed by such drivers to make clear what part

~~of the~~

~~of the~~ work day a driver must be in compliance with the rule.

~~• Specific~~

D. ~~Specific~~ information concerning driver conduct that is prohibited by the rule.

~~• The~~

E. ~~The~~ circumstances under which a driver will be tested for alcohol and/or controlled substances by rule.

~~• The~~

F. ~~The~~ procedures that will be used to test for the presence of alcohol and controlled substances, to protect

~~the driver~~

~~the driver~~ and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure

~~that the~~

~~that the~~ results are attributed to the correct driver.

~~• The~~

G. ~~The~~ requirement that the employee submit to alcohol and controlled substance tests administered in

~~accord with~~

~~accord with~~ Omnibus Act regulations.

~~• An~~

H. An explanation of what constitutes a refusal to submit to an alcohol or controlled substance test and

~~the attendant~~

the attendant consequences.

•

I. The consequences for drivers found to have violated the rule, including requirements for removal from duty.

•

J. Consequences for a driver having a concentration of 0.02 but less than 0.04 in a breath alcohol test.

• ~~Information~~

K. Information concerning the effects of alcohol and controlled substance use on an individual's health, work,

~~and personal~~

and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver or a co-worker);

~~and~~

and available methods of intervention, including confrontation and referral. [49 CFR 382.601]

Policies, regulations, and consequences based on the District's independent authority outside of the Omnibus Act shall be presented and clearly and obviously described as being based on independent authority [49 CFR 382.601]. All such references shall be placed in bold within the document and shall contain applicable statutory citations.

Each driver must provide a signed receipt for the materials. [49 CFR 382.401(c)(5)(iii)]. Written notice of the availability of this information shall be provided to representatives of employee organizations. [49 CFR 382.601(a)(2)]

Supervisor Training

Persons designated to determine whether reasonable suspicion exists to require a driver to undergo reasonable-suspicion testing shall receive at least sixty (60) minutes of training on alcohol misuse and at least an additional sixty (60) minutes of training on controlled substance use. The training shall cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of controlled substances. [49 CFR 382.603]

Compare EEAEAA-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

EEAEAA-E ©

EXHIBIT

DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

~~(Records Retention)~~RECORDS RETENTION

The District shall maintain records of its alcohol misuse and prevention program in a secure location with controlled access. The records are to be kept as indicated below.

***How long is the employer required to
keep records? [49 CFR 382.401(c)(1)]***



A. *Five years:*

~~■ Records~~

1. ~~Records~~ of alcohol test results showing concentrations of 0.02 or more.

~~■ Records~~

2. ~~Records~~ of driver-verified positive controlled substance tests.

~~■ Documentation~~

3. ~~Documentation~~ of refusals to take required tests.

~~■ Calibration~~

4. ~~Calibration~~ documentation.

~~■ Driver~~

5. ~~Driver~~ evaluation and referrals.

~~■ A~~

6. ~~A~~ copy of each annual calendar year summary.



B. *Two years:*

Records related to the alcohol and controlled substance collection process and training.

C. One year:

Records of negative and canceled drug test results and alcohol test results with concentrations of

less than

less than 0.02.

What types of records must be kept?

A. Records relating to the collection process,

as

as follows[49 CFR 302.401(c)(1)]:

■ ~~Collection~~

1. Collection logbook, if used.

■ ~~Documents~~

2. Documents relating to the random selection process.

■ ~~Calibration~~

3. Calibration documents for evidential breath testing devices.

■ ~~Documentation~~

4. Documentation of breath alcohol technician training.

■ ~~Documents~~

5. Documents regarding decisions to administer reasonable-suspicion tests.

■ ~~Documents~~

6. Documents regarding decisions of postaccident tests.

■ ~~Documents~~

7. **Documents** verifying existence of a medical explanation of the inability of a driver to provide an

~~adequate breath~~

adequate breath or urine specimen for testing.

~~■ Consolidated~~

8. **Consolidated** annual calendar year summaries as required by 49 CFR 382.403.

●

B. Records relating to driver's test results [49 CFR 382.401(c)(2)]:

~~■ Employer~~

1. **Employer's** copy of alcohol test forms, including the results of the test.

~~■ Employer~~

2. **Employer's** copy of drug test chain of custody and control form.

~~■ Documents~~

3. **Documents** sent by the medical review officer (MRO) to the employer, including those required

~~by 49~~

by 49 CFR 382.407(a).

~~■ Documents~~

4. **Documents** related to refusal by any driver to submit to a drug or alcohol test required by the rules.

~~■ Documents~~

5. **Documents** presented by a driver to dispute the results of an alcohol or substance abuse test

~~required by~~

required by the rules.

●

C. Records related to other violations.

●

D. Records related to evaluations:

~~■ Records~~

1. **Records** pertaining to a determination by a substance abuse professional (SAP) concerning a driver'

~~s-need~~

s need for assistance.

■ ~~Records~~

2. **Records** concerning a driver's compliance with recommendations of the SAP.

●

E. *Records relating to education and training:*

■ ~~Materials~~

1. **Materials** on alcohol misuse and drug use awareness, including a copy of the employer's policy on both.

■ ~~Documentation~~

2. **Documentation** of compliance with the requirements of 49 CFR 382.601, including the driver's

~~signed receipt~~

signed receipt for materials.

■ ~~Documentation~~

3. **Documentation** of training provided to supervisors for determining the need for reasonable-

~~suspicion testing~~

suspicion testing for alcohol misuse or use of controlled substances.

■ ~~Certification~~

4. **Certification** that any training that has been conducted complies with the requirements for such training.

●

F. *Records relating to drug testing:*

■ ~~Agreements~~

1. **Agreements** with the collection site facilities, laboratories, medical review officers, and consortia.

■ ~~Names~~

2. **Names** and positions of officials and their roles in the employer's alcohol and controlled

~~substance testing~~

substance testing program.

■ ~~Monthly~~

3. ~~Monthly~~ laboratory statistical summaries of urinalysis required by 49 CFR 40.29(g)(6).

■ ~~The~~

4. ~~The~~ employer's drug and alcohol testing policy and procedures.

How must these records be reported?

●

All records must be kept in prescribed form and be supplied to DOT when requested. The District will

~~be notified~~

~~be notified~~ whether to submit the records. [49 CFR 382.403(b)]

What happens if records are not kept properly?

●

Penalties can be severe; for example, just an error in paperwork can mean a fine of up to five

~~hundred dollars~~

~~hundred dollars~~ (\$500) for each violation. Other violations can be penalized as high as ten thousand

~~dollars~~

~~dollars~~ (\$10,000) per occurrence and loss of federal funding. [49 U.S.C.

~~Section~~

521(b)]

Where are records to be located?

●

All records required shall be maintained as required by 49 CFR 390.31 and shall be made available

~~for inspection~~

~~for inspection~~ at the employer's principal place of business within two (2) business days after a request

~~by an~~

by an authorized representative of the Federal Highway Administration. [49 CFR 382.401(d)]

What summary records are required?

-

~~● The~~

A. The District must prepare by March 15th of each year, and maintain, an annual calendar year summary of

~~the results~~

the results of all controlled substance and alcohol testing performed during the previous calendar year.

~~● Each~~

B. Each summary that contains verified positive controlled substance test results and alcohol screening tests

~~with concentrations~~

with concentrations of .02 or greater or any other violations or alcohol misuse must include the following elements:

~~■ The~~

1. The number of drivers subject to 49 CFR 382.

~~■ The~~

2. The number of drivers subject to testing under the alcohol misuse or drug use rules of more than one

~~DOT~~

(1) DOT Agency - identified by each Agency.

~~■ The~~

3. The number of urine specimens collected, by type of test (e.g., random, reasonable suspicion,

~~etc.~~

et cetera).

~~■ The~~

4. The number of positives verified by an MRO for type of test and type of drug.

~~■ The~~

5. The number of negative drug tests verified by an MRO, by type of test.

■ The

6. The number of persons denied a

positions

position as drivers following preemployment verified positive

drug testing

drug testing and/or alcohol testing with concentrations of 0.04 or greater.

■ The

7. The number of drivers with MRO-verified positive tests for multiple controlled substances.

■ The

8. The number of drivers who refused to submit to alcohol or drug tests required by 49 CFR 382.

■ The

9. The number of supervisors who have received required alcohol training during the reporting period.

■

10. The number of supervisors who have received required controlled substances training during

the reporting

the reporting period.

■

11. The number of screening alcohol tests, by type of test.

■

12. The number of confirmation alcohol tests, by type of test.

■

13. The number of confirmation alcohol tests with concentrations of 0.02 or greater but less than 0.04,

by type

by type of test.

■

14. The number of confirmation alcohol tests with concentrations of 0.04 or greater, by type of test.



15. The number of drivers returned to duty, after complying with a SAP's recommendation in this

~~reporting period~~

reporting period, who had previously had verified positive drug test results or engaged in prohibited

~~alcohol misuse~~

alcohol misuse.



16. The number of drivers who were administered drug and alcohol tests at the same time with both

~~verified positive~~

verified positive drug test results and alcohol test results with concentrations greater than 0.04.



17. The number of drivers who were found to have violated any nontesting prohibition of 49

~~CFR 382~~

CFR 382.403(b) and any action taken in response to the violation.

● ~~Each~~

C. Each employer with an annual calendar year summary that contains only negative drug test results,

~~alcohol screening~~

alcohol screening test results of less than 0.02, and no other violations may prepare and submit either a

~~standard summary~~

standard summary form with information as listed above or an "EZ" report form. The abbreviated "EZ" form

~~requires selected~~

requires selected information from the list above. [49 CFR 382.403]

Who may have access to the records?

● ~~The~~

A. The covered employee, to the employee's records, upon written request.

~~• The~~

B. The employer.

~~• The~~

C. The Secretary of Transportation, upon request.

~~• Any~~

D. Any DOT agency, upon request.

~~• Any~~

E. Any state or local official with regulatory authority over the employee, upon request.

~~• Any~~

F. Any person or employer, upon the employee's written request.

~~• National~~

G. National Transportation Safety Board may review postaccident test information upon request and as a part

~~of an~~

of an accident investigation. [49 CFR 382.405]

Are the records relating to the drug and alcohol testing program confidential?

~~•~~

Yes; therefore, they are not subject to disclosure under the Inspection of Public Records, A.R.S. [39-121](#) *et seq.*, with the possible exception of the Annual Calendar Year Summary once released to the DOT. [49 CFR 382.405]

EEAEB ©
BUS PURCHASING AND MAINTENANCE

The District and all contractors who provide transportation services to the District shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona that pertain to vehicle standards, periodic inspection, and maintenance of school buses.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[28-984](#)

A.A.C.

R17-9-105 *et seq.*

Compare EEAEC STUDENT CONDUCT ON SCHOOL BUSES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAEC © STUDENT CONDUCT ON SCHOOL BUSES

Students are required to conduct themselves in the bus, prior to boarding the bus, and subsequent to leaving the bus in a manner consistent with established standards for classroom behavior.

~~The Superintendent shall develop appropriate procedures for controlling the conduct of students riding school~~ When a student fails to practice proper conduct, the bus driver will inform the principal of the misconduct, which may then be brought to the attention of the parents.

Students who become serious disciplinary problems related to school transportation may have their riding privileges suspended. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.

Students riding on special-activity buses are under the direct supervision of the bus driver in cooperation with sponsor(s). Students who do not conduct themselves properly will be denied the privilege of riding on special-activity buses.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[EEAE](#) - Bus Safety Program

[JIC](#) - Student Conduct

[JK](#) - Student Discipline

Compare EEAF © SPECIAL USE OF BUSES (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAF © SPECIAL USE OF BUSES

School buses may be used for the transportation of students participating in school-sponsored activities under the following conditions:

- ~~Bus A.~~ Bus usage for educational field trips or educationally related activities by student organizations may ~~be considered~~ be considered an extension of classroom activities.
- ~~The B.~~ The Board delegates to the administration authority concerning requests for noncurricular usage. In such cases, ~~the~~ the student organization or group making the trip will be required to reimburse the District for all or a portion ~~of the~~ of the cost of the transportation.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-1105](#)

Compare EEAG © STUDENT TRANSPORTATION IN PRIVATE VEHICLES (version 3 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAG © STUDENT TRANSPORTATION IN PRIVATE VEHICLES

During school or school-sponsored functions, students may be transported only in school-approved vehicles operated by District-authorized personnel unless specific approval by the Superintendent has been obtained.

The Board specifically forbids any employee to transport students for school purposes without prior authorization by the Superintendent.

Each District employee or Governing Board member authorized to use a private vehicle for District purposes shall be notified in writing that the employee's or Governing Board member's automobile insurance is the primary coverage and District insurance coverage is secondary.

The Superintendent may develop regulations to govern the use of private vehicles for transporting students.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.
[15-341](#)

CROSS REF.:

[EEB](#) - Business and Personnel Transportation Services

EEAG-R ©

REGULATION

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

The use of a private vehicle for transporting students requires written permission from the Superintendent.

- This permission may be in the form of a standing permit for employees who use their own vehicles regularly for school purposes. The permit will state the particular purpose, and whether it includes transportation of students.
- For each special trip involving students, including field trips, a special permit must be obtained in advance for the specific trip.
- Each employee authorized to use a private vehicle for school business purposes will be required to present proof of insurance to the District.
- No student will be sent on school errands with the student's own vehicle, an employee's vehicle, or a District-owned vehicle.

EEB ©
BUSINESS AND PERSONNEL
TRANSPORTATION SERVICES

(District Travel Policy)

Administrative Requirements

Administrators shall be responsible for making certain that the use of school vehicles is not abused inside or outside the District, and it is the responsibility of such administrative personnel to assure that all travel has final approval from the District administration office. Use of private vehicles for school purposes must be approved by the Superintendent.

Use of School Vehicles

No school vehicle shall be used for personal business, unless the personal business is incidental to a school-related trip. On a space-available basis, an employee's family may be included on an out-of-town trip if approval is granted by the Superintendent. Only Governing Board members or District employees may drive the vehicle. A school vehicle shall not be taken to an employee's home at night unless the employee has permission from the Superintendent.

Use of Private Vehicle

Only when authorized by the Superintendent, a private vehicle may be used at the mileage rate set by the District, and reimbursement for mileage will be given to the owner of the private vehicle. Credit for mileage outside the District will be given for school business only. An employee using a private vehicle for a school trip shall not claim mileage for any purely personal use of the vehicle during said trip.

Accident Report

Any accident (no matter how minor) in a school vehicle or in any private vehicle while on school business is to be reported immediately to the District transportation office, or to an administrator if the accident occurs after school hours. The business office shall immediately report the accident to the District's insurance company.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[38-538](#)

CROSS REF.:

[DKC](#) - Expense Authorization/Reimbursement

EEBD ©
BUSINESS TRANSPORTATION
RECORDS AND REPORTS

Records and reports will be maintained as mandated by law or rules and as may be necessary to carry out transportation goals and objectives. The records shall be available for inspection by the Superintendent and other authorized officials.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-901](#)

[15-903](#)

A.A.C.

R17-4-612

Compare EF © FOOD SERVICES (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EF © FOOD SERVICES

The District ~~will operate a school lunch program for each school.~~

~~Food services will include lunches, and may include breakfasts, through participation in the National School Lunch Program.~~

~~The Board will approve the prices set for school lunches.~~

~~As required for participation in the National School Lunch Program, the Board prescribes:~~

- ~~• That a school lunch be made available to students.~~
- ~~• That free and reduced-price lunches be provided students who qualify under federal guidelines.~~

~~Extra food sales may also be made available at all schools in order to provide a more varied lunch program.~~

~~Students will also be permitted to bring their lunches from home and to purchase beverages~~ food service program shall strive to provide well-balanced meals that are nourishing, available at moderate prices, and served in a pleasant surrounding.

The Board shall establish prices to be paid by students for school meals and the price charged to adults who purchase meals.

The Superintendent shall develop ~~and implement~~ procedures ~~as necessary, which are designed to meet the necessary requirements for participation in the National School Lunch Program and for control of students using the cafeteria~~ to implement this policy and shall formulate a plan to provide free or reduced price meals for all eligible students.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-239](#)

[15-242](#)

[15-342](#)

[15-1151](#)

[15-1152](#)

[15-1153](#)

[15-1154](#)

[15-1155](#)

[15-1157](#)

[15-1158](#)

~~Administrative Regulations, 15-1251~~

Arizona Department of Education: The Arizona Nutrition Standards

Public Law 111-296, Healthy, Hunger-Free Kids Act of 2010 Sec. 205 -

Equity in School Lunch Pricing

Richard B Russell National School Lunch Act 42 U. S. ~~FC. R., Section VI, Food Services~~1751
et seq.

Child Nutrition Act of 1966 42 U.S.C. 1771 *et seq.*

CROSS REF.:

GDN - Supervision of Support Staff Members

JL - Student Wellness

Compare EF-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

EF-R ©

REGULATION

FOOD SERVICES

~~The District food service program will comply with the following:~~

- ~~● Any student may eat in a school cafeteria.~~
- ~~● A student may bring a sack lunch; milk may be purchased.~~
- ~~● Meal prices for students and adults will be recommended by the food service supervisor, with approval by the Governing Board, at the beginning of each school year.~~
- ~~● Meal prices will be posted in each cafeteria.~~
- ~~● Under federal law, a school that operates on a commodity program is prohibited from serving free meals to adults or employees of the District. All meals for adults must be paid for when served.~~
- ~~● A guest must be cleared through the food service supervisor by the host to be eligible to eat in the cafeteria. The host must make arrangements to pay the full price of the meal.~~
- ~~● Food service employees have the right to refuse to serve anyone who is not either employed by the District or cleared through the food service supervisor.~~
- ~~● The cafeteria laundry facilities will be used only for school-sanctioned purposes.~~

~~● Facilities~~

~~District and school administrators will work together to provide a safe, accessible and compliant food and nutrition program and shall observe the following directives in operating the food and nutrition programs.~~

~~Meals in schools. Each school shall:~~

- ~~A. Provide meals at a reasonable price and accordingly shall use state allocated food services funds to supplement federal funds as a means of keeping prices within reach of paying students.~~
- ~~B. Encourage students to participate in each school's meal program while still allowing meals to be brought from home.~~
- ~~C. Provide modified meals, upon a physician's written request, for students with food allergies or other special food needs. (The allergies would be of a life threatening or severe reaction nature.)~~

Menu.

Each school that includes grades kindergarten (K) through eight (8) shall:

Ensure that nutritious foods are available as an affordable option whenever food is sold or served and that Foods of Minimal Nutritional Value (FMNV) as defined by United States Department of Agriculture (USDA) and the Arizona Department of Education (ADE) are prohibited. This includes all food and beverages sold and/or served to students at school during the normal school day exclusive of school parties.

Each school that includes grades nine (9) through twelve (12) are:

Prohibited from the sale of FMNV in the dining, serving, and kitchens areas during breakfast and lunch periods.

Each school, (kindergarten [K] through twelve [12]) shall inform families, upon request, about the ingredients and nutritional value of the foods served.

Competitive foods. Competitive foods mean any foods sold in competition with the National School Breakfast and Lunch Program to students during the meal periods. The principal may approve the sale of competitive foods if:

A. All income from the sale of such foods accrue to the benefit of:

1. The nonprofit school food service; or
2. The school or student organizations approved by the District.

B. They are sold in locations other than the dining, serving, and kitchen areas.

C. The school promotes an overall school environment that encourages students to make healthy food choices.

D. The competitive foods meet the state nutrition standards.

Pricing, posting, and expenses. The school meal program must be nonprofit. Pricing for student meals shall be established considering market share, creation and loss of revenue and shall be reviewed and adjusted periodically as necessary. The District in compliance with Section 205 of the Healthy, Hunger-Free Kids Act of 2010, shall provide the same level of support for lunches served to students who are not eligible for free or reduced price lunches as they are for lunches served to students eligible for free lunches. Revenue generation should not take precedence over the nutritional needs of students. Prices for adult meals and catering shall be reviewed periodically and shall reflect direct cost of operations. Revenues received are to be used only for the operation or improvement of the program.

Schools shall ensure that:

A. The sale price of any food items sold including a reimbursable meal shall be posted in the dining area.

B. School meal program facilities used by outside organizations or individuals must have approval from the ~~Superintendent~~ food and nutrition program director.

~~● If~~ C. If outside organizations or individuals use the food ~~service~~ and nutrition program facilities, a qualified staff member must be on duty.

~~● The food service supervisor will develop in-service training programs, approved by the Superintendent, for the food service staff.~~

D. All food items and/or consumable supplies purchased through the food and nutrition program and all labor used for a special meal function must be reported. The sponsoring agency must be billed for the food, labor and other costs of the special function. All special meal functions must operate on a self-sustaining basis.

E. Each person who eats a school meal must pay the regular price for the meal with two (2) exceptions:

1. Students who have an approved free or reduced-price income application on file for the current school year.
2. Food and nutrition program employees who are paid from school lunch funds.

F. No person is permitted to take food or garbage from the food and nutrition program for personal use.

Training. The food and nutrition program director/supervisor will develop ongoing in-service and staff development training opportunities for staff in the area of food safety, nutrition, and customer service.

Eligibility. Principals will ensure that families are aware of need-based programs for free or reduced price meals and encourage eligible families to apply. The confidentiality of students and families applying for or receiving free or reduced priced meals shall be maintained.

Dining environment. Principals shall ensure that students and staff have adequate space to eat meals in pleasant surroundings and shall have adequate time to eat, relax, and socialize. Safe drinking water and convenient access to facilities for hand washing and oral hygiene shall be available.

Student workers. Students shall be allowed to assist with meal preparation and service if mutually agreeable between the parent, teacher, and food service staff. Student workers must receive documented food safety and sanitation training.

Denial of meals as disciplinary action. School personnel shall not withhold food from students as punishment. Disciplinary action, which indirectly results in the loss of meals, is allowable (such as suspension from school). Any student attending school, who is not allowed to eat in the cafeteria for disciplinary reasons, shall have a reimbursable meal made available to them.

Feeding Senior Citizens. The District may enter into an agreement to provide meals for persons sixty (60) years of age or older and their spouses, or any group of such persons.

Student, Parent, Teacher and Community Involvement. The District shall promote activities to involve student and parents in the food/nutrition program. Activities may include menu planning, enhancement of the eating environment, program promotion and related student-community support activities. Schools are encouraged to use the school meal program to teach students about good nutrition practices. School faculties and the general community should be involved in activities to improve the overall acceptability of the food and nutrition program. Each school should welcome and encourage parents to eat with students.

Recordkeeping. The District must keep complete and accurate records of the school meal program to serve as a basis for claims for reimbursement and for audit and review purposes.

All records and tickets must be kept in accordance with the National School Lunch Program and School Breakfast Program State Guidance Manual.

Safety inspections. The District is required to obtain a minimum of two (2) food safety inspections each school year.

Other food sales. Food sales by student or adult entities or organizations shall be permitted provided these sales ensure optimum student participation in the school meals program and are in compliance with state and federal regulations.

When meals or snacks are offered to students in organized after-school education or enrichment programs, they should be provided by the food and nutrition program.

Compare EF-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EF-E ©

EXHIBIT

FOOD SERVICES

CODE OF STANDARDS

The duties of any officer, employee, or agent of the District who has occasion to handle school food or monies shall be performed in a manner consistent with good business practices. This shall include prohibition of:

~~● Solicitation~~

A. ~~Solicitation~~ or acceptance of gratuities, favors, or anything of monetary value from contractors,

~~potential contractors~~

~~potential contractors~~, or parties to subagreements.

~~● Participation~~

B. ~~Participation~~ in awards or administration of contracts to firms in which the employee, or any member of

~~the employee~~

~~the employee's~~ immediate family, has a financial or other interest.

If financial interest is not substantial, or the gift is unsolicited and of nominal intrinsic value, the officer, employee, or agent of the District shall conform to the requirements of Policies BCB, DJ, or GBAAA.

Penalties or other disciplinary actions for infractions will be based on the seriousness of the violations. Disciplinary actions may include, but are not limited to:

~~● A.~~ A written disciplinary report filed in the individual's personnel file.

~~● Suspension~~-B. Suspension of duties.

~~● Termination~~-C. Termination of employment.

~~● Prosecution~~-D. Prosecution by legal authorities.

Distribution Instructions

These standards are incorporated into the general operation policy manual of the District and are reviewed regularly by the Superintendent or the Governing Board. Copies of these standards are to be distributed to all personnel who have occasion to handle school food, monies, or supplies, together with their supervisors and program directors.

CROSS REF.:

[BCB](#) - Board Member Conflict of Interest

[DJ](#) - Purchasing

[GBEAA](#) - Staff Conflict of Interest

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

Compare EFC © FREE AND REDUCED - PRICE FOOD

first

SERVICES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EFC © FREE AND REDUCED - PRICE FOOD SERVICES

~~A program of free and reduced-price meals shall be established through Board approval and participation. Upon Board approval, the District shall enter into an agreement with the Arizona Department of Education to participate in the National School Lunch Program and School Breakfast Programs to provide meals for students who qualify. All parents, including those of students entering during the year, shall be informed of the program by letter. Applications shall be reviewed and maintained by the supervisor of food services.~~

~~The income poverty guidelines prescribed on July 1 of each year must be used for the ensuing fiscal year. Each state agency has special responsibilities for informing schools and service institutions of their obligation to provide free or reduced-price lunches and breakfasts to students who qualify. Furthermore, the Governing Board will submit to the Food and Nutrition Office a policy and criteria that will be followed in determining the eligibility of all students for free or reduced-price meals.~~

~~The District will serve meals free or at a reduced price to any student who is a member of a family that has an annual income not above the applicable income level for the student's family size.~~

~~The adopted income guidelines must meet the income poverty guidelines prescribed by the federal Office of Management and Budget Program and to receive commodities donated by the United States Department of Agriculture.~~

The Superintendent shall develop procedures with respect to determining eligibility of children for free and reduced price meals which follow federal regulations and state guidelines.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-242](#)

[15-1151](#)

[15-1152](#)

[15-1153](#)

[15-1154](#)

[15-1155](#)

[15-1157](#)

[15-1158](#)

[15-1251](#)

Administrative Regulations, USFR, Section VI, Food Services

Richard B Russell National School Lunch Act 42 U. S. C. 1751 *et seq.*

Child Nutrition Act of 1966 42 U.S.C. 1771 *et seq.*

Arizona Department of Education: The Arizona Nutrition Standards

CROSS REF.:

[GDN](#) - Supervision of Support Staff Members

[JL](#) - Student Wellness

Compare EFDA © COLLECTION OF MONEY / FOOD TICKETS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EFDA © COLLECTION OF MONEY / FOOD TICKETS

Meal Charges

To ensure students receive the nutrition they need to stay focused during the school day the District shall maintain a meal charge program that minimizes identification of children with insufficient funds to pay for school meals and maintain the financial integrity of the district food service fund account. Further, the District shall abide by program regulation 7 CFR 245.5 by providing parents and guardians of all children who attend the school in the District information regarding the availability of reimbursable school meals and must be provided, in writing, information about applying for free or reduced price meals. The District will promote activities to involve students and parents or guardians in the school meal programs and inform families about the availability of all District meal programs. The District shall include students, families, and the school community in establishing and developing a communication plan for the District's meal charge policy that complements the public announcement of meal eligibility requirements in 7 CFR 245.5 and is consistent with the involvement required in 7 CFR 210.12.

~~*(NOTE (To be removed with adoption of Policy): ASBA offers the following language. However the guidance presented by the USDA provides for local districts to establish direction related to meal charges within the parameters of language found in USDA Memo Code SP 46-2016, SP 47-2016, and SP23-2017 Districts may approve and implement the following language or establish local language the meets conditions presented by USDA)*~~

The District provides the following regarding meal charges:

- A. For all types of reimbursable meals, students in grades up to and including eighth (8th) grade are allowed to charge up to three (3) meals.
- B. A student in grades up to and including eighth (8th) grade who has reached the limit of three (3) charged meals will be provided an alternative meal.
- C. ~~Students in grades nine (9) through twelve (12) may not charge meals.~~D. No lunch charges will be allowed under any circumstances during the last ten (10) days of the school year.

At least one (1) advance written warning communication shall be given to the student and parent/guardian prior to providing additional meals beyond the conditions established by the District. The written communication shall explain the procedure should the student not have sufficient funds to pay for a meal.

The District shall make a reasonable effort to collect unpaid meal charges classified as delinquent debt. The District shall ensure that efforts to collect delinquent debt do not have a negative impact on the student involved. Such efforts shall focus primarily on the parents or guardians responsible for providing for the student's funds for meals. When the District

determines that collection efforts for delinquent debt are useless or too costly, the debt must be reclassified as "bad debt" as defined in 2 CFR 200. 426. Bad debt must be written off as operating loss. However, "bad debt" must be restored using non-federal funds. Delinquent meal charges that are converted to "bad debt" must be recorded and maintained in accordance with record retention requirements in 7 CFR 210.9(b)(17) and 7 CFR 210.15(b).

Adopted: ~~date of Manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

The Child Nutrition Act (42 U.S.C. 1771 et seq.)

CROSS REF.:

[JL](#) - Student Wellness

Compare EFE © COMPETITIVE FOOD SALES / VENDING

first

MACHINES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EFE © COMPETITIVE FOOD SALES / VENDING MACHINES

~~Management and control of noncafeteria food sales are the responsibility of the principals.~~

~~Sale of food by school-related organizations, and vending machines containing confections, soft drinks, and other food items.~~ Vending Machines

Vending machines may be located on school campuses. ~~However, the operation of vending~~

Vending machines will only dispense foods that meet nutrition standard guidelines as set forth by the Arizona Department of Education Child Nutrition Programs and the U.S. Department of Agriculture requirements for foods and beverages that are sold individually. Vending machines shall not compete with the ~~school lunch program.~~ District food and nutrition program.

Competitive Food Sales

Competitive food sales and marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards for meals or for foods and beverages sold individually. School-based marketing of Foods of Minimal Nutritional Value (FMNV) is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Allowable marketing activities that promote healthful behaviors include vending machine covers promoting water; pricing structures that promote healthy options in á la carte lines or vending machines; sales of fruit for fund-raisers; and coupons for discount health and fitness memberships.

Adopted: date of ~~manual adoption~~ Manual adoption

LEGAL REF.:

A.R.S.

15-242 Nutrition Standards

The National School Lunch Act (42 U. S. C. 1751 et seq.)

and the Child Nutrition Act (42 U.S.C. 1771 et seq.), as amended.

CROSS REF.:

JL - Student Wellness

LC - Relations with Education Research Agencies

EFH ©
FOOD SERVICE SANITATION PROGRAM

School food service programs must meet all sanitary regulations recommended by the State Department of Health for food-handling establishments and the respective county or federal inspection agency.

Cleanliness and sanitation should be an integral part of food production, and shall receive the proper emphasis to ensure that standards are high.

Adopted: date of manual adoption

EFI ©
FOOD SERVICES RECORDS
AND REPORTS

The State Board of Education prescribes regulations for keeping food services records and making reports. The accounts and records shall be available at all times for inspection and audit by authorized officials and shall be preserved for a period not to exceed five (5) years. The school lunch programs will be administered according to appropriate state and federal provisions and the regulations made by the State Board. The State Board conducts or causes to be conducted audits, inspections, and administrative reviews of accounts, records, and operations.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-1155](#)

Administrative Regulations, U.S.F.R., Sec. VI, Food Services

EG ©
OFFICE SERVICES

(Office Hours)

All offices in the District shall be open during the school year Monday through Friday for eight and three-quarter (8 3/4) hours, except during holidays and as otherwise stipulated by the Superintendent.

School office hours shall be established annually by the Superintendent and be based on starting and ending times of each school. Office hours will be posted at each school site and the District Office.

Adopted: December 11, 2008

LEGAL REF.:

Arizona Constitution, Article 18, Section 1

**EGAC
PRINTING, PRODUCTION, AND
GRAPHIC SERVICES**

**Use of District Printing Materials
and Equipment**

The Governing Board directs that District-owned printing and duplicating materials and equipment not be used for personal monetary gain or that of others, either on or off the District premises.

Under special conditions, employees and student-related groups may purchase materials, such as paper, etc., from the District. An audit procedure will be developed to account for the materials in such instances. Special permission may be granted for the use of some equipment by civic groups, parent groups, educational groups, etc., when the conditions warrant such use and will be of benefit to the District.

Adopted: date of manual adoption

LEGAL REF.:

P.L. [94-553](#)

Compare EGAD © COPYRIGHT COMPLIANCE (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EGAD © COPYRIGHT COMPLIANCE

School equipment and personnel cannot be used for any printing work for Parent-Teacher Association (P.T.A.) or for professional, charitable, or character-building organizations. The only exception to this policy is when an individual school duplicates notices of the parent group meetings directly connected with a specific activity in the school.

The District does not condone violations of the United States copyright law. Subject to certain specific exceptions, the owner of a copyright has the exclusive rights to reproduce, distribute, perform, or display the copyrighted work, or to authorize such reproduction, distribution, performance, or display by others.

An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. All of the following factors shall be considered in determining fair use:

- ~~The A.~~ The purpose and character of the use, including whether the use is of a commercial nature or for ~~nonprofit educational~~ nonprofit educational purposes.
- ~~The B.~~ The nature of the copyrighted work.
- ~~The C.~~ The amount and importance of the portion used in relation to the copyrighted work as a whole.
- ~~The D.~~ The effect of the use upon the potential market for or value of the copyrighted work.

A further exception shall be performance or display of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other similar place devoted to instruction.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

~~P17 U.L. 94-553~~ S.C. 101 *et seq.*

EGAE ©
MAIL AND DELIVERY SERVICES

A mail service system shall be maintained within the District so that in-District communications and communications from outside sources may be delivered to the intended recipients in the most practicable way.

The use of District mail facilities and personnel for the distribution of materials and communications shall be restricted to materials and communications that further the official school business and the educational purposes of the District.

The District shall not be liable for items lost or opened, nor for any damage or injury incurred by any individual as a result of the use of this mail service.

The Superintendent may establish procedures for implementation of this policy.

Adopted: date of manual adoption

Compare EGAEA © ELECTRONIC MAIL (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

EGAEA © ELECTRONIC MAIL

Electronic communications (including records made with other software and sent in e-mail) which are sent or received by the Board or District employees pertaining to the business of the school may be subject to public disclosure and inspection as public records and discovery in litigation as evidence in support of a claim. Use of electronic mail should conform to the same standards of judgment, propriety, and ethics as other forms of school business-related communications. Board members, officers and employees may create electronic records through the use of e-mail on their private computers or borrowed computers when communicating about school business-related issues. All business-related electronic communications by Board members, officers and employees are to be turned over to the school records office to be sorted and have their value as a record determined.

—

For these reasons a record keeping system for electronic communications shall be established in which those types of electronic communications:

● ~~shall~~

A. shall be categorized in the same manner as is required for paper records,

● ~~shall~~

B. shall be stored in a way permitting ease of record retrieval,

● ~~and~~

C. and shall contain explicit sender and receiver identification.

The following guidelines shall be adhered to in order to establish a record keeping procedure for such communications.

●

A. A repository for electronic communications shall be established at the direction of the Superintendent.

● ~~All~~

B. All school business-related communications, including communications from private computers used

● ~~by school~~

by school Board members, officers and employees shall be segregated to a file folder and then to a

~~location designated~~

location designated by the District so that these records may be maintained and inspected by any person

~~upon request~~

upon request, unless the materials are otherwise made confidential by law.

~~• The~~

C. The determination of record status shall be on the same basis as is used for paper records.

~~• Once~~

D. Once the communication is transferred to the records maintenance location and into the

~~recordkeeping system~~

recordkeeping system the original electronic version may be deleted. The version maintained in the proper

~~recordkeeping system~~

recordkeeping system is the official copy and must be retained for the same period as required for other forms of the

~~same record~~

same record series.

~~• A~~

E. A retrieval system for electronic mail and data transmitted with mail shall be established that will

~~permit reasonable~~

permit reasonable access to the records with a minimum of effort, identifying the recipient and the sender.

Adopted:

~~December 11, 2008~~

date of Manual adoption

LEGAL REF.:

A.R.S.

[38-431.01](#) et seq.

[39-101](#)

[39-121](#) et seq.

[41-1343](#)

~~[41-1346](#)~~

A.G.O

-

I05-004

General Retention Schedule for All State Agencies and Political Subdivisions

for

—

Records Received via E-mail

20 U.S.C. 1232g Family Educational Rights and Privacy Act

CROSS REF.:

[BDF](#) - Advisory Committees

[BEDH](#) - Public Participation at Board Meetings

[BHC](#) - Board Communications with Staff Members

[BHD](#) - Board Communications with the Public

[CFD](#) - School-Based Management (School Councils)

[EGD](#) - Use of Technology in Office Services

[EHB](#) - Data/Records Retention (Records Management)

Compare EGD © USE OF TECHNOLOGY IN OFFICE SERVICES

first

(version 3 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EGD © USE OF TECHNOLOGY IN OFFICE SERVICES

Electronic communications (including records made with other software and sent in e-mail) which are sent or received by the Board or District employees pertaining to the business of the school may be subject to public disclosure and inspection as public records and discovery in litigation as evidence in support of a claim.

All Board members and selected staff are encouraged to participate in Open Meeting Law (OML) and Public Records Law training within the first thirty (30) days after becoming a member of the Board or the date of employment, as is applicable. In order to encourage the Board, individual Board members, staff communicating with or on behalf of the Board and members of councils/committees of the Board to comply with the requirements of the OML and Public Records Law, the following guidelines shall be followed:

Guidelines:

●—E

A. E-mail or any other electronic messaging service shall not be used as a substitute for deliberations at

~~Board meetings~~

Board meetings or for other communications or business properly confined to Board meetings.

●—E

B. E-mail or any other electronic messaging service may be used to disseminate factual information, such

~~as agenda~~

as agenda packet, suggestions for public agenda items and reminders regarding committee meeting times,

~~dates and~~

dates and places.

●—Confidential

C. Confidential information about employees, students or other Board members shall not be included in e-

~~mail communications~~

mail communications due to the risk of improper disclosure.

● ~~Should~~

D. **Should** electronic devices be utilized for participation or attendance at public meetings, the public

~~in attendance~~

in attendance including media representatives shall have the same access to the electronic input as

~~the Governing~~

the Governing Board members.

● ~~The~~

E. **The** following statement shall be used on all Board member and staff electronic communications: "To

~~ensure compliance~~

ensure compliance with the Open Meeting Law, Board member recipients of this message should not forward it

~~to other~~

to other Board members nor should Board members reply to this message."

● ~~Board~~

F. **Board** members shall communicate with staff members and the public by following procedures established

~~in policy~~

in policy.

Records Retention:

●

Each Board member or staff member computer user shall segregate or store electronic

~~communications pertaining~~

communications pertaining to the business of the District to or from members of the Board or staff to a file folder and

~~then to a location~~

then to a location designated by the District so that these records may be maintained and inspected by

~~any person~~

[any person](#) upon request, unless otherwise made confidential by law.

Compliance

In the event a Board member(s) fails to comply with the guidance of Board policy, the matter shall be referred to the Board President, who will meet with and/or discuss the matter and the Board policy with the Board member(s). The Board President may request that the Board's legal counsel participate in the meeting and/or discussion.

In the event an employee fails to comply with the guidance of Board policy, that employee may be subject to disciplinary action, up to and including possible termination.

The Superintendent may develop procedures to assist in compliance with the Open Meeting Law and the Public Records Law.

Adopted:

~~December 11, 2008~~

[date of Manual adoption](#)

LEGAL REF.:

A.R.S.

[38-431.01](#) *et seq.*

[39-101](#)

[39-121](#) *et seq.*

[41-1343](#)

~~[41-1346](#)~~

A.G.O.:

105-004

~~Records-General Retention and Disposition Schedule for Arizona School Districts (2004),
Records~~

~~—Management Division of the Department of Library, Archives, and Public and Charter
Schools -~~

[Electronic Communications and Social Networking Records](#)
20 U.S.C. 1232g Family Educational Rights and Privacy Act

CROSS REF.:

[BDF](#) - Advisory Committees

[BEDH](#) - Public Participation at Board Meetings

[BHC](#) - Board Communications with Staff Members

[BHD](#) - Board Communications with the Public

[CFD](#) - School-Based Management (School Councils)

[EGAEA](#) - Electronic Mail

[EHB](#) - Data/Records Retention (Records Management)

[EHB-R](#) - Data/Records Retention (Records Management Program)

**EGE ©
OFFICE SERVICES RECORDS
AND REPORTS**

Refer to Policy [EHB](#).

EHB ©
DATA / RECORDS RETENTION

(Records Management)

All required records and any other records that are deemed necessary or helpful will be prepared in a manner consistent with law and the requirements of the Uniform System of Financial Records. An administrative records management program approved by the Governing Board shall be established and maintained, and copies of retention schedules shall be submitted to the Arizona State Library, Archives and Public Records (ASLAPR).

Records management standards adopted by the ASLAPR for the maintenance and storage of the District's public records provides for the maintenance and storage of records either on paper or in an electronic format, or a combination of paper and electronic format.

The Governing Board is the custodian of the official copies of all records, required or optional, and the Superintendent shall be responsible for protecting such records on behalf of the Board. As a part of the records management program, the Superintendent may assign management responsibilities to other employees by naming the employee positions and a general description of the records assigned to their jurisdiction.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-271](#)

[15-272](#)

[15-341](#)

[15-521](#)

[23-721](#)

[23-926](#)

[23-962](#)

[38-421](#)

[38-423](#)

[38-424](#)

[39-101](#)

[39-103](#)

[39-121](#)

[41-1346](#) *et seq.*

[44-1373](#)

A.A.C.

[R7-2-803](#)

Compare EHB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

EHB-R ©

REGULATION

DATA / RECORDS RETENTION

(Records Management Program)

Records shall be prepared and managed as outlined below.

Business and Financial Records

Management of the following records is the responsibility of the business manager:

- ~~Annual~~ A. Annual District budget.
- ~~Audit~~ B. Audit reports.
- ~~Financial~~ C. Financial statements.
- ~~Capital~~ D. Capital levy plan. ● ~~Bids~~
- E. ● ~~Contracts~~ Bids.
- F. Contracts (except employment).
- ~~Deeds~~ G. ● ~~Leases~~ Deeds.
- H. Leases/lease purchases.
- ~~I.~~ Inventory (history records of general fixed assets).
- ~~J.~~ Records identified in the Uniform System of Financial Records.

Other District Records

The current year's records will be kept in the District administration office. When practical to do so, but no later than during the second immediate past year, all paper records will be grouped, bundled together, and labeled, with the disposal date noted on the label. Records created and/or maintained in an electronic format will be preserved in a manner approved by the Records Management Division of the Arizona State Library, Archives and Public Records (ASLAPR). Retention periods noted will refer to the number of years after the end of the fiscal year in which the records were made or superseded, as specified in the *General Retention Schedules for School Districts and Charter Schools*.

All records shall be managed in compliance with the requirements of the Records Management Division of the Arizona State Library, Archives, and Public Records (ASLAPR). Due to the

ongoing process by the ASLAPR to revise existing and add new retention schedules for school districts and charter schools, the current point-in-time status of records retention requirements must be confirmed prior to determining disposition of the subject records by accessing the General Retention Schedule for School Districts and the Standards and Guidelines for Electronic Records available on the ASLAPR website at:

<http://www.lib.az.us/records/school.aspx>

and

http://www.lib.az.us/records/Standards_and_Guidelines.aspx

EI ©
INSURANCE PROGRAMS /
RISK MANAGEMENT

The Board has the responsibility to maintain an adequate property, casualty, and liability insurance program to protect the property of the District against fire, vandalism, and theft; to protect the Board members and employees against general liability resulting from the discharge of their duties; and to offer protection in case of injury for employees while acting in behalf of the school. The Board may also authorize a voluntary insurance program for students and employees.

The responsibility of administering the total insurance program shall be delegated to the Superintendent, who will seek and consider input from the staff. Underlying such administrative delegation, there will first be prepared, for review and approval, specifications for insurance coverage of various types so that the insurance may be placed by competitive bid. Any recommended modification of these specifications will be brought before the Board for review and action. The District will make every effort to obtain insurance at the most economical cost, consistent with required service.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-381](#)

[15-382](#)

[15-383](#)

[15-384](#)

[15-386](#)

[15-387](#)

[15-388](#)

[15-502](#)

A.G.O.

I80-216

Compare FA © FACILITIES DEVELOPMENT GOALS /

first

PRIORITY OBJECTIVES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

FA © FACILITIES DEVELOPMENT GOALS / PRIORITY OBJECTIVES

Priority in the development of facilities shall be based on identified educational needs and on programs developed to meet those needs.

The Board establishes these broad goals for development:

~~● To~~

A. To integrate facilities planning with other aspects of planning in a comprehensive educational program.

~~● To~~

B. To base educational specifications for school buildings on identifiable learner needs.

~~● To~~

C. To design for sufficient flexibility to permit program modification or the installation of new programs.

~~● To~~

D. To design school buildings as economically as feasible, providing that learner needs are effectively

~~and adequately~~

and adequately met by the design.

~~● To~~

E. To involve the community, school staff members, available experts, and the latest in related

~~current development~~

current development and research in building plans and specifications.

~~● To~~

F. To analyze life-cycle costs as they compare with capital expenditures versus a maintenance and

~~operations expense~~

operations expense projection.

● ~~To~~

G. To analyze the core facility as it relates to future expansion.

● ~~To~~

H. To design school buildings for community use when feasible.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

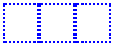
A.R.S.

[15-341](#)

[15-342](#)

[15-2002](#) *et seq.*

[15-2031](#)



FCB ©
RETIREMENT OF FACILITIES
(Closing a School Facility)

If it is determined the Board needs to consider closing a school facility the Board may consult with the Arizona School Facilities Board (SFB) for technical assistance and for information on the impact of closing a school. The information provided from the SFB shall not require the Board to take or not take any action.

The Board recognizes the impact closing a school has on the community, the students who attend the school being considered, the projected impact on other schools in the District, and the District. In response the Board shall discuss and consider a proposed school closing at a scheduled Board meeting. The Superintendent shall present at a Board meeting demographic data related to present and future school facility needs along with information related to a school closing.

Following a decision to sell or lease a vacant and unused building or a vacant and unused portion of a building, the District may not prohibit a charter school or private school from negotiating to buy or lease the property in the same manner as other potential buyers or lessees. The District shall attempt to obtain the highest possible value under current market conditions for the sale or lease of the vacant and unused building or the vacant and unused portion of a building and may not accept an offer from a potential buyer or lessee that is less than an offer from a charter school or private school. This does not require the owner of a building to sell or lease the building or a portion of the building to a charter school, to any other school or to any other prospective buyer or tenant, except that the owner of a building may not withdraw the property from sale or lease solely because a charter school or private school is the highest bidder.

Community members shall be provided an opportunity to address the consideration at the Board meeting.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-189](#)

[15-341](#)

[38-431.01](#)

CROSS REF.:

[DN](#) - School Properties Disposition

[JC](#) - School Attendance Areas



FEA ©
EDUCATIONAL SPECIFICATIONS
FOR CONSTRUCTION

The Governing Board may delegate authority in writing to the Superintendent to submit plans for new school facilities to the School Facilities Board for the purpose of certifying that the plans meet the minimum school facility adequacy guidelines prescribed in A.R.S. [15-2011](#).

In the construction of new or remodeled educational facilities, the Board requires the Superintendent to develop a set of comprehensive educational specifications. In conferences with the architect, the following specifications and statutory references shall be discussed for design inclusion:

- A. Information concerning the plan of school organization and estimated enrollment in the proposed building.
- B. A description of the proposed curriculum and the teaching methods and techniques to be employed.
- C. A schedule of space requirements, including an indication of relative locations of various spaces.
- D. A desired layout of special areas and the equipment needed for such areas.
- E. An outline of mechanical features and special finishes desired.
- F. Standards established by the School Facilities Board.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-2001](#) *et seq.*

[15-2011](#)

[34-461](#)

[41-1492](#) *et seq.*

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

29 U.S.C. 794, Rehabilitation Act, (Section 504)

42 U.S.C. 12101 *et seq.*, The Americans with Disabilities Act

Compare FED CONSTRUCTION PLANS AND SPECIFICATIONS (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

FED CONSTRUCTION PLANS AND SPECIFICATIONS

The Governing Board authorizes the Superintendent to make change orders during construction projects in an amount up to and including ~~thirty~~^{fifty} thousand dollars (~~\$30~~^{\$50},000), or the annual revision of the amount calculated by the State Board of Education and made applicable for the year in which the transaction will occur. All changes over ~~twenty-~~^{twenty-}five thousand dollars (~~\$5~~^{\$25},000) shall be reported to the Board.

Adopted: date of manual adoption



FF ©
NAMING FACILITIES

In naming facilities, the District will consider names derived from significant geographic locations, historical events, or events of community significance, as well as worthy deceased individuals who have made unique contributions to the District.

In this policy, the word facility refers to any school building, administration building, gymnasium, stadium, athletic field, or playground.

Adopted: date of manual adoption



FF-R

REGULATION

NAMING FACILITIES

The general procedure for selecting a name for a facility shall be as follows:

- A committee established for the purpose of recommending names for facilities shall be appointed by the Superintendent prior to meetings being held to consider names.
- Committee membership shall include:
 - The principal assigned to the school to be named. The principal is responsible for obtaining names of persons interested in serving as committee members and will serve as chairman of the committee.
 - Two (2) classroom teachers from the school to be named.
 - Two (2) student representatives from the attendance area to be served.
 - Two (2) citizens from the attendance area to be served.
 - The parent/teacher organization president or a parent representative for the school to be named.
 - A representative designated by the Superintendent from the administrative center.
- The school naming or renaming committee shall present a report to the Superintendent indicating the process utilized in developing the list of suggested names, which shall include not fewer than three (3) nor more than five (5) names. Upon receipt of the report, the Superintendent will forward the materials to the Governing Board.
- The Board may make the final selection of the name for the facility from the list of names submitted by the committee.

Compare GA © PERSONNEL GOALS / PRIORITY OBJECTIVES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GA © PERSONNEL GOALS / PRIORITY OBJECTIVES

The Board recognizes that dynamic and efficient staff members dedicated to education are necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of the staff members.

Duties of these staff members shall be outlined and assigned by the Superintendent.

Additionally, the Board establishes, as personnel service goals, the following:

● ~~Recruiting~~

A. **Recruiting**, selecting, and employing the best-qualified personnel to staff the school system.

● ~~An~~

B. **An** employee appraisal program that will contribute to the continuous improvement of staff performance.

● ~~Professional~~

C. **Professional** development and in-service training programs for employees that will improve their rates

~~of performance~~

of performance and retention.

● ~~Deployment~~

D. **Deployment** of the available personnel to ensure that they are utilized as effectively as possible

~~within budgetary~~

within budgetary constraints.

● ~~Human~~

E. **Human** relationships necessary to obtain maximum staff performance and satisfaction.

● ~~A~~

F. A staff compensation program sufficient to attract and retain qualified employees within the fiscal limitations

of the

of the District.

Adopted: date of ~~manual~~Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-502](#)

[15-503](#)



GB ©
GENERAL PERSONNEL POLICIES

Personnel policies adopted by the Governing Board are to serve as guidelines for the efficient and successful functioning of the District.

The policies are framed and intended to be interpreted within the context of applicable laws and regulations. Changes in the laws and agency rules, as well as in the needs, conditions, purposes, and objectives of the District may result in revisions, deletions, and additions to the policies. Therefore, to the extent permitted or required by law, District personnel policies may be modified, amended, or repealed at any time as the Board determines to be in the best interest of the District. No person shall be deemed to have a vested right to continuing employment or benefits associated with District employment except as may be required by law and provided in the respective employee's written contract or employment agreement.

Wherever inconsistencies of interpretation arise, the law and regulations prevail.

Adopted: October 3, 2012

LEGAL REF.:

A.R.S.

[15-341](#)

[15-342](#)

[15-546](#)



GBA ©
EQUAL EMPLOYMENT OPPORTUNITY

Discrimination against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, age, or national origin is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-904](#)

[41-1461](#)

[41-1463](#)

[41-1465](#)

CROSS REF.:

[AC](#) - Nondiscrimination

[ACA](#) - Sexual Harassment

[IHBA](#) - Special Instructional Programs and Accommodations for Disabled Students

[JB](#) - Equal Educational Opportunities

[KED](#) - Public Concerns/Complaints about Facilities or Services

Compare GBA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GBA-R ©

REGULATION

EQUAL EMPLOYMENT OPPORTUNITY

Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, [within the established timelines](#). In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539 et seq.](#) may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with ~~policies~~ [Policies JK, JKD and JKDJKE](#).

If the Superintendent's investigation reveals no reasonable cause to ~~believe~~ [believe](#) policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

[The complaint must be filed within thirty \(30\) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.](#)

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.



GBA-E ©

EXHIBIT

EQUAL EMPLOYMENT OPPORTUNITY

COMPLAINT FORM

(To be filed with the compliance officer as provided in GBA-R)

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

| Name | Address | Telephone Number |
|------|---------|------------------|
|------|---------|------------------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer, as designated in GBA-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.



GBB ©
STAFF INVOLVEMENT IN
DECISION MAKING

It shall be the policy of the Board to encourage employee participation in the decision making for the District. The Superintendent is authorized to establish such committees as necessary to recommend policies and regulations that will enhance the operation of the District.

In recommending policies to the Board and in the development of regulations for the operation of the District, the Superintendent may involve at the planning stage, whenever feasible, any employees who may be affected by such provisions.

The Superintendent shall establish, with certificated and support staff employees, channels for the ready intercommunication of ideas and feelings regarding the operation of the schools. The Superintendent shall weigh with care the counsel given by employees and inform the Board of such counsel in presenting recommendations for Board action.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[15-321](#)

Compare GBEA © STAFF ETHICS (version 4 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GBEA © STAFF ETHICS

(Statement of Ethics for School Employees)

All employees of the District are expected to maintain high standards in their school relationships. These standards must be idealistic and at the same time practical, so that they can apply reasonably to all staff members. The employees acknowledge that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, every employee assumes responsibility for providing leadership in the school and community. This responsibility requires the employee to maintain standards of exemplary conduct. It must be recognized that the employee's actions will be viewed and appraised by the community, associates, and students. To these ends, the Board adopts the following statements of standards.

The school employee:

- ~~Makes~~ **A. Makes** the well-being of students the fundamental value of all decision making and actions.
- ~~Maintains~~ **B. Maintains** just, courteous, and proper relationships with students, parents, staff members, and others.
- ~~Strives~~ **C. Strives** for the maintenance of efficiency and knowledge of developments in the employee's field of work.
- ~~Fulfills~~ **D. Fulfills** job responsibilities with honesty and integrity.
- ~~Directs~~ **E. Directs** any criticism of other staff members or of any department of the school system toward improving the District. Such constructive criticism is to be made directly to the school administrator who has the responsibility for improving the situation.
- ~~Supports~~ **F. Supports** the principle of due process and protects the civil and human rights of all individuals.
- ~~Obeys~~ **G. Obeys** local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
- ~~Implements~~ **H. Implements** the Governing Board's policies and administrative rules and regulations.
- **I.** Refrains from using school contacts and privileges to promote ~~partisan politics,~~ **political or** sectarian religious views, ~~or selfish propaganda~~ **personal agenda** of any kind. ● ~~Avoids~~
- J. Pursues** appropriate measures to correct any laws, policies, or regulations that are not consistent with sound educational goals.

K. ~~Avoids~~ using position for personal gain through political, social, religious, economic, or other influence.

● ~~Maintains~~-L. ~~Maintains~~ the standards and seeks to improve the effectiveness of the profession through research ~~and continuing~~ ~~and continuing~~ professional development.

● ~~M~~. Stresses the proper use and protection of all school properties, equipment, and materials.

● ~~Honors~~-N. ~~Honors~~ all contracts until fulfillment or release.

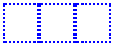
In the performance of duties, employees shall keep in confidence such information as they may secure unless disclosure serves District purposes or is required by law.

Adopted: ~~date of manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.A.C.

[R7-2-205](#)



GBEAA © STAFF CONFLICT OF INTEREST

Employment of Close Relatives

No person employed by the District may be directly supervised by a close relative (father, mother, son, daughter, sister, brother, or spouse). This policy will apply for summer or part-time work as well as for full-time employment.

A dependent of a Board member (a person more than half of whose support is obtained from a Board member) cannot be hired in the District except by consent of the Board. The spouse of a Board member cannot be employed by the District.

Business Relations

Any employee who has, or whose relative has, a substantial interest in any decision of the District shall make known this interest in the official records of the District, and shall refrain from participating in any manner as an employee in such a decision.

Refrain from participating in any manner means more than just refraining from making a final decision. It means participating in any way in the process leading up to a decision. An employee with a conflict of interest must not make recommendations, give advice, or otherwise communicate in any manner with anyone involved in the decision-making process.

Vendor Relations

No employee of the District will accept gifts from any person, group, or entity doing, or desiring to do, business with the District.

District Purchases from Employees

The District must comply with competitive purchasing rules for any acquisition of goods or services from District employees regardless of the dollar amount. The District may acquire equipment, material, supplies, or services from its employees only under an award or contract let after public competitive bidding [A.R.S. [38-503](#); A.G.O. 106-002]. The requirement 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, when a District employee acts as the vendor. Oral and written quotations do not satisfy the public competitive bidding requirements.

Employee Training and Acknowledgement of Understanding

The Governing Board may require annual employee training to ensure District conflict of interest policies are communicated to employees and acknowledged as received and understood. Each employee shall complete and sign the conflict of interest form, GBEAA-E, as determined by the District.

The District will investigate allegations of inadequate disclosure of substantial interests and/or inappropriate participation when a substantial interest may exist.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-323](#)

[15-421](#)

[15-502](#)

[38-481](#)

[38-501](#) *et seq.*

[38-502](#)

[38-503](#)

A.G.O.

I83-111

I03-005

I06-002

Attorney General Arizona Agency Handbook, Appendix 8.1,
Conflict of Interest Disclosure Memorandum

CROSS REF.:

[BCB](#) - Board Member Conflict of Interest

[DJ](#) - Purchasing

[DJE](#) - Bidding/Purchasing Procedures

[GBP](#) - Prohibited Personnel Practices



GBEAA-E ©

EXHIBIT

STAFF CONFLICT OF INTEREST

**CONFLICT OF INTEREST DISCLOSURE
PURSUANT TO A.R.S. §§ 38-501 to 511**

(Instructions)

1. Employees must file a Conflict of Interest Disclosure within five (5) calendar days after commencing work and at least annually thereafter, either identifying any conflict the employee or the employee's relative has or stating that the employee or the employee's relative has no conflict.
2. All Conflict of Interest Disclosures shall be kept on file at Glendale Elementary School District Office, 7301 N. 58th Avenue, Glendale.
3. It is the employee's responsibility to update and submit to both District Legal and Human Resources Departments within fifteen (15) calendar days of any new conflict arising after the date of the most recent Disclosure.

STATEMENT OF CONFLICT

I, _____, do hereby indicate:

1. That I am presently an employee of the Glendale Elementary School District;
2. That I (or my relative[s]: _____

_____) have a substantial interest in the contract, sale, purchase, decision, investigation, or other matter by the Glendale Elementary School District Governing Board as described below.

Identify the contract, sale, purchase, service, decision, investigation, or other matter in which you or your relative may have a "substantial interest" under A.R.S. §§ [38-501](#) to [511](#). (Use as much space as necessary)

Describe the "substantial interest" referred to above. (Use as much space as necessary)

STATEMENT OF DISQUALIFICATION

To be completed if you have a conflict as identified above.

To avoid any possible conflict of interest under A.R.S. §§ [38-501](#) to [511](#), I will refrain from participating in any manner in the matter identified above.

Date

Signature

STATEMENT OF NO CONFLICT

To be completed only if you do not or your relative does not have a conflict of interest.

I, _____, do hereby indicate that I do not have, and none of my relatives has, a substantial interest in any contract, sale, purchase, service, decision, investigation, or other matter of the Glendale Elementary School District.

Date

Signature

Compare GBEB STAFF CONDUCT (version 4 to 2)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* last

GBEB © STAFF CONDUCT

All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with or disrupt ~~any~~ **any** District activity or encourage any such disruption. No employee, other than one who has obtained authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds. All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.

~~No employee, while on or using school property, otherwise acting as an agent, or working in an official capacity for the District shall engage in conduct that violates the District's expectations for staff conduct, examples of which include but are not necessarily limited to the following:~~

- ~~● Physical or verbal abuse of, or threat of harm to, anyone.~~
- ~~● Unprofessional conduct.~~
- ~~● Committing fraud in securing appointment.~~
- ~~● Exhibiting incompetency in their work.~~
- ~~● Exhibiting inefficiency in their work.~~
- ~~● Exhibiting improper attitudes.~~
- ~~● Neglecting their duties.~~
- ~~● Acts of insubordination.~~
- ~~● Willful disobedience.~~
- ~~● Acts of child abuse or child molestation.~~
- ~~● Acts of dishonesty.~~
- ~~● Causing damage, or threat of damage, to property of the District or property of a member of the community or a visitor to the school when the property is located on premises controlled by the District.~~
- ~~● Forceful or unauthorized entry to or occupation of District facilities, including buildings and grounds.~~
- ~~● Use, possession, distribution, or sale of alcohol or of drugs or other illegal substances.~~
- ~~● Being absent without leave.~~
- ~~● Being involved in excessive absenteeism.~~

- ~~Use of profane or abusive language, symbols, or conduct.~~
- ~~Failure to teach to the standards.~~
- ~~Discourteous treatment of the public.~~
- ~~Improper political activity.~~
- ~~Failure to comply with lawful direction of District officials, security officers, or any other law enforcement officer, or failure to identify oneself to such officials or officers when lawfully requested to do so.~~
- ~~A violation of District policies and regulations.~~
- ~~Any conduct violating federal, state, or applicable municipal law or regulation.~~
- ~~Any other conduct that may obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions of the District, or any other activity sponsored or approved by the Board.~~

In addition to the foregoing, all staff members are expected to:

- ~~Thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained within the policies of the Board.~~
- ~~Conduct themselves in a manner consistent with effective and orderly education and to protect the students and the District property.~~
- ~~Maintain order in a manner consistent with District policies and regulations.~~
- ~~Comply promptly with all orders of the Superintendent and the administrator who is their immediate supervisor.~~
- ~~Dress and maintain a general appearance that reflects their position and does not detract from the educational program of the school.~~
- ~~Comply with the requirement of A.R.S. [15-515](#) [**Duty to report violations occurring on school premises**] by immediately reporting to the Superintendent or the administrator who is their immediate supervisor:

 - ~~A violation of A.R.S. [13-3102](#) [possession of a deadly weapon on school grounds].~~
 - ~~A violation of A.R.S. [13-3111](#) [possession of a firearm by a minor without authorization (in Maricopa and Pima Counties and where otherwise adopted by local ordinance)].~~
 - ~~A violation of A.R.S. [13-3411](#) [possession, use, or intent to sell marijuana, peyote, or dangerous or narcotic drugs, or intent to sell prescription-only drugs in a drug-free school zone (i.e., school grounds and the area within three hundred [300] feet and public property within one thousand [1,000] feet of school grounds, the area at a school bus stop, and a school bus)].~~~~

Any administrator receiving a report of a violation of A.R.S. [13-3102](#), [13-3111](#), or [13-3411](#) shall immediately report such violation to a peace officer in compliance with A.R.S. [15-515](#).

~~Employees of the District who violate these rules are subject to disciplinary action.~~

~~Reporting Suspected Crimes~~

~~or Incidents~~

~~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 to employees, students or others on school property. All such reports shall be communicated to the Superintendent who shall be responsible for reporting to local law enforcement.~~ Potential consequences to employees of the District who violate these rules may include, but are not limited to:

- A. Removal from school grounds.
- B. Both civil and criminal sanctions, which may include, but are not limited to, criminal proceedings under Title 13, Chapter 29, Arizona Revised Statutes.
- C. Warning.
- D. Reprimand.
- E. Suspension.
- F. Dismissal.
- G. Having consideration given to any such violations in the determination of or establishment of any pay or salary in later contracts or employment, if any.

Reporting Suspected

Crimes or Incidents

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 school district or charter school 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.

On or before January 1, 2020, the District shall post the policies and procedures pertaining to "Reporting Suspected Crimes or Incidents" on its website as the department of education shall develop a process to verify that each school district has adopted the required policies and procedures by this date.

If the District maintains an online Manual of policies and procedures, the District may post a link to that manual with a reference to the appropriate policies and procedures.

A person who violates the reporting requirements may be disciplined for violating the policies of the School District Governing Board pursuant to A.R.S. [15-341](#) and notwithstanding A.R.S. [15-341](#), may be subject to dismissal. Each school district governing board shall prescribe and

enforce policies and procedures that require the School District to maintain a record on any person who is disciplined pursuant to this policy and, on request, shall make that record available to any public school, school district governing board or charter school governing body that is considering hiring that person.

A person who is employed by the School District or is an applicant for employment with the ~~school~~ School District, who is arrested for or charged with any nonappealable offense listed in section [41-1758.03](#), subsection B and who does not immediately report the arrest or charge to the person's supervisor or potential employer is guilty of unprofessional conduct and the person shall be immediately dismissed from employment with the School District or immediately excluded from potential employment with the School District. A person dismissed from employment for failure to report being arrested for or charged with a nonappealable offense has no right to appeal under the provisions of A.R.S. [15-539](#), subsection F. Prior to an action to terminate for failure to report, an employee will be given the opportunity to provide a written explanation of circumstances or events which they believe mitigate the failure to report.

Use of Physical Force ~~by~~by Supervisory Personnel

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to maintain order. Similar physical force will be appropriate in self-defense, in the defense of other students and school personnel, and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

The threat or use of physical force is not justified as a response to verbal provocation alone, nor when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk.

Adopted: ~~December 11, 2008~~`<-- z2AdoptionDate -->`

LEGAL REF.:-

A.R.S.-

[13-2911](#)

[13-3102](#)

[13-3111](#)

[13-3411](#)

[15-153](#)

[15-341](#)

[15-342](#)

[15-507](#)

[15-509](#)

~~15-514~~[511](#)

~~15-521~~[512](#)

[15-514](#)

[15-539](#)

[15-550](#)

[38-531](#)

[38-532](#)

[41-770](#)

[41-1758.03](#)

A.A.C. -
[R7-2-205](#)

CROSS REF.:-

[GCF](#) - Professional Staff Hiring

[GCMF](#) - Professional Staff Duties and Responsibilities

[GCO](#) - Evaluation of Professional Staff Members

[JIC](#) - Student Conduct

[JK](#) - Student Discipline

[KFA](#) - Public Conduct on School Property

Compare GBEB-R © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GBEB-R ©

REGULATION

STAFF CONDUCT

No employee, while on or using school property, otherwise acting as an agent, or working in an official capacity for the District shall engage in:

- A. Physical or verbal abuse of, or threat of harm to, anyone.
- B. Causing damage, or threat of damage, to property of the District or property of a member of the community or a visitor to the school when the property is located on premises controlled by the District.
- C. Forceful or unauthorized entry to or occupation of District facilities, including buildings and grounds.
- D. Use, possession, distribution, or sale of alcohol or of drugs or other illegal substances.
- E. Use of profane or abusive language, symbols, or conduct.
- F. Failure to comply with lawful direction of District officials, security officers, or any other law-enforcement officer, or failure to identify oneself to such officials or officers when lawfully requested to do so.
- G. The carrying or possession of a weapon on school grounds without authorization from the appropriate school administrator.
- H. A violation of District policies and regulations.
- I. ~~Any~~ Any conduct violating federal, state, or applicable municipal law or regulation.
- J. ~~Any~~ Any other conduct that may obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions of the District, or any other activity sponsored or approved by the Board.
- K. ~~The~~ The use of District resources, as defined in A.R.S. [15-511](#) and District Policy GBI, Staff Participation in Political Activities, to influence the outcome of an election.

In addition to the foregoing, all staff members are expected to:

- A. Thoroughly acquaint themselves with the rules, regulations, and other information applicable to them contained within the policies of the Board.
- B. Conduct themselves in a manner consistent with effective and orderly education and to protect the students and the District property.

- C. Maintain order in a manner consistent with District policies and regulations.
- D. Comply promptly with all orders of the Superintendent and the administrator who is their immediate supervisor.
- E. Dress and maintain a general appearance that reflects their position and does not detract from the educational program of the school.
- F. Comply with the requirement of A.R.S. [15-153](#) and [15-515](#) by immediately reporting to the Superintendent or the administrator who is their immediate supervisor:
 - 1. A violation of A.R.S. [13-3102](#) [possession of a deadly weapon on school grounds].
 - 2. A violation of A.R.S. [13-3111](#) [possession of a firearm by a minor without authorization (in Maricopa and Pima Counties and where otherwise adopted by local ordinance)].
 - 3. A violation of A.R.S. [13-3411](#) [possession, use, or intent to sell marijuana, peyote, or dangerous or narcotic drugs, or intent to sell prescription-only drugs in a drug-free school zone (i.e., school grounds and the area within three hundred [300] feet and public property within one thousand [1,000] feet of school grounds, the area at a school bus stop, and a school bus)].

Any administrator receiving a report of a violation of A.R.S. [13-3102](#), [13-3111](#), or [13-3411](#) shall immediately report such violation to a peace officer in compliance with A.R.S. [15-153](#) and [15-515](#).

Employees of the District who violate these rules are subject to disciplinary action.

Compare GBEB-E (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

GBEB-~~E~~-E ©

EXHIBIT

STAFF CONDUCT

~~REQUIRED~~ NOTIFICATION

~~(Staff for Whom Employment is Subject to
Having a Fingerprint Clearance Card)~~

CONCERNING

NONAPPEALABLE OFFENSES

Notice is herein provided, in accordance with ~~House Bill 2042 of the Forty-eighth Legislature, signed into law on May 20, 2008, A.R.S. 15-550~~, that any employee of a public school district or charter school in this state who is *arrested for or charged with* one (1) or more of the offenses listed below as ~~non-appealable~~ ~~nonappealable~~ offenses ~~precluding~~ ~~precluding~~ that person from receiving a fingerprint clearance card shall immediately report the arrest or charge to the person's supervisor or the person shall be immediately dismissed from employment with the public school district or charter school. ~~Further, an employee who is convicted of one (1) or more of the offenses listed below shall immediately do the following:~~

- ~~• Surrender any certificates issued by the Department of Education.~~
- ~~• Notify the person's employer or potential employer of the conviction.~~
- ~~• Notify the Department of Public Safety of the conviction.~~
- ~~• Surrender the person's fingerprint clearance card.~~

—A person dismissed from employment for failure to report being arrested for or charged with a nonappealable offense has no right to appeal under the provisions of A.R.S. 15-539, subsection F.

1. Sexual abuse of a vulnerable adult.

2. Incest.

3. First or second degree murder.

4. Sexual assault.

5. Sexual exploitation of a minor.

6. Sexual exploitation of a vulnerable adult.

7. Commercial sexual exploitation of a minor.

8. Commercial sexual exploitation of a vulnerable adult.

9. Child prostitution as prescribed in

section [13-3212](#).

10.

Child abuse.

11.

Abuse of a vulnerable adult.

12.

Sexual conduct with a minor.

13.

Molestation of a child.

14.

Molestation of a vulnerable adult.

15.

A dangerous crime against children as defined in

section [13-705](#).

section

10

Child

11

Abuse

12

Sexual

13

Molestation

14

Molestation

15

A

section

—16

16.

—Exploitation

Exploitation of minors involving drug offenses.

—17

17.

—Taking

Taking a child for the

purposes

purpose of prostitution as prescribed

in section

in

section [13-3206](#).

—18

18.

—Neglect

Neglect or abuse of a vulnerable adult.

—19

19.

—Sex

Sex trafficking.

—20

20.

—Sexual

Sexual abuse.

—21

21.

—Production

Production, publication, sale, possession and presentation of obscene items as

prescribed in

section

section [13-3502](#).

—22

22.

—Furnishing

Furnishing harmful items to minors as prescribed in

section

section [13-3506](#).

—23

23.

~~Furnishing~~

[Furnishing](#) harmful items to minors by internet activity as prescribed

in section

in section [13-3506.01](#).

—24

24. Obscene or indecent telephone communications to minors for

commercial

~~purposes~~

commercial

purposes as prescribed in

section

section [13-3512](#).

—25

25.

~~Luring~~

[Luring](#) a minor for sexual exploitation.

—26

26.

~~Enticement~~

[Enticement](#) of persons for purposes of prostitution.

—27

27.

~~Procurement~~

[Procurement](#) by false pretenses of person for purposes of prostitution.

—28

28.

~~Procuring~~

[Procuring](#) or placing persons in a house of prostitution.

—29

29.

~~Receiving~~

[Receiving](#) earnings of a prostitute.

—30

30.

~~Causing~~

Causing one's spouse to become a prostitute.

~~31~~

31.

~~Detention~~

Detention of persons in a house of prostitution for debt.

~~32~~

32. Keeping or residing in a house of prostitution or

~~employment in prostitution~~

employment in
prostitution.

~~33~~

33.

~~Pandering~~

Pandering.

~~34~~

34.

~~Transporting~~

Transporting persons for the purpose of prostitution, polygamy and

~~concubinage~~

concubinage.

~~35~~

35.

~~Portraying~~

Portraying adult as a minor as prescribed in

~~section~~

section [13-3555](#).

~~36~~

36.

~~Admitting~~

Admitting minors to public displays of sexual conduct as prescribed in

~~section~~

section [13-3558](#).

~~I hereby acknowledge receipt of the above notification requirements as a fingerprint clearance card holder.~~

37. Unlawful sale or purchase of children.

38. Child bigamy.

Further, an employee who is *convicted* of one (1) or more of the above listed offenses shall immediately:

- A. Surrender any certificates issued by the department of education.
- B. Notify the person's employer or potential employer of the conviction.
- C. Notify the department of public safety of the conviction.
- D. Surrender the person's fingerprint clearance card.

By my signature I acknowledge receipt of a copy of this notification concerning nonappealable offenses.

~~Employee Signature~~ _____ ~~Date~~

~~Printed Name~~

Employee signature

Date



GBEBA STAFF DRESS CODE

Employees shall ensure that their dress and grooming presents a professional image while at work or while conducting District business so as to enhance the District's image. Individuals employed in public schools are in a position of influence and their dress, grooming and mannerisms will have impact on the way students and the public, in general, respond to our leadership.

The decision of whether dress or grooming is appropriate shall be left to the reasonable discretion of the Superintendent or the Superintendent's designee. Certain positions require specific clothing requirements, which will be explained to employees upon placement into those positions.

The District will make reasonable accommodations for dress or grooming directly related to employees' religion, ethnicity, or disabilities. Employees should discuss any accommodation needs with their supervisor.

Adopted: January 10, 2006

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

[15-514](#)

Compare GBEBAR (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

~~GBEBAR~~

~~REGULATION~~

~~STAFF DRESS CODE~~

~~All District employees who are in the position of meeting students, parents and the general public are expected to dress as professionals and model appropriate attire for students and the educational community.~~

~~It is recognized employees enjoy the freedom to express their individuality; however, it is expected that certain standards for appearance be met while fulfilling their job responsibilities as a Glendale Elementary School District (GESD) employee.~~

~~It is necessary that dress and personal appearance be appropriate for a school setting and not disrupt the classroom atmosphere or educational process. Minimally, professional standards of dress shall include the following expectations:~~

- ~~• The requirements of the student dress code of the District shall be observed by all employees, excluding the requirement for school uniforms.~~
- ~~• It is necessary for clothing to be neat, clean and free of frays, holes or tears.~~
- ~~• Graphic representations on clothing, accessories or the body shall not display profanity or obscene gestures, nor shall it support alcohol, cigarettes, drugs or sexual activity or other items deemed inappropriate.~~
- ~~• Clothing should be modest and should not expose undergarments, breasts, midriffs, or buttocks.~~
- ~~• The length of skirts and dresses should be modest, between mid-thigh and knees or longer.~~
- ~~• Tops should be appropriate, avoiding those which are sheer, too loose or low cut, causing inappropriate exposure.~~
- ~~• Warm up suits, sweat pants, exercise clothing, shorts and skorts are only acceptable for physical education teachers or coaches.~~
- ~~• Overalls and denim jeans of any color are not appropriate attire for professional staff.~~
- ~~• Rubber flip flops (i.e., beach wear) are not appropriate footwear.~~
- ~~• Caps or hats may be worn only outside the building. Exceptions will be made for head coverings needed due to chemotherapy and other related matters.~~

- ~~Earrings may be worn only on the ears; body-piercing jewelry, other than earrings, shall be removed while the employee is on duty.~~

~~It is recognized that on certain occasions there may be exceptions to this dress code. For example, when a theme for the school or community calls for clothing outside the dress code. Similarly, certain field trips may require clothing outside the normal dress code. The school principal may approve "spirit days" or other occasions throughout the year in which the staff may be encouraged to wear clothing outside the normal dress code.~~

~~The principal/department supervisor may place additional restrictions or requirements on clothing and appearance if he/she feels attire or appearance is inappropriate or disruptive to the educational process, or if certain attire is necessary to the workplace. Certain job positions may require apparel specific to the job assignment.~~

~~It is recognized that all employees shall enjoy full rights of citizenship and liberty as guaranteed by the Constitutions of the United States and Arizona. However, individual freedom of expression must be balanced with the impressionability of students, particularly since they are a "captive audience". Therefore, it is necessary to observe the following:~~

- ~~Religious dress, marks, emblems or insignias are permissible provided they do not proselytize or disparage religion.~~
- ~~It is necessary for clothing to be free of political messages. Political messages are defined as those that are intended to influence the outcome of elections or to support and/or oppose a particular political candidate, issue, party, or point of view.~~

~~The Governing Board recognizes that implementation of this guideline calls for mature, sensible, rational action on the part of the school staff so that professionalism and individuality are reasonably balanced. This guideline is not intended to unduly restrict personal expression, but rather ensure an appropriate learning environment.~~



GBEBB © STAFF CONDUCT WITH STUDENTS

Employees are expected to exercise general supervision over the conduct of students, not only while in the schoolroom, but also before and after school and during recess. At all times teachers and other staff members will accord students the dignity and respect that they deserve, and avoid embarrassing any student unnecessarily.

Students are expected to regard all school employees as individuals who are employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the rights of all school employees and other students, and interference with those rights will not be tolerated.

Students shall not have the right to interfere with the efforts of instructional staff members to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students. No student shall have the right to interfere with or disrupt any employee's work activities.

All personnel employed by the District are expected to relate to students of the District in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.

Relationships between staff members and students that include "dating," "courtship," or "romantic involvement" are prohibited. These behaviors deviate from ethical or professional standards and shall be deemed unacceptable and contrary to the expectations of District governance.

Staff/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process.

Violations of the above shall be considered serious and may result in severe disciplinary action.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

[15-514](#)

CROSS REF.:

[JIC](#) - Student Conduct



GBEBC ©
GIFTS TO AND SOLICITATIONS
BY STAFF MEMBERS

Gifts

Students, parents, and other patrons of the District shall be discouraged from the routine presentation of gifts to employees. This shall not be interpreted as intended to discourage acts of generosity in unusual situations, and simple remembrances expressive of affection or gratitude shall not be regarded as violations of this policy.

Gifts to students by staff members shall be discouraged. Simple remembrances on certain occasions to all students in a class or section shall not be regarded as a violation of this policy.

Solicitations

A school employee's position in the District shall not be used to influence parents or students to purchase books or other merchandise, except for materials approved by the Superintendent for use in the classroom.

Staff-member solicitation(s) of other employees and/or students for any profit, nonprofit, or charitable groups, institutions, or organizations must have the approval of the Superintendent in advance.

No other solicitations shall be made by or of employees during official duty time.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)



GBEC © DRUG - FREE WORKPLACE

No employee shall violate the law or District policy in the manufacture, distribution, dispensing, possession, or use, on or in the workplace, of alcohol or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.

Workplace includes any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport staff members or students to and from school or school activities or on school business. Off school property, the workplace includes any school-sponsored or school-approved activity, event, or function where students or staff members are under the jurisdiction of the District. In addition, the workplace shall include all property owned, leased, or used by the District for any educational or District business purpose.

Any employee who has been convicted under any criminal drug statute for a violation occurring in the workplace, as defined above, shall notify the supervisor within five (5) days thereof that such conviction has occurred.

As a condition of employment, each employee shall abide by the terms of the District policy respecting a drug-free workplace.

Any employee who violates this policy in any manner is subject to discipline, which may include, but is not limited to, dismissal.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-2911](#)

[13-3401](#) et seq.

[15-341](#)

P.L. 100-690 Title V, Subtitle D.

34 C.F.R. Part 85

CROSS REF.:

[EEAEAA](#) - Drug and Alcohol Testing of Transportation Employees

Compare GBEC-EA © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

~~GBEC-EA ©~~

EXHIBIT

~~DRUG – FREE WORKPLACE~~

~~NOTICE TO EMPLOYEES~~

~~YOU ARE HEREBY NOTIFIED that it is a violation of Policy GBEC for any employee to violate the law or District policy in the manufacture, distribution, dispensing, possession, or use, on or in the workplace, of alcohol or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15.~~

~~*Workplace* includes any place where work is performed, including a school building or other school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; and off school property during any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the District.~~

~~In addition, the workplace shall include all property owned, leased, or used by the District for any educational purpose.~~

~~YOU ARE FURTHER NOTIFIED that it is a condition of your employment that you will comply with Policy GBEC, and will notify your supervisor of your conviction under any criminal drug statute for a violation occurring in the workplace, not later than five (5) days after such conviction.~~

~~Any employee who violates the terms of the District's drug-free workplace policy in any manner is subject to discipline, which may include, but is not limited to, dismissal and/or referral for prosecution.~~

~~I have been provided with two (2) copies of this **Notice to Employees** for my review and signature. I understand that a signed copy will be placed in my personnel file.~~

Signature

Date

Compare GBEC-EB © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GBEC-~~EB~~-~~©~~EA ©

EXHIBIT

DRUG - FREE WORKPLACE

In order to comply with federal funding requirements, the District shall:

- Gather information relative to availability of local community drug and alcohol counseling, rehabilitation, and reentry programs that are available to employees and make such information available to employees.
- Provide each employee a copy of standards of conduct and the statement of disciplinary sanctions that apply to alcohol and drug violations. ~~Use exhibit GBEC-EA~~ Use the statement of policies received during onboarding process to notify employees that compliance with such standards is mandatory.

The District should perform a biennial review of the programs to:

- Ensure that disciplinary sanctions for employees are consistently enforced.
- Determine program effectiveness and implement change to the program if needed.



GBECA ©
NONMEDICAL USE OR ABUSE OF
DRUGS OR ALCOHOL

Employee Drug Use, Abuse
or Possession

The nonmedical use, abuse, or possession of drugs and/or use or possession of alcohol is forbidden on District property or at District-sponsored activities. Employees determined to be in possession of, using, or abusing drugs or alcohol shall be reported immediately to the employee's principal or supervisor. The Superintendent shall be notified immediately.

The Superintendent shall conduct an investigation in consultation with legal counsel as necessary. Employees that violate this policy may be disciplined up to and including termination. If the investigation shows sufficient evidence to suggest that the employee was involved with distribution or otherwise in violation of the law, law enforcement authorities shall be notified.

Medical Marijuana

The District recognizes Arizona's medical marijuana law and shall not discriminate against a person in hiring, termination or imposition of any term or condition of employment or otherwise penalize a person on the basis of the person's status as an eligible medical marijuana cardholder, or as a registered qualifying patient, having a positive drug test for marijuana components or metabolites, unless the person used, possessed or was impaired by marijuana on District property, at a District event, or during the hours of the persons regular or extended hours of employment, or as prescribed by law.

Adopted: October 3, 2012

LEGAL REF.:

A.R.S.

[13-2911](#)

[13-3401](#) et seq.

[15-341](#)

[23-493](#)

[23-493.03](#)

[36-2801](#) et seq.

41 U.S.C. 702, Drug-free workplace requirements for Federal grant recipients.

34 C.F.R. Part 85

CROSS REF.:

[EEAEAA](#) - Drug and Alcohol Testing of Transportation Employees



GBECB ©
ALCOHOL USE BY STAFF MEMBERS
(Illegal Drugs)

The use or possession of intoxicants or illegal drugs on school property or at school events is prohibited.

Any person in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Staff members of the District who are in violation of the provisions of this policy shall be subject to disciplinary actions in accordance with the provisions of school regulations.

A staff member who apparently has consumed alcoholic beverages or illegal drugs on or off school property and/or before a school activity will not be allowed to be on school property or to participate in school activities. Staff members who violate this policy will be subject to the same penalties as for possession and/or consumption on school property.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

Compare GBED © SMOKING BY STAFF MEMBERS (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GBED © SMOKING BY STAFF MEMBERS

The possession or use of tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products is prohibited in the following locations:

- ~~School A.~~ School grounds. ● ~~School~~
- B. School buildings.
- ~~School C.~~ School parking lots.
- ~~School D.~~ School playing fields.
- ~~School E.~~ School buses and other District vehicles.
- ~~Off~~ F. Off-campus school-sponsored events.

Under the provisions of A.R.S. [36-798.03](#), a person who violates the prohibition is guilty of committing a petty offense.

The prohibitions do not apply to an adult when possession or use of the tobacco products are for demonstration purposes as a necessary instructional component of a tobacco prevention or cessation program that is:

- ~~Approved A.~~ Approved by the school.
- ~~Established B.~~ Established in accord with Arizona Revised Statute [15-712](#).

Adopted: ~~October 22, 2013~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[13-3622](#)

[15-341](#)

[15-712](#)

[36-798.03](#)

20 U.S.C. 6083

CROSS REF.:

[JICG](#) - Tobacco Use by Students ~~KFAA - Smoking on School Premises at Public Functions~~



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, 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: date of Manual adoption

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



GBEFA ©
STAFF USE OF DIGITAL WIRELESS
COMMUNICATIONS OR ELECTRONIC
DEVICES WHILE OPERATING
A MOTOR VEHICLE

Arizona law (A.R.S. [28-914](#), effective January 1, 2021), states that a person may not operate a motor vehicle on a street or highway if the person does either of the following:

- A. physically holds or supports with any part of the person's body either of the following:
 - 1. portable wireless communication device, except that a person may use a portable wireless communication device with an earpiece, headphone device or device worn on a wrist to conduct a voice-based communication.
 - 2. a stand-alone electronic device.
- B. writes, sends or reads any text-based communication, including a text message, instant message, e-mail or Internet data, on a portable wireless communication device or stand-alone electronic device.

This does not apply to either of the following:

- A. the use of voice-based communications, including through the use of a portable wireless communication device or stand-alone electronic device, to direct the writing, sending, reading or other communicating of any text-based communication.
- B. the use of a portable wireless communication device or stand-alone device when used in a hands-free manner for:
 - 1. navigation of the motor vehicle.
 - 2. use of a global positioning system.
 - 3. obtaining motor vehicle information or information related to driving a motor vehicle.

This also does not prohibit the operation of a motor vehicle while using a device, including a device that is accessible through an interface that is embedded in a motor vehicle, that allows communication without the use of either of the driver's hands, except to activate or deactivate a function of the device.

An operator may use a portable wireless communication device:

- A. to report illegal activity or summon emergency help.
- B. that was permanently or temporarily affixed to the motor vehicle to relay information in the course of the operator's occupational duties between the operator and either: i) a dispatcher, ii) a digital network or software application service.

"Portable wireless communication device:"

A. means a cellular telephone, a portable telephone, a text-messaging device, a personal digital assistant, a stand-alone computer, a global positioning system receiver or a substantially similar portable wireless device that is used to initiate or receive communication, information or data.

B. does not include a radio, citizens band radio, citizens band radio hybrid, commercial two-way radio communication device or its functional equivalent, subscription-based emergency communication device, prescribed medical device, amateur or ham radio device or in-vehicle security, navigation or remote diagnostics system.

"*Stand-alone electronic device*" means a portable device other than a portable wireless communication device that stores audio or video data files to be retrieved on demand by a user.

The Superintendent will develop training to implement this policy prior to the effective date.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-514](#)

[28-914](#)

[28-963](#)

[28-3164](#)

CROSS REF.:

[EEAE](#) - Bus Safety Program

[EEAEA](#) – Bus Driver Requirements, Training, and Responsibilities

[EEAG](#) - Student Transportation in Private Vehicles

[EEB](#) - Business and Personnel Transportation Services

[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



GBGB ©
STAFF PERSONAL SECURITY
AND SAFETY

Threats

The Superintendent shall establish procedures that provide for the protection of any employee who is threatened with harm by an individual or a group while carrying out assigned duties.

Eye Protective Devices

The Superintendent shall establish procedures for every student, teacher, and visitor in public schools that shall require the wearing of appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-1203](#)

[13-1204](#)

[13-2911](#)

[15-151](#)

[15-507](#)

Compare GBGB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GBGB-R ©

REGULATION

STAFF PERSONAL SECURITY AND SAFETY

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the ~~building~~-school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office of the threat and together they shall take immediate steps in cooperation with the employee to provide every reasonable precaution for the employee's safety. Precautionary steps, including any advisable legal action, shall be reported to the Superintendent's office at the earliest possible time.

Eye Protective Devices

Every student, teacher, and visitor in public schools shall wear appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to:

- ~~Molten~~-A. Molten metals or other molten materials.
- ~~Cutting~~B. Cutting, shaping, and grinding of materials.
- ~~Heat~~C. Heat treatment, tempering, or kiln firing of any metal or other materials.
- ~~Welding~~D. Welding fabrication processes.
- ~~Explosive~~E. Explosive materials.
- ~~Caustic~~F. Caustic solutions.
- ~~Radiation~~G. Radiation materials.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

For purposes of this procedure, *eye protective ware* means devices meeting the standards of the U.S.A. Standard Safety Code for head, eye, and respiratory protection, Z21-1959, and subsequent revisions thereof, approved by the United States of America Standards Institute, Inc.

Compare GBGC EMPLOYEE ASSISTANCE (version 4 to 2)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

GBGC © EMPLOYEE ASSISTANCE

Employees may be required by the Superintendent, for purposes of employment or retention, to submit to such tests or examinations as a licensed physician deems appropriate.

When, in the opinion of the immediate supervisor and/or the Superintendent, the employee's physical or emotional condition warrants, the District may require a complete examination, at District expense, by a licensed physician selected by the District.

The Superintendent shall have procedures for complying with the requirements of the Occupational Safety and Health Administration (OSHA), including an exposure-control plan, methods of compliance, work-practice controls, postexposure evaluation and follow-up, and administering vaccine to employees exposed to Hepatitis B virus.

All employees who as a result of their employment have had significant exposure to bloodborne pathogens (Hepatitis B/Human Immunodeficiency Virus) are required to report the details of the exposure in writing to the District and are required to follow postexposure evaluation and follow-up activities in accordance with Arizona and federal laws. An employee who chooses not to complete these reporting requirements will be at risk of losing any claim to rights.

Adopted: ~~July 13, 2004~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-505](#)

[23-901](#)

[23-902](#)

[23-904](#)

[23-906](#)

[23-908](#)

[23-961](#)

[23-962](#)

CROSS REF.:

[EBBB](#) - Accident Reports

[GBGD](#) - Workers' Compensation



GBGC-R ©

REGULATION

EMPLOYEE ASSISTANCE

Any employee who has an accident, no matter how slight, while on duty shall notify the supervisor immediately. Failure to follow this procedure could result in the loss of workers' compensation benefits.

After being notified by an employee, the supervisor shall complete and submit the Report of Industrial Injury to the District office.

The Superintendent, upon receiving the supervisor's report, shall, within ten (10) days after notification, submit the Report of Industrial Injury to the insurance carrier.

LEGAL REF.:

A.R.S.

[23-908](#)

CROSS REF.:

[EBBB](#) - Accident Reports

Compare GBGC-E (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GBGC-~~E~~-E ©

EXHIBIT

EMPLOYEE ASSISTANCE(~~Bloodborne Pathogen Requirements~~)

BLOODBORNE PATHOGEN REQUIREMENTS

Exposure Control Plan

Employee(s) with occupational exposure to human blood ~~or bodily fluids, or potential~~, human blood components, products made from human blood, or pathogenic microorganisms, including but not limited to Hepatitis B virus or HIV, shall comply with this Exposure Control Plan designed to eliminate or minimize employee exposure.

This Exposure Control Plan contains the following elements:

- ~~The A.~~ The exposure determination outlined below.
- ~~The B.~~ The schedule and method of implementation.
- ~~The C.~~ The procedure for the evaluation of circumstances surrounding exposure.

A copy of this Exposure Control Plan shall be accessible to employees.

This Exposure Control Plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures that affect occupational exposure, and to reflect new or revised employee positions with occupational exposure.

This Exposure Control Plan shall be made available to the Assistant Secretary of Labor and the Director of the Occupational Safety and Health Administration upon request for examination and copying.

Exposure Determination

The District has determined that employee positions may involve the following levels of exposure to bloodborne pathogens as a collateral function to the primary job description:

- ~~High risk - Nurses and functional skills only.~~
- ~~Moderate A.~~ High risk - Coaches, physical education instructors, custodians, certain special education program personnel, ~~playground~~ playground duty personnel, health services personnel, and security personnel.
- ~~Low B.~~ Moderate risk - Regular instructional program personnel, other special education program personnel, ~~school level~~ school level office personnel, maintenance

personnel, food services personnel, and special assignment ~~personnel-personnel~~ (e.g., counselors, librarians), ~~security personnel, and~~.

C. Low risk - District level office personnel.

Methods of Compliance

General. ~~Universal-~~ Universal precautions shall be observed by all District employees to ~~minimize the likelihood of prevent~~ contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

Engineering and work practice controls:

~~Engineering-A.~~ Engineering and work practice controls shall be used to eliminate or ~~reduce likelihood of minimize~~ employee exposure. ~~If occupational-~~ If occupational exposure remains after institution of these controls, personal protective equipment ~~shall also be-~~ shall also be used.

~~Personal protective equipment (PPE)-B.~~ Engineering controls shall be examined and maintained or replaced on a regular schedule to ensure ~~their effectiveness.~~ PPE is not required because schools are low risk for exposure. ~~The-~~ their effectiveness.

C. The District shall provide hand-washing facilities that are readily accessible to employees.

~~When-D.~~ When provision of hand-washing facilities is not feasible, the District shall provide either an ~~appropriate-antiseptic-~~ appropriate antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes. ~~When-antiseptic~~ When antiseptic hand cleansers or towelettes are used, hands shall be washed with soap and running ~~water-as-~~ water as soon as feasible.

~~The-E.~~ The District requires that employees wash their hands immediately or as soon as feasible after removal ~~of-gloves-of~~ gloves or other personal protective equipment. Supervisory personnel shall ensure compliance.

~~The-F.~~ The District requires that employees wash hands and any other skin with soap and water, or flush ~~mucous membranes-~~ mucous membranes with water ~~for a minimum of fifteen (15) minutes-~~ immediately or as soon as feasible following contact of such body areas with ~~blood-or-~~ blood or other potentially infectious materials. Supervisory personnel shall ensure compliance.

~~Contaminated-G.~~ Contaminated needles and other contaminated sharps shall not be bent, recapped, or removed except ~~as-noted-as~~ noted below. Shearing or breaking of contaminated needles is prohibited. ~~Note: Usage of sharps is very low volume.~~

~~Contaminated~~

1. Contaminated needles and other contaminated sharps shall not be recapped or removed unless ~~no-other-no~~ other alternative is feasible or such action is required by a specific medical procedure as ~~determined-by-~~ determined by a competent medical professional qualified to make such determination.

~~Such-2.~~ Such recapping or needle removal must be accomplished through the use of a mechanical device or ~~a-one-~~ one-handed technique.

~~● Immediately~~ H. Immediately or as soon as possible after use, contaminated reusable sharps shall be placed in ~~appropriate containers~~ appropriate containers until properly disposed. ~~These containers shall be:~~

- ~~■ Closable.~~
- ~~■ Puncture resistant.~~
- ~~■ Leakproof on sides and bottom.~~
- ~~■ Labeled or color coded.~~

~~● During use, containers for contaminated sharps shall be:~~

- ~~■ Easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or can be reasonably anticipated to be found (e.g., nurse's office).~~
- ~~■ Maintained upright throughout use.~~
- ~~■ Replaced routinely and not be allowed to overfill.~~

~~● When moving containers of contaminated sharps from the area of use, the containers shall be:~~

- ~~■ Closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.~~
- ~~■ Placed in a secondary container if leakage is possible. The second container shall be closable.~~

● reprocessed.

I. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational exposure.

~~● J.~~ Food and drink shall not be kept in refrigerators, freezers, shelves, or cabinets, or on countertops or ~~benchtops where~~ blood or ~~benchtops where~~ other potentially infectious materials are present.

~~● Equipment, such as a breathing machine, that~~ K. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering, and generation of droplets of these substances.

L. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.

M. Specimens of blood or other potentially infectious materials shall be placed in a container that prevents leakage during collection, handling, processing, storage, transport, or shipping.

1. The container for storage, transport, or shipping shall be labeled or color coded according to law and closed prior to being stored, transported, or shipped. When a facility utilizes "universal precautions" in the handling of all specimens, the labeling/color coding of specimens is not necessary, provided containers are

recognizable as containing specimens. This exemption applies only while such specimens/containers remain with the facility. Labeling or color coding is required when such specimens/containers leave the facility.

2. If outside contamination of the primary container occurs, the primary container shall be placed within a second container that prevents leakage during handling, processing, storage, transport, or shipping and is labeled or color coded according to the requirements of this standard.

3. If the specimen could puncture the primary container, the primary container shall be placed within a secondary container that is puncture resistant in addition to the above characteristics.

N. Equipment that may become contaminated with blood or other potentially infectious materials shall be examined prior to servicing or shipping and shall be decontaminated as necessary, unless the decontamination of such equipment or portions of such equipment is not feasible as determined by a ~~supervisory employee~~ supervisory employee assigned to make such determination.

~~A-1.~~ A readily observable label in accordance with law shall be attached to the equipment stating ~~which portions~~ which portions remain contaminated.

~~This-2.~~ This information shall be conveyed to all affected employees, the servicing representative, and/or ~~the manufacturer~~ the manufacturer, as appropriate, prior to handling, servicing, or shipping so that appropriate ~~precautions will~~ precautions will be taken.

Personal protective equipment:

~~Provision.~~ ~~In areas where the potential for occupational exposure exists~~ A. Provision. When occupational exposure occurs, the District shall provide, at no cost to the employee, ~~appropriate~~ appropriate personal protective equipment such as, but not limited to, gloves, ~~masks,~~ gowns, laboratory coats, face shields or masks and eye protection, and mouthpieces, resuscitation bags, pocket masks, or ~~other ventilation~~ other ventilation devices. Personal protective equipment will be considered "appropriate" only if it does ~~not permit~~ not permit blood or other potentially infectious materials to pass through to or reach the employee's ~~work clothes~~ work clothes, street clothes, undergarments, skin, eyes, mouth, or other mucous membranes under ~~normal conditions~~ normal conditions of use and for the duration of time that the protective equipment will be used.

~~Use.~~ ~~The-B.~~ Use. The District requires that all ~~high risk~~ exposed employees use appropriate personal protective equipment ~~unless the~~ unless the District documents that a specific employee temporarily and briefly declined to use personal ~~protective equipment~~ protective equipment when, under rare and extraordinary circumstances, it was such employee's professional ~~judgment that~~ judgment that in the specific instance its use would have prevented the delivery of health care or public safety ~~services or~~ services or would have posed an increased hazard to the safety of the worker or co-worker. When the employee makes this judgment, the circumstances shall be reported by the employee and investigated and ~~documented by~~ documented by the District in order to determine whether changes can be instituted to prevent such occurrences in ~~the future~~ the future.

~~Accessibility.~~ ~~Appropriate-C.~~ Accessibility. Appropriate personal protective equipment in the appropriate sizes must be readily ~~accessible at~~ accessible at the work site or issued to employees. Hypoallergenic gloves, glove liners, powderless gloves, or ~~other~~

~~similar~~ ~~other~~ ~~similar~~ alternatives shall be readily accessible to employees who are allergic to the gloves normally provided.

~~● Cleaning~~ ~~D.~~ ~~Cleaning~~, laundering, and disposal. ~~The~~ ~~The~~ District shall clean, launder, and dispose of personal ~~protective equipment~~ ~~protective~~ ~~equipment~~ required in this standard, at no cost to the employee. ~~●~~

~~Repair~~ ~~E.~~ ~~Repair~~ and replacement. ~~The~~ ~~The~~ District shall repair or replace personal protective equipment as needed ~~to maintain~~ ~~to~~ ~~maintain~~ its effectiveness, at no cost to the employee.

~~● Any~~ ~~F.~~ ~~Any~~ garment(s) penetrated by blood or other potentially infectious materials shall be removed immediately ~~or as~~ ~~or~~ ~~as~~ soon as feasible.

~~● All~~ ~~G.~~ ~~All~~ personal protective equipment shall be removed prior to leaving the work area.

~~● When~~ ~~H.~~ ~~When~~ personal protective equipment is removed it shall be placed in an appropriately designated area ~~or container~~ ~~or~~ ~~container~~ for storage, washing, decontamination, or disposal.

~~● Gloves~~ ~~Gloves~~ ~~I.~~ ~~Gloves~~. ~~Gloves~~ shall be worn when it can be reasonably anticipated that the employee may have ~~hand contact~~ ~~hand~~ ~~contact~~ with blood, other potentially infectious materials, mucous membranes, and nonintact skin; ~~when performing~~ ~~when performing~~ vascular access procedures; and when handling or touching contaminated items or surfaces.

■ ~~Disposable~~ ~~1.~~ ~~Disposable~~ (single-use) gloves, such as surgical or examination gloves, shall be replaced as soon ~~as practical~~ ~~as~~ ~~practical~~ when contaminated or as soon as feasible if they are torn, punctured, or their ability to ~~function as~~ ~~function~~ ~~as~~ a barrier is compromised.

■ ~~Disposable~~ ~~2.~~ ~~Disposable~~ (single-use) gloves shall not be washed or decontaminated for reuse.

■ ~~Utility~~ ~~3.~~ ~~Utility~~ gloves may be decontaminated for reuse if the integrity of the gloves is not compromised. ~~However~~ ~~However~~, they must be discarded if they are cracked, peeling, torn, punctured, or exhibit ~~other signs~~ ~~other~~ ~~signs~~ of deterioration or when their ability to function as a barrier is compromised.

Housekeeping:

~~● General~~ ~~The~~ ~~A.~~ ~~General~~. ~~The~~ work site must be maintained in a clean and sanitary condition. The District shall establish, ~~attach~~ ~~attach~~ hereto, and implement an appropriate ~~written~~ schedule ~~; according to school cleaning policy~~, for cleaning and the method of decontamination based upon the location within the facility, type of surface to be cleaned, type of soil present, ~~and tasks or~~ ~~and~~ ~~tasks~~ or procedures being performed in the area.

~~● All~~ ~~B.~~ ~~All~~ school activity areas are cleaned daily.

~~● In~~ ~~C.~~ ~~In~~ cleaning operations involving ~~potentially infectious material~~, ~~an appropriate bacteriasiate agent~~ ~~human~~ ~~blood~~, a cleaning solution consisting of ten to one (10:1) ratio of water and bleach will be used.

● ~~All~~-D. All equipment and environmental and working surfaces shall be cleaned and decontaminated after ~~contact with~~ contact with blood or other potentially infectious materials.

■ ~~All contaminated areas~~-1. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures, immediately or as soon as ~~possible with an appropriate disinfectant.~~ ■ ~~Protective~~ feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials, and at the end of the work shift if the surface may have become contaminated since the last cleaning.

2. Protective coverings - such as plastic wrap, aluminum foil, or imperviously backed absorbent ~~paper used to~~ paper used to cover equipment and environmental surfaces - shall be removed and replaced as soon ~~as feasible~~ as feasible when they become overtly contaminated or at the end of the work shift if they may ~~have become~~ have become contaminated during the shift.

■ ~~All~~-3. All bins, pails, cans, and similar receptacles intended for reuse that have a reasonable likelihood ~~of becoming~~ of becoming contaminated with blood or other potentially infectious materials shall be inspected ~~and decontaminated~~ and decontaminated on a regularly scheduled basis and cleaned and decontaminated immediately or as soon as ~~seen as~~ feasible upon visible contamination.

■ ~~Broken~~-4. Broken glassware that may be contaminated shall not be picked up directly with the hands. It shall ~~be cleaned~~ be cleaned up using mechanical means such as a brush and dust pan, tongs, or forceps.

● ~~Laundry~~:

■ ~~Contaminated~~-5. Reusable sharps that are contaminated with blood or other potentially infectious materials shall not be stored or processed in a manner that requires employees to reach by hand into the containers where these sharps have been placed.

E. Regulated waste:

1. Contaminated sharps discarding and containment:

a. Contaminated sharps shall be discarded immediately or as soon as feasible in containers that are:

- I. Closable.
- II. Puncture resistant.
- III. Leakproof on sides and bottom.
- IV. Labeled or color coded.

b. During use, containers for contaminated sharps shall be:

- I. Easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or can be reasonably anticipated to be found (e.g., laundries).

II. Maintained upright throughout use.

III. Replaced routinely and not be allowed to overfill.

c. When moving containers of contaminated sharps from the area of use, the containers shall be:

I. Closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

II. Placed in a secondary container if leakage is possible. The second container shall be:

i. Closable.

ii. Constructed to contain all contents and prevent leakage during handling, storage, transport, or shipping.

iii. Labeled or color coded.

d. Reusable containers shall not be opened, emptied, or cleaned manually or in any other manner that would expose employees to the risk of percutaneous injury.

2. Other regulated waste containment:

a. Regulated waste shall be placed in containers that are:

I. Closable.

II. Constructed to contain all contents and prevent leakage of fluids during handling, storage, transport, or shipping.

III. Labeled or color coded.

IV. Closed prior to removal to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

b. If outside contamination of the regulated waste container occurs, it shall be placed in a second container. The second container shall be:

I. Closable.

II. Constructed to contain all contents and prevent leakage of fluids during handling, storage, transport, or shipping.

III. Labeled or color coded.

IV. Closed prior to removal to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

3. Disposal of all regulated waste shall be in accordance with applicable regulations of the United States, states, territories, and political subdivisions of states and territories.

F. Laundry:

1. Contaminated laundry shall be handled as little as possible, with a minimum of agitation.

⇒ ~~Contaminated~~-a. Contaminated laundry shall be bagged or containerized at the location where it was used and shall not be sorted or rinsed in the location of use.

⇒ ~~Contaminated~~-b. Contaminated laundry shall be placed and transported in bags or containers labeled or color coded. When a facility utilizes universal precautions in the handling of all soiled laundry, alternative labeling or color coding is sufficient if it permits all employees to recognize the containers as requiring compliance with universal precautions.

⇒ ~~Whenever~~-c. Whenever contaminated laundry is wet and presents a reasonable likelihood of soak-through or leakage through of or leakage from the bag or container, the laundry shall be placed and transported in bags or containers that prevent soaking-through and/or leakage of fluids to the exterior.

■ ~~Employees~~-2. Employees who have contact with contaminated laundry must wear protective gloves and ~~other appropriate~~ other appropriate personal protective equipment.

3. When a facility ships contaminated laundry off-site to a second facility, which does not utilize universal precautions in the handling of all laundry, the facility generating the contaminated laundry must place such laundry in bags or containers that are labeled or color-coded.

Hepatitis B Vaccination and Postexposure Evaluation and Follow-up

General:

● ~~The~~-A. The District shall make available the hepatitis B vaccine and vaccination series to all employees ~~who have~~ who have occupational exposure, and postexposure evaluation and follow-up to all employees who ~~have had~~ have had an exposure incident. ~~Employees are sent to Concentra and schedule is kept in personnel.~~ ● ~~The~~

B. The District requires that all medical evaluations and procedures, including the hepatitis B vaccine, ~~and vaccination~~ and vaccination series and postexposure evaluation and follow-up, including prophylaxis, are:

■ ~~Made~~-1. Made available at no cost to the employee.

■ ~~Made~~-2. Made available to the employee at a reasonable time and place.

■ ~~Performed~~-3. Performed by or under the supervision of a licensed physician or by or under the supervision of ~~another licensed~~ another licensed health care professional.

~~■—Provided—4.~~ **Provided** according to recommendations of the U.S. Public Health Service current at the time ~~these evaluations—these~~ **evaluations** and procedures take place, except as specified in this section on hepatitis B ~~vaccination and~~ **vaccination** and postexposure evaluation and follow-up.

C. The District requires that all laboratory tests be conducted by an accredited laboratory at no cost to the employee.

Hepatitis B vaccination:

~~●—Hepatitis—A.~~ **Hepatitis B** vaccination shall be made available after the employee has received the training required ~~and within—and~~ **within** ten (10) working days of initial assignment to all employees who have occupational exposure unless ~~the employee~~ **the employee** has previously received the complete hepatitis B vaccination series, antibody testing ~~has revealed—has~~ **revealed** that the employee is immune, or the vaccine is contraindicated for medical reasons. ~~—This shall be done by Concentra.—●—The~~

B. The District shall not make participation in a prescreening program a prerequisite for receiving hepatitis ~~B—vaccination~~ **B vaccination**.

~~●—If—C.~~ **If** the employee initially declines hepatitis B vaccination but at a later date while still covered under ~~the standard—the~~ **standard** decides to accept the vaccination, the District shall make available hepatitis B vaccination ~~at that—at~~ **at that** time.

~~●—The—D.~~ **The** District requires all employees who decline to accept hepatitis B vaccination that is offered to sign ~~the following—the~~ **the following** statement:

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

~~●—If—E.~~ **If** a routine booster dose(s) of hepatitis B vaccine is recommended by the U.S. Public Health Service at ~~a future—a~~ **future** date, such booster dose(s) shall be made available.

Postexposure evaluation and follow-up. ~~—Following—~~ **Following** a report of an exposure incident, the District shall make immediately available to the exposed employee a confidential medical evaluation and follow-up, including at least the following elements:

~~●—Documentation—A.~~ **Documentation** of the route(s) of exposure, and the circumstances under which the exposure ~~incident occurred—incident~~ **occurred**.

~~●—Identification—B.~~ **Identification** and documentation of the source individual, unless the District can establish that identification ~~is infeasible—is~~ **infeasible** or prohibited by state or local law.

~~■—The—1.~~ **The** source individual's blood shall be tested as soon as feasible, and after consent is obtained, in ~~order to—order~~ **to** determine HBV and HIV infectivity. If consent is not obtained, the District shall establish that ~~legally—required~~

legally required consent cannot be obtained. When the source individual's consent is not required by law, ~~the source~~ the source individual's blood, if available, shall be tested and the result documented. ~~Vaccinations are done at Concentra and followed from there.~~

2. When the source individual is already known to be infected with HBV or HIV, testing for the source individual's known HBV or HIV status need not be repeated.

3. Results of the source individual's testing shall be made available to the exposed employee, and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

C. Collection and testing of blood for HBV and HIV serological status:

1. The exposed employee's blood shall be collected as soon as feasible and tested after consent is obtained.

2. If the employee consents to base-line blood collection, but does not give consent at that time for HIV serologic testing, the sample shall be preserved for at least ninety (90) days. If within ninety (90) days of the exposure incident the employee elects to have the base-line sample tested, such testing shall be done as soon as feasible.

D. Postexposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service.

E. Counseling.

F. Evaluation of reported illnesses.

Information provided to the health care professional:

A. The health care professional responsible for the employee's hepatitis B vaccination shall be provided a copy of this document.

B. The health care professional evaluating an employee after an exposure incident shall be provided the following information:

1. A copy of this document.

2. A description of the exposed employee's duties as they relate to the exposure incident.

3. Documentation of the route(s) of exposure and circumstances under which exposure occurred.

4. Results of the source individual's blood testing, if available.

5. All medical records relevant to the appropriate treatment of the employee, including vaccination status, that are the District's responsibility to maintain.

Health care professional's written opinion. ~~The~~ The District shall obtain and provide the employee with a copy of the evaluating health care professional's written opinion within fifteen (15) days of the completion of the evaluation.

● ~~The A.~~ The health care professional's written opinion for hepatitis B vaccination shall be limited to whether hepatitis ~~B vaccination~~ B vaccination is indicated for an employee and whether the employee has received such vaccination.

● ~~The B.~~ The health care professional's written opinion for postexposure evaluation and follow-up shall be limited to ~~the following~~ the following information:

■ ~~That 1.~~ That the employee has been informed of the results of the evaluation.

■ ~~That 2.~~ That the employee has been told about any medical conditions resulting from exposure to blood or ~~other potentially~~ other potentially infectious materials that require further evaluation or treatment.

● ~~All C.~~ All other findings or diagnoses shall remain confidential and shall not be included in the written report.

Medical record keeping.—~~Medical~~ Medical records required by this standard shall be maintained ~~and kept in a medical file at the District office for thirty (30) years.~~

Communication of Hazards to Employees

Labels:

A. Warning labels shall be affixed to containers of regulated waste, refrigerators and freezers containing blood or other potentially infectious material, and other containers used to store, transport, or ship blood or other potentially infectious materials, except as provided in law.

B. These labels shall contain the "biohazard" label.

C. These labels shall be fluorescent orange or orange-red or predominantly so, with lettering or symbols in a contrasting color.

D. Labels are required to be affixed as close as feasible to the container by string, wire, adhesive, or other method that prevents their loss or unintentional removal.

E. Red bags or red containers may be substituted for labels.

F. Containers of blood, blood components, or blood products that are labeled as to their contents and have been released for transfusion or other clinical use are exempted from the labeling requirements of this section on communication of hazards to employees.

G. Individual containers of blood or other potentially infectious materials that are placed in a labeled container during storage, transport, shipment, or disposal are exempted from the labeling requirements.

H. Labels required for contaminated equipment shall be in accordance with this section and shall also state which portions of the equipment remain contaminated.

I. Regulated waste that has been decontaminated need not be labeled or color coded.

Information and training:

● ~~All A.~~ All employees with occupational exposure shall participate in a training program, which must be provided at ~~no cost~~ no cost to the employees and during working hours.

- ~~Training~~ **B. Training** shall be provided as follows:
 - ~~Before~~ **1. At the time of** initial assignment to tasks where occupational exposure may take place.
 - ~~On new or amended standards within~~ **2. Within** ninety (90) days after the effective date of the standard.
 - ~~At~~ **3. At** least annually thereafter.
- ~~Employees who fail to comply with exposure control plan policies will be refrained within seventy-two (72) hours following noncompliance activity.~~
- ~~Documentation will be kept by personnel.~~
- ~~For~~ **C. For** employees who have received training on bloodborne pathogens in the year preceding the effective date of the standard, only training with respect to the provisions of the standard that were not included need be provided.
- ~~Annual~~ **D. Annual** training for all employees shall be provided within one (1) year of their previous training.
- ~~The~~ **E. The** District shall provide additional training when changes such as modification of tasks or procedures or institution of new tasks or procedures affects the employee's occupational exposure. The additional training may be limited to addressing the new exposures created.
- ~~Material~~ **F. Material** appropriate in content and vocabulary to educational level, literacy, and language of employees shall be used.
- ~~The~~ **G. The** training program shall contain at a minimum the following elements:
 - ~~An~~ **1. An** accessible copy of the regulatory text of this standard and an explanation of its contents.
 - ~~A~~ **2. A** general explanation of the epidemiology and symptoms of bloodborne diseases.
 - ~~An~~ **3. An** explanation of the modes of transmission of bloodborne pathogens.
 - ~~An~~ **4. An** explanation of the District's Exposure Control Plan and the means by which the employee can ~~obtain a~~ **obtain a** copy of the written plan.
 - ~~An~~ **5. An** explanation of the appropriate methods for recognizing tasks and other activities that may ~~involve exposure~~ **involve exposure** to blood and other potentially infectious materials.
 - ~~An~~ **6. An** explanation of the **use and limitations of methods that will prevent or reduce exposure, including appropriate engineering controls, work practices, and personal protective equipment.**
 - 7. Information on the types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment.**
 - 8. An explanation of the basis for selection of personal protective equipment.**

- ~~Information~~ 9. Information on the hepatitis B vaccine, including information on its efficacy, safety, method ~~of administration~~ of administration, the benefits of being vaccinated, and that the vaccine and vaccination will ~~be offered~~ be offered free of charge.
- ~~Information~~ 10. Information on the appropriate actions to take and persons to contact in an emergency involving ~~blood or blood~~ or other potentially infectious materials.
- ~~An~~ 11. An explanation of the procedure to follow if an exposure incident occurs, including the method ~~of reporting~~ of reporting the incident and the medical follow-up that will be made available.
- ~~Information~~ 12. Information on the postexposure evaluation and follow-up that the District is required to provide for ~~the employee~~ the employee following an exposure incident.
- ~~An~~ 13. An explanation of the labels and/or color coding required.
- ~~An~~ 14. An opportunity for interactive questions and answers with the person conducting the training session.
- ~~The~~ H. The person conducting the training shall be knowledgeable in the subject matter covered by the ~~elements contained~~ elements contained in the training program as it relates to the workplace that the training will address.

Record Keeping

Medical records:

- ~~The~~ A. The District shall establish and maintain an accurate record for each employee with occupational exposure ~~as defined~~ as defined herein.
- ~~This~~ B. This record shall include:
 - ~~The~~ 1. The name and Social Security number of the employee.
 - ~~A~~ 2. A copy of the employee's hepatitis B vaccination status, including the dates of all hepatitis ~~B vaccinations~~ B vaccinations and any medical records relative to the employee's ability to receive vaccination.
 - ~~A~~ 3. A copy of all results of examinations, medical testing, and follow-up procedures.
 - ~~The~~ 4. The District's copy of the health care professional's written opinion.
 - ~~A~~ 5. A copy of the information provided to the health care professional.
- ~~Confidentiality~~ ~~The~~ C. Confidentiality. The District shall ensure that employee medical records required by law are:
 - ~~Kept~~ 1. Kept confidential.
 - ~~Not~~ 2. Not disclosed or reported, without the employee's express written consent, to any person within ~~or outside~~ or outside the workplace, except as required by law.

- ~~The D.~~ The District shall maintain the records required by law for at least the duration of employment plus thirty (30) ~~years and store those records in the District office~~ years.

Training records:

- ~~Training A.~~ Training records shall include the following information:
 - ~~The 1.~~ The dates of the training sessions.
 - ~~The 2.~~ The contents or a summary of the training sessions.
 - ~~The 3.~~ The names and qualifications of persons conducting the training.
 - ~~The 4.~~ The names and job titles of all persons attending the training sessions.
- ~~Training B.~~ Training records shall be maintained for three (3) years from the date on which the training occurred.

Availability:

- ~~The A.~~ The District shall ensure that all records required to be maintained shall be made available, upon request, ~~to the to the~~ Assistant Secretary of Labor and the Director of the Occupational Safety and Health Administration ~~for examination for examination~~ and copying.
- ~~Employee B.~~ Employee training records required by law shall be provided upon request for examination and ~~copying to employees~~ copying to employees, to employee representatives, to the Director of the Occupational Safety and ~~Health Administration~~ Health Administration, and to the Assistant Secretary of Labor.
- ~~Employee C.~~ Employee medical records required by law shall be provided upon request, for examination and copying, ~~to the to the~~ subject employee, to anyone having written consent of the subject employee, to the Director of ~~the Occupational~~ the Occupational Safety and Health Administration, and to the Assistant Secretary of Labor.

Transfer of records:

- ~~The A.~~ The District shall comply with the legal requirements involving transfer of records.
- ~~If B.~~ If the District ceases to do business and there is no successor district to receive and retain the records for ~~the prescribed the prescribed~~ period, the District shall notify the Director of the Occupational Safety and Health Administration, ~~at least at least~~ three (3) months prior to their disposal, and transmit them to the Director of the Occupational Safety ~~and Health and Health~~ Administration, if required by the Director of the Occupational Safety and Health Administration to ~~do so do so~~, within that three (3) month period.

Compare GBGCA WELLNESS PROGRAMS (version 3 to 2)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

GBGCA © WELLNESS PROGRAMS

Measles (Rubeola)

It shall be a condition of employment that, unless exempted, all employees, including substitutes, ~~born after January 1, 1957,~~ shall present proof of immunity to rubeola (measles) prior to reporting for work.

Evidence of immunity to measles shall consist of:

- ~~●~~ A. A record of immunization against measles with a live virus vaccine given on or after the first birthday; or
- ~~●~~ A-B. A statement, signed by a licensed physician or a state or local health officer, that affirms serologic ~~evidence of~~ evidence of having had measles.
- C. Anyone born prior to January 1, 1957 shall be considered to be immune to measles. (Rubeola)

German Measles (Rubella)

Similarly, unless exempted, all employees, including substitutes, shall present proof of immunity to rubella (German measles) prior to reporting for work.

Evidence of immunity to rubella shall consist of:

- ~~●~~ A. A record of immunization against rubella given on or after the first birthday; or
- ~~●~~ A-B. A statement, signed by a licensed physician or a state or local health officer, that affirms serologic ~~evidence of~~ evidence of having had rubella.
- ~~●~~ Attaining age 45 (presumed immunity).

General Information

Exempted employees include those with medical contraindications for receiving vaccines and those who refuse immunization for religious reasons.

Nonimmune employees, including those who utilize the exemption, shall, in the event of an outbreak of either disease, be put on leave without pay, or they may use accumulated sick leave during the period they are excluded from work due to the outbreak. If a staff member does not have any earned sick leave, a salary deduction of one (1) contract day will be made for each day of authorized leave used.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[36-624](#)

A.A.C.

[R9-6-347](#)

[R9-6-360](#)

[R9-6-704](#)

A.G.O.

188-037



GBGCA-R

REGULATION

WELLNESS PROGRAMS

Unless legally exempted, all staff members must show proof of immunity to measles and rubella [see GBGCA].

Measles (Rubeola)

Acceptable proof of immunity to measles shall consist of:

- A record of immunization against measles with a live virus vaccine given on or after the first birthday; or
- A statement, signed by a licensed physician or a state or local health officer, that affirms serologic evidence of having had measles.
- Being born before January 1, 1957.

German Measles (Rubella)

Evidence of immunity to rubella shall consist of:

- A record of immunization against rubella given on or after the first birthday; or
- A statement, signed by a licensed physician or a state or local health officer, that affirms serologic evidence of having had rubella.
- Attaining age 45 (presumed immunity).

General Information

In the event of an outbreak of either disease, memory of immunization date is not acceptable; medical documentation of immunity is required.

Staff members who are not in compliance shall be put on leave without pay until they are in compliance.

In the event of an outbreak of measles or rubella, nonimmune staff members, including those who utilize the exemption, must be excluded from school.

Implementing Policy

The District shall generate a list of all employees to identify those who need proof of immunity to measles.

The Superintendent shall distribute information about the District's policy on measles and rubella.

The Superintendent shall collect proof of immunity from staff members and compile a list denoting immunity or nonimmunity of staff members.

Nonimmune staff members shall be referred for vaccine to a physician or the County Health Department. Their records will be updated as they receive vaccine.

Maintaining Policy

Throughout each school year, new staff members shall be required to show proof of immunity before employment.

A list of nonimmune employees shall be maintained and updated throughout the year.

Compare GBGCB © STAFF HEALTH AND SAFETY (version 3 to

first

2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GBGCB © STAFF HEALTH AND SAFETY (Communicable Diseases)

It is the policy of the School District to take reasonable and lawful measures to protect students and staff members from the transmission of communicable diseases. The Superintendent is authorized to adopt such procedures as are necessary to implement this policy in a manner consistent with state and federal laws.

Exclusion from School

A staff member who has a communicable disease shall be excluded from school only if the staff member presents a direct threat to the health or safety of others in the school workplace. The outbreak control measures and other directives of the Department of Health Services (DHS) and local health agencies shall be acted upon as the best medical knowledge and judgments with regard to the exclusion of a staff member who has a communicable disease that is addressed by DHS regulations. The communicable diseases specifically addressed by DHS regulations are listed at A.A.C. [R9-6-203](#) *et seq.*

A staff member who has a chronic communicable disease, such as tuberculosis or HIV/AIDS, shall not be excluded unless a significant risk is presented, to the health and safety of others, which cannot be eliminated by reasonable accommodation. The Superintendent shall consult with legal counsel and health professionals, as necessary, to ensure that exclusion of a staff member with a chronic communicable disease will not violate the staff member's rights under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

The school nurse or other person designated by the Superintendent must reassess a staff member who is excluded from school because of a communicable disease before the staff member returns to work. The District may require a physician's written medical release as a condition for the staff member's return to work.

Reporting and Notification

The District shall report by telephone to its local health agency each diagnosed and suspected case of a communicable disease as set out in ~~regulation~~ [Regulation](#) JLCB-R.

If an outbreak of a communicable disease occurs in a school setting, the Superintendent or the school nurse shall promptly inform staff members who are known to have special vulnerability to infection. The District does not assume any duty to notify an employee of health risks caused by the presence of a communicable disease in the school setting unless the at-risk employee has notified the District of the conditions when notification is needed.

Confidentiality

The District shall make reasonable efforts to maintain the confidentiality of staff members' medical conditions. All medical information relating to employees is confidential. The identity of a staff member who has a communicable disease and/or the nature of the communicable disease may be disclosed only to:

- ~~Staff A.~~ Staff members who must have such information to carry out their duties under this policy; *or*
- ~~Staff B.~~ Staff members or students (or their parents/guardians) who must have such information to protect ~~themselves from themselves~~ from direct threat to their health or safety.

Inquiries or concerns by staff members or others regarding communicable diseases or a staff member who is known or believed to have a communicable disease shall be directed to the Superintendent or the school nurse.

Universal Precautions

The District shall follow the "Universal Precautions Standard" set forth in the attached Exhibit GBGCB-E to protect employees who are at risk of being exposed to blood and body fluids in the course of their work.

Food Service Workers

The District shall follow the guidance of the U.S. Department of Health and Human Services concerning infectious and communicable diseases transmitted through the handling of food, and special precautions required for food services workers.

HIV/AIDS

Current medical information indicates that HIV can be transmitted by sexual intercourse with an infected partner, by injection of infected blood products, and by transmission from an infected mother to her child *in utero* or during the birth process. None of the identified cases of HIV infection in the United States are known to have been transmitted in a school setting or through any other casual person-to-person contact. There is no evidence that HIV is spread by sneezing, coughing, shaking hands, hugging, or sharing toilets, food, water, or utensils. According to best medical knowledge and judgments, the use of the "universal precautions" and other procedures that implement this policy are sufficient to protect staff members and students from transmission of HIV at school.

Adopted: ~~December 11, 2008~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[36-621](#)

[36-624](#)

A.A.C.

[R9-6-203](#) *et seq.*

[R9-6-355](#)

29 U.S.C. 794 *et seq.* Rehabilitation Act, (Section 504)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

29 C.F.R. 1630.1 *et seq.* (ADA guidelines)

29 C.F.R. 1910.10 *et seq.* (OSHA Universal Precautions Standard)

CROSS REF.:

[GBGC](#) - Employee Assistance

[GBGCA](#) - Wellness Programs

[JLCB-R](#) - Immunizations of Students

Compare GBGCB-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GBGCB-E ©

EXHIBIT

STAFF HEALTH AND SAFETY

~~(Communicable Diseases)~~COMMUNICABLE DISEASES

Handling Body Fluids in School

The following guidelines are meant to provide simple and effective precautions against transmission of disease for all people potentially exposed to the blood or body fluids of any person (student and/or school employee). No distinction is made between body fluids from persons with a known disease or those from persons without symptoms or with an undiagnosed disease.

The body fluids of all people should be considered to contain potentially infectious agents. The

~~term~~

~~term~~ *body*

~~fluids~~

fluids includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (such as nasal discharge), and saliva.

~~• Whenever~~

A. ~~Whenever~~ possible, avoid direct skin contact with body fluids. Disposable gloves are

~~required when direct~~

~~recommended when direct~~ hand contact with body fluids is anticipated. If extensive contact is made with body fluids, hands

~~must be~~

~~must be~~ washed afterwards. Gloves used for this purpose should be put in a plastic bag, secured, and

~~disposed of daily~~

~~disposed of daily.~~

~~• If~~

B. If direct skin contact does occur, hands and other affected skin areas of all exposed people shall be

~~routinely washed~~

routinely washed with soap and water.

● ~~Proper~~

C. Proper handwashing requires the use of soap and water and vigorous washing under a stream of

~~running water~~

running water for approximately ten (10) seconds.

● ~~Clothing~~

D. Clothing and other nondisposable items that are soaked through with body fluids should be rinsed

~~and placed~~

and placed in plastic bags. If presoaking is required to remove stains, rinse or soak the item in cold

~~water prior to bagging~~

water prior to bagging. Clothing should be sent home with the student for washing, with appropriate

~~directions to~~

directions to parents and teachers (

see

see *laundry instructions below*). Always wear gloves when handling items

~~that have~~

that have come in contact with body fluids.

● ~~Contaminated~~

E. Contaminated disposable items shall be handled with disposable gloves, put in a plastic bag, secured,

~~and disposed~~

and disposed of daily.

● ~~Body~~

F. Body fluid spills on hard surfaces (i.e., floors, countertops, books,

etc.

et cetera) shall be disinfected with

~~a bacteriostatic agent~~

bleach (diluted to ten [10] parts water and one [1] part bleach). Gloves shall always be worn during cleanup.

~~● Cleaning~~

G. Cleaning equipment:

~~■ Nondisposable~~

1. **Nondisposable** cleaning equipment (such as dust pans, brooms, and buckets) shall be

~~disinfected by thoroughly~~

disinfected by thoroughly rinsing in diluted bleach (ten [10] parts water and one [1] part bleach). Mops shall

~~be soaked~~

be soaked in the disinfectant after use and then rinsed with hot water. The disinfectant solution

~~shall be~~

shall be promptly disposed of down a drain pipe.

~~■ Disposable~~

2. **Disposable** cleaning equipment (such as paper towels, the vacuum bag, or sweepings) shall be

~~placed in~~

placed in plastic bags, secured, and disposed of daily. No special handling is required for vacuuming equipment. Gloves shall always be used during cleanup.

~~● Laundry~~

H. Laundry instructions:

~~■~~

Clothing soaked with body fluids shall be washed separately from other items. Presoaking may

~~be required~~

be required for heavily soiled clothing. Otherwise, wash and dry as usual. If the material can be bleached,

~~add~~

add one-half (1/2) cup of household bleach to the wash cycle. If the material is not colorfast, add one-half (1/2) cup of all-fabric bleach to the wash cycle.

LEGAL REF.:

A.R.S.

[36-621](#) *et seq.*

A.A.C.

[R9-6-101](#) *et seq.*

Compare GBGD WORKERS' COMPENSATION (version 3 to 2)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

GBGD ©

WORKERS' COMPENSATION

All employees shall be covered by workers' compensation insurance for ~~work-related injuries/illnesses that arise out of their job duties in accordance with Arizona Workers' Compensation laws~~ any accident while on assignment, including an accident on school property or while on official business off school property. An employee must ~~immediately report all injuries/incidents to their supervisor or administrator and Risk Management. An employee injury/incident report and other reports as required by law will need to be completed at the time of the injury/incident.~~

~~All employees who are temporarily or partially disabled due to work-related injuries/illnesses might be returned to work in a modified or restricted capacity until they are released to their regularly assigned duties at full capacity. The return-to-work offer may be in any position so designated by the District for which the employee is able to perform, within the limitations and restrictions as set forth by the attending physician. If possible, employees will remain productive and active in the work place while recovering from their work-related injury/illness. The District reserves the right to rescind the offer of modified or restricted capacity work at any time.~~

~~Adopted: August 17, 2004~~

report any such accident to the supervisor's office immediately, since a report on the time of the accident, persons involved, and how it happened is required.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-505](#)

[23-901](#)

[23-902](#)

[23-904](#)

[23-906](#)

[23-908](#)

[23-961](#)

[23-962](#)

CROSS REF.:

[EBBB](#) - Accident Reports

[GBGC](#) - Employee Assistance



GBGD-R ©

REGULATION

WORKERS' COMPENSATION

Any employee who has an accident, no matter how slight, while on duty shall notify the supervisor immediately. Failure to follow this procedure could result in the loss of workers' compensation benefits.

After being notified by an employee, the supervisor shall complete and submit the Report of Industrial Injury to the Risk Manager.

The Risk Manager, upon receiving the supervisor's report, shall, within ten (10) days after notification, submit the Report of Industrial Injury to the insurance carrier.

Compensation Claims

When a job-related injury/accident requires medical attention and/or absence from the workplace, the following conditions shall apply:

- A. The physician will be responsible for reporting the circumstances of the injury to the District, the Industrial Commission, and the District's insurance carrier.
- B. During the first seven (7) days of absence due to a job-related injury/accident, the employee will be placed on sick leave, provided the employee has accumulated sufficient sick leave.
- C. If a job-related injury/accident results in more than seven (7) days absence, the insurance carrier will be responsible for handling the claim for lost pay. During such period the employee may be directed to:
 1. Endorse over to the District the payments received from the insurance carrier, continue to receive a regular salary, and be charged sick leave. When the amount of the insurance payment is determined and received by the District, the employee's sick leave record will be adjusted for that fraction of the time paid by the insurance carrier (e.g., the insurance carrier pays one-half [1/2] of the normal salary of the employee, the sick leave will be adjusted on a pro rata basis); or
 2. Draw compensation from the insurance carrier, provide the District with a record of such payment, and receive payment for sick leave pay for the uncompensated portion of missed time, up to the limit of accumulated sick leave.
- D. In no event will an employee receive a combined salary and worker's compensation in excess of the employee's regular salary.
- E. An employee who has used all accumulated sick leave will be removed from the payroll and will receive only such amounts as are paid by the District's insurance carrier.



EXHIBIT

WORKERS' COMPENSATION

EARLY RETURN TO WORK

Determining if a Job Offer can be
Made for Early Return from an

Illness or Injury

The District need only consider an early return when a job that can be performed by the early return employee is available. Creation of a position is not required.

When considering an early return assignment the District should:

- A. Analyze the job and determine its purpose and essential functions.
- B. Consult with the employee to determine the precise job limitations imposed by the attending physician.
- C. Determine if the employee can perform the duties of the job.
- D. Analyze the risk of reinjury or deterioration of the employee's condition.

Adjustments in the job description for personal accommodations such as an amenity or convenience that is not job related shall not be the responsibility of the District. The District shall require that all aspects of the modified job description be performed adequately.

Compare GBI © STAFF PARTICIPATION IN POLITICAL ACTIVITIES (version 3 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GBI © STAFF PARTICIPATION ~~IN~~ ~~IN~~ POLITICAL ACTIVITIES

The Board recognizes the right of its employees, as citizens, to engage in political activity. However, school time, personnel, equipment, supplies, materials, buildings, or other resources may not be used to influence the outcomes of elections.

A staff member, a person acting on behalf of the District or a person who aids another person acting on behalf of the District shall be guided by the following:

~~● No employee~~ A. **No employee while on duty** shall engage in political activities upon property under the jurisdiction of the Board. ~~Employees in their individual capacities may exercise their political liberties on property leased from the school for that purpose.~~ ● **Campaigning**

B. The prohibition on the use of public resources to influence the outcome of bond, budget override and other tax-related elections includes the use of School District-focused promotional expenditures that occur after an election is called and through election day. This prohibition does not include routine School District communications which are messages or advertisements that are germane to the functions of the School District and that maintain frequency, scope and distribution consistent with past practices or are necessary for public safety.

C. **Campaigning** and other election activities must be done in off-duty hours, when not working in an ~~official capacity~~ **official capacity** or representing the District, and without the participation of District employees or students ~~acting in~~ **acting in** the capacity of District or school representatives.

~~● Invitations~~ D. **Invitations** to participate in election activities on a given campus, except when extended by groups leasing ~~or using~~ **or using** school facilities, shall be permitted only when such invitations are to all candidates for the office. ● ~~Political~~ **The rental use of District property by a private person or entity that may lawfully attempt to influence the outcome of an election is permitted if it does not occur at the same time and place as a related District-sponsored forum or debate.**

E. **Political** circulars or petitions may not be posted or distributed in school.

~~● The~~ F. **The** collection of campaign funds and/or the solicitation of campaign workers is prohibited on school property.

~~● Students~~ G. **Students** may not be given written materials to influence the outcome of an election or to advocate support ~~for or~~ **for or** opposition to pending or proposed legislation.

- ~~Students~~ ~~H.~~ **Students** may not be involved in writing, addressing or distribution of material intended to influence ~~the outcome~~ **the outcome** of an election or to advocate support for or opposition to pending or proposed legislation.

Employees of the District may not use the authority of their position to influence the vote or political activities of any subordinate employee.

District employees who hold elective or appointive office are not entitled to time off from their school duties for reasons incident to such offices, except as such time may qualify under the leave policies of the Board.

The discussion and study of politics and political issues, when such discussion and study are appropriate to classroom studies, are not precluded under the provisions of this policy.

District employees shall be permitted time as provided in statute, if required, to vote in the primary or general election.

The District may distribute informational reports on a proposed budget override election as provided in A.R.S. [15-481](#) and on a proposed bond election as provided in A.R.S. [15-491](#) if those informational reports present factual information in a neutral manner, except for those arguments allowed under A.R.S. [15-481](#).

Nothing in this policy shall preclude the District from producing and distributing impartial information on elections other than District budget override elections or reporting on official actions of the Governing Board.

The District shall not make expenditures for literature associated with a campaign conducted by or for a District official.

Adopted: ~~October 21, 2003~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

~~15-305~~[481](#)

~~15-481~~[491](#)

[15-511](#)

[15-903](#)

[16-402](#)

A.G.O.

[115-002](#)



GBI-R

REGULATION

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

(Election Guidelines for School District Employees and Governing Board Members)

By law, the District may provide the public only with content-neutral, public information. Since the District is a tax-supported institution, employees may not, during their normal work hours, work on the promotion of a bond or an override election, nor may employees use District materials to help promote a bond or an override election.

The law (A.R.S. [15-511](#)) as amended in 1996 is very clear: A school district shall not use its personnel, equipment, materials, buildings, or other resources for the purpose of influencing the outcome of elections.

In practical terms, this means that District personnel cannot spend or use, or allow others to spend or use, school resources in an attempt to persuade voters.

Factual information concerning a bond or an override election will be provided by the District. The information will be presented in the informational pamphlet that is mailed to each household in the District in which a qualified elector resides.

Please remember the following:

- Do not use school equipment such as copiers, telephones, mailboxes, and electronic mail for advocacy.
- Do not use school communication networks such as school newsletters or student newspapers. Newsletters that are written, paid for, and distributed independently of school resources and without using students are permitted.
- The law expressly prohibits the use of students as messengers of an advocacy position. In practical terms, this means you may not send any written materials (e.g., flyers, newsletters, statements of support, et cetera) designed to influence the outcome of an election home with students.
- Any nonadvocacy information, either written or oral, about an election prepared or disseminated by the District, such as statements reminding people to vote or the location or hours polling places are open, must be presented in English, Spanish, and, if applicable, the language of any Native American tribes located in the District.
- Do not use District secretarial or other support staff members to prepare promotional materials.
- Do not spend school or District money on promoting the election.

- District employees may act as advocates, but only as private citizens, on their own time and using their own, or other private, resources. Employees must make it clear when speaking or writing that they are acting as private citizens, and that they are not acting as representatives of or for the District.
- Employees of the District may not use the authority of their positions to influence the vote or political activities of any subordinate employees.
- The District is not responsible for the decision by any organization using or leasing District facilities to extend invitations to proponents and opponents of the ballot issue(s). These are decisions that are at the discretion of the organization itself.
- In permitting public use or leasing of school facilities for meetings, the District cannot favor proponents over opponents of the ballot issue(s).
- Private organizations, not sponsored or created by the District, may engage in any advocacy at their own expense. If the organization is too closely associated with the District, its actions may be imputed to the District and violate these rules.

Please follow these guidelines carefully. It is important to remember that even one minor infraction could result in the election being declared invalid.

Compare GBJ © PERSONNEL RECORDS AND FILES (version 3

first

to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GBJ © PERSONNEL RECORDS AND FILES

Professional employees are required to supply the District office with current and complete official transcripts of all college credits.

It is the duty and responsibility of each certificated employee to keep such certification current.

The District will maintain a complete and current official personnel file for each District employee. Employees will be advised of, and will be permitted to review and comment on, all information of a derogatory nature to be placed in their respective personnel files. The employee may prepare a written reply to such information, and such reply, if any, will be appended to the information in the file.

Records reasonably necessary or appropriate to maintain an accurate knowledge of disciplinary actions regarding staff members and the staff members' responses will be maintained. Disciplinary action records shall be open to inspection and copying unless such inspection and disclosure of records or information in the records is contrary to law.

The District may create such subfiles within a personnel file as are appropriate to ensure confidentiality of those files made confidential by law and efficient use of the file. Access to personnel files will be limited to authorized District officials and employees authorized to handle personnel files. Individual Board members may only inspect confidential staff files when specifically authorized by the Board, as evidenced by action of a quorum of the Board in a legal meeting properly noticed. Employees may review their own files by making written requests to the Superintendent. Materials obtained prior to an employee's employment, such as confidential recommendations or interview notes, will not be available for review by the employee.

Unless otherwise specifically provided by law, a school district shall not:

- ~~Use~~ **A. Use** an individual's social security number on forms of identification.
- ~~Transmit~~ **B. Transmit** to another individual material that contains both the individual's social security number and ~~the individual's~~ **the individual's** financial institution account number. This does not preclude the transmission of ~~documents of~~ **documents of** enrollment, amendment, termination, or contracting for financial services nor does it preclude transmitting documents confirming the accuracy of the numbers previously submitted.

The Superintendent shall prepare procedures to implement this policy and A.R.S. [44-1373](#) which restricts use of personal identifying information.

Documents within a personnel file may be reviewed by the public only to the extent that disclosure is compelled as a public record.

Adopted: ~~October 9, 2008~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-302](#)

[15-502](#)

[15-537](#)

[23-926](#)

[23-1361](#)

[23-1362](#)

[38-233](#)

[39-121](#) *et seq.*

~~[41-1346](#)~~ *et seq.*

~~[41-1482](#)~~

CROSS REF.:

[DKA](#) - Payroll Procedures/Schedules

[KDB](#) - Public's Right to Know/Freedom of Information

Compare GBJ-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

GBJ-E ©

EXHIBIT

PERSONNEL RECORDS AND FILES

A person or entity shall not, unless specifically provided by law:

- ~~Intentionally~~-A. Intentionally communicate or make an individual's social security number available to the general public.
- ~~Print~~-B. Print an individual's social security number on any card required for the individual to receive services.
- ~~Require~~-C. Require the transmission of an individual's social security number over the internet unless providing a ~~secure connection~~-secure connection or the social security number is encrypted.
- ~~Require~~-D. Require the use of an individual's social security number to access a web site unless a password or ~~unique personal~~-unique personal identification number or other authentication device is also required to access the site.
- ~~Print~~-E. Print a number that the person or entity knows to be an individual's social security number on any ~~materials that~~-materials that are mailed to the individual unless required by law to place these numbers on the material.
 - ~~This~~-1. This does not preclude the transmission of documents of enrollment, amendment, termination, or contracting for financial services nor does it preclude transmitting documents confirming the accuracy of the numbers previously submitted.
 - ~~No~~-2. No requirement is made to check third party submitted numbers and unless the recipient of the number has actual knowledge that the number is or includes the individual's social security number, the person or entity may print the number on materials that are mailed to the individual.
 - ~~No~~-3. No prohibition on mailing the individual any copy or reproduction of a document that includes a social security number is made if the social security number was included on the original document before January 1, 2005.
 - ~~The~~-4. The exception is that if a social security number has been used inconsistent with the use described above after January 1, 2005, so long as the usage is continuous, the person or entity may continue to use the number subject to the conditions below:
 - ⇒ ~~If~~-a. If the use stops for any reason then the social security number cannot be used and the use ~~reverts to~~-reverts to the conditions bulleted

above.

⇒ ~~Each~~ ~~b.~~ Each year the entity must provide the individual with an annual written disclosure of the individual's ~~right~~ ~~s~~ right to stop the use of the social security number as prohibited above.

⇒ ~~If~~ ~~c.~~ If an individual requests in writing, the person or entity must stop using the number in any ~~manner~~ ~~conflicting~~ ~~manner~~ conflicting with the law. No fee or charge is allowed, and the entity shall not deny services to ~~the individual~~ ~~the individual~~ because of the request.

The law does not prohibit the collection, use or release of a social security number required by the laws of this state or the United States or for internal verification or administrative purposes.

Unless otherwise provided by law, after January 1, 2005 documents or records recorded and made available on the recording entity's web site shall not contain more than five (5) numbers reasonably identifiable as part of a social security number and shall not contain financial account numbers. A penalty of five hundred dollars (\$500) for each act of recording is possible.

Compare GBK STAFF CONCERNS, COMPLAINTS, AND GRIEVANCES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GBK © ~~STAFF CONCERNS, COMPLAINTS,~~ ~~AND GRIEVANCES~~

~~Employee Concerns and Complaints~~

~~For the purposes of this policy, concerns and complaints are defined as expressions of dissatisfaction by an employee(s) regarding conditions or circumstances that do not constitute a misinterpretation or violation of a Governing Board policy or administrative regulation, and are therefore not covered by the District's formal grievance procedure. The procedure for addressing employee concerns and complaints is to settle matters fairly, confidentially, quickly, and at the lowest organizational level possible.~~

~~The Superintendent shall develop a procedure for personnel to present written concerns and complaints, and for achieving resolution of concerns and complaints. When the Superintendent must determine the resolution of a concern or complaint, the Superintendent's decision shall be final.~~

~~Employee Grievances~~

~~For the purposes of this policy, a grievance is defined as an allegation by a District employee of a misinterpretation or violation of a Governing Board policy or administrative regulation that affects the employee's terms or conditions of employment.~~

Effective communication between District employees, the administrative staff, and the Board is essential for proper operation of the schools. The Governing Board, therefore, authorizes the Superintendent to establish a grievance procedure for employees as the prescribed means of resolving grievances at the earliest date and the lowest possible administrative level.

Such procedure shall provide for Board review of any grievance that cannot be resolved at the administrative level. In such instances, the affected individual may request that the Governing Board review the situation. Such request shall be in writing and shall contain the basis for the appeal, including the act or acts out of which the grievance arose, identification of the Board policies and/or administrative regulations involved, and the remedy sought. Within five (5) working days following notification of the Superintendent's decision, any written request for appeal shall be submitted to the Superintendent for transmittal to the Board. The Governing Board, at a time of its choosing, shall review the grievance and issue a response within fifteen (15) working days following such review.

The decision ~~on a grievance by~~ of the Governing Board is final.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:
A.R.S.

Compare GBK-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

GBK-R-R ©

REGULATION

~~STAFF CONCERNS, COMPLAINTS,~~ ~~AND GRIEVANCES~~

Definitions

~~Concerns and complaints are defined as expressions of dissatisfaction by an employee regarding conditions or circumstances that do not constitute a misinterpretation or violation of a Governing Board policy or administrative regulation, and are therefore not covered by the District's formal grievance procedure.~~

A *grievance* is a complaint by a District employee alleging a violation or misinterpretation, as to the employee, of any District policy or regulation that directly and specifically governs the employee's terms and conditions of employment. The term *grievance* shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act. The suspension or dismissal of employees is covered by statute and, therefore, is not a grievable matter. Assignment, reassignment, or transfer of an employee to another position or duties is not grievable beyond the Superintendent unless there is a reduction in compensation or the Superintendent requests that it go to the Board.

~~Performance evaluation is not subject to the grievance policy, except for procedural violations. Comments or opinions offered by the evaluator cannot be grieved. In the event of a claim of procedural violation, the evaluatee may initiate a written response to the evaluation through existing channels as established by District policies. A complaint does not suspend any timeline concerning the remedial period or Board action concerning dismissal or non-renewal. A grievant shall be any employee of the District filing a grievance.~~

Terms and conditions of employment means the hours of employment, the compensation ~~therefore~~therefor, including fringe benefits, and the employer's personnel policies directly affecting the employee. In the case of professional employees, the term does not include educational policies of the District. A *day* is any day during which the District conducts business. The *immediate supervisor* is the lowest-level administrator having line supervisory authority over the grievant.

Informal Level

Before filing a formal written grievance, the grievant must attempt to resolve the matter by one (1) or more informal conferences with the immediate supervisor. The first of these informal conferences must be conducted within ~~twenty ten~~ (2010) days after the employee knew, or should have known, of the act or omission giving rise to the grievance. A second or any subsequent conference must occur within five (5) days after the initial informal conference, or any subsequent conference.

Formal Level

~~Prior to filing the formal grievance, it is recommended that the grievant meet with the Assistant Superintendent for Human Resources to review the grievance process and the associated timelines and procedures.~~

Level I. Within fifteen (15) days after the employee knew, or should have known, of the act or omission giving rise to the grievance, the grievant must present the grievance in writing to the immediate supervisor.

The grievance shall be a clear, concise statement of the circumstances giving rise to the grievance, a citation of the specific article, section, and paragraph of the policy or regulation that directly and specifically governs the employee's terms and conditions of employment that are alleged to have been violated, the decision rendered at the informal conference, and the specific remedy sought.

The immediate supervisor shall communicate a decision to the employee in writing within five (5) days after receiving the grievance.

Within the above time limits either party may request a personal conference to attempt to resolve the matter.

Level II. In the event the grievant is not satisfied with the decision at Level I, the decision may be appealed to the Superintendent within five (5) days after receipt of the decision.

The appeal shall include a copy of the original grievance, the decision rendered, and a clear, concise statement of the reasons for the appeal. The Superintendent shall communicate a decision within five (5) days after receiving the appeal. Either the grievant or the Superintendent may request a personal conference within the above time limits.

Level III. If the grievant is not satisfied with the decision at Level II, the grievant may, within five (5) days, submit an appeal in writing to the Superintendent for consideration by the Governing Board.

General Provisions

Section 1. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be deemed an acceptance of the decision rendered at that step, and there shall be no further right of appeal. Failure to file a grievance within fifteen (15) days after the employee knew, or should have known, of the circumstances upon which the grievance is based shall constitute a waiver of that grievance.

Section 2. The filing or pendency of any grievance under the provisions of this policy shall in no way operate to impede, delay, or interfere with the jurisdiction of the Governing Board or the Superintendent.

~~**Representation** means that an employee(s) is entitled to represent himself or herself, or designate a representative.~~

~~An employee(s) may be represented at any level of this procedure by a representative.~~

~~Reprisals shall not be taken against any employee in the grievance procedure by reason of such participation.~~

~~If choosing representation, the representative must be designated at Level II when filing a written grievance and for each level thereafter. The representative can be a designee from a~~

~~recognized professional organization, another educational professional (i.e., a peer), or legal counsel. If the grievant chooses legal counsel as their representative, the administration needs to be notified at least twenty-four (24) hours prior to any meeting.~~

~~Procedure Time Limits~~

~~The time limits may be extended or reduced by mutual agreement of the employee(s) and the District prior to the expiration of such time limits as evidenced in writing.~~

~~Failure of administration to respond within the specified time limits permits the grievant to move to the next level.~~

~~General Provision of the Grievance Procedure~~

~~If the administration requests the presence of an employee(s) during the school day, the employee(s) and the employee's representative shall be granted release time.~~

~~All documents, communications, and records dealing with the grievance will be filed in a separate grievance file and will not be kept in participant personnel files.~~

Compare GBK-EA © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

GBK-EA ©

EXHIBIT

STAFF ~~CONCERNS, COMPLAINTS,~~
~~AND GRIEVANCES~~

LEVEL I

GRIEVANCE FORM A

FORMAL GRIEVANCE PRESENTATION

To be completed by grievant within five (5) days after the last informal conference but no later than fifteen (15) days after the employee knew or should have known of the act or omission giving rise to the grievance.

Grievant _____ Date of last informal presentation _____

School _____ Immediate supervisor _____

Assignment _____

Policy or regulation alleged to have been violated _____

Statement of grievance:

Action requested:

Signature of grievant

Compare GBK-EB © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

GBK-EB ©

EXHIBIT

STAFF CONCERNS, COMPLAINTS, AND GRIEVANCES

LEVEL I

GRIEVANCE FORM B

DECISION OF IMMEDIATE SUPERVISOR

To be completed by immediate supervisor within five (5) days after formal filing.

Grievant _____

Date of formal grievance presentation _____

School _____

Immediate supervisor _____

Decision of immediate supervisor

and reasons therefor:

Date of decision _____

(Signature of immediate supervisor)

Grievant's response [to be completed by the grievant within five (5) days after the decision]:

o

~~□ I accept~~

I accept the above decision of the immediate supervisor.

o



I hereby refer the above decision to the Superintendent,
with reasons detailing nonacceptance at Level I and any
relief sought (Level II).

Date of response _____

(Signature of grievant)

Compare GBK-EC © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

GBK-EC ©

EXHIBIT

STAFF ~~CONCERNS, COMPLAINTS,~~
~~AND~~ GRIEVANCES

LEVEL II

GRIEVANCE FORM C

REFERRAL TO SUPERINTENDENT

To be completed by grievant within five (5) days of immediate supervisor's response.

Grievant _____

Date of formal presentation _____

Detail reasons for nonacceptance of grievance
decisions and any relief sought:

o ~~The attached~~ The attached grievance is hereby referred to the Superintendent.

Date of referral _____

(Signature of grievant)

Compare GBK-ED © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

GBK-ED ©

EXHIBIT

STAFF CONCERNS, COMPLAINTS, AND GRIEVANCES

LEVEL II

GRIEVANCE FORM D

DECISION OF SUPERINTENDENT

To be completed by the Superintendent within five (5) days.

Grievant _____

Date of formal grievance presentation _____

Date appeal received by Superintendent _____

Date hearing held by Superintendent (optional) _____

Decision of Superintendent

and reasons therefore:

Date of decision _____ (Signature of Superintendent)

Grievant's response [to be completed by grievant within five (5) days after the decision]:

o

I accept

I accept the above decision of the Superintendent.

o



I hereby appeal to the Governing Board for a review
of this grievance (Level III).

Date of response _____

(Signature of grievant)

Compare GBK-EE © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GBK-EE ©

EXHIBIT

STAFF ~~CONCERNS, COMPLAINTS,~~ ~~AND~~ GRIEVANCES

LEVEL III (Final Action)

GRIEVANCE FORM E

REVIEW BY GOVERNING BOARD

Grievant _____

Date of formal grievance receipt _____

- The attached grievance is hereby appealed to the
Governing Board for a review.

Detail reasons for nonacceptance of grievance
decision at Level II and any relief sought:

Date appeal received by Governing Board _____

BOARD RESPONSE:

- The Board affirms the Superintendent's response.
- ~~Board~~ Board rejects the Superintendent's response.
- ~~Board~~ Board modifies the Superintendent's response as follows:

[TO BE COMPLETED WITHIN FIFTEEN (15) DAYS OF REVIEW]

Compare GBP © PROHIBITED PERSONNEL PRACTICES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GBP © PROHIBITED PERSONNEL PRACTICES

Disclosure Protected

It is a prohibited personnel practice for any District employee, who has control over personnel actions, to take reprisals against another employee for a disclosure of a matter of public concern, by that other employee, to a public body when the employee believes there has been:

- ~~A.~~ A violation of law.
- ~~Mismanagement~~ B. **Mismanagement**, a gross waste of monies, or an abuse of authority.

An employee, or former employee, who believes that an adverse personnel action taken is the result of such person's disclosure of information under A.R.S. [38-532](#) shall make a complaint to the Board. The Board shall make a determination pursuant to the rules under A.R.S. [41-785](#).

Reporting Protected

A governing board or school district employee who has control over personnel decisions shall not take unlawful reprisal against an employee for good-faith reports about certificated personnel engaged in conduct involving minors that is reportable under A.R.S. [13-3620](#) (Reporting Child Abuse). *Unlawful reprisal* means an action taken by a governing board that results in:

- ~~Disciplinary~~ A. **Disciplinary** action.
- ~~Transfer~~ B. **Transfer** or reassignment.
- ~~Suspension~~ C. **Suspension**, demotion, or dismissal.
- ~~An~~ D. **An** unfavorable performance evaluation.
- ~~Other~~ E. **Other** significant changes in duties or responsibility that are inconsistent with the employee's ~~salary or salary~~ or employment classification.

Adopted: date of ~~manual~~ **Manual** adoption

LEGAL REF.:

A.R.S.

[15-514](#)

[23-425](#)

[38-532](#)

[41-785](#)



GCA ©
PROFESSIONAL STAFF POSITIONS

Professional staff positions are created only with the approval of the Board. The District will attempt to activate a sufficient number of positions to accomplish the District's goals and objectives.

Before recommending the establishment of any new position, the Superintendent will present a job description for the position that specifies the qualifications, the performance responsibilities, and the method by which the performance of such responsibilities will be evaluated. The establishment of any new position will require Governing Board approval.

The Superintendent will maintain a comprehensive and up-to-date set of job descriptions of all positions in the school system.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-501](#)

[15-502](#)

[15-503](#)

CROSS REF.:

[CCB](#) - Line and Staff Relations



GCB ©
PROFESSIONAL STAFF
CONTRACTS AND COMPENSATION

Salaries in the District will be differentiated in relationship to duties and responsibilities.

The Superintendent will provide recommendations on salaries and fringe benefits to the Board.

The Board at any time may establish, within the budgetary constraints of the District, the salaries and benefits for all employees necessary for the succeeding year.

Subject to the terms of employment contracts, the Governing Board at any time may reduce salaries or eliminate certificated teachers in the District in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of the District's schools. Notice of a general salary reduction shall be given each certificated teacher affected. These provisions do not apply to salary reductions from classroom site fund money.

Adopted: June 10, 2010

LEGAL REF.:

A.R.S.

[15-502](#)

[15-503](#)

[15-544](#)

[15-952](#)

[15-977](#)

CROSS REF.:

[GCF](#) - Professional Staff Hiring

Compare GCBA PROFESSIONAL STAFF SALARY

first

SCHEDULES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCBA © PROFESSIONAL STAFF SALARY SCHEDULES

Administrators

The Board will enter into an individual contract with each member of the administrative staff commensurate with the requirements of the position. This contract shall describe the general services to be rendered by the employee in return for financial and other considerations. Additionally, the employee's job description, detailing the more specific performance responsibilities of the contracted position and the mode of evaluating performance, shall be incorporated into the contract by reference. All terms and conditions of contracts with administrative staff members are to conform with the requirements of the Arizona Revised Statutes.

Other Certificated Personnel

The salary schedule pertains to personnel holding ~~provisional, basic or standard certificates at the elementary or secondary levels~~ an Arizona Teaching Certificate.

Initial Placement on [New Hire Salary Schedule Table](#). New teachers entering the system with prior teaching service, who have met academic and professional qualifications for Arizona State Department of Education certification, will be given a maximum credit of eleven (11) years for substantiated experience, i.e., placed on the twelfth (~~12th~~12) step of the salary schedule.

Verified previous experience recognized for the purpose of placement on the salary schedule is defined as any previous full-time certificated teaching ~~in any public school~~. For a teacher to receive credit for previous teaching experience, the teacher must furnish the office of the Superintendent full information concerning the previous teaching records. When the experience has been verified, credit will be given by the District.

Days intended for participation in professional association activities are not to be compensated under an employee's contract or other employment agreements. For the purpose of this policy, professional association activities for which compensation is not available do not include in-service training in the certificated employee's assigned area of employment.

Substitutes

Pay for substitute teaching will be established by the Board.

~~Advancement on Salary Schedule~~

~~Vertical and horizontal advancement on the salary schedule will be in accordance with the salary schedule currently in effect. Vertical advancement is limited to one (1) step per year.~~

Other Contract Provisions

Any person who does not work the full term as set up by salary schedule shall be paid on a prorated basis for the number of days to be worked for the remainder of the school year; this shall include school days taught plus the number of days required for orientation.

For newly hired, critical, and difficult-to-fill certificated personnel positions placed on the teachers' salary schedule, differentials above the stated schedule may be paid.

A teacher who is or has been employed by or teaching at a charter school, and was previously employed by the School District, shall receive the benefits, protections, and preferences granted under A.R.S. [15-187](#).

Adopted: ~~July 8, 2010~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-502](#)

[15-504](#)

[15-941](#)

CROSS REF.:

[GCCE](#) - Professional/Support Staff Conferences/Visitations/Workshops

[GCO-RB](#) - Evaluation of Professional Staff Members

Compare GCBA-R (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

~~GCBA-R~~

~~REGULATION~~

~~PROFESSIONAL STAFF~~

~~SALARY SCHEDULES~~

~~Salary Schedule Placement~~

~~Teachers with less than five (5) years of teaching experience will be placed not higher than step D6 of the salary schedule. Teachers having five (5) or more years of teaching experience will be placed not higher than Step E7.~~

~~To meet program needs of the District, newly employed teachers may be placed beyond the normal entry level of the salary schedule in recognition of their specialized certification and placement within the District.~~

~~Advancement on Salary Schedule~~

~~An employee must work one (1) day more than one-half (1/2) of the year to receive a step advancement in salary if step movement is granted for that year. Salary advancements are limited to one (1) horizontal and one (1) vertical step per year. The only exception will be for individuals who obtain master's degrees in approved areas of study. In such instances, the individuals may move horizontally to the master's column on the salary schedule in addition to one (1) vertical step.~~

~~Teachers who are reemployed after being employed during the previous year on one-year endorsements pending contracts will receive salary advancements as reflected on the adopted teacher salary schedule.~~



GCBC ©
PROFESSIONAL STAFF
SUPPLEMENTARY PAY PLANS
(Extra-Duty Pay)

The Superintendent will recommend to the Board an extra-duty pay schedule each year for its review and action.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[15-502](#)



GCBD ©
PROFESSIONAL STAFF
FRINGE BENEFITS

The Governing Board will review professional staff fringe benefits each year during the budget process and may modify the benefits to meet the best interest of the District.

Minimum standards of eligibility for fringe benefits will be determined by the Board annually.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-187](#)

[15-502](#)

CROSS REF.:

[DKB](#) - Salary Deductions

[GCBA](#) - Professional Staff Salary Schedules

Compare GCC © PROFESSIONAL / SUPPORT STAFF LEAVES
AND ABSENCES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**GCC ©
PROFESSIONAL / SUPPORT STAFF
LEAVES AND ABSENCES**

(Absent Without Leave)

An employee shall be deemed "absent without leave" when absent from work because of:

- ~~A.~~ A reason that conforms to a policy currently in effect but the maximum days provided for in ~~that policy will~~ that policy will be exceeded; or
- ~~A-B.~~ A reason that does not conform to any policy currently in effect; or
- ~~Failure-C.~~ Failure to report to work without prior notification to the Superintendent.

In no case shall an employee be compensated for time lost due to being absent without leave.

An employee who is absent from work without prior approval is subject to disciplinary action, as is one who was unable to obtain prior approval due to unusual circumstances and such approval is denied upon the employee's return.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)



GCC-R

REGULATION

PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(Absent Without Leave)

Professional Staff Docking Rates

The daily docking rate for a professional staff member shall be determined by dividing the employee's annual salary by the number of days within the contract period.

Compare GCCA PROFESSIONAL / SUPPORT STAFF SICK

first

LEAVE (version 5 to 4)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCCA © PROFESSIONAL / SUPPORT STAFF SICK LEAVE

Sick leave for District personnel is a designated amount of compensated leave that is to be granted to a staff member who, through personal or family illness, injury, or quarantine, is unable to perform the duties assigned.—~~Family~~ Family, for purposes of sick leave, shall include:—

| | |
|---------------------|--|
| Fiance | Domestic Partner |
| Spouse | Grandparents |
| Children | Grandchildren |
| Parents | Like relations created by marriage |
| Siblings | Siblings (e.g., stepchild, father-in-law, et cetera) |

Sick leave may include other excused absences, such as medical, dental, or optical examination or treatment impossible to schedule on nonduty days.

Eligible staff members shall be credited with a sick leave allowance to a maximum of thirteen (13) days, contingent on the number of months employed during the fiscal year four (4) of which will be allocated for personal business. Two (2) days of sick leave and two (2) days of personal business shall be credited at the time the employees receive their first paycheck. The remaining sick leave days shall be accrued through the remainder of their work calendar. The remaining two personal business days will be credited on the first pay in January. Staff members hired after the date of the first pay for the employee's position shall receive pro-rated sick and personal business leave allocations at the time of their first paycheck. Unused days allocated as personal business will roll into sick leave balances at the end of each year. The unused portion of the sick leave allowance shall accumulate without limit.

An employee who separates from employment with the District having used sick leave in excess of the prorated amount to which the employee was eligible during the period of employment shall have a deduction for the excess leave taken from their final salary payment.

Sick leave is only for the purpose of recuperative activities, e.g., obtaining medical care or treatment, childbirth, procuring medications or other prescribed materials, convalescing at home or at a medical facility, or other therapy or activity prescribed by the employee's physician or health practitioner (with verification required if requested by the Superintendent). The District may, at District expense, require the employee to submit to medical or psychiatric examination by a physician or psychiatrist selected by the District to determine 1) whether or not the continued use of sick leave is appropriate or 2) whether return to duty is appropriate. A statement may also be requested when the District has reason to believe that the employee might be harmed by a premature return to work.

Sick leave shall be provided upon the request of the employee. Such request must be reported using the District-approved leave system.

Use of Earned Paid

Sick Time

Earned paid sick time shall be provided to an employee by an employer for:

- A. An employee's mental or physical illness, injury or health condition; an employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; an employee's need for preventive medical care;
- B. Care of a family member with a mental or physical illness, injury or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; care of a family member who needs preventive medical care;
- C. Reasons related to child care, domestic violence, sexual violence, abuse or stalking, and legal services as described in A.R.S. [23-373](#).

Earned paid sick time shall be provided upon the request of an employee. Such request may be made orally, in writing, by electronic means or by any other means acceptable to the employer. When possible, the request shall include the expected duration of the absence. ~~The District reserves the right to deny the use of sick leave if the employee fails to report the need for the use of the sick leave as required by this policy.~~

When the use of earned paid sick ~~leave-time~~ is foreseeable, the employee shall make a good faith effort to provide notice of the need for such time ~~to the District~~ to the employer in advance of the use of the earned paid sick ~~leave-time~~ and shall make a reasonable effort to schedule the use of earned paid sick ~~leave-time~~ in a manner that does not unduly disrupt the operations of the ~~District~~ employer.

Any employee who can be shown to have willfully violated or misused the District's sick leave policy or misrepresented any statement or condition will be subject to discipline, which may include reprimand, suspension, and/or dismissal.

Other types of leave may be deducted from accumulated sick leave when an employee is temporarily unable to carry out the performance of assigned duties and/or responsibilities. If the employee refuses the "Return to Work" offer, the employee will not be allowed to use sick or donated leave to make up the difference for the wages they could have earned.

An employer that requires notice of the need to use earned paid sick time where the need is not foreseeable shall provide a written policy that contains procedures for the employee to provide notice. An employer that has not provided to the employee a copy of its written policy for providing such notice shall not deny earned paid sick time to the employee based on non-compliance with such a policy.

An employer may not require, as a condition of an employee's taking earned paid sick time, that the employee search for or find a replacement worker to cover the hours during which the employee is using earned paid sick time.

Earned paid sick time may be used in the smaller of hourly increments or the smallest increment that the employer's payroll system uses to account for absences or use of other time.

For earned paid sick time of three (3) or more consecutive work days, an employer may require reasonable documentation that the earned paid sick time has been used for a purpose covered by A, B, or C, above. Documentation signed by a health care professional indicating that

earned paid sick time is necessary shall be considered reasonable documentation for purposes of this section

As defined in statute (A.R.S. [23-371](#)), "family member" means:

A. Regardless of age, a biological, adopted or foster child, stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in loco parentis, or an individual to whom the employee stood in loco parentis when the individual was a minor;

B. A biological, foster, stepparent or adoptive parent or legal guardian of an employee or an employee's spouse or domestic partner or a person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child;

C. A person to whom the employee is legally married under the laws of any state, or a domestic partner of an employee as registered under the laws of any state or political subdivision;

D. A grandparent, grandchild or sibling (whether of a biological, foster, adoptive or step relationship) of the employee or the employee's spouse or domestic partner; or

E. Any other individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

Notice:

A. Employers shall give employees written notice of the following at the commencement of employment or by July 1, 2017, whichever is later: employees are entitled to earned paid sick time and the amount of earned paid sick time, the terms of its use guaranteed in statute, that retaliation against employees who request or use earned paid sick time is prohibited, that each employee has the right to file a complaint if earned paid sick time as required by statute is denied by the employer or the employee is subjected to retaliation for requesting or taking earned paid sick time, and the contact information for the commission where questions about rights and responsibilities under can be answered.

B. The required notice required shall be in English, Spanish, and any language that is deemed appropriate by the Industrial Commission of Arizona.

C. The amount of earned paid sick time available to the employee, the amount of earned paid sick time taken by the employee to date in the year and the amount of pay the employee has received as earned paid sick time shall be recorded in, or on an attachment to, the employee's regular paycheck.

D. The Industrial Commission of Arizona shall create and make available to employers, in English, Spanish, and any language deemed appropriate by the commission, model notices that contain the information for employers' use in complying with the statute.

E. Employer violation of the notice requirements shall be subject to a civil penalty as prescribed in A.R.S. [23-364](#).

Accrual:

A. Employees of an employer with fifteen (15) or more employees shall accrue a minimum of one (1) hour of earned paid sick time for every thirty (30) hours worked, but employees shall not be entitled to accrue or use more than forty (40) hours of earned paid sick time per year, unless the employer selects a higher limit.

B. Employees of an employer with fewer than fifteen (15) employees shall accrue a minimum of one hour of earned paid sick time for every thirty (30) hours worked, but employees shall not be entitled to accrue or use more than twenty-four (24) hours of earned paid sick time per year, unless the employer selects a higher limit.

C. Earned paid sick time shall begin to accrue at the commencement of employment or on July 1, 2017, whichever is later. An employer may provide all earned paid sick time that an employee is expected to accrue in a year at the beginning of the year.

D. An employee may use earned paid sick time as it is accrued, except that an employer may require an employee hired after July 1, 2017, to wait until the ninetieth (90th) calendar day after commencing employment before using accrued earned paid sick time, unless otherwise permitted by the employer.

E. Employees who are exempt from overtime requirements under the Fair Labor Standards Act of 1938 (29 United States Code section 213(A)(1)) will be assumed to work forty (40) hours in each work week for purposes of earned paid sick time accrual unless their normal work week is less than forty (40) hours, in which case earned paid sick time accrues based upon that normal work week.

F. Earned paid sick time shall be carried over to the following year, subject to the limitations on usage indicated above for employees of employers with fifteen (15) or more employees and employees of employers with fewer than fifteen (15) employees. Alternatively, in lieu of carryover of unused earned paid sick time from one (1) year to the next, an employer may pay an employee for unused earned paid sick time at the end of a year and provide the employee with an amount of earned paid sick time that meets or exceeds the requirements in statute that is available for the employee's immediate use at the beginning of the subsequent year.

G. If an employee is transferred, but remains employed by the same employer, the employee is entitled to all earned paid sick time accrued and is entitled to use all earned paid sick time as provided in this section.

H. When there is a separation from employment and the employee is rehired within nine (9) months of separation by the same employer, previously accrued earned paid time that had not been used shall be reinstated. Further, the employee shall be entitled to use accrued earned paid sick time and accrue additional earned paid sick time at the re-commencement of employment.

I. When a different employer succeeds or takes the place of an existing employer, all employees of the original employer who remain employed by the successor employer are entitled to all earned paid sick time they accrued when employed by the original employer, and are entitled to use earned paid sick time previously accrued.

Any employer with a paid leave policy, such as a paid time off policy, who makes available an amount of paid leave sufficient to meet the accrual requirements of this section that may be used for the same purposes and under the same conditions as earned paid sick time under this article is not required to provide additional paid sick time.

Nothing in statute shall be construed as requiring financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement or other separation from employment for accrued earned paid sick time that has not been used.

Retaliation Prohibited

It shall be unlawful for an employer or any other person to interfere with, restrain, or deny the exercise of, or the attempt to exercise, any right protected in statute.

An employer shall not engage in retaliation or discriminate against an employee or former employee because the person has exercised protected rights. Such rights include but are not limited to the right to request or use earned paid sick time pursuant to the statute; the right to file a complaint with the commission or courts or inform any person about any employer's alleged violation; the right to participate in an investigation, hearing or proceeding or cooperate with or assist the commission in its investigations of alleged violations and the right to inform any person of his or her potential rights.

It shall be unlawful for an employer's absence control policy to count earned paid sick time taken as an absence that may lead to or result in discipline, discharge, demotion, suspension, or any other adverse action.

Protections of this section shall apply to any person who mistakenly but in good faith alleges violations of this policy based on the supporting statutes.

Sick Leave Buy Back

The District may offer as a benefit of employment the ability for employees to receive compensation for accrued but unused sick leave (sick leave buy back). The Governing Board shall approve the eligibility requirements, requisite timelines for application and payment, and compensation amounts for any sick leave buy-back program.

Adopted: ~~June 29, 2017~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-187](#)

[15-502](#)

[23-363](#)

[23-364](#)

[23-371](#)

[23-372](#)

[23-373](#)

[23-374](#)

[23-375](#)

CROSS REF.:

[GCBA](#) - Professional Staff Salary Schedules

Compare GCCA-RA (version 8 to 7)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

GCCA-RA

REGULATION

PROFESSIONAL / SUPPORT STAFF SICK LEAVE

Short-Term Disability Leave

The District will provide to employees, short-term disability insurance. ~~An employee who goes on short-term disability must first use all accumulated sick leave. The leave is for ninety (90) calendar days from the onset of the disabling incident. The~~ payment for short-term disability shall be ~~sixty-six and two-thirds (66 2/3) of pay~~ percent of the employee's weekly earnings, not to exceed ~~one thousand one hundred fifty-five thousand~~ dollars (~~\$5\$1,000~~155) per ~~month~~week, which is paid by the designated provider. The Elimination Period is the length of time of continuous disability which must be satisfied before an employee is eligible to receive benefits. If the disability is the result of an injury that occurs while covered under the plan, the Elimination Period is 89 days. If the disability is due to sickness, the Elimination Period is 89 days. If the definition of disability is met, the employee may receive a benefit for twelve (12) weeks. Optional employee-paid coverage is available for the first ninety (90) calendar days.

Long-Term Disability Leave

An employee for whom a leave of absence for long-term disability is authorized will notify the Human Resources department. The employee's name will then be placed on the Governing Board meeting agenda to notify the Board of such action.

Hospitalization and major medical insurance premiums may be paid by the employee at a group insurance rate through the District. The Arizona State Retirement System (ASRS) contributes toward premium payments. The District will continue to pay the employee's life insurance premiums for nine (9) months after leave is authorized. A waiver will then be sent to the insurance company for approval of continued coverage by the insurance company. If this waiver is approved, the employee will be covered until age sixty-five (65).

If the employee returns to District service within a year, all rights of tenure, retirement, accrued leave, salary increments, and other benefits provided by law shall be preserved at the level earned when leave was taken, and the employee will be considered for any position comparable to the original position, with the understanding that when an opening occurs in the category formerly held, the employee will be given consideration for the position.

If the employee does not return to work after one (1) year, the District has no further obligation to the employee. The employee will be terminated. This action will occur when the employee's name is placed on a Governing Board meeting agenda to notify the Board of such action. ~~If the employee cannot return to District service after one (1) year, the employee may request an extension of the leave of absence from the Governing Board to a maximum of one (1) year per request.~~

Accrual and Use of Sick Leave

Sick ~~leave for support staff personnel is~~ leave is posted in hours. Two (2) days equivalent are advanced at the beginning of the work calendar with the remaining hours accruing each pay period to the maximum allowed per work calendar year. There will be no limit on the amount of sick leave that an employee may accrue. Sick leave is charged to the employee's record on an hourly basis. A "dock," or pay reduction may be made when the employee's absence exceeds the amount of sick leave the employee has accrued.

Annual Sick Leave Buy-back Option

Glendale Elementary School District (GESD) offers a limited annual sick leave buy-back option for employees who are returning to work in the subsequent fiscal year, have accrued paid sick leave and meet certain criteria as defined herein. To be eligible to use the annual sick leave buy-back benefit, an employee may not have been on an improvement plan or received a letter of reprimand or any other form subject to any form of written discipline during the school year in which the employee seeks to buy-back the leave.

First-year employees must have a minimum balance of forty (40) hours of accrued sick leave banked to apply for the sick leave buy-back. All other employees must have a minimum of sixty-four (64) hours banked. Absences taken during the year will be deducted from the current-year accrual to determine available balance. The employee's sick leave balance will be reduced by the amount of sick leave purchased in the buy-back.

Pay-out rates are set as follows: 0-4 years of service at \$6.25 per hour; 5-9 years of service at \$7.50 per hour; 10+ years of service at \$9.375 per hour. The following table shows the maximum hours per year from current-year accrual that may be cashed out in eight (8)-hour increments only (for example 20 hours = 16 hours paid, 4 hours carried forward):

| Years of Service | Maximum Hours Bought | Maximum Pay-Out |
|------------------|----------------------|-----------------|
| 0-1 | 8 | \$50.00 |
| 2 | 16 | \$100.00 |
| 3 | 24 | \$150.00 |
| 4 | 32 | \$200.00 |
| 5-9 | 40 | \$300.00 |
| 10+ | 40 | \$375.00 |

An application period to request buy-backs will occur annually the first full week in May. The application window will open at 5 p.m. on Monday and close at 5 p.m. on Friday. Notice and instructions will be disseminated to employees two weeks prior to the opening date via email.

Buy-back requests will be granted on a first-come, first-served basis based upon the date and time of receipt.

Pay-outs will occur in the following fiscal year with the following options: in the first full pay period depending on employee's work calendar OR the pay period prior to winter break.

Sick Leave Buy-Back Upon Separation of Employment

Employees with more than five (5) years of continuous service with the District may be eligible to participate in sick leave buy back benefit with respect to accrued but unused sick leave upon their resignation or retirement from the District. Employees must complete a full year and finish their contract/work agreement term and not have been under a performance improvement plan or subject to any form of written discipline during their final year of employment to be eligible.

Employees who resign or retire from the District with at least five (5) years but less than ten (10) years of continuous service may request sick leave buy-back of up to three hundred twenty (320) hours at \$8.125 per hour.

After ten (10) years of continuous service with the District, and upon resignation or retirement, each classification of employee will be reimbursed for accumulated sick leave based on the first range of the employee's classified salary grade or \$11.25 per hour, whichever is less. There is a cap to the number of days that will be reimbursed as outlined in the table below. A contract year equals a year of employment for purposes of this policy. *Example:* The employee is required to complete ten (10) or more continuous school years first to last day to qualify or must resign/retire on the anniversary date to receive his/her ten (10) year sick leave buyback.

| Years of Service | Maximum Hours Reimbursed |
|------------------|--------------------------|
| 5-9 | 320 |
| 10-14 | 640 |
| 15-19 | 960 |
| 20-24 | 1,280 |
| 25+ | 1,360 |

A request for sick leave buy back must be presented in writing to the Human Resources Department by March 20 of the year in which the resignation is to occur. Anyone submitting a request after March 20 will be paid the following fiscal year. When extenuating circumstances preclude such notification by the above-noted timeline, the consideration will be given to applicant depending on the availability of funds. If funds are unavailable, applicant will be paid the following year. Employees must submit their written request for sick leave buy-back to the Payroll Office prior to their last day of work.

Leave Buy-Back or Payout for Those 55 and Over

Employees who have reached or will reach their fifty-fifth (55th) birthday in the same year that they separate from service and will receive more than two thousand dollars (\$2,000) in a leave pay-out will receive their payment through an employer non-elective contribution into a specified 403(b) Plan or Post Retirement Incurred Medical Expenses Plan.

Compare GCCA-RB (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GCCA-RB

REGULATION

PROFESSIONAL / SUPPORT STAFF SICK LEAVE

(Earned Paid Sick Time [EPST])

Earned Paid Sick Time

The District will properly account for and provide employees earned paid sick time (EPST) in accordance with the Fair Wages and Healthy Families Act.

EPST Accrual

All full-time and part-time employees will begin to accrue EPST on July 1, 2017, or the commencement of employment. A person who performs work as an independent contractor or as a volunteer will not accrue EPST.

Employees will accrue EPST at the rate of one hour for thirty (30) hours worked, with a maximum accrual and use limit of forty (40) hours per fiscal year, beginning July 1 and ending June 30. Certificated and classified employees who are exempt from the Fair Labor Standards Act (FLSA) overtime rules and work full-time will be assumed to work forty (40) hours in each workweek for purposes of EPST accrual. Such employees who work part-time will accrue EPST proportionately.

An employee will not accrue or use more than forty (40) hours of EPST in one fiscal year.

If an employee also earns sick leave pursuant to District Policy GCCA, the first forty (40) hours of sick leave earned by the employee will be credited as the employee's EPST for the fiscal year and may be used by the employee as permitted by this Regulation GCCA-RB.

EPST Carryover

Accrued EPST not used by the end of the fiscal year will carry over to the next fiscal year and may be used by the employee as permitted by GCCA-RB. Accrued sick leave, including the first forty (40) hours of sick leave credited as the employee's EPST for the fiscal year, that is not used by the end of the fiscal year will carry over to the next fiscal year and may be used by the employee as permitted by GCCA, except that the District shall not pay out EPST as a part of the annual sick leave buy back.

EPST Uses

An employee may use EPST only for:

- A. The employee's preventive medical care; medical diagnosis, care, or treatment for mental or physical illness; or convalescence from mental or physical illness, injury, or health condition.
- B. Care of a family member who needs preventive medical care; medical diagnosis, care, or treatment for mental or physical illness; or convalescence from mental or physical illness, injury, or health condition.
- C. Care of the employee's child if the child's school or place of care has been closed by order of a public official due to a public health emergency.
- D. Care of a family member during a confinement directed by health authorities or a health care provider because of exposure to a communicable disease.
- E. The following victim assistance services, due to domestic violence, sexual violence, abuse or stalking, for the employee or a family member:
 - 1. Medical attention needed to recover from physical or psychological injury or disability;
 - 2. Services from a domestic violence or sexual violence program or victim services organization;
 - 3. Psychological or other counseling;
 - 4. Relocation or taking steps to secure an existing home; or
 - 5. Legal services, including preparing for or participating in a civil or criminal legal proceeding.

As used in this regulation, "family member" means:

- A. Regardless of age, a biological, adopted or foster child, a stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands *in loco parentis*, or an individual to whom the employee stood *in loco parentis* when the individual was a minor;
- B. A biological, foster, stepparent, or adoptive parent or legal guardian of an employee or an employee's spouse or domestic partner or a person who stood *in loco parentis* when the employee or employee's spouse or domestic partner was a minor child;
- C. A person to whom the employee is legally married under the laws of any state, or a domestic partner of an employee as registered under the laws of any state or political subdivision;
- D. A grandparent, grandchild, or sibling (whether of a biological, foster, adoptive, or step relationship) of the employee or the employee's spouse or domestic partner; or
- E. Any other individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

EPST Use Procedures

Employees and the District will comply with the following procedures regarding employees' use of EPST:

A. The employee will request EPST through the absence management reporting system at least two (2) hours prior to employee's start time. Supervisor notification by telephone message, e-mail message, or text message is required if the employee is not able to request EPST through the absence management system.

B. The employee will request EPST at the earliest opportunity. A request for EPST will include the expected duration of the absence, if known. Unless EPST for a planned absence has been scheduled with the employee's immediate supervisor, the employee will make a good faith effort to give notice of an absence no later than two (2) hours before the start of his or her regular workday and report by 3:00 p.m. on the day of the absence whether he or she will return to work the next day.

C. When use of EPST is foreseeable, the employee will make a reasonable effort to schedule EPST in a manner that does not unduly disrupt the operations of the District.

D. The District will not require an employee to disclose details of the employee's or family member's health information or details of the basis for the employee's or family member's need for victim assistance services as a condition for use of EPST. However, the District may require the employee to provide a health care provider's note, in writing or electronic form, or other reasonable documentation that the EPST was used for a valid purpose when used for three (3) or more consecutive workdays.

E. The employee may use EPST in the same increments used by the District's payroll system to account for the employee's absences or use of other time.

Special EPST Use Rules for Substitutes

Excluding special exceptions, substitutes must adhere to the following procedures:

A. An assignment is accepted more than twenty-four (24) hours in advance in the District absence reporting system.

B. All District processes for calling in sick are followed by the substitute:

1. Cancelled assignment in District absence reporting system at least two (2) hours before scheduled start time.

2. Absence is entered into District absence reporting system at least two (2) hours before scheduled start time.

EPST Reinstatement and Reimbursement:

A. If a separated employee is rehired by the District within nine (9) months after separation, any unused EPST will be reinstated.

B. The District will not reimburse an employee for unused EPST during or upon termination of employment. Unused sick leave credited as the employee's EPST for a fiscal year will be eligible for reimbursement according to Regulation GCCA-RA.

No Retaliation

The District and its employees will not retaliate or discriminate against a current or former employee because the person exercised his or her right to use EPST.

Notices:

A. The District's pay stubs will provide employees with a record of their current amount of accrued EPST, the amount of EPST used to date, and the amount of pay received as EPST.

B. On or before July 1, 2017, or the commencement of employment, whichever is later, the District will provide employees appropriate written notice stating:

1. Employees are entitled to EPST;
2. The amount of EPST that employees will accrue;
3. The terms of use of EPST under Arizona law;
4. Retaliation against employees who request or use EPST is prohibited;
5. Each employee has the right to file a complaint if EPST is denied or the employee is subjected to retaliation for requesting or taking EPST; and
6. The contact information for the Arizona Industrial Commission (AIC).

C. The AIC's EPST rights poster will be placed in a conspicuous location in each school and facility.



GCCA-RC

REGULATION

PROFESSIONAL / SUPPORT STAFF SICK LEAVE

OPTION FOR ACCRUED LEAVE CONVERSION TO 403(b) PLAN OR POST RETIREMENT INCURRED MEDICAL EXPENSE PLAN UPON RETIREMENT OR SEPARATION FROM DISTRICT

Purpose

The Glendale Elementary School District (hereinafter, "District") hereby establishes the Glendale Elementary School District Accrued Leave Conversion Plan (the "Plan"). The purpose of the Plan is to enable the District to provide eligible retiring employees the value of their accrued leave ("Accrued Leave") to the District's supplemental retirement benefit plan named The PRIME Choice Plan either through the District's 403(b) plan (the 403(b) "Plan") or the District's Post Retirement Incurred Medical Expense Plan and Trust (the "Prime Plan"). By adopting the Plan, the District intends to provide flexibility in converting the Accrued Leave to a dollar value. The term "retiring employee" as used in this Plan document means a District employee who separates from service either through retirement or termination of employment.

General Application

The District will apply a formula, set forth below, to convert an eligible retiring employee's Accrued Leave into a dollar value ("Benefits"). Benefits will be paid to each eligible retiring employee through either the 403(b) Plan or the Prime Plan.

The District intends that Benefits not be subject to FICA taxes and be tax deferred for both Federal and State income tax until the eligible retiring employee withdraws them from either the 403(b) Plan or the Prime Plan, whichever is applicable. However, the District makes no warranties or representations regarding the tax treatment of any contribution made to or amount received under the Plan. Eligible retiring employees should consult their own tax advisor to determine the best course of action.

Eligibility

The retiring employee must be eligible for a payout of Accrued Leave as a benefit of employment under Governing Board Policy GCCA and the accompanying regulations. If eligible, the conversion of a retiring employee's Accrued Leave is automatic and mandatory on the date of his or her separation from service, if, at the time of his or her separation from service, the retiring employee's Accrued Leave is at least two thousand dollars (\$2,000) and the retiring employee has attained, or will attain within the calendar year of separation from service, age fifty-five (55).

Calculation of Benefit

The District will determine a retiring employee's Benefits according to the District's formula for converting Accrued Leave to a dollar value contained in Governing Board Policy GCCA-RA within the employee's job classification.

Payment of Benefits:

A. Election of Form of Benefit. Within sixty (60) days of receiving written notice of an eligible retiring employee's separation from service, the District will elect the form in which the retiring employee will receive his or her benefits. Benefits can only be paid to the eligible retiring employee in one (1) of the forms set forth in paragraph 2 below. In making the election, the District will consider several established factors including the retiring employee's access to other health insurance coverage, the value of the retiring employee's Accrued Leave and the ability of the retiring employee to demonstrate the need for coverage. The District will notify the retiring employee (within the sixty [60]-day time period identified above) of the District's election.

B. Form of Payment. Each retiring employee who is eligible to receive Benefits will be paid in one of the following forms (subject to the election made in paragraph 1 above):

1. A contribution to the Prime Plan to pay for the retiring employee's health insurance premiums and un-reimbursed medical expenses specified under Internal Revenue Code Section 213. This benefit will continue until fully exhausted by the retiree or his or her qualified dependent beneficiaries under the terms of the Prime Plan.

2. A contribution to the 403(b) Plan which will be paid to the retiring employee according to the terms of the 403(b) Plan. The terms and regulations of the District's approved 403(b) Plan will govern the employee's access to his or her account.

Miscellaneous

All terms expressed herein will be deemed to include both genders and all references to the plural will be deemed to include the singular and vice versa, as proper construction will dictate.

The Plan does not enlarge or diminish the employment rights of any employee nor does it confer any right upon any employee to be retained in the service of the District.

The Plan will be construed and enforced according to the laws of the State of Arizona.

This regulation contains all of the operative provisions of this Plan. Any conflict between the provisions of this document and any other document purporting to explain the rights, benefits, or obligations of the parties hereunder will be resolved in favor of this policy. In the event that one (1) or more of the provisions of the policy will be interpreted as if the offending language had been stricken from its provisions and the remainder of the policy document will continue in full force and effect.



GCCB
PROFESSIONAL / SUPPORT STAFF
PERSONAL / EMERGENCY /
RELIGIOUS LEAVE

All employees with positions that are one-half full-time equivalent (0.5 FTE) or greater will be granted personal leave not to exceed four (4) days per year, deducted from annual allocation of sick leave. No more than ten percent (10%) of the staff or other groupings of employees may take personal leave at any one time. Requests for personal leave must be received at least four (4) working days prior to the first day of leave, and must be approved by the principal/supervisor. Extenuating circumstances may be considered on a case-by-case basis.

Requests shall be acted upon in order of receipt, and the availability of substitutes, if necessary, may limit the number of requests granted at any one (1) time.

Personal leave will not be granted to extend a holiday or other school break.

Adopted: June 29, 2017

LEGAL REF.:
A.R.S.
[15-510](#)



GCCB-R

REGULATION

PROFESSIONAL / SUPPORT STAFF PERSONAL / EMERGENCY / RELIGIOUS LEAVE

Personal leave is intended for:

- Personal business.
- Religious obligations.
- Civic-related leave (subpoena).

Personal Business Leave

More than two (2) days of accrued leave being used for personal business in continuous succession may be denied by the administration if the educational program would be adversely affected by the request.

When an employee exceeds the allotted number of days for personal business leave, the employee will be docked at the daily rate of pay.

In special circumstances, the Superintendent may approve more than three (3) days of personal business leave for certificated staff or more than four (4) days for support staff, but the reasons for the leave must be given, and the request may be denied.

Religious Leave

This category of leave may be used for absenteeism days of religious obligation and will be charged to accrued leave.

Civic-Related Leave

An employee may be granted leave without loss of salary if subpoenaed to participate in a court-required legal responsibility.

Voting Leave

In accordance with A.R.S. [16-402](#), an employee may be granted leave without loss of salary to vote in a primary or general election if there are less than three (3) consecutive hours between the opening of the polls and the beginning of the work shift or between the end of the work shift and the closing of the polls. An employee needing to use voting leave must make a written request at least one (1) day prior to the election. The supervisor shall specify the hours during which the employee may be absent.

Compare GCCC PROFESSIONAL / SUPPORT STAFF LEAVES OF ABSENCE WITHOUT PAY (version 4 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCCC © PROFESSIONAL / SUPPORT STAFF LEAVES OF ABSENCE WITHOUT PAY

The District recognizes that on occasion extenuating circumstances arise that may necessitate absence from duty that is not covered by other specific leave provisions of the District. To address such situations, a leave of absence, without pay, may be granted a member of the certificated or support staff for not longer than one (1) year.

Leave of absence may be requested for, but not limited to, the following purposes:

- ~~For A.~~ **For** additional education that relates to the employee's primary assignment. A plan of contemplated ~~course work~~ **course work** must be presented.
- ~~To B.~~ **To** provide for an unpaid leave in a situation where the employee will be absent from work because of (1) ~~a reason~~ **a reason** that conforms to a policy currently in effect but the maximum number of days provided for in ~~that policy will~~ **that policy will** be exceeded, or (2) failure to report to work without prior notification to the Superintendent.
- ~~For C.~~ **For** a leave of absence that benefits or is in the best interest of the District, as determined by the Board ~~upon review~~ **upon review** of the application.
- ~~For D.~~ **For** leave under the Family and Medical Leave Act.

A leave of absence requested pursuant to this policy may be:

- ~~Approved A.~~ **Approved** by the Superintendent if the leave period does not exceed twelve (12) weeks; or
- ~~Recommended B.~~ **Recommended** by the Superintendent and approved by the Governing Board if the leave period ~~exceeds twelve~~ **exceeds twelve** (12) weeks.

A request for leave of absence shall not be denied by the District if the employee is entitled to the leave under the Family and Medical Leave Act. All other applications for leave of absence may be granted or denied by the District, in its sole discretion.

Each request for such a leave of absence shall be in a written application stating the purpose, starting date, and duration of the leave of absence, the reasons for its necessity or desirability, and any other information the applicant deems relevant to the request.

The leave of absence shall be only for the purpose and duration approved and may not be extended without written approval by the District.

All rights of continuing status (certificated teachers only), retirement, salary increments, and other benefits shall be restored at the level earned when the leave was granted. All accrued

sick, vacation, personal, and other paid leave shall be applied to the leave period unless otherwise agreed to by the District or prohibited by the Family and Medical Leave Act.

Family and Medical

Leave Act (FMLA)

The District shall fully comply with the Family and Medical Leave Act and all interim and final regulations interpreting the FMLA issued by the U.S. Department of Labor. Accordingly, all portions of this policy that pertain to the FMLA shall be interpreted in a manner consistent with the FMLA and its regulations. Subject to the conditions set forth herein, any eligible employee of the District may take up to twelve (12) weeks of leave (FMLA leave) measured backward for each employee from the first time such employee uses leave under FMLA without pay, for any one (1) or more of the following reasons:

- ~~Because~~ **A.** **Because** of the birth of a child of the employee and in order to care for such child.
- ~~Because~~ **B.** **Because** of the placement of a child with the employee for adoption or foster care.
- ~~In~~ **C.** **In** order to care for the spouse or a son, daughter, or parent of the employee, if such person has a ~~serious health~~ **serious health** condition.
- ~~Because~~ **D.** **Because** of a serious health condition that makes the employee unable to perform the functions of the ~~position of~~ **position of** such employee.
- ~~Because~~ **E.** **Because** of any qualifying exigency (as the Secretary shall, by regulation, determine) arising out of the ~~fact that~~ **fact that** the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of ~~an impending~~ **an impending** call or order to active duty) in the Armed Forces in support of a contingency operation.

An *eligible* employee is one who has been employed by the District at least twelve (12) months and who has completed at least one thousand two hundred fifty (1,250) hours of service immediately prior to the time the FMLA leave is to commence.

Serious health condition means an illness, injury, impairment, or physical condition that involves inpatient care in a hospital, hospice, or residential medical facility, or outpatient care with continuing medical treatment by a licensed physician. Any employee who has been employed by the District at least twelve (12) months and who has completed at least one thousand two hundred fifty (1,250) hours of service immediately prior to the time the leave is to commence shall be eligible for FMLA leave.

Special conditions applicable to FMLA. Entitlement to leave for the birth of a child or the placement of a child for adoption or foster care ends at the expiration of a twelve (12)-month period, beginning on the date of the event. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of twenty-six (26) workweeks of leave during a twelve (12)-month period to care for the servicemember. The leave described to care for a covered servicemember shall only be available during one (1) single twelve (12)-month period.

A husband and wife working for the District may be limited to a total of twelve (12) weeks of leave during each applicable twelve (12)-month period for leave for the birth of a child or the placement of a child for adoption or foster care and to care for an employee's parent with a serious health condition. The aggregate number of workweeks of leave to which both the

husband and wife may be entitled under covered servicemember family leave combined with leave as described in the previous sentence shall be limited to twenty-six (26) workweeks during one (1) single twelve (12)-month period.

The District shall not require an employee to substitute accrued sick leave for FMLA leave used by reason of a birth, adoption, or foster placement. An employee shall substitute accrued vacation or personal leave for FMLA leave used by reason of a birth, adoption, or foster placement, to the extent available by policy, unless otherwise agreed to by the District. In any other circumstance, an employee's accrued sick, vacation, personal, or other applicable leave shall be substituted for FMLA leave, to the extent available by policy, unless otherwise agreed to by the District.

Notice. An employee must provide at least thirty (30) days notice before the FMLA leave is to begin if the need for the leave is foreseeable based on an expected birth, placement for adoption, or foster care, planned medical treatment for a serious health condition, or military service leave of the employee or family member. If thirty (30) days notice is not practicable, notice must be given as soon as practicable. The notice shall be in the form of a request for leave of absence as specified in this policy. The District may deny FMLA leave to any eligible employee until such time as the employee has provided the required notice.

Certification. All FMLA leave shall be supported by medical certificate provided by the employee's health provider in the form of the exhibit accompanying this policy. In any instance where the FMLA leave must be preceded by thirty (30) days notice, the medical certificate should accompany the request for leave of absence. In any other instance, the medical certificate should be provided within fifteen (15) days after the FMLA leave commences.

Certification of active military duty or call to active duty in support of a contingency operation for purpose of receiving family leave shall be required under the same conditions as FMLA certification for leave indicated above.

The employee may be requested (at the District's expense) to provide recertification of medical conditions in support of leave if the District feels that the circumstances so warrant and notice is given. Recertification shall not be required for intervals shorter than thirty (30) days.

Whenever a medical certification or recertification is required of an employee, notice describing such requirement and providing the form of such certification shall be provided to the employee. An employee shall not be denied FMLA leave or other rights under the FMLA unless a notice required by FMLA in such situation has first been provided to the employee.

In the case of continuation, recurrence, or onset of a serious health condition to the employee, covered family of the employee (including a servicemember being cared for by an employee) and the employee is unable to return to work, certification issued by the health care provider of the entity with the serious health condition shall be required to support the inability of the employee to return to work.

Intermittent or reduced time (IRT) leave. FMLA leave may be taken intermittently or on a reduced leave schedule under the following circumstances:

- ~~If~~ **A.** If medically necessary to care for a family member or for the employee's own serious health condition;
- ~~Because~~ **B.** Because of any qualifying exigency the spouse, or a son, daughter, or parent, of the employee is on ~~active-duty~~ **active duty**, or notified of an impending call or order to active duty in support of a contingency operation; or

- ~~If C.~~ If approved by the District.

The District may, for the term of the leave, transfer the employee to an alternative position with equivalent pay and benefits.

If the IRT leave is for an *instructional employee* (one whose principal function is to instruct students in a class, small group, or as individuals), the District can require the employee either to take leave for a period or periods of a particular duration not greater than the duration of the planned treatment or to transfer temporarily to an available alternative position with equivalent pay and benefits that provides better accommodation of recurring periods of leave, provided the leave is:

- ~~Requested A.~~ Requested to care for a qualifying family member or as a result of the employee's serious health ~~condition preventing~~ condition preventing job performance;
- ~~Foreseeable B.~~ Foreseeable, based upon planned medical treatment; and
- ~~For C.~~ For more than twenty percent (20%) of the working days in the leave period.

The employee may be granted leave under these circumstances, subject to reasonable efforts to schedule treatment so as not to unduly disrupt the educational program.

Special end-of-semester circumstances for instructional employees. Under each of the following conditions, leave for an instructional employee may be required to continue to the end of the academic semester:

- ~~Leave A.~~ Leave begins more than five (5) weeks before the end of the semester, leave is for at least three (3) weeks, ~~and~~ and return to employment would occur during the last three (3) weeks of the semester.
- ~~Leave B.~~ Leave other than for the employee's serious health condition begins within the last five (5) weeks of ~~the semester~~ the semester, leave is for greater than two (2) weeks duration, and return to employment would occur ~~during the~~ during the last two (2) weeks of the semester.
- ~~Leave C.~~ Leave other than for the employee's serious health condition begins within the last three (3) weeks of ~~the semester~~ the semester and leave exceeds five (5) working days.

Employee notification. With each request for FMLA leave, the employee shall be notified:

- ~~About A.~~ About FMLA by provision of the FMLA fact sheet (Exhibit EE).
- ~~As B.~~ As appropriate concerning the expectations, obligations, and consequences of taking FMLA leave ~~per 29~~ per 29 C.F.R. 825.301-300(a) of FMLA.
- ~~That C.~~ That FMLA leave may be withheld until a requested notice is provided or the time frame is met.
- ~~That D.~~ That if leave is granted to an employee who is unable to perform the work required, restoration may be ~~denied until~~ denied until the employee has complied with the request to provide medical certification of ability to return to work.

The District will post notices in conspicuous places on the District premises that provide a summary of FMLA and information on how to file a charge for an FMLA violation.

Health care continuation. An employee taking FMLA leave shall be entitled to have the health care plan in which the employee is participating continue under the same terms and conditions applicable to actively working employees. The District shall require the repayment of any health care premiums paid by the District for continuing coverage during the period of the FMLA leave if the employee fails to return to work after the FMLA leave expires and the failure to return is not due to circumstances beyond the employee's control.

Position restoration. Upon return from FMLA leave, an employee shall be restored to the same position held before the FMLA leave commenced or to an equivalent position with equivalent pay, benefits, and working conditions. The District requires an employee to provide a medical certificate from a health care provider that the employee is able to resume work before returning from FMLA leave for a serious personal health condition. The District may delay the return of an instructional employee from FMLA leave at the end of a semester, in accordance with Section 825.602 of FMLA rules. The District may deny restoration of position to any key employee (i.e., one who is among the highest-paid ten percent [10%] of all employees of the District), in accordance with Section 825.218 of FMLA rules.

Adopted: ~~July 26, 2011~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-510](#)

Family and Medical Leave Act of 1993
29 C.F.R. Part 825

Compare GCCC-EA © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

~~GCCC-EA ©~~

EXHIBIT

~~PROFESSIONAL / SUPPORT STAFF~~

~~LEAVES OF ABSENCE WITHOUT PAY~~

~~CERTIFICATION OF HEALTH CARE PROVIDER~~

~~(Family and Medical Leave Act of 1993)~~

~~When completed, this form goes to the employee.~~

1. Employee's Name _____

2. Patient's Name (If different from employee) _____

3. A definition of "~~serious health condition~~" under the Family and Medical Leave Act is provided near the end of this form. Does the patient's condition¹ qualify under any of the categories described? If so, please check the applicable category.

(1) ___ (2) ___ (3) ___ (4) ___ (5) ___ (6) ___, or None of the above ___

4. Describe the **medical facts** which support the patient's certification, including a brief statement as to how the medical facts meet the criteria of the category checked above:

5. a. State the approximate **date** the condition commenced, and the probable

_____ duration of the condition (and also the probable duration of the patient's

_____ present **incapacity**² if different):

-

_____ b. Will it be necessary for the employee to take work only **intermittently or**

_____ **to work on a less than full schedule** as a result of the condition

_____ (including for treatment described in Item 6 below)?

-

— If yes, give the probable duration:

-

— e. If the condition is a **chronic condition** (condition 4) or **pregnancy**, state
— whether the patient is presently incapacitated² and the likely duration and
— frequency of **episodes of incapacity**²:

-

— ¹— Here and elsewhere on this form, the information sought relates **only** to
— the condition for which the employee is taking FMLA leave.

— ²— "Incapacity," for purposes of FMLA, is defined to mean inability to work,
— attend school or perform other regular daily activities due to the serious
— health condition, treatment therefore, or recovery therefrom.

6. a. If additional **treatments** will be required for the condition, provide an
— estimate of the probable number of such treatments.

-

— If the patient will be absent from work or other daily activities because of
— **treatment** on an **intermittent** or **part-time** basis, also provide an
— estimate of the probable number of and interval between such treatments,
— actual or estimated dates of treatment if known, and period required
— for recovery if any:

-

— b. If any of these treatments will be provided by **another provider of health**
— **services** (e.g., physical therapist), please state the nature of the
— treatments:

-

— c. **If a regimen of continuing treatment** by the patient is required under
— your supervision, provide a general description of such regimen

____ (e.g., prescription drugs, physical therapy requiring special equipment):

7. a. If medical leave is required for the employee's **absence from work**

____ because of the **employee's own condition** (including absences due

____ to pregnancy or a chronic condition), is the employee **unable to perform**

____ **work** of any kind?

-

____ b. If able to perform some work, is the employee **unable to perform any**

____ **one (1) or one (1) or more of the essential functions of the**

____ **employee's job** (the employee or the employer should supply you with

____ information about the essential job functions)? If yes, please list the

____ essential functions the employee is unable to perform:

-

____ c. If neither a. nor b. above applies, is it necessary for the employee to be

____ **absent from work for treatment?**

8. a. If leave is required to **care for a family member** of the employee with a

____ serious health condition, **does the patient require assistance** for basic

____ medical or personal needs or safety, or for transportation?

____ b. If no, would the employee's presence to provide **psychological comfort**

____ be beneficial to the patient or assist in the patient's recovery?

____ c. If the patient will need care only **intermittently** or on a part-time basis,

____ please indicate the probable **duration** of this need:

-

Signature of Health Care Provider _____ Type of Practice _____

Address _____ Telephone Number _____

_____ Date _____

To be completed by the employee needing family leave to care for a family member:

State the care you will provide and an estimate of the period during which care will be provided, including a schedule if leave is to be taken intermittently or if it will be necessary for you to work less than a full schedule:

Employee Signature _____ Date _____

Definitions

A "**Serious Health Condition**" means an illness, injury impairment, or physical or mental condition that involves one (1) of the following:

1. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity² or subsequent treatment in connection with or consequent to such inpatient care.

2. Absence Plus Treatment

(a) A period of incapacity² of **more than three (3) consecutive calendar days** (including any subsequent

treatment or period of incapacity² relating to the same condition), that also involves:

(1) **Treatment³ two (2) or more times** by a health care provider, by a

nurse or physician's assistant under direct supervision of a health-

care provider, or by a provider of health care services (e.g., physical

therapist) under orders of, or on referral by, a health care provider; or

(2) **Treatment** by a health care provider on **at least one (1) occasion**

which results in a **regimen of continuing treatment⁴** under the

supervision of the health care provider.

3. Pregnancy

Any period of incapacity due to **pregnancy**, or for **prenatal care**.

4. Chronic Conditions Requiring Treatments

~~—A chronic condition which:~~

- ~~(1) Requires **periodic visits** for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;~~
- ~~(2) Continues over an **extended period of time** (including recurring episodes of a single underlying condition); and~~
- ~~(3) May cause **episodic** rather than a continuing period of incapacity² (e.g., asthma, diabetes, epilepsy, etc.).~~

~~5. Permanent/Long-term Conditions Requiring Supervision~~

~~A period of **Incapacity**² which is **permanent or long-term** due to a condition for which treatment may not be effective. The employee or family member must be **under the continuing supervision of, but need not be receiving active treatment by, a health care provider**. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.~~

~~6. Multiple Treatments (Non-Chronic Conditions)~~

~~Any period of absence to receive **multiple treatments** (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that **would likely result in a period of Incapacity² of more than three (3) consecutive calendar days in the absence of medical intervention or treatment**, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), and kidney disease (dialysis).~~

~~This optional form may be used by employees to satisfy a mandatory requirement to furnish a medical certification (when requested) from a health care provider, including second or third opinions and recertification (29 C.F.R. 825.306).~~

~~²Treatment includes examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.~~

~~⁴A regimen of continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition. A regimen of treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.~~

Compare GCCC-EB (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

~~GCCC-EB~~

EXHIBIT

~~PROFESSIONAL / SUPPORT STAFF~~

~~LEAVES OF ABSENCE WITHOUT PAY~~

~~EMPLOYER RESPONSE TO EMPLOYEE REQUEST~~

~~FOR FAMILY OR MEDICAL LEAVE~~

~~(Family and Medical Leave Act of 1993~~

~~Optional Use Form -- See 29 C.F.R. § 825.300)~~

Date: _____

To: _____

_____ (Employee's Name)

From: _____

_____ (Name of Appropriate Employer Representative)

Subject: ~~REQUEST FOR FAMILY/MEDICAL LEAVE~~

On _____, you notified us of your need to take

_____ (Date)

family/medical leave due to:

~~The birth of a child, or the placement of a child with you for adoption or~~

~~foster care; or~~

~~A serious health condition that makes you unable to perform the essential~~

~~functions for your job; or~~

~~A serious health condition affecting your spouse, child,~~

~~_____ parent, for which you are needed to provide care; or~~
~~_____ A qualifying exigency (as the Secretary shall, by regulation, determine)~~
~~_____ arising out of the fact that the spouse, or a son, daughter, or parent of the~~
~~_____ employee is on active duty (or has been notified of an impending call or~~
~~_____ order to active duty) in the Armed Forces in support of a contingency~~
~~_____ operation.~~

You notified us that you need this leave beginning on _____

(Date)

and that you expect leave to continue until on or about _____

(Date)

~~Except as explained below, you have a right under the FMLA for up to twelve (12) weeks of unpaid leave in a twelve (12) month period for the reasons listed above. Also, your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work, and you must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from leave. If you do not return to work following FMLA leave for a reason other than: 1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; or 2) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.~~

This is to inform you that: *(check appropriate boxes: explain where indicated)*

1. _____ You _____ are _____ eligible
_____ not eligible for leave under the FMLA:

2. _____ The requested leave _____ will
_____ will not be counted against your annual
_____ FMLA leave entitlement.

3. You _____ will _____ will
not be required to furnish medical certification of a
_____ serious health condition. If required, you must furnish certification by
_____ (insert date; must be at least fifteen [15] days after you
_____ are notified of this requirement), or we may delay the commencement of your
_____ leave until the certification is submitted.

4. You may elect to substitute accrued paid leave for unpaid FMLA leave. We

~~_____ will _____ will not~~
not require that you substitute accrued paid leave for

~~_____~~
unpaid FMLA leave. If paid leave will be used, the following conditions will

~~_____~~
apply: (Explain)

5. (a) If you normally pay a portion of the premiums for your health insurance,

~~_____~~
these payments will continue during the period of FMLA leave.

~~_____~~
Arrangements for payment have been discussed with you, and it is

~~_____~~
agreed that you will make premium payments as follows: (Set forth dates,

~~_____~~
e.g., the tenth [10th] of each month, or pay periods, etc., that specifically

~~_____~~
cover the agreement with the employee.)

~~_____~~
(b) You have a minimum thirty (30)-day (or, indicate longer period, if

~~_____~~
applicable) grace period in which to make premium payments. If payment

~~_____~~
is not made timely, your group health insurance may be cancelled,

~~_____~~
provided we notify you in writing at least fifteen (15) days before the date

~~_____~~
that your health coverage will lapse, or, at our option, we may pay your

~~_____~~
share of the the premiums during FMLA leave, and recover these pay-

~~_____ We _____ will _____ will not pay~~
ments from you upon your return to work. We _____ will _____ will not pay

~~_____~~
your share of health insurance premiums while you are on leave.

~~_____~~
(c) We o will o will not do the same with other benefits (e.g., life insurance,

~~_____~~
life insurance, disability insurance, etc.) while you are on FMLA leave. If

~~_____~~
we do pay your premiums for other benefits, when you return from leave

~~_____ you _____ will _____ will not be expected to reimburse us for the payments~~
you _____ will _____ will not be expected to reimburse us for the payments

~~_____~~
made on your behalf.

6. You _____ will _____ will
not be required to present a fitness-for duty certificate

~~_____~~
prior to being restored to employment. If such certification is required but not

~~_____~~
received, your return to work may be delayed until certification is provided.

~~7. (a) You are are not a "key employee" as described in § 825.217 of the~~

~~— FMLA regulations. If you are a "key employee:" restoration to employ-
— ment may be denied following FMLA leave on the grounds that such
— restoration will cause substantial and grievous economic injury to the
— District as discussed in § 825.218.~~

~~— (b) We o have o have not determined that restoring you to employment at
— the conclusion of FMLA leave will cause substantial and grievous
— economic harm to us. ([a] and/or [b] may be explained if requested. See
— §825.219 of the FMLA regulations.)~~

~~8. While on leave, you o will o will not be required to furnish us with periodic
— reports every _____ (indicate interval of periodic
— reports, as appropriate for the particular leave situation) of your status and
— intent to return to work (see § 825.309 of the FMLA regulations). If the
— circumstances of your leave change and you are able to return to work
— earlier than the date indicated on the reverse side of this form, you
 will
— will not be required to notify us at least two (2) work
days prior to the date
— you intend to report to work.~~

~~9. You will will not be required to furnish recertification relating to a
— serious health condition. (Explain below, if necessary, including the interval
— between certifications as prescribed in §825.308 of the FMLA regulations.)~~

~~This optional use form may be used to satisfy mandatory employer requirements to provide employees taking FMLA leave with written notice detailing specific expectations and obligations of the employee and explaining any consequences of a failure to meet these obligations. (29 C.F.R. 825.300(b).)~~

Compare GCCC-EC © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

~~GCCC-EC ©~~

~~EXHIBIT~~

~~PROFESSIONAL / SUPPORT STAFF~~

~~LEAVES OF ABSENCE WITHOUT PAY~~

~~YOUR RIGHTS UNDER THE FAMILY AND~~

~~MEDICAL LEAVE ACT OF 1993~~

~~The Family and Medical Leave Act of 1993 (FMLA) requires covered employers to provide up to twelve (12) weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for their employer for at least one (1) year, and for one thousand two hundred fifty (1,250) hours over the previous twelve (12) months, and if there are at least fifty (50) employees within seventy-five (75) miles. The FMLA permits employees to take leave on an intermittent basis or to work a reduced schedule under certain circumstances.~~

~~**Reasons for Taking Leave**~~

~~Unpaid leave must be granted for any of the following reasons:~~

- ~~● To care for the employee's child after birth, or placement for adoption or foster care;~~
- ~~● To care for the employee's spouse, son or daughter, or parent who has a serious health condition; or~~
- ~~● For a serious health condition that makes the employee unable to perform the employee's job.~~

~~At the employee's or employer's option, certain kinds of paid leave may be substituted for unpaid leave.~~

~~**Advance Notice and Medical Certification**~~

~~The employee may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.~~

- ~~● The employee ordinarily must provide thirty (30) days advance notice when the leave is "foreseeable."~~
- ~~● An employer may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at the employer's expense) and a fitness for duty report to return to work.~~

Job Benefits and Protection:

- ~~For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."~~
- ~~Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.~~
- ~~The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.~~

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- ~~interfere with, restrain, or deny the exercise of any right provided under FMLA.~~
- ~~discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.~~

Enforcement:

- ~~The U.S. Department of Labor is authorized to investigate and resolve complaints of violations.~~
- ~~An eligible employee may bring a civil action against an employer for violations.~~

~~FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.~~

For Additional Information

~~If you have access to the Internet visit the FMLA website: <http://www.dol.gov/esa/whd/fmla>. To locate your nearest Wage Hour Office, telephone the Wage Hour toll-free information and help line at 1-866-4USWAGE (1-866-487-9243); a customer service representative is available to assist you with referral information from 8am to 5pm in your time zone; or log onto the following at <http://www.wagehour.dol.gov>.~~

A Spanish translation of this form may be downloaded

<http://www.dol.gov/whd/fmla/index.htm>

Compare GCCC-ED © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GCCC-~~ED~~©EA ©

EXHIBIT

PROFESSIONAL / SUPPORT STAFF

LEAVES OF ABSENCE WITHOUT PAY

MILITARY FAMILY LEAVE

~~On January 28, 2008, President Bush signed into law the~~ The National Defense Authorization Act for FY 2008 (NDAA), Public Law 110-181, Section 585(a) ~~of the NDAA~~, amended the Family and Medical Leave Act of 1993 (FMLA) to provide eligible employees working for covered employers two (2) important new leave rights related to military service:

(1) New Qualifying Reason for Leave. Eligible employees are entitled to up to twelve (12) weeks of leave because of "any qualifying exigency" arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation. By the terms of the statute, this provision requires the Secretary of Labor to issue regulations defining "any qualifying exigency." In the interim, employers are encouraged to provide this type of leave to qualifying employees.

(2) New Leave Entitlement. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to twenty-six (26) weeks of leave in a single twelve (12)-month period to care for the servicemember. This provision became effective immediately upon enactment. This military caregiver leave is available during "a single twelve (12)-month period" during which an eligible employee is entitled to a combined total of twenty-six (26) weeks of all types of FMLA leave.

Additional information on the amendments and a version of Title I of the FMLA with the new statutory language incorporated are available on the FMLA amendments Web site at http://www.dol.gov/esa/whd/fmla/NDAA_fmla.htm.

A Spanish translation of this form may be downloaded

at <http://www.dol.gov/whd/fmla/index.htm>

Compare GCCC-EE © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

GCCC-~~EE~~-EB ©

EXHIBIT

PROFESSIONAL / SUPPORT STAFF

LEAVES OF ABSENCE WITHOUT PAY

FACT SHEET NO. 28: THE FAMILY AND MEDICAL LEAVE ACT OF 1993

The U.S. Department of Labor's Employment Standards Administration, Wage and Hour Division, administers and enforces the Family and Medical Leave Act (FMLA) for all private, state and local government employees, and some federal employees. Most federal and certain congressional employees are also covered by the law and are subject to the jurisdiction of the U.S. Office of Personnel Management or the Congress.

The FMLA became effective on August 5, 1993 for most employers and entitles eligible employees to take up to twelve (12) weeks of unpaid, job-protected leave in a twelve (12)-month period for specified family and medical reasons. Amendments to the FMLA by the National Defense Authorization Act for FY 2008 (NDAA). Public Law 110-181, expanded the FMLA to allow eligible employees to take up to twelve (12) weeks of job-protected leave in the applicable twelve (12)-month period for any "qualifying exigency" arising out of the fact that a covered military member is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. The NDAA also amended the FMLA to allow eligible employees to take up to twenty-six (26) weeks of job-protected leave in a "single twelve (12)-month period" to care for a covered servicemember with a serious injury or illness.

Employer Coverage

FMLA applies to all public agencies, including state, local and federal employers, local education agencies (schools), and private-sector employers who employed fifty (50) or more employees in twenty (20) or more workweeks in the current or preceding calendar year, including joint employers and successors of covered employers.

Employee Eligibility

To be eligible for FMLA benefits, an employee must:

- ~~work~~-A. **work** for a covered employer;
- ~~have~~-B. **have** worked for the employer for a total of twelve (12) months;
- ~~have~~-C. **have** worked at least one thousand two hundred fifty (1,250) hours over the previous twelve (12) months; and

~~work-D.~~ **work** at a location in the United States or in any territory or possession of the United States where at least ~~fifty-fifty~~ (50) employees are employed by the employer within seventy-five (75) miles.

While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven (7) years or more need not be counted unless the break is occasioned by the employee's fulfillment of his or her National Guard or Reserve military obligation (as protected under the Uniformed Services Employment and Reemployment Rights Act (USERRA)), or a written agreement, including a collective bargaining agreement, exists concerning the employer's intention to rehire the employee after the break in service. See, special ~~rules-rules~~ for returning reservists under USERRA.

Leave Entitlement

A covered employer must grant an eligible employee up to a total of twelve (12) workweeks of unpaid leave during any twelve (12)-month period for one (1) or more of the following reasons:

- ~~For-A.~~ **For** the birth and care of a newborn child of the employee;
- ~~For-B.~~ **For** placement with the employee of a son or daughter for adoption or foster care;
- ~~To-C.~~ **To** care for a spouse, son, daughter, or parent with a serious health condition;
- ~~To-D.~~ **To** take medical leave when the employee is unable to work because of a serious health condition; or
- ~~For-E.~~ **For** qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is ~~on-active-on~~ **active** duty or call to active duty status as a member of the National Guard or Reserves in support of ~~a-contingency-a~~ **contingency** operation.

A covered employer also must grant an eligible employee who is a spouse, son, daughter, parent, or next of kin of a current member of the Armed Forces, including a member of the National Guard or Reserves, with a serious injury or illness up to a total of twenty-six (26) workweeks of unpaid leave during a "single twelve (12)-month period" to care for the servicemember.

Spouses employed by the same employer are limited in the amount of family leave they may take for the birth and care of a newborn child, placement of a child for adoption or foster care, or to care for a parent who has a serious health condition to a combined total of twelve (12) weeks (or twenty-six [26] weeks if leave to care for a covered servicemember with a serious injury or illness is also used). Leave for birth and care, or placement for adoption or foster care, must conclude within twelve (12) months of the birth or placement.

Under some circumstances, employees may take FMLA leave intermittently - taking leave in separate blocks of time for a single qualifying reason - or on a reduced leave schedule - reducing the employee's usual weekly or daily work schedule. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operation. If FMLA leave is for birth and care, or placement for adoption or foster care, use of intermittent leave is subject to the employer's approval.

Under certain conditions, employees or employers may choose to "substitute" (run concurrently) accrued paid leave (such as sick or vacation leave) to cover some or all of the

FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the employer's normal leave policy.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either:

- ~~Inpatient~~ **A. Inpatient** care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, ~~including any period including any period~~ of incapacity (i.e., inability to work, attend school, or perform other regular daily activities) ~~or subsequent or subsequent~~ treatment in connection with such inpatient care; or
- ~~Continuing~~ **B. Continuing** treatment by a health care provider, which includes:
 - ~~A-1. A~~ **A-1.** A period of incapacity lasting more than three (3) consecutive, full calendar days, and any ~~subsequent treatment~~ **subsequent treatment** or period of incapacity relating to the same condition, that also includes:
 - ⇒ ~~treatment a.~~ **treatment** two (2) or more times by or under the supervision of a health care provider (i.e., ~~in in-person visits, the first within seven ([7-])~~ days and both within thirty ~~([30-])~~ days of the ~~first day~~ **first day** of incapacity); or
 - ⇒ ~~one b.~~ **one** (1) treatment by a health care provider (i.e., an in-person visit within seven ~~([7-])~~ days of ~~the first the first~~ day of incapacity) with a continuing regimen of treatment (e.g., prescription medication, ~~physical~~ **physical** therapy); or
 - ~~Any 2. Any~~ **Any 2.** Any period of incapacity related to pregnancy or for prenatal care. A visit to the health care provider ~~is not~~ **is not** necessary for each absence; or
 - ~~Any 3. Any~~ **Any 3.** Any period of incapacity or treatment for a chronic serious health condition which continues over ~~an extended an extended~~ period of time, requires periodic visits (at least twice a year) to a health care provider, ~~and may and may~~ involve occasional episodes of incapacity. A visit to a health care provider is not necessary ~~for each for each~~ absence; or
 - ~~A 4. A~~ **A 4.** A period of incapacity that is permanent or long-term due to a condition for which treatment may not ~~be effective~~ **be effective**. Only supervision by a health care provider is required, rather than active treatment; or
 - ~~Any 5. Any~~ **Any 5.** Any absences to receive multiple treatments for restorative surgery or for a condition that would ~~likely result~~ **likely result** in a period of incapacity of more than three (3) days if not treated.

Maintenance of Health Benefits

A covered employer is required to maintain group health insurance coverage for an employee on FMLA leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. If applicable, arrangements will need to be made for employees to pay their share of health insurance premiums while on leave. In some instances, the employer may recover premiums it paid to maintain health coverage for an employee who fails to return to work from FMLA leave.

Job Restoration

Upon return from FMLA leave, an employee must be restored to the employee's original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. An employee's use of FMLA leave cannot result in the loss of any employment benefit that the employee earned or was entitled to before using FMLA leave, nor be counted against the employee under a "no fault" attendance policy. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked, products sold, or perfect attendance, and the employee has not met the goal due to FMLA leave, payment may be denied unless it is paid to an employee on equivalent leave status for a reason that does not qualify as FMLA leave.

An employee has no greater right to restoration or to other benefits and conditions of employment than if the employee had been continuously employed.

Notice and Certification

Employee Notice

Employees seeking to use FMLA leave are required to provide thirty (30)-day advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than thirty (30) days in advance, the employee must provide notice as soon as practicable - generally, either the same or next business day. When the need for leave is not foreseeable, the employee must provide notice to the employer as soon as practicable under the facts and circumstances of the particular case. Absent unusual circumstances, employees must comply with the employer's usual and customary notice and procedural requirements for requesting leave.

Employees must provide sufficient information for an employer reasonably to determine whether the FMLA may apply to the leave request. Depending on the situation, such information may include that the employee is incapacitated due to pregnancy, has been hospitalized overnight, is unable to perform the functions of the job, and/or that the employee or employee's qualifying family member is under the continuing care of a health care provider.

When an employee seeks leave for a FMLA-qualifying reason for the first time, the employee need not expressly assert FMLA rights or even mention the FMLA. When an employee seeks leave, however, due to a FMLA-qualifying reason for which the employer has previously provided the employee FMLA-protected leave, the employee must specifically reference either the qualifying reason for leave or the need for FMLA leave.

Employer Notice

Covered employers must post a notice approved by the Secretary of Labor explaining rights and responsibilities under FMLA. An employer that willfully violates this posting requirement may be subject to a fine of up to one hundred ten dollars (\$110) for each separate offense. Additionally, employers must either include this general notice in employee handbooks or other written guidance to employees concerning benefits, or must distribute a copy of the notice to each new employee upon hiring.

When an employee requests FMLA leave or the employer acquires knowledge that leave may be for a FMLA purpose, the employer must notify the employee of his or her eligibility to take leave, and inform the employee of his/her rights and responsibilities under FMLA. When the employer has enough information to determine that leave is being taken for a FMLA-qualifying reason, the employer must notify the employee that the leave is designated and will be counted as FMLA leave.

Certification

Employers may require that an employee's request for leave due to a serious health condition affecting the employee or a covered family member be supported by a certification from a health care provider. An employer may require second or third medical opinions (at the employer's expense) and periodic recertification of a serious health condition. An employer may use a health care provider, a human resource professional, a leave administrator, or a management official - but not the employee's direct supervisor - to authenticate or clarify a medical certification of a serious health condition. An employer may have a uniformly-applied policy requiring employees returning from leave for their own serious health condition to submit a certification that they are able to resume work. If reasonable safety concerns exist, an employer may, under certain circumstances, require such a certification for employees returning from intermittent FMLA leave.

Unlawful Acts

It is unlawful for any employer to interfere with, restrain, or deny the exercise of any right provided by FMLA. It is also unlawful for an employer to discharge or discriminate against any individual for opposing any practice, or because of involvement in any proceeding, related to FMLA.

Enforcement

The Wage and Hour Division investigates complaints. If violations cannot be satisfactorily resolved, the U.S. Department of Labor may bring action in court to compel compliance. Individuals may also be able to bring a private civil action against an employer for violations.

Other Provisions

Special rules apply to employees of local education agencies. Generally, these rules apply to intermittent leave or when leave is required near the end of a school term.

Salaried executive, administrative, and professional employees of covered employers who meet the Fair Labor Standards Act (FLSA) criteria for exemption from minimum wage and overtime under Regulations, 29 C.F.R. Part 541, do not lose their FLSA-exempt status by using any unpaid FMLA leave. This special exception to the "salary basis" requirements for FLSA's exemption extends only to an "eligible" employee's use of leave required by FMLA.

For additional information, visit the Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call the toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866- 4USWAGE (1-866-487-9243).

Compare GCCD © PROFESSIONAL / SUPPORT STAFF

first

MILITARY / LEGAL LEAVE (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCCD © PROFESSIONAL / SUPPORT STAFF MILITARY / LEGAL LEAVE

The Board recognizes the fact that its employees have citizenship responsibilities, and, in order to make it possible for said employees to carry out their responsibilities to the city, county, state, or nation, the Board will grant leaves, in addition to jury duty, when an employee is called to attend field training services for the Military Reserve or National Guard and when an employee is a victim of a juvenile or adult crime exercising a right to be present at a proceeding as defined in statute.

When an employee receives notice that requires leave as delineated above, it is the responsibility of the employee to notify the Superintendent or principal.

Jury Duty

It is recognized by the Board that no employee is exempt from jury duty and that leaves of absence for such duty must be granted.

- ~~Only A.~~ Only the regular salary may be received by an employee on jury duty.

- ~~It-1.~~ It is the responsibility of the employee to reimburse the District for jury duty pay when such ~~payment is made~~ payment is made directly to the employee. Failure to reimburse the District at the completion of the jury ~~duty service~~ duty service will result in a full deduction equal to the number of contract days missed.

- ~~An-2.~~ An employee excused from jury duty after being summoned shall report for regular duty as soon as ~~possible~~ as possible. Failure to report for duty will result in a deduction equal to that portion of a contract ~~day missed~~ day missed [A.R.S. [21-236](#)].

Victim Leave

Statute provides that an employer who has fifty (50) or more employees shall permit an employee leave if the employee is the victim of juvenile or adult crime and is exercising a right to be present at a proceeding as defined in A.R.S. [8-420](#) or [13-4439](#). Compensation may be provided if the employee has available vacation or to the extent other leave may be available by policy.

- ~~An-A.~~ An employee's accrued vacation, personal, sick or other applicable leave shall be used to the extent ~~available by~~ available by policy.

- ~~If-B.~~ If paid leave is unavailable, the employee must request an unpaid leave of absence in accord with policy.

● ~~Before~~-C. **Before** an employee may leave work for this purpose, the employee shall provide the employer with a ~~copy of~~ **copy** of the form provided by law enforcement and if applicable a copy of the information the law ~~enforcement agency~~ **enforcement agency** provides the employee pursuant to either A.R.S. [8-386](#) or [13-4405](#).

● ~~Leave~~-D. **Leave** for this purpose may be limited if the leave creates an undue hardship to the employer's business.

Military Leave

● ~~An~~-A. **An** employee who is a member of the Military Reserve or National Guard shall be entitled to leave of ~~absence without~~ **absence without** loss of pay, time, or efficiency rating when engaged in field training [A.R.S. [26-168](#) and [38-610](#)].

● ~~An~~-B. **An** employee who is a member of the uniformed service may use any vacation leave or other ~~accumulated paid~~ **accumulated paid** time off during their service, or may take unpaid leave of absence.

● ~~The~~-C. **The** District must reemploy uniformed service members, as defined in 38 U.S.C. 4303, returning from a ~~period of~~ **period of** service, if the service member:

■ ~~Was~~-1. **Was** employed by the District.

■ ~~Gave~~-2. **Gave** the District notice that he or she was leaving the job for service in the uniformed services, ~~unless giving~~ **unless giving** notice was precluded by military necessity or otherwise impossible or unreasonable.

■ ~~Has~~-3. **Has** a cumulative period of service in the uniformed services not exceeding five (5) years.

■ ~~Was~~-4. **Was** not released from service under dishonorable or other punitive conditions.

■ ~~Has~~-5. **Has** reported back to the District in a timely manner or has submitted a timely application for reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act.

Adopted: ~~October 3, 2012~~ **date of Manual adoption**

LEGAL REF.:

A.R.S.

[8-386](#)

[8-420](#)

[13-4405](#)

[15-502](#)

[16-402](#)

[21-236](#)

[26-168](#)

[38-610](#)

A.G.O.

180-177

38 U.S.C. 4301 *et seq.*, Uniformed Services Employment and Reemployment Rights Act

Compare GCCD-E © (version 3 to 2)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

GCCD-E ©

EXHIBIT

PROFESSIONAL / SUPPORT STAFF

MILITARY / LEGAL LEAVE

Part 200 - Regulations Under the Uniformed Services

Employment and Reemployment Rights Act of 1994

(Appendix to Part 1002 -

~~Your~~

Your Rights Under USERRA)

The Uniformed Services Employment

and Reemployment Rights Act

USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to undertake military service or certain types of service in the National Disaster Medical System.

-

USERRA also prohibits employers from discriminating against past and present

~~members-~~

members of the uniformed services, and applicants to the uniformed services.

~~Reemployment Rights~~

~~You have~~

Reemployment Rights

You have the right to be reemployed in your civilian job if you leave that job to perform service in the uniformed service and

÷

;

~~• you~~

A. you ensure that your employer receives advance written or verbal notice of your service;

~~• you~~

B. you have five years or less of cumulative service in the uniformed services while with that particular employer;

~~• you~~

C. you return to work or apply for reemployment in a timely manner after conclusion of service; and

~~• you~~

D. you have not been separated from service with a disqualifying discharge or under other than

~~honorable conditions~~

honorable conditions.

If you are eligible to be reemployed, you must be restored to

~~the~~

the job and benefits you would have attained if you had not been absent due to military service or, in some cases, a comparable job.

~~Right to be Free from Discrimination and~~

Right to be Free from Discrimination

and Retaliation

If you:

~~• are~~

A. are a past or present member of the uniformed service;

~~• have~~

B. have applied for membership in the uniformed service; or

~~• are~~

C. are obligated to serve in the uniformed service;

then an employer may not deny you:

~~• initial~~

A. initial employment;

~~• reemployment~~

B. reemployment;

~~• retention~~

C. retention in employment;

~~• promotion~~

D. promotion; or

~~• any benefit of employment~~

E. any benefit of employment;

~~Because~~

because of this status.

In addition, an employer may not retaliate against anyone

~~assisting-~~

assisting in the enforcement of USERRA rights, including testifying or making a statement in connection with a proceeding under USERRA, even if that person has no service connection.

~~Health Insurance-~~

Health Insurance Protection:

~~• If~~

A. If you leave your job to perform military service, you have the right to elect to continue your

~~existing employer~~

existing employer-based health plan coverage for you and your dependents for up to

~~24 months while~~

twenty-four (24) months while in the military.

~~• Even~~

B. Even if you don't elect to continue coverage during your military service, you have the right to be

~~reinstated in~~

reinstated in your employer's health plan when you are reemployed, generally without any waiting periods or

~~exclusions~~

~~exclusions~~ (e.g., pre-existing condition exclusions) except for service-connected illnesses or injuries.

Enforcement:

~~• The~~

A. ~~The~~ U.S. Department of Labor, Veterans Employment and Training Service (VETS) is authorized

~~to investigate~~

~~to investigate~~ and resolve complaints of USERRA violations.

~~• For~~

B. ~~For~~ assistance in filing a complaint, or for any other information on USERRA, contact VETS

~~at~~

~~at~~ 1-866-4-USA-

~~DOL or~~

~~DOL or~~ visit its website

~~at http~~

~~at http~~://www.dol.gov/vets.

~~An~~

~~An~~ interactive online

~~USERRA Advisor~~

~~USERRA Advisor~~ can be viewed

~~at http~~

~~at http~~://www.dol.gov/elaws/ userra.htm.

~~• If~~

C. ~~If~~ you file a complaint with VETS and VETS is unable to resolve it, you may request that your

~~ease-~~

~~be referred to the Department~~

~~case be referred to the Department~~ of Justice for representation.

~~You~~

D. You may also bypass the VETS process and bring a civil action against an employer for violations

~~of USERRA~~

of USERRA.

The rights listed here may vary depending on the circumstances.

~~This~~

This notice was prepared by VETS, and may be viewed on the

~~internet~~

Internet at this address:

~~http~~

<http://www.dol.gov/vets/programs/userra/poster.htm>

~~-~~

Federal law requires employers to notify employees of their rights under USERRA, and employers may meet this requirement by displaying this notice where they customarily place notices for employees.

~~U~~

U.S. Department of Labor, Veterans

~~Employment and Training Service~~

~~Washington, DC 20210~~

~~+~~

Employment and Training Service

Washington, DC 20210

1-866-487-2365

Compare GCCE © PROFESSIONAL / SUPPORT STAFF
first CONFERENCES / VISITATIONS / WORKSHOPS (version 2 to 1) **last**
Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCCE ©
PROFESSIONAL / SUPPORT STAFF
CONFERENCES / VISITATIONS / WORKSHOPS

To attend meetings or conferences, employees must obtain approval from the administration at least twenty (20) days prior to the meeting or conference dates (whenever such prior request is possible).

The following guides will be used in granting released time and/or travel expense:

- ~~Value~~-A. **Value** of the meeting or conference.
- ~~Funds~~-B. **Funds** available in the appropriate budgets.
- ~~Availability~~-C. **Availability** of a substitute, if one is necessary.

With prior approval, expenses associated with authorized employee attendance at meetings and conferences may be eligible for compensation in accordance with District Policy DKC. Staff member travel and expense for participation in student field trips and excursions shall be in accordance with District Policy IJOA.

Employee absences for attendance at or participation in professional association activities are not eligible for compensation under the employee's contract or work agreement. The District may authorize an employee to take other eligible unused accumulated compensated leave for a personal, professional, or other lawful purpose.

For the purpose of this policy, *professional association activities* for which compensation is not available do not include in-service training in the certificated employee's assigned area of employment.

Adopted: ~~June 10, 2010~~date of Manual adoption

LEGAL REF.:

A.R.S.
[15-504](#)
[38-621](#)

CROSS REF.:

[GCB](#) - Professional Staff Contracts and Compensation
[GCC](#) - Professional/Support Staff Leaves of Absence
[GDB](#) - Support Staff Contracts and Compensation
[IJOA](#) - Field Trips



GCCF © SABBATICAL LEAVE

Sabbatical leave may be granted to certificated teaching and administrative personnel for a maximum of one (1) year when conforming to Arizona Revised Statutes, [15-510](#).

Application for sabbatical leave must be received by March 15. It will be considered within the framework of all applicable law, on the basis of improvement of professional preparation and/or the educational program of the District, current assignment of the individual, value of the leave to the District, and funds that are available.

An employee's sabbatical leave will be governed by applicable Arizona Revised Statutes.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-510](#)

A.G.O.

181-053



GCCF-R

REGULATION

SABBATICAL LEAVE

Guidelines for Professional Sabbatical Leave

The sabbatical committee is composed of two (2) appointed teachers, one (1) principal, one (1) personnel department representative, and one (1) administrative services representative.

Sabbatical Leave - Professional

The Governing Board may authorize sabbatical leave when it deems such leave to be reasonable and for good cause, which is defined as being "of direct and verifiable benefit to the School District." In addition, it is not to be detrimental to education within the District. Sabbatical leave shall be limited to a period not to exceed one (1) year and may be granted to an employee only after seven (7) consecutive years of service with the District.

In each instance, the procedures outlined in A.R.S. [15-510](#)(D) and (E), as amended, shall govern in the management of this regulation. The pertinent portions of the statute are paraphrased below:

- Sabbatical leave of absence may be granted only for the purpose of allowing a teacher's continued professional education.
- Sabbatical leave may not exceed a period of one (1) year and may be granted only to a teacher who has been employed by the District for a period of seven (7) consecutive years immediately prior to the time the sabbatical leave is to commence, provided such teacher has not previously been granted a sabbatical leave of absence by the Board.
- The Board may authorize a salary to be paid to the person to whom the sabbatical leave is granted, not to exceed one-half (1/2) such person's regular salary at the time the leave is granted.
- The salary shall be paid upon condition that the person shall return not later than one (1) year after commencement of the sabbatical leave for renewal of employment for at least one (1) school year. A person who fails to return within such period shall repay to the District the amount received from the District during the leave period. Unless such amount is so repaid, the Board shall direct the County Attorney to institute suit against such person to collect such amount.
- If leave is granted, all rights of tenure, retirement, accrued leave with pay, salary increments, and other benefits provided by law shall be preserved and available to the applicant after termination of the leave of absence [Amended Laws 1964, Chapter 96, Section 1].

Notification of the availability of sabbatical leave forms will be sent to the schools by the end of November. Applications for sabbatical leave must be submitted to the office of the assistant superintendent for administrative services not later than February 1. The Governing Board will consider each written request for sabbatical leave on an individual basis. It will be considered

on the basis of the likelihood of improvement of professional preparation and/or the educational program of the District, the current assignment of the individual, value of the leave to the District, and the nature of the right to determine the manner in which the salary paid (if any) shall be issued during the term of leave. The Governing Board reserves the right to require, as a condition of salary payment, periodic interim reports on the successful progress of the employee's professional education.

The formula for pay will be based on the difference between the employee's current placement on the salary schedule, in the year of application, and the first step of the first column on the current salary schedule. The maximum leave salary would not exceed state limitations.

The sabbatical committee will review and screen all applications based on established criteria and make recommendations to the Governing Board. The committee will submit applications in priority order. Appeals may be made to the Superintendent/Governing Board. The cost to the District will not exceed the average cost of one full time equivalency (FTE) teacher, including benefits.

If leave is granted, all rights of tenure, retirement, accrued leave, salary increments, and other benefits provided by law shall be preserved at the level earned when leave was granted and shall be available to the employee after termination of the leave of absence and return to active service with the District. Hospitalization and major medical insurance premiums may be paid by the employee. Upon return, the employee will return to the same position if it is in existence. If not in existence, the employee will be granted a position of equal standing.

Note: The sabbatical committee reserves the right to interview all applicants and to verify application information.



GCCG
PROFESSIONAL / SUPPORT STAFF
VOLUNTARY TRANSFER OF
ACCRUED SICK LEAVE

**(Voluntary Transfer of Accrued Sick Leave -
Sick Leave Bank)**

The District recognizes the existence of circumstances under which non-job-related, seriously incapacitating, and extended illnesses and injury may exhaust accrued leave of employees. To provide some measure of relief in such situations, a limited mechanism, based upon voluntary transfer of accrued leave, is established. The mechanism is termed Sick Leave Bank. Such a program increases employee morale and may reduce some of the stresses associated with illness and facilitate the employee's recovery, which is in the best interest of the District.

The Superintendent or the Superintendent's designee will establish appropriate guidelines for the operation of this program.

Adopted: September 12, 2013

LEGAL REF.:
A.G.O.
I91-027

Compare GCCG-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GCCG-R

REGULATION

PROFESSIONAL / SUPPORT STAFF VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE

(Sick Leave Bank)

Objective: Establish a Sick Leave Bank for District employees.

Participation:

- Optional.
- Predetermined Enrollment period:
 - For the 2013-2014 school year, the enrollment period will be July 1 - September 15.
 - For 2014-2015 and thereafter the enrollment period will be July 15 - August 15.
- One (1) day donation of sick leave accrual.
 - Day is based on current full-time equivalent (FTE).
 - If an employee's daily hours increase the employee will not need to contribute additional hours, nor if daily hours decrease will the employee receive hours from the bank.
- Employees must have a sick leave accrual balance equivalent of no less than sixty-four (64) hours at time of donation.
- Donations are final and employees may not request refund of donation.
- Donations will remain in bank upon termination of employee.
- Employees who are receiving short-term disability benefits are eligible to participate.

Eligibility:

- Leave bank hours may only be used for personal or family illness as determined by District policy.
- A leave bank member/or designee may apply for leave bank hours if he/she has exhausted his/her accumulated sick leave and/or vacation hours.

Administration of Sick Leave Bank:

- Current Human Resources/Payroll System has ability to track Sick Leave Bank participants.
- Employees will submit form authorizing Human Resources or Payroll to deduct one (1) day of the sick leave accrual to be donated to bank.

Requests from employee for donated days:

- Employee must have exhausted all their current leave accruals.
- A member must provide the leave bank committee with the data necessary to substantiate his/her need for leave hours.
- Maximum of twenty (20) days may be given to each employee per year.
- If employee is not granted the full twenty (20) days upon initial request, additional request(s) may be made up to a maximum of twenty (20) days total.
- Employees may submit additional requests for days beyond the maximum twenty (20) days.
 - Requests will be sent to members to donate an additional day(s) for specific employee and not drawn from the bank.
- All requests will be made on approved form and submitted to the Sick Leave Bank Committee.
- Employees may not join the bank after enrollment period.
- Employees receiving short-term disability will only be eligible for hours to supplement the difference of what they receive from short-term disability and their normal pay from the District.

Sick Leave Committee

Committee formed to review requests from employees for donated days:

- Committee will consist of three (3) voting members and one (1) non-voting member.
 - *Three (3) - One (1) administrator, one (1) certificated and one (1) support staff (classified) member.*
 - ⇒ Representatives will serve a staggered three (3) year term with one (1) member being new each year to allow continuity.
 - ⇒ Representative for all three (3) classifications must be present for decisions.
 - ⇒ Majority vote is required for approval of all requests.
 - ⇒ Names of committee members will remain confidential.
 - *One (1) - Member to act as liaison for communication between the committee and employees.*

⇒ Director for Human Resources will attend committee meetings for the appeal process only.

⇒ All committee members must be Health Insurance Portability and Accountability Act (HIPAA) trained.

■ Committee will be required to meet annually prior to enrollment period.

⇒ Compile an annual report of donations and usage.

⇒ Review Sick Leave Bank balance to determine if donations are required from all participants or only new enrollees depending on hours in bank.

⇒ Review possible changes to program for upcoming year.

Appeal Process:

- Members denied sick leave days may appeal the committee decision by providing additional information to substantiate the request.
- Director of Human Resources will review the appeal with the committee to help determine if the denial should be overturned.
- If request is denied a second time by committee the decision is final.

Miscellaneous:

- In the event that the Sick Leave Bank is discontinued due to any reason all remaining hours will be distributed evenly to current members.

REGULATION

**PROFESSIONAL STAFF VOLUNTARY
TRANSFER OF ACCRUED SICK LEAVE**

(Application)

The application must be in writing.

The application must be supported by a physician's letter confirming the conditions required for receipt of sick-leave bank assistance.

Data in the application shall include the nature of the illness, diagnosis, and prognosis for return to duty.

The application shall be received by the District office within ten (10) days following the applicant beginning unpaid leave status.

REGULATION

PROFESSIONAL STAFF VOLUNTARY
TRANSFER OF ACCRUED SICK LEAVE

(Application Screening Committee)

A committee consisting of one (1) staff member from each building and one (1) from the central staff selected by the staff and an administrator appointed by the Superintendent shall review each application and submit a recommendation to the Superintendent. The applications are to be reviewed in accord with the guidelines found in policy and as presented below:

- A. The application must be in writing.
- B. The application must be supported by a physician's letter confirming the conditions required for receipt of sick leave bank assistance.
- C. Data in the application shall include the nature of the illness, diagnosis, and prognosis for return to duty.
- D. The application shall be received by the District office within ten (10) days following the beginning of the applicant's unpaid-leave status.

For approval, the applicant shall:

- A. Be a full-time employee.
- B. Have a non-job-related, seriously incapacitating, and extended illness or injury.
- C. Be presently on unpaid-leave status with the District.
- D. Not be eligible for disability benefits, including but not limited to Social Security, provided at District expense.
- E. Be one whose return to duty is projected to occur within a period no longer than six (6) months.
- F. Submit an application, which shall be received by the District office within ten (10) days following the beginning of the applicant's unpaid-leave status.



GCCG-EA

EXHIBIT

PROFESSIONAL / SUPPORT STAFF VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE

SICK LEAVE BANK REQUEST FORM

Print Name: _____ Date: _____

Number of hours requested _____ (not to exceed 160 hours or 20 days)

Documentation must be attached to request (doctor's statement, letter of explanation, etc.)

- Personal letter of explanation - Required
- Doctor's statement/diagnosis - Required
- Other supporting documentation - Optional

First Request

Check all that apply:

- I have used all my sick leave/personal business/vacation.
- I have not used all my sick leave/personal/business/vacation. All accruals will be exhausted by _____ (input date).
- I am/will be receiving short-term disability payments.

Second Request

Number of hours requested _____:

- I have not received the maximum hours from the sick leave bank.
- I have received the allowed maximum from the sick leave.
- I am requesting additional donations from participants be requested on my behalf.
- I understand my name will be released to participants when requesting donations. Details regarding my leave will not be disclosed.

Employee Signature _____

Return completed form to Substitute Coordinator - Human Resources

Request granted for _____ hours

Granted Denied

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Committee reason for denial: _____



GCCG-EB

EXHIBIT

PROFESSIONAL / SUPPORT STAFF VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE

SICK LEAVE BANK DONATION FORM

Name: _____ Site: _____
Print Name

I elect to participate in the District Sick Leave Bank.

I understand:

- This donation is voluntary.
 - Donation is final and I cannot request a refund of donated hours.
 - I can only request assistance from the sick leave bank if I have donated hours.
 - Eight (8) hours (or pro-rated amount if less than full-time) will be deducted from my sick leave balance.
 - I must have a minimum sick leave balance of sixty-four (64) hours.
- Please check here if you agree to the terms stated above and would like to participate in the sick leave bank.

Signature Date

**If you choose to participate, please complete and
return this form to the Payroll Office.**

To be completed by Payroll. Once processed employee will receive a copy of this form.

Date Received: _____ Current Sick Leave Balance: _____ Approved

Reviewed by: _____ Sick Leave Adjusted on: _____ Denied



GCCG-EC

EXHIBIT

PROFESSIONAL / SUPPORT STAFF VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE

MEDICAL LEAVE ASSISTANCE PROGRAM INFORMATION NOTICE

NOTICE TO GLENDALE ELEMENTARY EMPLOYEES

_____ will be absent from work for a minimum of four (4) weeks because of a serious illness or injury and does not have enough leave to cover this time period.

Employees may donate up to five (5) days of sick leave in any contract year for no more than three (3) years if they have currently accrued thirty (30) or more days of sick leave.

Employees wishing to donate must complete the form available from the personnel department and return it to the assistant to the superintendent for personnel services no later than ten (10) working days from the issuance of this notice.

Please remove on _____
Date

Compare GCCG-ED (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GCCG-ED

EXHIBIT

PROFESSIONAL / SUPPORT STAFF

VOLUNTARY TRANSFER OF

ACCRUED SICK LEAVE

SICK LEAVE DONATION FORM

Directions

Please read carefully the information below, sign, and submit to the assistant superintendent for personnel services. A copy of this form will be returned to you and to the employee receiving the donated sick leave.

Employee name _____ Date _____

School/department _____ ~~SS No.~~ _____

I desire to make a donation of sick leave and verify the following:

1. I have currently accrued thirty (30) or more days of sick leave.
2. I understand that I may donate no more than five (5) days of sick leave in any contract year for no more than three (3) years.
3. I understand that my donated leave, if issued, becomes the permanent property of the receiving employee and will not be returned to me if used.
4. I understand that days of leave, not my actual wage/salary, will be donated.
5. I am not donating leave to my immediate supervisor.
6. Information relative to this donation will remain confidential.
7. I make this donation voluntarily.

Number of days to be donated _____

Employee to receive donated days _____

Employee's Signature

Date

Approved

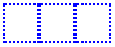
Disapproved

Assistant to the Superintendent's Signature

Date

Number of accumulated sick leave days _____

Number of donated days issued _____



**GCCH
PROFESSIONAL STAFF
BEREAVEMENT LEAVE**

As a fringe benefit, all regular employees are eligible for bereavement leave. Eligible employees receive up to three (3) working days of leave for an in-state death and up to five (5) working days for an out-of-state death, not to exceed a maximum of five (5) days per fiscal year. One (1) day of bereavement leave is equivalent to an employee's regularly scheduled hours for the assigned position. Approved bereavement days are not deducted from earned leave.

For the purposes of bereavement leave, family shall include:

| | |
|----------|---|
| Spouse | Grandparents |
| Children | Grandchildren |
| Parents | Like relations created by marriage, e.g., |
| Siblings | step-child, father-in-law, etc. |
| Fiancee | Domestic Partner |

Extensions of bereavement leave may be granted upon personal request to the Superintendent. If approved, all such extensions of bereavement leave shall be deducted from the employee's earned leave.

In the absence of any earned leave, and upon request, the Superintendent may approve an unpaid leave of absence for each day of extended bereavement leave used.

Adopted: July 8, 2015

LEGAL REF.:

A.R.S.

[15-502](#)



GCD PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Vacations

Certificated administrators shall have holidays as scheduled in the school calendar. Twelve (12)-month certificated administrators earn vacation in accord with contract, which shall be taken when school is not in session. Vacation may accumulate to a maximum of forty (40) days, at which time no more vacation can be earned. As accumulated vacation days are used and drop below forty (40) days, an eligible employee may again accumulate vacation up to the maximum limit. If workloads disallow vacations as established, the Superintendent may approve vacation days during the school year.

Holidays

When July 4, Veterans Day, December 25, or Thanksgiving Day occurs within the school week, the schools shall be closed and the compensation of the teachers shall not be diminished on that account. The Governing Board may declare a recess during the Christmas holiday season not to exceed two (2) school weeks, and teachers shall receive compensation during the recess.

Other holidays will be established by the school calendar. Staff members who are not exempt under the Fair Labor Standards Act (FLSA) must be present for work or on approved paid leave on the scheduled workday immediately preceding and immediately following a holiday in order to be eligible for holiday leave.

Adopted: March 9, 2017

LEGAL REF.:

A.R.S.

[15-502](#)

[15-801](#)

[38-608](#)



GCD-R

REGULATION

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Full-time, twelve (12) month, certificated administrators earn twenty (20) vacation days of leave annually. Vacation days are accrued at thirteen and one-third (13.33) hours per month.

Employees must submit vacation requests to their respective immediate supervisor for approval. Any change in scheduled vacation dates must also be in writing to the employee's immediate supervisor.

Compare GCF © PROFESSIONAL STAFF HIRING (version 3 to

first

1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCF © PROFESSIONAL STAFF HIRING

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

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:

- ~~There~~ **A.** ~~There~~ will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, ~~or disability~~ **sexual orientation, gender identity or disability** of an otherwise qualified individual.
- ~~Candidates~~ **B.** ~~Candidates~~ for professional positions shall be qualified for and have the training necessary to perform ~~the instructional~~ **the instructional** duties or functions for which they have applied.
- ~~Each~~ **C.** ~~Each~~ candidate shall provide evidence of meeting state requirements for certification.
- ~~Each~~ **D.** ~~Each~~ candidate shall be requested to complete a consent-and-release form regarding conduct of ~~a background~~ **a background** investigation.
- ~~A~~ **E.** A "background investigation" - consisting of communication with the applicant's (or employee's) ~~former employer~~ **former employer** that concerns education, training, experience, qualifications, and job performance for the ~~purpose of~~ **purpose of** evaluation for employment - shall be conducted on each individual to be considered for a ~~recommendation of~~ **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:

- ~~The A.~~ The District verifies in writing on a form provided by the Arizona Department of Education (ADE) ~~the necessity for the~~ necessity for hiring and placing the applicant into service before a fingerprinting check is completed.
- ~~The B.~~ The District obtains from the Department of Public Safety a state-wide criminal records check on ~~the applicant~~ the applicant. Subsequent criminal records checks must be completed every one hundred twenty (120) ~~days~~ days until a permanent certificate is received.
- ~~The C.~~ The District searches the criminal records of all local jurisdictions outside Arizona where the ~~applicant has lived~~ applicant has lived in the previous five (5) years.
- ~~The D.~~ The District obtains references from the applicant's current employer and two (2) most recent ~~previous employers~~ previous employers, except that for applicants who have been employed for at least five (5) years by the ~~most recent~~ most recent employer, only references from that employer are required.
- ~~The E.~~ The District provides general supervision of the applicant until permanent certification is issued by ADE.

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.

~~Adopted: November 13, 2008~~ A professional candidate's acceptance of a contract offer must be indicated as specified and according to the time frame specified in the written contract or the contract 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: <-- z2AdoptionDate -->

LEGAL REF.:—
A.R.S.—

[13-3716](#)

[15-153](#)

[15-502](#)

[15-503](#)

[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](#)

CROSS REF.:-

[GCB](#) - Professional Staff Contracts and Compensation

[GCFC](#) - Professional Staff Certification and Credentialing Requirements

(fingerprinting requirements)

[GCO](#) - Evaluation of Professional Staff Members

Compare GCF-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GCF-R ©

REGULATION

PROFESSIONAL STAFF HIRING

Definition

A

A background

investigation

investigation is defined as any communication with an applicant's (or employee's) former employer that concerns the education, training, experience, qualifications, and job performance of the individual and that is used for the purpose of evaluation for employment. Background investigation does not include the results of any state or federal criminal history records check.

Background Investigation Requirements

Only persons designated by the Superintendent shall perform background investigations. Prior to contacting former employers or other persons, the background investigator shall:

● ~~Ascertain~~

A. **Ascertain** that the standard employment application for the type of position has been completed in full.

● ~~Obtain~~

B. **Obtain** from the individual a consent to background investigation and release as determined by the District.

● ~~Make~~

C. **Make** certain that the individual has identified at least two (2) persons from each past employer who

can verify

can verify basic job information and discuss the individual's work performance and reason for leaving.

● ~~Examine~~

D. **Examine** the application for a complete work history, accounting for any gaps in employment.

Two (2) persons should be contacted at each past employer if possible (any exceptions should be documented). Upon making contact, the contacts or the former employer or employer's agent should be provided the following information:

~~● The~~

A. The name and identifying information of the District.

~~● The~~

B. The name of the District representative making the inquiry and how the representative can be contacted.

~~● The~~

C. The name of the former employee and period of employment as indicated by the individual whose

~~background is~~

background is being investigated.

~~● The~~

D. The position for which the individual has applied, with descriptive information as to the duties, if requested

~~or necessary~~

or necessary to understanding of the inquiry.

The background investigator shall:

~~● Ask~~

A. Ask the questions, and complete the background check form(s) as provided by the District.

~~● Make~~

B. Make impression notes as necessary based upon the questions and responses, and determine if there

~~may be~~

may be cause to contact others or make further inquiries based upon the responses.

~~● Provide~~

C. Provide the information to the Superintendent.

Compare GCF-EA © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

~~GCF-EA ©~~

EXHIBIT

~~PROFESSIONAL STAFF HIRING~~

~~CONSENT TO CONDUCT BACKGROUND~~

~~INVESTIGATION AND RELEASE~~

I, _____ [applicant's name], have applied for employment with the Glendale Elementary School District to work as a _____ [job title]. I understand that in order for the School District to determine my eligibility, qualifications, and suitability for employment, the School District will conduct a background investigation to determine if I am to be considered for an offer of employment. This investigation may include asking my current employer, any former employer, and any educational institution I have attended about my education, training, experience, qualifications, job performance, professional conduct, and evaluations, as well as confirming my dates of employment or enrollment, position(s) held, reason(s) for leaving employment, whether I could be rehired, reasons for not rehiring (if applicable), and similar information.

I hereby give my consent for any employer or educational institution to release any information requested in connection with this background investigation.

According to the Family Educational Rights and Privacy Act, I understand that I have a right to see most education records that are maintained by any educational institution.

In light of the preceding paragraph, I waive _____/do not waive _____ (initial only one [1]) my right to see any written reference or other information provided to the School District by any educational institution.

According to Arizona Revised Statutes Section 23-1361, any employer that provides a written communication to the School District regarding my current or past employment must send me a copy at my last known address. I acknowledge that some employers are unwilling to provide factual written references concerning a current or past employee unless they may do so confidentially, without revealing the references to the employee, and that the School District will not further consider my application if it cannot complete its background investigation.

In light of the preceding paragraph, I waive _____/do not waive _____ (initial only one [1]) my right to receive a copy of any written communication furnished to the School District by any employer.

Whether or not I have waived my right to see or to receive copies of written references furnished to the School District by employers or educational institutions, I release, hold harmless, and agree not to sue or file any claim of any kind against any current or former

~~employer or educational institution, and any officer or employee of either, that in good faith furnishes written or oral references requested by this School District to complete its background investigation.~~

~~A photocopy or facsimile ("fax") copy of this form that shows my signature shall be as valid as an original.~~

~~DATED this _____ day of _____, 20____.~~

~~_____~~

~~_____ Witness _____ Applicant~~

Compare GCF-EB © (version 3 to 2)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

~~GCF-EB ©~~

EXHIBIT

~~PROFESSIONAL STAFF HIRING~~

~~BACKGROUND CHECK FORM~~

Applicant _____ Date _____

Person contacted _____ Telephone _____

Address _____

E-mail address _____

Relationship to applicant:

Former employer - position _____

_____ District, business, or other entity _____

Personal reference

Method of contact: Telephone Letter Other _____

~~QUESTIONS FOR EMPLOYERS~~

Dates of employment _____

Position held _____

Final rate of pay _____

Was the person reliable? _____ If no, explain _____

Was the person satisfactory? _____ If no, explain _____

Any concern about the person being

late to work without authorization? _____

If yes, explain _____

Any concern with abuse of leave policies

(such as sick leave or personal leave)? _____

If yes, explain _____

Any difficulty establishing communication and rapport with children? _____

If yes, explain _____

Any difficulties in establishing communication and rapport with supervisors, parents, or community members? _____

If yes, explain _____

Did the person ever receive a written counseling statement, letter of direction, or reprimand? _____

If yes, describe _____

Did the District ever consider taking action or take action to suspend, decline to renew, or dismiss the employee? _____

If yes, describe _____

Was there ever an allegation or complaint about:

Abusive language? _____

Insulting or derogatory comments? _____

Inappropriate contact with a child? _____

Verbal or physical contact of a sexual nature? _____

Dishonesty? _____

Substance abuse? _____

Failure to provide adequate supervision? _____

Failure to follow reasonable directions or instructions? _____

If yes on any of the above, get explanation _____

Was the person ever involved in an incident that resulted in injury to an adult or child? _____

If yes, explain _____

Would you rehire this person? _____

Can you identify anyone else who could provide relevant information regarding the applicant's fitness for employment? _____

Is there any other information I have not asked about that would help us determine this person's eligibility, qualifications, and suitability for employment with our District? _____

QUESTIONS FOR PERSONAL REFERENCE

How long have you known the applicant? _____

What is the nature of your relationship? _____

Why do you think the applicant would be a good choice for this position?

Do you know of any reasons that could prevent the applicant from fulfilling the functions of the position? _____

Background check form completed by _____

Date completed _____

Compare GCF-EC (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GCF-~~EC~~-EA ©

EXHIBIT

PROFESSIONAL STAFF HIRING

AFFIRMATION OF A RETIRED EMPLOYEE UPON RETURN TO EMPLOYMENT

To satisfy the requirements of A.R.S. [38-766.01](#), and to retain my eligibility to receive retirement benefits from the Arizona State Retirement System (ASRS) following my return to employment following a qualified retirement, by my signature below I affirm my awareness and acceptance of the following provisions:

- ~~+~~A. I have attained a normal retirement age as defined by the ASRS.
- ~~+~~B. I am returning to greater than half (1/2) time employment not sooner than twelve (12) months following ~~my termination~~ [my termination](#) of full time employment for the purpose of retirement.
- ~~+~~C. If I return to work as a certificated teacher, my employment is not subject to the requirements prescribed ~~in A~~in A.R.S. [15-538](#), [15-538.01](#), ~~and~~ ~~and~~ [15-539](#) ~~through~~ through [15-543](#).

D. I understand that:

1. pursuant to A.R.S. [38-766.01](#) my election to return to work is irrevocable for the remainder of the employment for which I have made this election, and
2. I must make this acknowledgement in writing and file it with my employer within thirty (30) days of returning to work.

Signature

Date

Compare GCF-ED (version 4 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GCF-~~ED~~-EB

EXHIBIT

PROFESSIONAL STAFF HIRING

(Procedures and Practices for Employment Authorization and Employment Eligibility Verification)

Anti-Discrimination Notice. It is illegal to discriminate against any individual (other than an alien not authorized to work in the U.S.) in hiring, discharging, or recruiting or referring for a fee because of that individual's national origin or citizenship status. It is illegal to discriminate against work eligible individuals. Employers cannot specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Employment Authorization

Procedure

Effective January 1, 2008, Arizona schools must use the federal governments Basic Pilot Program to verify the employment authorization of all newly hired employees.

The Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA) are jointly conducting E-Verify, formerly known as the Basic Pilot. E-Verify involves verification checks of the SSA and DHS databases, using an automated system to verify the employment authorization of all newly hired employees.

There are four (4) types of access to E-Verify: As an employer, as a designated agent for employers, as a multi-location corporate administrator, or through a web service.

Users can access the web-based access methods using any Internet-capable Windows based personal computer and a web browser of Internet Explorer 5.5 or Netscape 4.7 or higher (with the exception of Netscape 7.0).

To participate, an employer must register online and accept the electronic Memorandum of Understanding (MOU) that sets forth the responsibilities of the SSA, USCIS and the employer.

The following e-mail address should take you to the start site for E-Verify:

<https://www.vis-dhs.com/employerregistration/StartPage.aspx?JS=YES>

If you need assistance in completing the registration process or need additional information relating to E-Verify, please call the Office of Verification toll free at 1-888-464-4218.

I-9 Form Completion

The Immigration Reform and Control Act of 1986 (IRCA) requires that all new employees, both regular and casual, establish their eligibility for employment in the United States. This federal law applies to U.S. citizens as well as to foreign nationals. An Employment Eligibility Verification (Form I-9) must be completed within three (3) business days of the employee's hire date. Employees who do not provide the necessary documentation within three (3) business days must be discharged.

Compare GCFC © PROFESSIONAL STAFF CERTIFICATION

first

AND CREDENTIALING REQUIREMENTS (version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCFC © PROFESSIONAL STAFF ~~CERTIFICATION~~-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:

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

- ~~The B.~~ The person is not awaiting trial on and has not been convicted of a criminal offense that would make ~~the person~~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:

- ~~Sexual~~

, including a charge or conviction that has been vacated, set aside or expunged:

A. Sexual abuse of a minor.

- ~~Incest~~B. ● ~~First~~ Incest.

C. First- or second-degree murder.

- ~~Kidnapping~~ D. Kidnapping. ● ~~Arson~~
- E. ● ~~Sexual~~ Arson.
- F. Sexual assault.
- ~~Sexual~~ G. Sexual exploitation of a minor.
- ~~Felony~~ H. Felony offenses involving contributing to the delinquency of a minor.
- ~~Commercial~~ I. Commercial sexual exploitation of a minor.
- ~~Felony~~ J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, ~~or conspiracy~~ or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.
- ~~Felony~~ K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.
- ~~Misdemeanor~~ L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.
- M. Burglary in the first degree.
- ~~Burglary~~ N. Burglary in the second or third degree.
- ~~Aggravated~~ O. Aggravated or armed robbery. ● ~~Robbery~~
- P. ● ~~A~~ Robbery.
- Q. A dangerous crime against children as defined in A.R.S. [13-705](#).
- ~~Child~~ R. Child abuse.
- ~~Sexual~~ S. Sexual conduct with a minor.
- ~~Molestation~~ T. Molestation of a child. ● ~~Manslaughter~~
- U. ● ~~Aggravated~~ Manslaughter.
- V. Aggravated assault.
- ~~W~~. Assault.
- ~~Exploitation~~ X. Exploitation of minors involving drug offenses.

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:

- ~~Provide~~ A. Provide for fingerprinting of employees covered under this policy and A.R.S. [15-512](#).
- ~~Provide~~ B. Provide for fingerprint checks pursuant to A.R.S. [41-1750](#).

Adopted: ~~October 22, 2013~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-705](#)

[15-183](#)

[15-503](#)

[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

[JJOC](#) - School Volunteers

Compare GCFC-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GCFC-E ©

EXHIBIT

PROFESSIONAL STAFF CERTIFICATION AND CREDENTIALING REQUIREMENTS

~~Name~~ 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:**

Sexual abuse of a minor

Incest

First- or second-degree murder

Kidnapping

Arson

Sexual assault

Sexual exploitation of a minor

Felony offenses involving contributing to the delinquency of a minor

Commercial sexual exploitation of a minor

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

Felony offenses involving the

~~possession~~

[possession](#) or use of marijuana, dangerous drugs or narcotic drugs

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

Burglary in the first degree

Burglary in the second or third degree

Aggravated or armed robbery

Robbery

A dangerous crime against children as defined in

A.R.S. [13-705](#)

Child abuse

Sexual conduct with a minor

Molestation of a child

Manslaughter

Assault or Aggravated assault

Exploitation of minors

involving drug offenses

~~Employee signature~~ _____ ~~Date~~

Employee signature

Date signed

Subscribed, sworn to, and acknowledged before me by _____

_____, this _____ day of _____, 20____,

in _____ County, Arizona.

My Commission Expires

—

~~Notary~~

Notary Public



GCFE ©
PROFESSIONAL / SUPPORT STAFF
HIRING - OATH OF OFFICE

Every school employee shall take and subscribe to the oath prescribed for public officers pursuant to A.R.S. [38-231](#). The person taking the oath shall file a copy of the acknowledged oath in the District office. The District office shall keep such copy on file as long as the employee remains employed by the District and for a period of five (5) years after termination of employment with the District.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[38-231](#)



GCFE-E ©

EXHIBIT

**PROFESSIONAL / SUPPORT STAFF
HIRING - OATH OF OFFICE**

In addition to any other form of oath or affirmation specifically provided by law for an officer or employee, before entering upon the duties of office or employment, any officer or employee shall take and subscribe to the following oath or affirmation:

State of Arizona, County of _____, I, _____ [type or print name], do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution and laws of the State of Arizona; that I will bear true faith and allegiance to the same, and defend them against all enemies, foreign and domestic, and that I will faithfully and impartially discharge the duties of the office of _____ [name of office] according to the best of my ability, so help me God (or so I do affirm).

(Signature of officer or employee)

LEGAL REF.:
A.R.S.
[38-231](#)

**Compare GCG © PART - TIME AND SUBSTITUTE
PROFESSIONAL STAFF EMPLOYMENT (version 3 to 2)**

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

first

last

**GCG ©
PART - TIME AND SUBSTITUTE
PROFESSIONAL STAFF EMPLOYMENT**

Substitute ~~Teachers~~

~~The Board will establish the daily pay rate for substitute teachers.~~

~~The Superintendent will screen all applicants for substitute positions and recommend substitute teachers to the Board for approval. The Superintendent will establish regulations to ensure that all substitutes used in the schools are on the Board-approved substitute list.~~

~~Substitute Professional~~ Professional

Staff Members

The Superintendent may employ, when conditions warrant, temporary or part-time personnel on a per diem or time card basis. This authority is subject to the following conditions:

- ~~Continued~~ **A.** Continued employment of any such person shall be subject to confirmation and approval by the Board at ~~its next~~ **its next** official meeting.
- ~~The~~ **B.** The employee shall be hired on a per diem basis and shall be compensated in accordance with ~~the requirements~~ **the requirements** and limitations of existing contracts that cover similar positions or employees.
- ~~In~~ **C.** In addition to the conditions set forth above, the temporary assignment of a person to a supervisory ~~or administrative~~ **administrative** position shall be preceded by notification to the Board. The Superintendent will ~~detail the~~ **detail the** circumstances that created the need for the part-time employment.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-502](#)

[15-503](#)

A.A.C.

[R7-2-603](#)



GCGB ©
ARRANGEMENTS FOR SUBSTITUTE
STAFF MEMBERS

The Superintendent will establish procedures for reporting the need for and arranging for professional staff substitutes.

Adopted: date of manual adoption

Compare GCGB-R © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk* **last**
through the modifications.

GCGB-R ©

REGULATION

ARRANGEMENTS FOR SUBSTITUTE

STAFF MEMBERS

When utilizing the leave policies of the District, it shall be the responsibility of the teacher to notify the ~~substitute finder~~ [employee absence reporting system](#), as soon as possible, of the need for a substitute teacher.

If the teacher knows in advance that a return to duty will be assured on a certain day, the principal should be so notified in order that the substitute may be informed.



GCGC
JOB SHARING IN
PROFESSIONAL STAFF POSITIONS

"Job sharing" means the sharing of one (1) full-time position by two (2) employees, each working half (1/2) time. Requests for job sharing may be considered only if such sharing is in the best interests of the District and the students served and providing that no additional costs are incurred.

Each employee will receive one-half (1/2) the salary that would be received for full-time work. Benefits and credit for experience will be the same as for half-time employees, except as follows: One-half (1/2) of the District contribution toward employee medical and dental insurance will be provided to each job-sharing participant OR, if agreed upon by job sharing partners, one (1) job share partner may waive this benefit and the other may receive employee medical and dental insurance as provided to a regular full time employee. The cost of provision of insurance to the District will be no more than the cost for one (1) full time position. Decisions concerning supplemental positions, if any, will be made on an individual basis.

The implementation, continuation, alteration or termination of such arrangements are at the sole discretion of the District administration. The Superintendent will develop regulations and guidelines to administer this policy.

Adopted: March 12, 2015



GCGC-R

REGULATION

JOB SHARING IN PROFESSIONAL STAFF POSITIONS

Consideration may be given to applications for "job-sharing" a 1.0 full-time equivalent (FTE) teaching position. Generally, each job-share participant must work a .5 FTE. In exceptional circumstances, the Superintendent may consider requests for job sharing with other FTE considerations.

Creation of Job-Sharing Arrangements

Teachers interested in sharing a teaching position should submit a proposal through the principal to the Assistant Superintendent for Human Resources. No job sharing may occur without the approval of the building principal. The proposal must also be approved in regard to program and content area by the Director of Special Education (for special education assignments) or the Executive Director for Curriculum and Instruction (all other subject/program areas).

The proposal must be submitted to the Assistant Superintendent for Human Resources by March 15 of the school year prior to the year the position is to be shared, and shall include the following:

- Rationale for request.
- Benefits to be derived.
- Information regarding the compatibility of the partners in regard to philosophy, classroom management, classroom organization, teaching style and technique, instructional strategies, parent communications, recordkeeping and grading.
- Logistical considerations.
- Work schedule, including staff meetings, in-service training, preparation days before the opening of school, and parent-teacher conferences.

Employees interested in job sharing must find their own compatible partners. Compatible personalities are an extremely important consideration. Partners must be dedicated to making the concept work, as opposed to merely desiring to work part time. The job-sharing partners assume all responsibility for maintaining a positive working relationship between the team members.

Voidance

If one (1) partner in an approved job-share contract is unable to fulfill the terms of the contract, and an appropriate alternate is not found for the remaining partner and approved by the principal, the remaining partner shall be responsible for fulfilling the entire contract by returning to full-time teaching.

Termination of Job-Sharing Arrangements

The administration may, at its discretion, terminate a job-sharing arrangement that is determined not to be in the best interest of the District and the students. Upon termination of such arrangement, the job assignment may be reassigned to one (1) of the original partners or to a third party selected by the administration.

The District assumes no responsibility for making adjustments or the job-sharing arrangement necessitated due to partner incompatibility or difficulties encountered by one (1) or more of the partners in meeting the terms of the agreement. A job-sharing arrangement may not be terminated during the school year unless such termination is determined by the administration to be in the best interest of the District.

Teacher Employment Status

If the teacher proposing to enter a job-sharing arrangement is a "noncontinuing teacher," as defined in A.R.S. [15-501](#), acceptance of an employment contract under a job-sharing arrangement will constitute a break in full-time teaching employment necessary to achieve continuing teacher status. A "continuing teacher" entering into a job-sharing arrangement will retain status as a continuing teacher.

Teachers retiring from District employment and wishing to job share a position after retirement must follow all employment application procedures similar to a new hire since retirees must sever employment with the District prior to entering the Arizona State Retirement System. Retired employees do not have continuing status.

Compare GCH © PROFESSIONAL / SUPPORT STAFF

first

ORIENTATION AND TRAINING (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCH ©

~~PROFESSIONAL~~ PROFESSIONAL / ~~SUPPORT STAFF~~ STAFF ORIENTATION AND TRAINING

The Superintendent will establish a program to provide orientation for all new District employees. At a minimum, this program will cover the following items:

- ~~Goals~~A. Goals, objectives, and programs of the District.
- ~~Personnel~~B. Personnel policies. ● ~~Terms~~
- C. Sexual harassment.
- D. Terms of employment.
- ~~General~~E. General disciplinary rules and procedures.
- ~~Salary~~F. Salary and fringe-benefit plans.
- ~~Self~~G. Self-improvement opportunities.
- ~~The~~H. The evaluation program and name(s) of evaluator(s).
- ~~I~~. Handling of body fluids.
- J. Child abuse reporting responsibilities.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)



GCI © PROFESSIONAL STAFF DEVELOPMENT

The Board recognizes its particular responsibility to provide opportunity for the continual professional growth of its certificated staff. Such opportunities include, within budgetary limitation, special in-service training courses, workshops, school or District visitations, conferences, professional library, and assistance from supervisors and consultants.

In line with such opportunities, the Board encourages educational research by staff members when the conduct of the project does not conflict with the major functions of the schools.

In-Service Training Courses

The Superintendent may establish local in-service training courses for teachers and other certificated employees in the schools, credit for which may be granted beyond the bachelor's degree in the manner that graduate courses in institutions of higher learning are taken into account.

This credit may be granted in cases where the scope, level, quality, and content of the local course is equal to college graduate work and the instructor is qualified to teach on the college level. The Superintendent may establish reasonable rules by which to select such courses and designate them for credit. The number of credits to be granted for each course shall be determined by the Superintendent.

The attendance of teachers in these courses shall be recorded, and no credit shall be allowed unless the teacher has completed the assigned work of the course.

If the District compensates the staff member for attending in-service training courses, no credit shall be allowed for advancement on the salary schedule.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

Compare GCJ © PROFESSIONAL STAFF PROBATIONARY

first

AND CONTINUING STATUS (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCJ © PROFESSIONAL STAFF PROBATIONARY AND CONTINUING STATUS

Probationary teacher means a certificated teacher who is not a continuing teacher.

Continuing teacher means:

- ~~a~~ **A.** a certificated teacher who has been and is currently employed by the District for the major portion of three (3) ~~consecutive~~ **consecutive** school years, and;
- ~~who~~ **B.** **who** has not been designated in the lowest performance classification for the previous school year or who ~~has not~~ **has not** regained continuing status after being designated as a probationary teacher.

A continuing teacher becomes a probationary teacher in the school year following having been designated in the lowest performance classification and shall remain a probationary teacher until that teacher's performance classification is designated in either of the two (2) highest performance classifications.

Administrators are not covered under the terms of the teacher appointment and evaluation statutes and do not gain credit toward continuing status.

Adopted: ~~August 8, 2013~~ **date of Manual adoption**

LEGAL REF.:

A.R.S.

[15-501](#)

[15-502](#)

[15-536](#)

[15-538.01](#)

[15-539](#)

[15-544](#)

[15-546](#)

[15-547](#)

A.G.O.

178-150

178-286

I80-113

I83-131

I84-048

CROSS REF.:

[GCO](#) - Evaluation of Professional Staff Members



GCK ©
PROFESSIONAL STAFF ASSIGNMENTS
AND TRANSFERS

The Superintendent shall have the responsibility for the assignment of all personnel throughout the District. The procedure for assignment and transfer of professional staff members will be based on the needs of the instructional program. In addition, no right to school, grade, or subject assignment shall be inferred from the teacher's contract.

A teacher who has been employed by the District for the major portion of three (3) or more consecutive school years and who is currently designated in the lowest performance classification for two (2) consecutive school years shall not be transferred as a teacher to another school in the District unless the District has issued a preliminary notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher and the Governing Board has approved the new placement as in the best interests of the pupils in the school. Following a transfer under this provision, a teacher who continues to be designated in one (1) of the two (2) lowest performance classifications shall not be permitted to transfer to another school. A teacher shall not be transferred more than once under the provisions of this paragraph.

The transfer of teachers from one school to another school within the District shall take into consideration the needs of the pupils in the District and the current distribution of teachers across all of the four (4) performance classifications adopted by the State Board of Education.

Professional staff members may apply for transfer or reassignment, whether or not a vacancy exists. Transfers will not be approved during the school year unless the needs of the District dictate such approval.

In the case of vacancies in new or existing positions, first consideration will be given to qualified applicants among current employees.

The resolution of any conflicts over the need for a transfer shall be based on what is best for the instructional program, the needs of the students, and the overall needs of the District as defined by the Superintendent.

Adopted: August 8, 2013



GCK-R

REGULATION

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Assignment and transfer procedures are as follows.

Voluntary Reassignment

Definitions:

- Reassignment. Movement of a teacher to another grade level or academic subject area within a school or movement within a department.
- Voluntary movement. The reassignment is requested by the teacher.
- Vacancy. Any presently unfilled teaching position or a position that may develop.

Procedure for informing the staff of vacancies:

- Any teacher submitting a Voluntary Reassignment/Transfer Form requesting reassignment shall be notified of applicable vacancies by the administrator.
- The site administrator, by March 10, shall post a tentative list of teaching positions needed within departments and/or grade levels for the following school year.

Procedure for handling voluntary reassignment:

- When filling existing vacancies, the administrator will consider requests for voluntary reassignment.
- The requests shall be submitted to the administrator on the Voluntary Reassignment/Transfer Form by March 15. Such requests shall be valid until the first contract day for returning teachers for the following school year. The last Voluntary Reassignment/Transfer Form submitted by an individual teacher supersedes any previously submitted requests by that teacher.
- The site administrator will hold a conference with each teacher who submits a request for reassignment to a known vacancy prior to filling the vacancy. During the conference, the Conference Guide for Reassignment will be completed. A teacher requesting more than one (1) voluntary reassignment for known vacancies will be given one (1) conference to discuss all requests.
- All District, state, and federally mandated programs and regulations will be satisfied during a voluntary reassignment.
- By May 15 of each school year, the building principal shall inform staff members of their tentative teaching and room assignments for the ensuing year.

- The site administrator, prior to the close of the school year, will advise teachers of the status of their requests.
- If a vacancy occurs during the summer, the administrator will consider the written requests. The administrator will contact the teacher and, if the teacher agrees, will notify the teacher and personnel services in writing of the reassignment.
- If the reassignment takes place after the beginning of the school year, the teacher will be given one day of instruction-free time to prepare for the new assignment.
- When reassignment necessitates a room change, the District shall provide the teacher with assistance in moving teaching materials to the new location, if the teacher makes such request in writing.

Involuntary Reassignment

Definitions:

- **Reassignment.** Movement of a teacher to another grade level or academic subject area within a school, or movement within a department.
- **Involuntary reassignment.** The reassignment request is initiated by the administration. Involuntary reassignment may be required when these things occur: (1) an unfilled teacher position, (2) an increase in grade-level student enrollment, (3) a decrease in grade-level student enrollment, (4) program changes, or (5) as the Superintendent determines is otherwise in the best interest of the District.

Procedure for handling involuntary reassignments:

- When no voluntary transfer or reassignment can be effected, the procedure for involuntary reassignment will be implemented.
- All District, state, and federally mandated programs and regulations will be satisfied during an involuntary reassignment.
- Involuntary reassignment will be made after completion of the Conference Guide for Reassignment. The administrator will meet with the teacher to discuss the conference guide and reasons for the involuntary reassignment.
- Whenever possible, teachers shall be involuntarily reassigned within two (2) grade levels contiguous to their present grade levels.
- By May 15 of each school year, the building principal shall inform staff members of their tentative teaching and room assignments for the ensuing year.
- If a teacher is to be involuntarily reassigned during the summer, the administrator will notify personnel services and the teacher, in writing, at the summer forwarding address.
- If an involuntary reassignment takes place after the beginning of the school year, the Superintendent or Acting Superintendent will consider all requests for voluntary reassignment and transfer before making a decision.
- If the involuntary reassignment takes place after the beginning of the school year, the teacher will be given one (1) day of instruction-free time to prepare for the new assignments.

- When an involuntary reassignment necessitates a room change, the District shall provide the teacher with assistance in moving teaching materials to the new location, if the teacher makes such request in writing.

Voluntary Transfer

Definitions:

- **Transfer.** The movement of a teacher from one school or department (i.e., special education, art, music, P.E., home economics, industrial arts, or regular education) to another.
- **Voluntary transfer.** A voluntary transfer is one initiated by a teacher.
- **Vacancy.** Any present unfilled teaching position or a position that may develop.

Procedure for posting of vacancy notices. The executive director of personnel services shall post by April 1, in all school buildings, a tentative list of teaching positions needed within departments and/or grade levels for the following year.

Procedure for handling voluntary transfers:

- When a vacancy exists, personnel will review existing voluntary transfer/reassignment requests to determine if there is a volunteer for transfer. If the existing vacancy can be filled voluntarily, voluntary transfer/reassignment procedures shall be followed.
- A teacher who wishes to be placed in a vacant position similar to the current one will be given the opportunity to apply for such transfer or reassignment. Every effort will be made to place such teachers in grade-level assignments that are as close as possible to the ones they then hold.
- In all cases, qualifications of employees and the needs of the instructional program will be considered in final placement decisions.
- After considering all voluntary assignment requests, and qualified employees who meet the needs of the instructional program are identified, the priority for filling positions will be as follows:
 - Voluntary transfer requests by teachers serving more than three (3) years whose current positions have been eliminated by closing, opening, reorganizing at the site, or reducing their programs.
 - Voluntary transfers of teachers serving more than three (3) years whose positions have been eliminated at their present schools and who are requesting placement in new assignments without interviews.
 - All other voluntary transfer requests by teachers serving more than three (3) years or more.
 - All other voluntary transfer requests by teachers serving less than three (3) years.
 - Involuntary transfer.
 - Leaves.

- RIF list.
- New hires. (The administration will make every effort to involve teachers in the screening, interviewing, and recommendation-for-hiring process for new teachers.)

Involuntary Transfers

Definition:

- Involuntary transfer. The movement of a teacher from one school or department to another that is initiated by the administrator. The Superintendent shall determine when a transfer is in the best interest of the District.

Procedure for handling involuntary transfers:

- When no voluntary transfer or reassignment can be effected, the procedures for involuntary transfer will be implemented.
- When an involuntary transfer is necessary, a teacher's certification/endorsement and District seniority will be used in determining which teacher will be transferred.
- All federally and state-mandated programs and regulations will be satisfied during an involuntary transfer.
- After satisfying the above certification/endorsement requirements, the teacher with the least District seniority at that school will be transferred. Whenever possible, teachers will be involuntarily transferred within two (2) grades contiguous to their present grades.
- When the involuntary transfer procedures must be implemented, the personnel department will provide a current, accurate seniority ranking list to the building administrator. Teachers affected by involuntary transfer will have the right to review this document to confirm their seniority rankings for transfer purposes.
- Seniority shall not be a determinant when a transfer is necessitated for reasons other than reduction in force.
- Seniority will be determined in accordance with the District's Policy GCPA (Reduction in Force for Professional Staff). Seniority will be:
 - Maintained when time is lost because of an occupation-related accident.
 - Maintained and will accrue when the employee is using accrued sick leave or long-term disability leave in the academic year during which the long-term disability leave is granted.
 - Maintained and will accrue during periods of RIF if the employee is rehired in the academic year following the RIF action.
 - Maintained during leaves of absence, paid or unpaid, that are approved by the Board.
- An involuntary transfer shall be made only after a meeting between the teacher involved and the building principal, at which time the teacher shall be notified in writing of the reason for the involuntary transfer. The teacher may consult with the assistant to the Superintendent for personnel services.

- During times of teacher inaccessibility, a registered letter shall be sent informing the teacher of pending transfer.

Advance notice of proposed transfers and assistance in moving materials:

- By May 15 of the current school year, the principal/supervisor shall post an "updated" tentative list of teaching assignments, unit assignments, and room assignment, if different from the previous year, for the coming school year.
- When an involuntary transfer occurs over the summer, personnel services will notify the teacher in writing of the new assignment.
- The teacher will be advised to contact the school principal for grade level and room assignment.
- If a teacher is transferred from one school site to another school site or is transferred/reassigned within the same school after the beginning of a school year, the teacher shall be provided at least one (1) day of instruction-free time to be utilized in preparation for the new assignment.
- In both of the above instances, the District shall provide the teacher with assistance in moving materials to the new location, if the teacher makes such request in writing.

Procedure to be utilized when a school is closed, opened, or reorganized:

- When a school/program is to be closed, opened, or reorganized, the teachers at that school may request voluntary transfer or reassignment in accordance with the District policy for voluntary transfer and reassignment.
- If the teachers at a school to be closed, opened, or reorganized do not request voluntary transfer or reassignment, then the procedures for involuntary transfer or reassignment will be followed.

Review and Revision of Transfer/Reassignment Procedures and Complaints

Review and revision of transfer/reassignment procedures may be recommended to the Superintendent by the administration or the recognized bargaining agent.



GCL PROFESSIONAL STAFF SCHEDULES AND CALENDARS

The times of the work day will be determined by the District administration and may vary during the year and between schools, within a single school, between grade levels, and different programs. The teacher understands and agrees that there may be occasions requiring the teacher's presence outside of the regular duty hours and the teacher will be present and perform any assigned duties, such duties being part of the teacher's obligations under the teacher's employment contract.

All professional staff members shall report to their duty stations on time each workday and shall, as scheduled, be available there until the designated time(s) they are scheduled to leave. The Superintendent may alter or extend the school day for meetings, special events, and activities.

Professional staff members are expected to be in their respective rooms or work areas as the schedule prescribes so that they may see students, parents, and/or attend to other duties as assigned. Family members are not allowed in teacher work areas during scheduled duty hours.

In order to ensure the safety of students and the security of school campuses, teachers may be assigned supervisory duty during the teaching day. These duty assignments shall be considered a regular part of a teacher's duties and shall be fulfilled accordingly.

Teachers will perform duties other than classroom teaching. Duty assignments will be made by the Superintendent through the principal.

Delay in opening or emergency closing. If an emergency or other circumstance as determined and declared by the Governing Board or authorized designee:

- delays the opening or requires the closing of the schools, the period of time covered by the employment contracts shall be extended so as to maintain open schools for the number of days required by the employment contracts without alteration of consideration;
- requires rescheduling of holiday periods during the school year, the Governing Boards may do so provided that any such change is consistent with the number of days required by the employment contracts.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-521](#)



GCMC ©
PROFESSIONAL STAFF MEETINGS

The Superintendent will arrange for and hold staff meetings as the need may arise. This authority may be delegated to the building principals or other administrators, who may hold such building meetings on a regularly scheduled basis or as they may arise.

All teachers are required to attend any such meetings unless officially excused by the principal or the Superintendent prior to the meeting.

The Board and the administration recognize the value of and encourage grade-level staff meetings, departmental staff meetings, and other meetings as necessary.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[IKACA](#) - Parent Conferences

Compare GCMF © PROFESSIONAL STAFF DUTIES AND RESPONSIBILITIES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCMF © PROFESSIONAL STAFF DUTIES AND RESPONSIBILITIES

(Duties of Teachers; Failure to Comply is Unprofessional Conduct; Penalty)

Every teacher shall:

- ~~Make~~ **A. Make** student learning the primary focus of the teacher's professional time.
- ~~Hold~~ **B. Hold** students to strict account for disorderly conduct.
- ~~Exercise~~ **C. Exercise** supervision over students on the playgrounds and during recess if assigned to such duty.
- ~~Take~~ **D. Take** and maintain daily classroom attendance.
- ~~Make~~ **E. Make** the decision to promote or retain a student in grade in a common school or to pass or fail a student in ~~a course~~ **a course** in high school. Such decisions may be overturned only as provided in A.R.S. [15-342](#).
- ~~Comply~~ **F. Comply** with all rules, regulations, and policies of the Governing Board that relate to the duties as prescribed.

A teacher shall not use sectarian or denominational books or teach any sectarian doctrines or conduct religious exercises.

A teacher who instructs a course offered under Policy IHAL, Teaching About Religion, in its appropriate historical context and in good faith shall be immune from civil liability and disciplinary action pursuant to section A.R.S. [15-535](#).

A teacher who fails to comply with the above is guilty of unprofessional conduct and may be subject to disciplinary action by the Governing Board and by the State Board of Education.

A teacher who is arrested for or charged with any nonappealable offense listed in section [41-1758.03](#), subsection B and who does not immediately report the arrest or charge to the teacher's supervisor is guilty of unprofessional conduct and shall be immediately dismissed from employment with the School District.

Adopted: ~~October 3, 2012~~ **date of Manual adoption**

LEGAL REF.:

A.R.S.
[15-203](#)

[15-341](#)

[15-521](#)

[15-535](#)

[15-539](#)

[15-550](#)

[41-1758.03](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[GCO](#) - Evaluation of Professional Staff Members

Compare GCO EVALUATION OF PROFESSIONAL STAFF

first

MEMBERS (version 6 to 4)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCO EVALUATION OF PROFESSIONAL STAFF MEMBERS

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

Definition of Terms

In this policy:

- A. **Certificated teacher** means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting ~~less than~~ **at least** fifty percent (50%) of ~~his~~ **the person's** time to classroom teaching.
- B. **Inadequacy of classroom performance** means the definition of inadequacy of classroom performance adopted by the Governing Board.
- C. **Performance classifications** means the four (4) performance classifications for teachers and ~~principals under the law and defined~~ **principals adopted** by the ~~State Governing Board of Education~~.
- D. **Qualified evaluator** means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.

Evaluation of Classroom Teachers and Other Certificated Non- administrative Staff Members

The District ~~evaluation instrument will~~ **teacher performance evaluation system shall do the following:**

- A. ~~Utilize the required elements of the model framework for a teacher and principal evaluation instrument adopted by the State Board of Education~~ **Be designed to improve teacher performance and improve student achievement;**
- B. Include quantitative data ~~on student of the~~ **academic progress** ~~that accounts for between~~ **for all students, which shall account for between twenty percent (20%) and thirty-three** ~~percent~~ **percent (33%)** ~~and fifty percent (50%)~~ of the evaluation outcomes;
- C. Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective; ~~D. Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.~~

Performance classifications for teachers shall be the same four (4) performance classifications adopted by the State Board of Education. The performance classifications are to be applied to the evaluation instruments in a manner designed to improve principal and teacher performance. At least annually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers.

The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- A. It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year or as provided in Section I.
- B. A copy of the evaluation system shall be given to each teacher in the District.
- C. Specific training requirements for qualified evaluators, approved by the Board, will be included which may involve local or national educator training resources recommended by the Superintendent.
- D. The Superintendent will recommend qualified evaluators to the Board prior to naming evaluators.
- E. The Board will designate qualified evaluators.
- F. Best practices for professional development and evaluator training adopted by the State Board of Education will be considered.
- G. The system will include incentives for teachers in the highest performance classification.
- H. The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.
- I. The District may use an alternative performance evaluation cycle subject to the following:
 - 1. The Governing Board shall adopt policies for an expedited performance review during the years in which a teacher is not undergoing a formal performance evaluation. The expedited performance review policies may classify teacher performance in categories that include teamwork and support for lower-performing teachers.
 - 2. The Governing Board shall allow only teachers who have been evaluated and designated in the highest performance classification for at least three (3) consecutive years by the same school to participate in the alternative performance evaluation cycle.
 - 3. If an expedited performance review under this subsection determines that the teacher is not in the highest performance classification, the teacher shall be

removed from the alternative performance evaluation cycle and be reviewed on the established evaluation system.

The Governing Board may waive the requirement of a second classroom observation for a continuing teacher whose teaching performance based on the first classroom observation places the teacher in one (1) of the two (2) highest performance classifications for the current school year, unless the teacher requests a second observation.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance.

=====

~~The District teacher evaluation will address the following items (to be inserted in this location after adoption by the Board):~~

~~Item 1~~

~~The Board shall describe performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification.~~

~~Item 2~~

~~The Board's dismissal or nonrenewal procedures shall require that the District issue the preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.~~

=====

Inadequacy of Classroom Performance

A teacher's classroom performance is inadequate if:

- A. the teacher receives a rating of "ineffective" in any of the five (5) Domains on any observation; or
- B. the teacher receives a rating of "ineffective" with respect to the District's evaluation instrument as a whole; or
- C. during each year of two (2) consecutive school years, the certificated teacher receives a rating of "ineffective" or "developing" rating with respect to the evaluation instrument as a whole.

The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance prior to Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher, will consider any mitigating circumstances

before issuing such notices to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten (10) school days of such issuance.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

Evaluation of Principals, other Administrators and Psychologists

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists. Advice will be sought from those to be evaluated in the development of the performance evaluation system for each of these employee classifications.

Evaluation of Principals

The [Governing Board](#) shall adopt policies that:

- A. are designed to improve principal performance and improve student achievement.
- B. include the use of quantitative data on the academic progress for all students, which shall account for between twenty percent (20%) and thirty-three percent (33%) of the evaluation outcomes.
- C. include four (4) performance classifications, designated as highly effective, effective, developing and ineffective.
- D. describe both of the following:
 - 1. the methods used to evaluate the performance of principals, including the data used to measure student performance and job effectiveness.
 - 2. the formula used to determine evaluation outcomes.

The [evaluation](#) system for the evaluation of the performance of principals may include the overall instructional program, student progress, personnel, curriculum, and facilities. Principals will be given a review of evaluation procedures prior to beginning the process.

~~The evaluation system for principals may include the following:~~

- ~~A. Alignment of professional development opportunities to the principal evaluations.~~
- ~~B. Incentives for principals in one (1) of the two (2) highest performance classifications, which may include multiyear contracts and incentives to work at schools assigned a letter grade of "D" or "F."~~
- ~~C. Transfer and contract processes for principals designated in the lowest performance classification.~~

Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. [15-203](#) of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

Evaluation of Other Administrators

The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the over-all instructional program and needs of the District. Evaluation procedures, timelines, and methods to be used for the communication of evaluation results will be reviewed with each employee prior to beginning the process.

Evaluation of Certificated School Psychologists

The evaluation system for certificated school psychologists shall include the following:

- A. Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- B. After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.
- C. The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.
- D. Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.

Contracts of Certificated Employees

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process.

The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-153](#)

[15-203](#)

[15-502](#)

[15-503](#)

[15-512](#)

[15-536](#)

[15-537](#)

[15-537.01](#)

[15-538](#)

[15-538.01](#)

[15-539](#) *et seq.*

[15-544](#)

[15-549](#)

[15-918.02](#)

[15-977](#)

A.A.C.

[R7-2-605](#)

CROSS REF:

[GBEB - Staff Conduct](#)

[GCB](#) - Professional Staff Contracts and Compensation

[GCF](#) - Professional Staff Hiring

[GCJ](#) - Professional Staff Noncontinuing and Continuing Status

[GCK](#) - Professional Staff Assignments and Transfers

[GCMF](#) - Professional Staff Duties and Responsibilities

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDO](#) - Evaluation of Support Staff Members

Compare GCO-RA © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GCO-RA ©

REGULATION

EVALUATION OF PROFESSIONAL STAFF MEMBERS

Evaluators

The Superintendent will compile an updated listing of those who have successfully completed the District required evaluator training and submit this list of newly trained evaluators prior to the first scheduled staff observation by an evaluator to the Governing Board for designation as qualified evaluators. The evaluator shall be responsible for the final written and official statement of evaluation, which shall be in writing, and a copy shall be transmitted to the certificated teacher within five (5) days after completion of the evaluation. [A.R.S. [15-537](#)]

The Superintendent shall implement the specific training requirements for qualified evaluators prescribed by the Governing Board.

Best practices for professional development and evaluator training adopted by the State Board of Education should be referenced by the Superintendent periodically as the State Board has the authority to periodically make adjustments to align with the model framework for teacher and principal evaluations with assessment data changes at the state level.

Classroom Observations by Evaluator:

- ~~The A.~~ **The** teacher performance evaluation system shall include at least two (2) actual classroom observations ~~of the~~ **of the** certificated teacher demonstrating teaching skills in a complete and uninterrupted lesson by the ~~qualified evaluator~~ **qualified evaluator**. However, the Governing Board may waive the requirement of a second classroom observation ~~for a~~ **for a** continuing teacher whose teaching performance based on the first classroom observation places ~~the teacher~~ **the teacher** in one (1) of the two (2) highest performance classifications for the current school year, unless ~~the teacher~~ **the teacher** requests a second observation.
- ~~There B.~~ **There** shall be at least sixty (60) calendar days between the first and last observations.
- ~~Preliminary C.~~ **Preliminary** notice of inadequacy may follow the first observation.
- ~~The D.~~ **The** last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, ~~the~~ **the** completion of any performance improvement plan and be used to determine whether the teacher ~~has corrected~~ **has corrected** inadequacies and has demonstrated adequate classroom performance.
- ~~An E.~~ **An** observation shall not be conducted within two (2) instructional days of any scheduled period in ~~which school~~ **which school** is not in session for one (1) week or more.

● ~~Informal~~-F. Informal or additional formal observations may be made at the discretion of the administrator. ~~Observations that~~ Observations that do not constitute a complete and uninterrupted lesson shall not be ~~considered in~~ considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.

Procedural Steps in the Process of Evaluation:

● ~~The~~-A. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the ~~principal shall~~ principal shall meet with the school's faculty for the purpose of orienting the teachers to the total evaluation plan. ~~Any teacher~~ Any teacher that is hired after the school year begins must also be given a review of evaluation procedures prior ~~to the~~ to the teacher's evaluation.

● ~~Within~~-B. Within ten (10) business days after each observation, the qualified evaluator observing the teacher shall ~~provide~~ shall provide written feedback to the teacher and a copy shall be retained for the principal's file. A third ~~copy shall be~~ copy shall be placed in the teacher's personnel file and made available to authorized District officers and employees and ~~employees and~~ as otherwise provided by law.

● ~~The~~-C. The results of an annual evaluation shall be in writing, or provided in electronic format to the ~~certificated teacher~~ certificated teacher and a copy shall be transmitted or provided in an electronic format to the certificated ~~teacher within~~ teacher within five (5) business days after completion of the evaluation.

● ~~Either~~-D. Either the qualified evaluator or another Board designee shall confer with the teacher to make ~~specific recommendations~~ specific recommendations as to the areas of improvement in the teacher's performance and to provide ~~professional development~~ professional development opportunities for the certificated teacher to improve performance and follow up with the ~~teacher after~~ teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating ~~adequate performance~~ adequate performance.

● ~~The~~-E. The certificated teacher may initiate a written reaction or response to the evaluation. The official ~~evaluation shall~~ evaluation shall be reduced to writing and signed by both the teacher and the evaluator. The teacher's signature ~~shall not~~ shall not mean concurrence. The teacher shall be allowed ten (10) calendar days to write and submit any comments, which shall be attached to the evaluation.

● ~~Copies~~-F. Copies of the evaluation report and performance classification of a certificated teacher retained by ~~the Governing~~ the Governing Board and the Department of Education are confidential, do not constitute a public record and ~~shall not be~~ shall not be released to any person except to those stipulated in A.R.S. [15-537](#) which allows release ~~to certain~~ to certain prescribed parties, including school districts and charter schools that inquire about the ~~performance of~~ performance of the teacher for prospective employment purposes.

● ~~A~~-G. A school district or charter school that receives information about a certificated teacher from the ~~evaluation report~~ evaluation report and performance classification shall use this information solely for employment purposes and shall not release to or allow access to this information by any other person, entity, school district or charter school ~~for~~ employment for employment purposes.

Preliminary Notice of Inadequacy of Classroom Performance:

●—A. A teacher whose classroom performance has been evaluated as being inadequate shall be given ~~a preliminary~~ a preliminary notice of inadequacy of classroom performance if the teacher may be dismissed or ~~nonrenewed~~ non-renewed because of this notice. The notice will provide the teacher at least forty-five (45) ~~instructional days~~ instructional days in which to overcome the inadequacies and shall specify the nature of the inadequacy with ~~such particularity~~ such particularity as to furnish the teacher an opportunity to correct the inadequacies and maintain ~~adequate classroom~~ adequate classroom performance as defined by the Governing Board.

●—~~The B.~~ The Superintendent is authorized to issue preliminary notice of inadequacy of classroom performance ~~without prior~~ without prior Board approval. The Superintendent will notify the Board of such issuance within ten (10) days of ~~such issuances~~ such issuance.

●—~~The C.~~ The preliminary notice of inadequacy of classroom performance shall be accompanied by a ~~performance improvement~~ performance improvement plan designed to help the teacher correct inadequacies and demonstrate adequate classroom performance.

Nonrenewal/Dismissal of Certificated Employees:

●—~~The A.~~ The Board shall authorize, as necessary, and send notice to teachers who will not be reemployed for ~~the ensuing~~ the ensuing school year.

●—~~The B.~~ The written notice of intention to dismiss or not to reemploy shall include a copy of any valid ~~evaluation pertinent~~ evaluation pertinent to the charges made.

●—~~Notice C.~~ Notice of the Board's intention not to reemploy the teacher shall be made by delivering it personally to ~~the teacher~~ the teacher or by sending it by registered or certified mail to the teacher at the teacher's place of residence, ~~as recorded~~ as recorded in the District's records. The notice shall incorporate a statement of reasons for not ~~reemploying the teacher~~ reemploying the teacher.

●—~~If D.~~ If a teacher does not correct inadequacies and demonstrate adequate classroom performance following ~~the preliminary~~ the preliminary notice of inadequacy of classroom performance accompanied by a performance plan and ~~the statutory~~ the statutory time allocated for such improvement has elapsed, a written notice of intention to dismiss or not ~~to reemploy~~ to reemploy may be issued.

●—~~The E.~~ The Governing Board shall give any certificated teacher notice of intention to dismiss or not to reemploy ~~if such~~ if such intention is based on charges of inadequacy of classroom performance. The Governing Board or ~~its authorized~~ its authorized representative at least forty-five (45) instructional days before such notice, shall give the ~~teacher written~~ teacher written preliminary notice of inadequacy of classroom performance, specifying the nature thereof with ~~such particularity~~ such particularity as to furnish the teacher an opportunity to correct inadequacies and maintain adequate classroom performance. A notice of the Governing Board's intention to dismiss or not to reemploy for ~~inadequacy of~~ inadequacy of classroom performance shall not be issued until the District has completed an observation at the ~~conclusion of~~ conclusion of a performance improvement plan.

●—~~In F.~~ In the case of a continuing teacher, if the teacher does not demonstrate adequate classroom ~~performance within~~ performance within the allotted time the Board shall dismiss the teacher as provided by statute.

Contracts of Certificated Employees

The Governing Board shall offer a teaching contract for the next ensuing school year to each certificated probationary teacher who is under a contract of employment with the District for the current school year, unless the Governing Board, a member of the Board acting on behalf of the Board or the Superintendent gives notice to the teacher of the Board's intention not to offer a teaching contract or unless such teacher has been dismissed.

The Governing Board shall offer to each certificated continuing teacher who has been employed more than the major portion of three (3) consecutive years and who is under contract of employment with the District for the current year a contract renewal for the next ensuing school year unless the teacher has been given notice of the Board's intent not to offer a contract and to dismiss the teacher as provided by statute.

The Governing Board shall offer a contract to each certificated teacher who is not designated in the lowest performance classification and was offered a contract in the prior year unless the teacher has been given notice of the Board's intent not to offer a contract and to dismiss the teacher.

The teacher's acceptance of the contract must be indicated within fifteen (15) business days from the date of the teacher's receipt of the written contract or the offer of a contract is revoked.

Receipt is considered to have occurred when the written contract is:

- ~~personally~~ A. personally delivered,
- ~~placed~~ B. placed in the teacher's school-provided mailbox, including electronic mail, or
- ~~two~~ C. two (2) days after being placed in a United States Postal Service mail box.

The teacher 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 teacher fails to accept the contract.

The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. Additional provisions are as follows:

- ~~If~~ A. If a contract has not been transmitted to the certificated employee by the end of the current school year, ~~an electronic~~ an electronic contract to that certificated employee, if provided in that format by the District, shall be ~~transmitted prior~~ transmitted prior to the start of the next school year and shall be submitted to both the certificated employee's District e-mail as well as the certificated employee's personal e-mail in order to notify the certificated employee of ~~the offer~~ the offer of contract.
- ~~Each~~ B. Each certificated employee shall be responsible for submitting his or her personal e-mail to human ~~resources personnel~~ resources personnel at the District for this purpose.
- ~~Documents~~ C. Documents transmitted in an electronic format pursuant to this subsection shall be considered ~~written documents~~ written documents for the purposes of sections [15-536](#) and [15-538.01](#).
- ~~If~~ D. If the Governing Board has so adopted, electronic signatures are to be followed by original signatures within ~~a specified~~ a specified time period.

- ~~The E.~~ The Governing Board that accepts an electronic signature for a certificated employee's contract shall ~~provide validation~~ provide validation to the certificated employee that the contract has been transmitted.

***Principals, Other Administrators and
Certificated School Psychologists:***

- ~~Evaluation A.~~ Evaluation will be a cooperative procedure, with the evaluator and the evaluatee having full knowledge of ~~the criteria~~ the criteria and process.
- ~~The B.~~ The results of an annual evaluation shall be in writing, or be provided in electronic format, to the evaluatee ~~and a~~ and a copy shall be transmitted or provided in an electronic format within five (5) business days after completion ~~of the~~ of the evaluation.
- ~~Evaluation C.~~ Evaluation documents and procedures shall be developed based on the unique responsibilities ~~and expectations~~ and expectations inherent in the assignment.
- ~~The D.~~ The evaluation and performance classification of each principal in the District will be made available to ~~school districts~~ school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

***Principal, Other Administrator, and
Certificated School Psychologist
Contract Renewal***

If the administrator's contract with the District is for more than one (1) year, but not exceeding three (3) years, on or before May 15 of the last year of the contract, the Board shall offer a contract for the next school year to the administrator unless on or before April 15 the Board gives notice to the administrator of the Board's intention not to offer a new administrative contract.

If the administrator's or psychologist's contract with the District is for a single year, on or before May 15 of each year the Board shall offer a contract for the next school year to the administrator or psychologist unless on or before April 15 the Board gives notice to the administrator or psychologist of the Board's intention not to offer a new administrative contract or psychologist's contract.



GCO-RB ©

REGULATION

EVALUATION OF PROFESSIONAL STAFF MEMBERS

(Procedures for Appeal of Evaluation)

When an evaluation is used as the criterion for establishing a teacher's compensation, the teacher will be so informed at the conference where the evaluation is discussed.

A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal to the Superintendent no later than ten (10) days after the conference where the disputed evaluation is discussed.

The appeal to the Superintendent shall be limited to the sole issue of how the evaluation procedure used is at variance from the Board-adopted procedure. The burden of proof is on the teacher and the appeal may consist of a paper review. The decision of the Superintendent shall be final and not subject to further appeal or review.

Compare GCP © PROFESSIONAL STAFF PROMOTIONS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCP © PROFESSIONAL STAFF PROMOTIONS

The Superintendent will fill positions of increased responsibility with the best available candidates. Candidates ~~will~~ **may** be considered both from within and from outside the District.

Adopted: date of manual adoption



**GCQ ©
PROFESSIONAL STAFF
TERMINATION OF EMPLOYMENT**

Refer to Policy [DKA](#).

Compare GCQA PROFESSIONAL STAFF REDUCTION IN FORCE (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCQA © PROFESSIONAL STAFF REDUCTION IN FORCE

~~The Governing Board may eliminate teachers in the District in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of the schools of the District. The number and type of~~ **certificated staff** ~~positions required to implement the District's educational program will be determined by the Board after recommendation from the Superintendent.~~

~~The Superintendent will follow the guidelines below when implementing a reduction in force:~~

- ~~● Normal attrition will be relied upon as the first means of reducing the number of positions.~~

- ~~● If attrition does not accomplish the required reduction in staff, the~~

~~In the event the Board decides to release certificated staff members, the following guidelines will be in effect:~~

~~A. The Superintendent shall submit to the Board recommendations for the~~ **release termination** ~~of specific staff members. —Factors to be considered in recommending the release of specific teachers— The criteria used in formulating these recommendations shall include, but shall not necessarily be limited to, the following:~~

- ~~■ Staffing requirements to continue educational programs:~~
- ~~■ Educational and other qualifications, including federal and state requirements, that are needed~~ **1. Qualifications and certification of staff members** ~~to accomplish the District's educational programs and mission:~~
- ~~■ Job performance, competency and effectiveness as recorded in written evaluations and other evidence of a teacher's performance, e.g. informal observations, letters of reprimand, improvement plans, etc., and compliance with adopted District policies and mandates:~~
- ~~■ Overall teaching experience in relevant grade levels and subjects, including experience at other comparable educational institutions or in other comparable programs:~~
- ~~■ District-specific academic training on District initiatives or programs~~ **program, including certification requirements for specialty categories and designation as a highly qualified teacher.**

2. Overall teaching experience, academic training, and ability.

3. Past contributions to the educational program of the District.

Teacher tenure and seniority shall not be considerations in retention determinations.

Personnel to be released shall be notified as soon as practical.

Adopted: ~~March 9, 2010~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-502](#)

[15-503](#)

[15-544](#)

A.G.O.

178-286

CROSS REF.:

[GCB](#) - Professional Staff Contracts and Compensation

Compare GCQC © RESIGNATION OF PROFESSIONAL STAFF

first

MEMBERS (version 4 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCQC © RESIGNATION OF PROFESSIONAL STAFF MEMBERS

All resignations or requests to be released from contract shall be presented in writing to the Board for approval. A release from an uncompleted contract may be granted contingent upon the availability of a well-qualified, certificated teacher as a replacement.

A teacher who resigns contrary to this policy shall be deemed to have committed an unprofessional act and ~~shall~~[may](#) be subject to the penalty as provided under Arizona statutes and State Board of Education regulations.

Adopted: date of

~~manual~~

[Manual](#) adoption

LEGAL REF.:

A.R.S.

[15-545](#)

[23-353](#)

A.A.C.

[R7-2-205](#)

Compare GCQC EXCHANGE TEACHING (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

~~GCQC~~

~~EXCHANGE TEACHING~~

Arizona Revised Statutes [15-131](#) Exchange Teacher Agreement:

~~The governing board of any school district in the state or the board of regents of the universities and state colleges of Arizona may enter into agreements with any foreign country, state, territory, or possession of the United States, or other school district within the state for the exchange and employment of teachers or professors having required certificates in this state and teachers or professors in the public schools, universities, or colleges of any foreign country, state, territory, possession, or other school district within the state, having certification or qualifications equivalent to that of the exchange teacher or professor of this state.~~

~~The teacher exchange will be for only one (1) school year.~~

~~Teachers with five (5) or more years of teaching experience within the District are eligible.~~

~~One (1) teacher per school during a fiscal year may be granted exchange.~~

~~Teachers who have participated in the teacher exchange program are eligible once every four (4) years.~~

~~The exchange teacher will submit in writing how the exchange will benefit District students, especially in the teacher's classes.~~

~~The exchange teacher must also submit in writing the benefits of having a teacher from another state or country teaching the class.~~

~~The school principal's beliefs regarding the benefits that will occur from the exchange of teachers must be submitted in writing.~~

~~The Superintendent will make the final recommendation to the Governing Board.~~

~~The procedures that will be followed by both exchanging districts are:~~

- ~~• The names and resumés of the exchange teachers will be submitted to the respective receiving districts for approval.~~
- ~~• A contract will be made between the two (2) districts on the exchange of the teachers.~~
- ~~• The teachers' salaries will be paid by the respective sending districts.~~
- ~~• Housing is not arranged by the school districts, but it may be arranged by both exchange teachers.~~
- ~~• The sending district of the teacher will pay the substitute teacher's rate to provide for sick leave.~~

- ~~● Evaluation will be done on all exchange teachers by the respective receiving school districts.~~

~~Adopted: date of manual adoption~~

~~LEGAL REF.:~~

~~A.R.S.~~

~~15-131 et seq.~~



**GCQE
RETIREMENT OF PROFESSIONAL
STAFF MEMBERS**

(Teacher Longevity Program)

The Teacher Longevity Program is intended to provide teachers with the opportunity to receive an incremental increase in salary during the final two (2) years of employment in exchange for additional days worked and the voluntary release, by the employee, of tenure rights or employee benefits rights accrued during such employment.

A teacher with twenty (20) or more years of service in the District may work for up to twenty (20) extra contract days at per diem rate for two (2) years. The purpose is to utilize teachers with relevant experiences and expertise to assist in curriculum planning, teaching and program development during the summer months or intersession breaks. This incentive is not related to any age restriction; only to years of experience in the Glendale Elementary School District.

Each eligible teacher shall commit to a two (2) year agreement by January 15 of the year in which they will begin the Longevity Incentive Plan. Employees must complete the application for Teacher Longevity Incentive Plan and submit the form to human resources. The employee shall be notified of acceptance into the plan once the Governing Board has approved the budget for the following year. At the time of acceptance into the Teacher Longevity Program, the teacher shall submit an irrevocable letter of the teacher's intent to retire at the end of the two (2) year period.

Enrollment in this plan will be limited to thirteen (13) teachers each year, based on seniority and subject to sufficient funds in the District's budget. Additional teachers will be eligible to participate in the plan if District funds allow. The additional teachers selected for participation will be determined on a priority basis with the years of service in the District being the determining factor.

Adopted: August 11, 2009

LEGAL REF.:

A.R.S.

[38-711](#) et seq.

[38-741](#) et seq.



GCQEA
RETIREMENT OF PROFESSIONAL /
SUPPORT STAFF MEMBERS
(District Supplemental Retirement Program)

The District offers a supplemental retirement program consisting of partial reimbursement for health/dental insurance premiums to eligible employees who retire from the District.

Eligibility

To be eligible for this program an employee must meet all of the following criteria:

- The employee must have been hired by the District prior to July 1, 2016.
- The employee must have reached any combination of age and years of service which would qualify the employee to be eligible for standard (not early) retirement benefits with the Arizona State Retirement System (ASRS), and the employee must retire and accept benefits from ASRS.
- The employee must have completed at least fifteen (15) consecutive years of full-time employment with the District immediately prior to retirement.
- The employee must be at least fifty-five (55) years old, unless the employee has completed thirteen (13) or more years of service prior to July 1, 2013, in which case the age requirement is waived.
- If the employee has worked for the district for thirty (30) or more years, the fifty-five (55) year old age requirement is waived.

The fifteen (15) consecutive years of full-time employment must be immediately prior to the effective date of the retirement. A Board-approved leave of absence will not be considered an interruption of consecutive service, but neither shall it be counted as part of the fifteen (15) consecutive years of service.

Benefits

In consideration of retirement from full-time employment and relinquishment of any right to continued full-time employment, the District will reimburse the retired employee for a portion of the retired employee's health insurance premium according to the following schedule and based upon the employee's years of consecutive service as of July 1, 2016:

| | |
|---|-----------------|
| 13-15 years of consecutive service as of July 1, 2016 - | \$400 per month |
| 11-12 years of consecutive service as of July 1, 2016 - | \$360 per month |
| 9-10 years of consecutive service as of July 1, 2016 - | \$320 per month |
| 7-8 years of consecutive service as of July 1, 2016 - | \$280 per month |
| 5-6 years of consecutive service as of July 1, 2016 - | \$240 per month |
| 2-4 years of consecutive service as of July 1, 2016 - | \$200 per month |

Employees will be entitled to any portion of this premium and any subsidy paid by the Arizona State Retirement System (ASRS), but in no event will the District pay to the employee more

than the actual cost of the employee's insurance premium after accounting for the subsidy received from ASRS.

Benefits payable under this program shall cease when the individual reaches age sixty-five (65). Benefits payable under this program shall also cease during any period of time when the individual is not enrolled in a group health/dental plan insurance option offered by the Arizona State Retirement System.

Although dependent coverage may be available through the Arizona State Retirement System, the District's supplemental retirement program does not provide any reimbursement for the premium cost of coverage for anyone but the retired employee.

The District will reimburse the retiree by lump sums payable in June (for the period covering January through June) and December (for the period covering July through December) of each year for which benefits are payable under this program. The District's subsidy payments will be made in arrears. The retiree must pay the premium initially and provide proof of payment to the District in order to receive reimbursement.

Request to Participate in Program

To facilitate proper budgeting, notice of an employee's intent to enroll in this program must be given in writing (on a form prepared by the District) to the District's personnel department by March 20 of the fiscal year preceding the fiscal year in which retirement is planned under this program. For extenuating circumstances, and at the discretion of the Superintendent, this condition of advance notice may be waived.

Conditions and Restrictions

Admittance to the program must be approved by the Governing Board, upon recommendation of the Superintendent.

Due to budget limitations, and at the discretion of the Governing Board, this program may be cancelled or a limitation may be established on the number of eligible retirees each year. If it is necessary to impose a limitation on the number of eligible retirees in any year, District seniority will be used to determine priority order for acceptance of eligible employees into the program. In the case of identical District seniority, the individual of the most senior age will be given priority.

An employee is not eligible for retirement under this program on or after age sixty-five (65) as no benefits would be payable.

Retirement under this program constitutes an agreement by the employee to retire from employment and waives any right to continued employment with the District.

This program is subject to the applicable laws and regulations of the State of Arizona, the lawful rules and regulations of the State of Arizona Board of Education, and the policies of the District.

Modifications

The funds to pay for this program come from the Maintenance and Operations portion of the District's budget. Each year through the meet and confer process the District may conduct a survey of all employees to determine if they wish to modify this program or its benefits. This program and its benefits may be modified in the course of meet and confer, subject to approval of the Board; provided, however, if any modification is made to the program or its benefits such modifications shall not affect the rights of employees under the existing program who:

(a) have already retired under the program;

(b) have satisfied the existing program's eligibility criteria for years of service prior to the approval of the Board of any changes proposed through meet and confer.

Persons who have already retired under this program cannot have their benefits modified through recommendations made from the meet and confer process. Employees who fall under category (b) may, at their option, retire under the existing program or the program as modified through Board approval of a recommendation emanating from the meet and confer process.

The Governing Board has the right at all times to consider the continuation of this benefit pending the availability of funds.

Adopted: February 26, 2016

LEGAL REF.:

A.R.S.

[15-502](#)



**GCQF ©
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.

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.
- 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.
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.

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.
- 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.

***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](#).

The Governing Board may provide, *by vote* at its annual organizational meeting, that all hearings conducted pursuant to this section 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.

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.

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](#).

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: September 28, 2017

LEGAL REF.:

A.R.S.

[13-2911](#)

[15-203](#)

[15-341](#)

[15-342](#)

[15-350](#)
[15-503](#)
[15-507](#)
[15-508](#)
[15-514](#)
[15-536](#)
[15-538](#)
[15-538.01](#)
[15-538.02](#)
[15-539](#)
[15-540](#)
[15-541](#)
[15-542](#)
[15-543](#)
[15-549](#)
[15-551](#)
[41-770](#)

CROSS REF.:

[DKA](#) - Payroll Procedures/Schedules

[GCJ](#) - Professional Staff Noncontinuing and Continuing Status

[GCO](#) - Evaluation of Professional Staff Members



GCQF-E ©

EXHIBIT

DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

Upon a written statement of charges presented by the Superintendent and/or adopted by the Board that cause exists to dismiss or suspend a teacher for more than ten (10) days without pay, due process, written charges, and a hearing, if requested, shall be provided in accord with A.R.S. [15-539](#) et seq. and relevant regulations.

If charges have been adopted by the Governing Board stating cause, a teacher may be placed on administrative leave by the Board, per A.R.S. [15-540](#).

When the Superintendent presents a statement of charges wherein the alleged cause for dismissal constitutes immoral conduct, the Governing Board may adopt a resolution authorizing filing of a complaint with the State Board of Education. Pending disciplinary action by the State Board of Education on a Governing Board complaint alleging immoral conduct, a teacher may be reassigned by the administrator or placed on administrative leave by the Board, per A.R.S. [15-540](#). When the Superintendent reasonably suspects or receives a reasonable allegation that an act of immoral or unprofessional conduct that would constitute grounds for dismissal or criminal charges by a certificated person has occurred, a report shall be made to the Department of Education by the Superintendent, per A.R.S. [15-514](#).

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](#).



GCRD © TUTORING FOR PAY

Except by prior written authorization from the Superintendent:

- School buildings are not to be used for private tutoring or classes for which students pay a fee to a staff member unless a rental contract has been entered into with the District.
- A staff member is not permitted to provide tutoring for pay to any student who attends or is registered in any of the staff member's own classes.

Any person contracted by the state or District to provide tutoring services directly to pupils shall be required to obtain a fingerprint clearance card prior to such services being provided.

Adopted: September 11, 2008

LEGAL REF.:

A.R.S.

[15-534](#)

A.G.O.

R97-023

CROSS REF:

[GCF](#) - Professional Staff Hiring

[KF](#) - Community Use of School Facilities

[LDA](#) - Student Teaching and Internships



GCR ©
NONSCHOOL EMPLOYMENT BY
PROFESSIONAL STAFF MEMBERS

A regular, full-time employee's position in the District shall be given precedence over any type of outside work or self-employment. Employees are free to carry on individual work or self-employment projects as long as no District facilities, equipment, or school(s) are used, except as provided by policy, and the outside work or self-employment does not interfere with the employees' performance of District-assigned duties.

The outside work or self-employment by a staff member is of concern to the Board insofar as it may:

- Prevent the employee from performing assigned responsibilities in an effective manner.
- Be prejudicial to proper effectiveness in the position or compromise the District.
- Raise a question of conflict of interest - for example, where the employee's position in the District permits access to information or other advantage useful to the outside employer.

Therefore, an employee may not perform any duties related to outside work or self-employment during regular District working hours or during the additional time that is needed to fulfill the responsibilities of the District position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

CROSS REF.:

[EDB](#) - Maintenance and Control of Materials and Equipment

[KF](#) - Community Use of School Facilities

Compare GCS © PROFESSIONAL RESEARCH AND

first

PUBLISHING (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GCS © PROFESSIONAL RESEARCH AND PUBLISHING

The Board has proprietary rights to publications, instructional materials, and devices prepared by employees unless prepared by such employees on their own time and without use of school facilities and/or equipment.

● ~~The A.~~ The Board authorizes the Superintendent to review material prepared by staff members prior to ~~copyright or patent~~ ~~copyright or patent~~ for subsequent publication or distribution, and to recommend waiving all or part of the Board's ~~proprietary~~ ~~s proprietary~~ rights in favor of the employees preparing such materials.

● ~~Any B.~~ Any staff member who submits professional materials for publication in which the District is mentioned ~~will submit~~ ~~will~~ submit all such material to the Superintendent prior to release for publication, including materials ~~developed on~~ ~~developed on~~ the employee's own time.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

17 U.S.C. 201



GDA ©
SUPPORT STAFF POSITIONS

Support staff positions are created only with the approval of the Board. The District will attempt to activate a sufficient number of positions to accomplish the District's goals and objectives.

Before recommending the establishment of any new position, the Superintendent will present a job description for the position that specifies the qualifications, the performance responsibilities, and the method by which the performance of such responsibilities will be evaluated. The establishment of any new position will require Governing Board approval.

The Superintendent will maintain a comprehensive and up-to-date set of job descriptions of all positions in the school system.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-502](#)



GDB SUPPORT STAFF CONTRACTS AND COMPENSATION

Support staff members are all employees of the District who are not required by state law or by a District policy, regulation, or job description to possess teaching certificates from the Arizona Department of Education for the purpose of performing their jobs, unless they are expressly designated as professional staff members in notices of employment or contracts executed by the Governing Board.

Employment Status

All support personnel are either term employees or at-will employees of the District.

Term employee. A term employee is a support staff member who is employed by the District pursuant to a written contract that specifies the duration of the employment contract, which shall not exceed one (1) year. All support staff members who are not term employees are at-will employees.

At-will employee. An at-will employee is a support staff member who is employed by the District for no specific term and who has no right of continued employment. The employment of an at-will employee may be terminated by action of the Governing Board for any reason with advance notice, as the Governing Board desires. No employee or Governing Board member shall have the authority to make any agreement or contract to the contrary or any agreement with an at-will employee for any specified period of time. No District policy or regulation or item within the District's handbook is intended to - and shall not operate to - create any property or contract rights inconsistent with the at-will employment status of support staff members.

Compensation

The Superintendent will provide to the Board recommendations on the salaries and benefits of support staff employees in conjunction with the development of the District's annual budget. The Board will determine salaries and benefits of support staff employees annually, differentiated on the basis of duties and responsibilities.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-502](#)

A.A.C.

[R7-2-601](#) et seq.

CROSS REF.:

[GDQB](#) - Resignation of Support Staff Members

Compare GDBA © SUPPORT STAFF SALARY SCHEDULES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GDBA © SUPPORT STAFF SALARY SCHEDULES

Initial Placement on

Salary Schedule

The initial placement on the salary schedule for all new support staff personnel and for all currently employed personnel selected for another position in the District will be recommended by the Superintendent and approved by the Board at the time of employment. ~~The Superintendent's recommendation will be based on consideration of the candidate's qualifications, relevant job experience, and years of District employment, if applicable.~~

~~Salary Advancement~~

~~Salary advancements for regular twelve (12) month employees are granted only at the beginning of each fiscal year. Annual step increases may be withheld if it is determined the employee does not perform at the expected level or does not meet standards for the job.~~

~~An employee must work one (1) day more than one-half (1/2) of the year to receive a step advancement in salary.~~

Adopted: date of manual adoption

Compare GDBC © SUPPORT STAFF SUPPLEMENTARY PAY /
OVERTIME (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

~~GDBC ©~~

~~SUPPORT STAFF SUPPLEMENTARY~~

~~PAY / OVERTIME~~

~~The Superintendent will recommend to the Board an extra-duty pay schedule each year for its review and action.~~

~~Whenever applicable, pay for extra duty must be coordinated with regular pay in accord with the requirements of the Fair Labor Standards Act.~~

~~Adopted: date of manual adoption~~

~~LEGAL REF.:~~

~~A.R.S.~~

~~15-502~~

~~29 U.S.C. 207, Fair Labor Standards Act~~

~~GROSS REF.:~~

~~GDL -- Support Staff Workload~~



GDBD ©
SUPPORT STAFF FRINGE BENEFITS

The Governing Board will review support staff fringe benefits each year during the budget process and may modify the benefits to meet the best interest of the District.

Minimum standards of eligibility for fringe benefits will be determined by the Board annually.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-502](#)



**GDC ©
SUPPORT STAFF
LEAVES AND ABSENCES**

Refer to GCC 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.



**GDD
SUPPORT STAFF
VACATIONS AND HOLIDAYS**

Vacation

All regular twelve (12) month support staff employees shall receive two (2) weeks [ten (10) working days] of paid vacation time after one (1) year of employment. Vacation time shall increase to a maximum of one (1) month [twenty (20) working days] after fifteen (15) years of service to the District, provided at the rate indicated in the chart below.

| Number of years employed | Monthly credit hours | Vacation leave in days |
|--|--|--|
| One (1) and two (2) | Six & three-fourths (6 3/4) | Ten (10) |
| Three (3) Four (4) | Seven & one-fourth (7 1/4) Eight (8) | Eleven (11) Twelve (12) |
| Five (5) Six (6) | Eight & three-fourths (8 3/4) Nine & one-fourth (9 1/4) | Thirteen (13) Fourteen (14) |
| Seven (7) through ten (10) | Ten (10) | Fifteen (15) |
| Eleven (11) Twelve (12) Thirteen (13) Fourteen (14) | Ten & three-fourths (10 3/4) Eleven & one-fourth (11 1/4) Twelve (12) Twelve & three-fourths (12-3/4) | Sixteen (16) Seventeen (17) Eighteen (18) Nineteen (19) |
| Fifteen (15) and beyond | Thirteen & one-fourth (13 1/4) | Twenty (20) |

Vacation Carryover

Unused vacation leave may accumulate to a maximum of forty (40) days, at which time no more vacation can be earned. As accumulated vacation days are used and drop below forty (40) days, an eligible employee may again accumulate vacation up to the maximum limit. Support staff employees are encouraged to use the vacation they earn each year so that it is not necessary to carry over vacation from one year to the next.

Holidays

Employees shall be entitled to all legal holidays during the school year as announced by the Superintendent and in conformance with Arizona Revised Statutes. Other holidays will be established by the school calendar.

Staff members who are not exempt under the Fair Labor Standards Act (FLSA) must be present for work, or on approved paid leave, on the scheduled workday immediately preceding and immediately following a holiday in order to be eligible for holiday leave.

Adopted: March 9, 2017

LEGAL REF.:
A.R.S.

[1-301](#)

[15-502](#)

[15-801](#)

[38-608](#)

Compare GDF © SUPPORT STAFF HIRING (version 3 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

GDF © SUPPORT STAFF HIRING

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by ~~giving careful consideration to~~ **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.

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

- ~~There~~ **A.** ~~There~~ will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, **sexual orientation, gender identity**, or disability of an otherwise qualified individual.
- ~~Candidates~~ **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.
- ~~Each~~ **C.** ~~Each~~ candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.
- ~~A-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:

- ~~The~~ **A.** ~~The~~ District documents in the applicant's file the necessity for hiring and placing the applicant into ~~service before~~ **service before** a fingerprint check can be

completed or a fingerprint clearance card is issued or denied.

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

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

● ~~The 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.

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: ~~November 13, 2008~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-3716](#)

[15-153](#)

[15-502](#)

[15-512](#)

[23-211](#)

[23-212](#)

[23-1361](#)

[38-201](#)

[38-481](#)
[41-1756](#)

CROSS REF.:

[G DFA](#) - Support Staff Qualifications and Requirements
(fingerprinting requirements)

Compare GDF-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

GDF-R ©

REGULATION

SUPPORT STAFF HIRING

Definition

~~A background investigation is~~ A background investigation is defined as any communication with an applicant's (or employee's) former employer that concerns the education, training, experience, qualifications, and job performance of the individual and that is used for the purpose of evaluation for employment. Background investigation does not include the results of any state or federal criminal history records check.

Background Investigation Requirements

Only persons designated by the Superintendent shall perform background investigations. Prior to contacting former employers or other persons, the background investigator shall:

- ~~Ascertain~~ A. Ascertain that the standard employment application for the type of position has been completed in full.
- ~~Obtain~~ B. Obtain from the individual a consent to background investigation and release as determined by the District.
- ~~Make~~ C. Make certain that the individual has identified at least ~~two one (21) persons from person from~~ each past employer who can ~~verify basic~~ verify basic job information and discuss the individual's work performance and reason for leaving.
- ~~Examine~~ D. Examine the application for a complete work history, accounting for any gaps in employment.

~~Two One (21) persons should~~ person should be contacted at each past employer if possible (any exceptions should be documented). Upon making contact, the contacts or the former employer or employer's agent should be provided the following information:

- ~~The~~ A. The name and identifying information of the District.
- ~~The~~ B. The name of the District representative making the inquiry and how the representative can be contacted.
- ~~The~~ C. The name of the former employee and period of employment as indicated by the individual whose ~~background is~~ background is being investigated.
- ~~The~~ D. The position for which the individual has applied, with descriptive information as to the duties, if requested ~~or necessary~~ or necessary to understanding of the inquiry.

The background investigator shall:

- ~~Ask~~ A. Ask the questions, and complete the background check form(s) as provided by the District.
- ~~Make~~ B. Make impression notes as necessary based upon the questions and responses, and determine if there ~~may be~~ may be cause to contact others or make further inquiries based upon the responses.
- ~~Provide~~ C. Provide the information to the Superintendent.

Compare GDF-EA © (version 3 to 2)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

~~GDF-EA ©~~

~~EXHIBIT~~

~~SUPPORT STAFF HIRING~~

~~NOTICE OF EMPLOYMENT~~

~~You are hereby notified that, pursuant to action taken at a meeting of the Glendale Elementary School District No. 40 Governing Board held on _____ (1) _____, you have been employed for the position of _____ (2) _____, beginning _____ (3) _____, at the rate of _____ (4) _____ per hour. A work schedule for the position is enclosed, which includes information on holidays and nonwork days.~~

~~Your employment may be terminated by the District or by you, with or without cause, upon giving the other party ten (10) working days' notice. No legitimate expectation of continued employment beyond the ten (10) days' notice, as required in this paragraph, is created by this employment, understandings with the Board or its agents, or interpretations of Board policies. You are expected to comply with the requirements of the job description and Board policies while employed by the District.~~

Employee Signature _____ Date

Superintendent Signature _____ Date

_____ Key to numbers in blanks:

_____ (1) Date of meeting

_____ (2) Title of position

_____ (3) Date that duties begin

_____ (4) Hourly rate of pay

Compare GDF-EB © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

GDF-EB ©

EXHIBIT

SUPPORT STAFF HIRING

WAGE NOTICE

You are hereby notified that, pursuant to action taken at a meeting of the Glendale Elementary School District No. 40 Governing Board held on (1), your wages have been set at the rate of (2) per hour, effective on (3).

Employee Signature _____ Date

Superintendent Signature _____ Date

_____ Key to numbers in blanks:

_____ (1) Date of meeting

_____ (2) Hourly rate of pay

_____ (3) Effective date of hourly pay

Compare GDF-EC © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

~~GDF-EC ©~~

EXHIBIT

~~SUPPORT STAFF HIRING~~

~~CONSENT TO CONDUCT BACKGROUND~~

~~INVESTIGATION AND RELEASE~~

I, _____ [applicant's name], have applied for employment with the Glendale Elementary School District to work as a _____ [job title]. I understand that in order for the School District to determine my eligibility, qualifications, and suitability for employment, the School District will conduct a background investigation to determine if I am to be considered for an offer of employment. This investigation may include asking my current employer, any former employer, and any educational institution I have attended about my education, training, experience, qualifications, job performance, professional conduct, and evaluations, as well as confirming my dates of employment or enrollment, position(s) held, reason(s) for leaving employment, whether I could be rehired, reasons for not rehiring (if applicable), and similar information.

I hereby give my consent for any employer or educational institution to release any information requested in connection with this background investigation.

According to the Family Educational Rights and Privacy Act, I understand that I have a right to see most education records that are maintained by any educational institution.

In light of the preceding paragraph, I waive _____/do not waive _____ (initial only one [1]) my right to see any written reference or other information provided to the School District by any educational institution.

According to Arizona Revised Statutes Section 23-1361, any employer that provides a written communication to the School District regarding my current or past employment must send me a copy at my last known address. I acknowledge that some employers are unwilling to provide factual written references concerning a current or past employee unless they may do so confidentially, without revealing the references to the employee, and that the School District will not further consider my application if it cannot complete its background investigation.

In light of the preceding paragraph, I waive _____/do not waive _____ (initial only one [1]) my right to receive a copy of any written communication furnished to the School District by any employer.

Whether or not I have waived my right to see or to receive copies of written references furnished to the School District by employers or educational institutions, I release, hold harmless, and agree not to sue or file any claim of any kind against any current or former

~~employer or educational institution, and any officer or employee of either, that in good faith furnishes written or oral references requested by this School District to complete its background investigation.~~

~~A photocopy or facsimile ("fax") copy of this form that shows my signature shall be as valid as an original.~~

~~DATED this _____ day of _____, 20____.~~

~~_____~~

~~_____ Witness _____ Applicant~~

Compare GDF-ED © (version 3 to 2)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

~~GDF-ED ©~~

EXHIBIT

~~SUPPORT STAFF HIRING~~

~~BACKGROUND CHECK FORM~~

Applicant _____ Date _____

Person contacted _____ Telephone _____

Address _____

E-mail address _____

Relationship to applicant:

Former employer - position _____

_____ District, business, or other entity _____

Personal reference

Method of contact: Telephone Letter Other _____

~~QUESTIONS FOR EMPLOYERS~~

Dates of employment _____

Position held _____

Final rate of pay _____

Was the person reliable? _____ If no, explain _____

Was the person satisfactory? _____ If no, explain _____

Any concern about the person being

late to work without authorization? _____

If yes, explain _____

Any concern with abuse of leave policies

(such as sick leave or personal leave)? _____

If yes, explain _____

Any difficulty establishing communication and rapport with children? _____

If yes, explain _____

Any difficulties in establishing communication and rapport with supervisors, parents, or community members? _____

If yes, explain _____

Did the person ever receive a written counseling statement, letter of direction, or reprimand? _____

If yes, describe _____

Did the District ever consider taking action or take action to suspend, decline to renew, or dismiss the employee? _____

If yes, describe _____

Was there ever an allegation or complaint about:

Abusive language? _____

Insulting or derogatory comments? _____

Inappropriate contact with a child? _____

Verbal or physical contact of a sexual nature? _____

Dishonesty? _____

Substance abuse? _____

Failure to provide adequate supervision? _____

Failure to follow reasonable directions or instructions? _____

If yes on any of the above, get explanation _____

Was the person ever involved in an incident that resulted in injury to an adult or child? _____

If yes, explain _____

Would you rehire this person? _____

Can you identify anyone else who could provide relevant information regarding the applicant's fitness for employment? _____

Is there any other information I have not asked about that would help us determine this person's eligibility, qualifications, and suitability for employment with our District? _____

QUESTIONS FOR PERSONAL REFERENCE

How long have you known the applicant? _____

What is the nature of your relationship? _____

Why do you think the applicant would be a good choice for this position?

Do you know of any reasons that could prevent the applicant from fulfilling the functions of the position? _____

Background check form completed by _____

Date completed _____

Compare GDF-EE © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

GDF-~~EE~~-~~EA~~ ©

EXHIBIT

SUPPORT STAFF HIRING(~~Procedures and Practices for Employment Authorization-~~

~~and Employment Eligibility Verification)~~

PROCEDURES AND PRACTICES FOR EMPLOYMENT AUTHORIZATION

AND EMPLOYMENT ELIGIBILITY VERIFICATION

Anti-Discrimination Notice. It is illegal to discriminate against any individual (other than an alien not authorized to work in the U.S.) in hiring, discharging, or recruiting or referring for a fee because of that individual's national origin or citizenship status. It is illegal to discriminate against work eligible individuals. Employers cannot specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Employment Authorization

Procedure

~~Effective January 1, 2008,~~ Arizona schools must use the federal ~~governments~~-government's Basic Pilot Program to verify the employment authorization of all newly hired employees.

The Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA) are jointly conducting E-Verify, formerly known as the Basic Pilot. E-Verify involves verification checks of the SSA and DHS databases, using an automated system to verify the employment authorization of all newly hired employees.

There are four (4) types of access to E-Verify: As an employer, as a designated agent for employers, as a multi-location corporate administrator, or through a web service.

Users can access the web-based access methods using any Internet ~~-capable Windows based personal computer and a web browser of Internet Explorer 5.5 or Netscape 4.7 or higher (with the exception of Netscape 7.0).~~

To participate, an employer must register online and accept the electronic Memorandum of Understanding (MOU) that sets forth the responsibilities of the SSA, USCIS and the employer.

The ~~following e-mail address should take you to the start site for E-Verify:~~—following address will allow navigation to both instructions and forms for the I-9 for verifying the identity and employment authorization of individuals hired for employment in the United States:

~~JS=YES~~ [gov/i-9](https://www.vis-dhs.uscis.com/employerregistration/StartPage.aspx?)

Form I-9 may be completed as soon as the employer has offered the individual a job and the individual has accepted the offer. Each newly hired employee must complete and sign Section 1 of Form I-9 no later than his or her first day of employment.

If you need assistance in completing the registration process or need additional information relating to E-Verify, please call the Office of Verification toll free at 1-888-464-4218.

I-9 Form Completion

The Immigration Reform and Control Act of 1986 (IRCA) requires that all new employees, both regular and casual, establish their eligibility for employment in the United States. This federal law applies to U.S. citizens as well as to foreign nationals. ~~An~~

The Employment Eligibility Verification (Form I-9) must be completed [as follows](#):

Section 1. Employee Information and Attestation

Employees must complete and sign Section 1 of Form I-9 no later than the first day of employment, but not before accepting a job offer.)

Section 2. Employer or Authorized Representative Review

and Verification

Employers or their authorized representative must complete and sign Section 2 within three (3) business days of the employee's ~~hire date.~~ ~~Employees who do not provide the necessary documentation within three (3) business days must be discharged.~~ first day of employment.

Compare GDFA © SUPPORT STAFF QUALIFICATIONS AND
REQUIREMENTS (version 4 to 3)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**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.

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.
- 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.

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](#)
- C. Provide for properly assessing employees for fingerprint checks and depositing said funds with the county treasurer.

Adopted: ~~September 28, 2017~~<-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.-
[13-705](#)

[15-106](#)
[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

Compare GDFA-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

GDFA-E ©

EXHIBIT

SUPPORT STAFF QUALIFICATIONS AND REQUIREMENTS

—

Name

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:

Sexual abuse of a minor

Incest

First- or second-degree murder

Kidnapping

Arson

—

—

—

Sexual assault

Sexual exploitation of a minor

Felony offenses involving contributing to the delinquency of a minor

Commercial sexual exploitation of a minor

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

Felony offenses involving the

~~possession~~

[possession](#) or use of marijuana, dangerous drugs or narcotic drugs

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

Burglary in the first degree

Burglary in the second or third degree

Aggravated or armed robbery

Robbery

A dangerous crime against children as defined in

A.R.S. [13-705](#)

Child abuse

Sexual conduct with a minor

Molestation of a child

Manslaughter

Assault or Aggravated

assault

| |
|---|
| Exploitation of minors involving drug offenses |
|---|

-

—

~~Employee signature~~ _____ ~~Date~~

Employee signature

Date signed

Subscribed, sworn to, and acknowledged before me by _____

_____, this _____ day of _____, 20____,

in _____ County, Arizona.

My Commission Expires

—

~~Notary~~

Notary Public



**GDFE ©
SUPPORT STAFF
HIRING - OATH OF OFFICE**

Refer to Policy [GCFE](#).

Compare GDG © PART - TIME AND SUBSTITUTE SUPPORT STAFF EMPLOYMENT (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GDG © PART - TIME AND SUBSTITUTE SUPPORT STAFF EMPLOYMENT

The Superintendent may employ, when conditions warrant, temporary or part-time personnel on a per diem or time card basis. This authority is subject to the following conditions:

- ~~Continued~~ **A.** **Continued** employment of any such person shall be subject to confirmation and approval by the Board at ~~its next~~ **its next** official meeting; however, employment shall not be recommended to the Board prior to ~~satisfactory completion~~ **satisfactory completion** of any pending ~~fingerprint~~ **background** check.
- ~~The~~ **B.** **The** employee shall be hired on a per diem basis and shall be compensated in accordance with ~~the requirements~~ **the requirements** and limitations of existing contracts that cover similar positions or employees.
- ~~In~~ **C.** **In** addition to the conditions set forth above, the temporary assignment of a person to a supervisory ~~or administrative~~ **administrative** position shall be preceded by notification to the Board. The Superintendent will ~~detail the~~ **detail the** circumstances that created the need for the part-time employment.

Adopted: date of ~~manual~~ **Manual** adoption

LEGAL REF.:

A.R.S.

[15-502](#)

[23-1361](#)

CROSS REF.:

[GDF](#) - Support Staff Hiring

[GDFA](#) - Support Staff Qualifications and Requirements

(fingerprinting requirements)

Compare GDJ © SUPPORT STAFF ASSIGNMENTS AND TRANSFERS (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GDJ © SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

Assignments

The Superintendent will determine all support staff assignments.

~~Such assignments~~

Support staff shall be

~~based on the~~

assigned based on the needs of the District

;

Transfers

~~The transfer of support staff members will be based on~~

, on their qualifications, and on their expressed desires. When it is not possible to meet all three (3) conditions, an employee shall be assigned first in accordance with the needs of the District

;

, second where the Superintendent determines the employee is most qualified to serve, and third as to the expressed preference of the employee.

Assignments may be changed to serve the best interests of the District.

Transfers/Reassignments

Staff members may apply for transfer or reassignment ~~;~~ whether or not a vacancy exists.

~~It shall be the policy of the Board that personnel be assigned on the basis of their qualifications;~~
~~the~~ The transfer/reassignment of support staff members will be based on the needs of the District, ~~and their~~ employee qualifications, and the employee's expressed desires. When it is not possible to meet all three (3) conditions, ~~personnel~~ an employee shall be assigned transferred/reassigned first in accordance with the needs of the District, second where the Superintendent determines the employee is most qualified to serve, and third as to the expressed preference of the ~~employees~~ employee.

The ~~Superintendent shall have the responsibility for the assignment of all personnel throughout the District.~~ The resolution of any conflicts over the need for a transfer shall be based on what is

best for the instructional program, the needs of the students, and the overall needs of the District as defined by the Superintendent.

The above applies to transfers/~~reassignments~~ within the same job classification and pay grade. ~~Reassignment~~-Transfer/~~reassignment~~ of an employee to a position of greater or lesser pay requires Board approval.

Adopted: date of

~~manual~~

Manual adoption



GDK ©
SUPPORT STAFF
SCHEDULES AND CALENDARS

All support staff employees shall report to their duty stations on time each workday and shall, as scheduled, be available there until the designated time(s) they are scheduled to leave.

Adopted: date of manual adoption

Compare GDL SUPPORT STAFF WORKLOAD (version 3 to 2)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

GDL © SUPPORT STAFF WORKLOAD

Definitions

~~As used in this policy:~~

~~Compensatory time is time worked multiplied by one point five (1.5).~~

~~Extra time occurs when the employee works hours in excess of the employee's weekly work schedule but the total hours are less than forty (40) in that workweek.~~

~~Flex time is a scheduling process used to insure that an employee works no more than forty (40) hours in a work week by adjusting the schedule before the conclusion during the week so that time off can be given for excess time worked in the same week. One (1) hour of extra work equals one (1) hour of flex time.~~

~~Hours worked are hours actually worked during the week. Hours worked does not include hours paid but not worked. Examples of hours paid but not worked are: holidays, vacation, sick leave, and use of compensatory time.~~

~~Overtime occurs when the employee works hours in excess of forty (40) hours in the workweek.~~

Workweek Restrictions

~~The normal workweek for non-exempt employees will be no more than~~ The normal workweek for support staff personnel will not exceed forty (40) hours per week.

~~The normal workweek for certain categories of non-exempt employees may be less than forty (40) hours per week as determined by the administration.~~

~~Nonexempt employees shall not work more than the assigned number of hours or forty (40) hours per week unless approval has been granted by the immediate supervisor who has obtained authorization from the Superintendent for the employee to work extra time/overtime. All other cases of overtime must be preapproved by the Superintendent unless it is for safety issues or in cases of emergency.~~

~~The workweek for all exempt employees shall be as required in order to fulfill the duties and responsibilities of the position and as required by the supervisor.~~

~~The normal workweek for nonexempt employees is a consecutive seven (7) day period (i.e., Monday through Sunday), except as assigned and recorded in writing, or electronically through a timekeeping system, on an individual employee basis.~~

Reporting Hours

~~Nonexempt employees shall accurately report all hours worked on the time cards provided or through the electronic timekeeping system. It is understood that there are rare circumstances~~

~~when it will not be possible to obtain preapproval for working overtime. However, when this occurs the employee must record the overtime on the day of occurrence and immediately notify the supervisor so that flex time may be utilized.~~

~~If the work assignment results in the employee needing to work hours in excess of those scheduled, the employee shall immediately advise the supervisor. This is a continuing responsibility for the employee. The employee shall not work hours in excess of those scheduled unless authorized.~~

~~Flex Time~~

~~If an employee finds it is necessary to work extra time/overtime, the supervisor must be immediately notified. There may be times when the supervisor will request the employee to work extra time/overtime. In all instances when it is necessary for the employee to work extra time/overtime, the supervisor will attempt to utilize flex time to adjust the employee's work schedule in order to avoid an employee working in excess of forty (40) hours or time in excess of the employee's normal schedule. Flex time must be utilized in the workweek where the overtime occurred. If flex time cannot be scheduled in the week that the overtime is worked it becomes compensatory time.~~

~~Compensation~~

~~Any hours worked by a nonexempt employee in excess of forty (40) hours per week requires either overtime compensation or compensatory time.~~

~~Compensatory time is paid time off work earned at a rate not less than one and one-half (1 1/2) hours for each hour of employment that exceeds forty (40) in the employee's workweek.~~

~~An employee who is authorized and/or required to work in excess of forty (40) hours a week agrees that the District may compensate the employee with compensatory time rather than payment at the rate of time and one-half (1 1/2) unless prior to performing the work the employee expresses unwillingness to accept compensatory time off in lieu of overtime pay.~~

~~The compensatory time off may be accumulated to a maximum of two hundred forty (240) hours. This amount may be preserved subject to the right of the employee's supervisor or District administration directing the employee to use the compensatory time. The employee may request use of accrued compensatory time off and shall be permitted to use such time off unless it would unduly disrupt the operation of the District. The employer, however, may direct the employee to use compensatory time, even when the employee has not requested to use the compensatory time.~~

~~When an employee accumulates the maximum allowable compensatory time (two hundred forty [240] hours), the employee will be paid for such overtime in excess of two hundred forty (240) hours. Payment for overtime, where compensatory time is not possible, shall occur in the next pay period after the overtime was worked.~~

~~An employee with accumulated compensatory time at the time of termination of employment with the District shall receive payment at the higher of 1) the average regular rate received by the employee during the last three (3) years of employment with the District, or 2) the final regular rate received by the employee. Payment for conversion of compensatory time to overtime shall occur in the pay period in which the conversion occurs.~~

~~Volunteers~~

~~A nonexempt employee shall not volunteer to perform a duty(s) that is within the employee's job description.~~

~~Multiple Employment~~

~~No nonexempt employee will be hired into more than one (1) position of employment in the District when the additional position(s) would require the payment of overtime compensation, unless it is established that there is no other qualified applicant for the position who would not qualify for overtime or as to higher rate of overtime and the employment has been approved by the Governing Board or its designee.~~

~~Consequences for Violation of this Policy~~

~~An employee who does not accurately record hours worked, does not timely inform the immediate supervisor if extra hours/overtime is worked, or volunteers to perform a job that is within the employee's job description/duties shall be subject to disciplinary action, including suspension with or without pay and dismissal.~~

~~Supervisor's Responsibility~~

~~A supervisor who fails to monitor his subordinate's work hours in order to assure that hours are accurately recorded by employees, permits employees to work extra time/overtime without proper authorization, does not utilize flex time to adjust the employee's work schedule whenever possible or knowingly permits an employee to volunteer to perform a duty that is within the employee's job description/duties will be subject to disciplinary action including suspension with or without pay and dismissal~~

~~Adopted: November 16, 2004~~

LEGAL REF.:

A.R.S. Typically the week will be based on eight (8) hours per day, five (5) days per week; however, the Superintendent may designate other workweek structures to meet varying conditions and needs of the District. When possible, employees will be notified at least one (1) week in advance of any modification to the workweek plan.

Individual employee work schedules will be based on the position held by the respective employees and on District needs as identified during the employment process.

For the purpose of calculating regular and overtime hours in accordance with wage and hour requirements, the District's designated workweek shall begin at 12:01 a.m. Sunday and conclude at 12:00 midnight the following Saturday.

An employee may work overtime, provided that advance authorization is obtained from the supervisor in charge or, in the case of an emergency, authorization is obtained immediately upon completion of the work or as soon thereafter as practicable.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.
[23-391](#)

Arizona Constitution, Article 18, Section 1

29 U.S.C. 207, Fair Labor Standards Act
29 C.F.R. 516 et seq., Fair Labor Standards Act

CROSS REF.:

[GDBC](#) - Support Staff Supplementary Pay/Overtime



GDL-R ©

REGULATION

SUPPORT STAFF WORKLOAD

(Fair Labor Standards Act: Overtime Compensation)

Nonexempt employees who work more than forty (40) hours per week shall be awarded "compensatory time" at the rate of one and one-half (1 1/2) hours for each hour of overtime work. In cases of emergency, when the employee cannot be immediately released for this time and one-half compensation, the Superintendent will make the decision as to paying the employee at the rate of time and one-half or having the employee take the time off at a future date. The hours must be approved by the immediate supervisor before an employee works overtime or, in the case of an emergency, immediately upon completion of the work or as soon thereafter as possible.



GDLB ©
SUPPORT STAFF MEETINGS

The Superintendent will arrange for and hold staff meetings as the need may arise. This authority may be delegated to the building principals or supervisor(s), who may hold such meetings on a regularly scheduled basis or as the need arises.

All appropriate staff members are required to attend any such meeting(s) unless officially excused.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)



GDN ©
SUPERVISION OF SUPPORT
STAFF MEMBERS

The supervisor(s) of the various departments or divisions shall be responsible for the supervision of personnel assigned to these areas and shall provide the necessary orientation to new employees and in-service training for all employees under their supervision.

All other support staff employees shall be under the supervision of the administrative heads of the units to which the employees are assigned. The administrative head shall be responsible for the necessary orientation of new employees and shall provide in-service training as needed.

Supervision shall include evaluation of the employee.

Adopted: date of manual adoption



GDO ©
EVALUATION OF SUPPORT
STAFF MEMBERS

All support personnel shall be evaluated by the appropriate supervisor or administrator. A written evaluation of effectiveness of each support staff member shall be completed the first year of employment and not later than ninety (90) days after the first day of work. A second first-year evaluation will be not later than the anniversary date of employment. At least once each year thereafter, an evaluation will be conducted. The evaluation will be used to increase job proficiency and for recommending continued employment.

Adopted: June 11, 2009

LEGAL REF.:

A.R.S.

[15-341](#)

[15-1326](#)



**GDOB ©
DRUG AND ALCOHOL TESTING
OF TRANSPORTATION EMPLOYEES**

Refer to Policy [EEAEAA](#).



GDP ©
SUPPORT STAFF PROMOTIONS
AND RECLASSIFICATION

The Superintendent will fill positions of increased responsibility with the best available candidates. Candidates will be considered from both within and outside the District.

A change in assignment shall be considered a promotion to which the job classification or pay grade is greater and shall require Board approval.

Adopted: date of manual adoption



GDQ ©
SUPPORT STAFF TERMINATION
OF EMPLOYMENT

Refer to Policy [DKA](#).

Compare GDQA © SUPPORT STAFF REDUCTION IN FORCE

first

(version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GDQA © SUPPORT STAFF REDUCTION IN FORCE

~~The number and type of support staff positions required to implement the District's educational program will be determined annually by the Board after recommendation from the Superintendent.~~ In the event the Board decides to release support staff members, the following guidelines will be in effect:

- ~~Normal~~**A. Normal** attrition due to terminations will be relied upon as the first means of reducing the staff.
- ~~If~~**B. If** attrition does not accomplish the required reduction in the staff, the Superintendent shall submit to ~~the Board~~**the Board** recommendations for the termination of specific staff members. The criteria used in ~~formulating these recommendations~~**formulating these recommendations** shall include, but shall not be limited to:
 - ~~Qualifications~~**1. Qualifications** of staff members to accomplish the District's program.
 - ~~Overall~~**2. Overall** experience, training, and ability.
 - ~~Past~~**3. Past** contributions to the program of the District.
 - ~~All~~**4. All** other factors being equal, length of service in the District.

Criteria for selection of staff members to be released will be applied separately to employees within specialty categories.

Personnel to be ~~laid off for the ensuing school year~~**released** shall be notified of such ~~layoff~~**release** as soon as practical.

Adopted: date of ~~manual~~**Manual** adoption



GDQB ©
RESIGNATION OF
SUPPORT STAFF MEMBERS

Employees voluntarily terminating their service with the District are expected to give advance notice of not less than ten (10) working days. This notice should be submitted to the supervisor in writing and should specify both the last day of work and the reason for terminating. Authorized unused vacation credit will be paid to employees with the last paycheck.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[23-352](#)

[23-353](#)

CROSS REF.:

[GDL](#) - Support Staff Workload



**GDQC
RETIREMENT OF
SUPPORT STAFF MEMBERS**

(Support Staff Longevity Incentive Program)

The Support Staff Longevity Incentive Program is intended to provide support staff, exempt and non-exempt, the opportunity to receive additional increase to their salary during the final two (2) years of employment.

A support staff employee with twenty (20) or more years of service in the District may receive two (2) additional ranges on the salary schedule. This will be applied the first year of the two (2) years only. When additional ranges are approved on the salary schedule, those on the incentive program will also receive the ranges.

Each eligible support staff employee shall commit to the two (2) year agreement by January 15 two (2) years before they intend to retire. Support staff employees must complete the application for the Support Staff Longevity Incentive Program. Support staff employees must complete the application for the Support Staff Longevity Incentive Program and submit the form to human resources. The support staff employee shall be notified of acceptance into the plan once the Governing Board has approved the budget for the following fiscal year. At the time of acceptance into the Support Staff Longevity Program, the support staff employee shall submit an irrevocable letter of the employee's intent to retire at the end of the two (2) year period.

Enrollment in this plan will be limited to twenty-five thousand dollars (\$25,000), based on seniority.

Adopted: August 11, 2009



GDQD DISCIPLINE, SUSPENSION, AND DISMISSAL OF SUPPORT STAFF MEMBERS

(Discipline)

Minor Disciplinary Action

A support staff member may be disciplined for any conduct that, in the judgment of the District, is inappropriate. Minor disciplinary action includes, without limitation thereto, verbal or written reprimands, suspension with pay, or suspension without pay for a period of five (5) days or less. Minor disciplinary action shall be imposed by the support staff member's supervisor. A support staff member who wishes to object to a minor disciplinary action shall submit a written complaint to the supervisor's superior within five (5) work days of receiving notice of the disciplinary action. The supervisor's superior will review the complaint and may confer with the support staff member, the supervisor, and such other persons as the supervisor's superior deems necessary. The decision of the supervisor's superior will be final.

Suspension without Pay for More than Five Days

At-will employees. The employment of an at-will employee may be suspended without pay for a period of more than five (5) days by action of the Superintendent for any conduct by the employee that, in the judgment of the Superintendent, is inappropriate. Before suspending an at-will employee, the Superintendent will inform the employee of intent to suspend the employee and will give the employee an informal opportunity to explain why, in the employee's opinion, the suspension should not be imposed. The Superintendent's decision will be final.

Term employees. The employment of a term employee may be suspended without pay for a period of more than five (5) days by action of the Superintendent for any conduct that, in the judgment of the Superintendent, is inappropriate. If the Superintendent intends to suspend a term employee without pay for more than five (5) days, the notice and hearing procedures prescribed for the dismissal of term employees shall be followed, except that the hearing officer shall be designated by the Superintendent and the findings of the hearing officer shall be a final decision. At the Superintendent's option, the Superintendent may request that the Governing Board act as the hearing officer. If the hearing officer or the Governing Board finds that there is not cause to suspend the employee without pay for more than five (5) days, the Superintendent may, after reviewing the findings, impose minor disciplinary action.

Dismissal

At-will employees. The employment of an at-will employee may be terminated by action of the Governing Board for any reason, with advance notice, as the Governing Board desires. If the Superintendent recommends that the Governing Board terminate an at-will employee, the recommendation shall be submitted to the Governing Board in writing and a copy of the recommendation shall be delivered to the employee. The at-will employee may submit to the Governing Board prior to the Board meeting a written response to the recommendation. If the at-will employee chooses to attend the Board meeting when the recommendation is considered, the Governing Board may, in its discretion, permit the employee to address the Governing Board concerning only the recommendation.

Term employees. The employment of a term employee may be terminated for cause by action of the Governing Board at any time prior to the expiration of the term of employment. For the purposes of this provision, cause means any conduct that, in the judgment of the District, is detrimental to the interests of the District or its personnel or students and shall include, without limitation thereto, the following:

- Absence without leave
- Abuse of leave
- Alcohol or drug impairment
- Child abuse or molestation on school grounds
- Discourteous treatment of the public
- Dishonesty
- Excessive absenteeism
- Fraud in securing employment
- Improper attitude
- Incompetence or inefficiency
- Insubordination
- Neglect of duty
- Unauthorized possession of a weapon on school grounds
- Unauthorized use of school property
- Unlawful conduct
- Use of illegal drugs
- Violation of a directive of a supervisor
- Violation of a District policy or regulation

If the Superintendent recommends termination of a term employee, a copy of the recommendation shall be delivered to the employee. The employee may request a hearing within five (5) work days after receipt of the recommendation. If a hearing is requested, the Superintendent shall deliver a written notice of the time and place of the hearing and a written statement that gives the reasons for the recommendation, a list of persons whom the Superintendent expects to testify in support of the recommendation (together with a brief summary of what each person is expected to say), and a general description of any other evidence that the Superintendent at the time believes may be presented at the hearing in support of the recommendation.

The hearing shall be conducted by the Governing Board or by a person designated by the Governing Board within not less than five (5) work days and not more than thirty (30) calendar days after a request for hearing is submitted by the employee. The date of the hearing may be postponed by stipulation of the employee and the District, or by and in the sole discretion of the Governing Board or the hearing officer, or at the request of the aggrieved employee or the District for such reason or reasons as the Governing Board or hearing officer may deem appropriate.

The employee may be represented at the hearing by counsel, at the employee's expense. The employee shall have the opportunity to present witnesses and to cross-examine any witnesses presented by the District. Formal rules of evidence shall not apply. A record of the hearing shall be made by use of a mechanical device.

If a hearing officer is used, the hearing officer shall prepare a written statement of findings as to whether there is cause for termination of the employee and submit it to the Governing Board within ten (10) work days after the conclusion of the hearing. The Governing Board shall review the written statement and, if desired, the record, and the Governing Board's decision whether to accept the findings and whether to terminate employment or to impose other discipline shall be a final decision.

If the Governing Board conducts the hearing, it shall render a decision within ten (10) days after the conclusion of the hearing.

General Matters

Failure to object to a disciplinary action or take other action within the time limitations set forth in this policy shall mean that the employee does not wish to pursue the matter further. Complaints filed after the expiration of the applicable time limitation will not be considered.

The filing or pendency of a complaint or other form of grievance pursuant to this policy shall in no way limit or delay action taken by the supervisor or the Superintendent authorized by this policy to take such action.

A complaint relating to minor disciplinary action, suspension without pay for more than five (5) days, or dismissal shall not be processed as a grievance.

None of the procedures of this policy shall alter the status of an at-will employee.

This policy does not apply to:

- Any administrative recommendation or Governing Board action, discussion, or consideration involving the nonrenewal of a term employee.
- Ratings, comments, and recommendations made in the course of an evaluation of a support staff member.
- The decision of the Superintendent to place a support staff member on administrative leave.
- Counseling of or directives to a support staff member regarding future conduct.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-2911](#)

[15-341](#)

[15-505](#)

[41-770](#)

CROSS REF.:

[DKA](#) - Payroll Procedures/Schedules



GDR ©
NONSCHOOL EMPLOYMENT BY
SUPPORT STAFF MEMBERS

A regular, full-time employee's position in the District shall be given precedence over any type of outside work or self-employment. Employees are free to carry on outside work or self-employment projects as long as no District facilities, equipment, or school(s) are used, except as provided by policy, and the outside work or self-employment does not interfere with the employees' performance of District-assigned duties.

The outside work or self-employment by a staff member is of concern to the Board insofar as it may:

- Prevent the employee from performing assigned responsibilities in an effective manner.
- Be prejudicial to proper effectiveness in the position or compromise the District.
- Raise a question of conflict of interest - for example, where the employee's position in the District permits access to information or other advantage useful to the outside employer.

Therefore, an employee may not perform any duties related to outside work or self-employment during regular District working hours or during the additional time that is needed to fulfill the responsibilities of the District position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-321](#)

[15-341](#)

CROSS REF.:

[EDB](#) - Maintenance and Control of Materials and Equipment

[KF](#) - Community Use of School Facilities



HD MEET - AND - CONFER STYLES, METHODS, AND PROCEDURES

Professional Relations

A professional relationship exists between the Governing Board and the District's employees. The Governing Board recognizes that educators are professionals, they have specialized qualifications, and their recommendations for policy development are important to the academic success of students.

In order to promote a process that takes into account the experience and judgment of all parties sharing responsibility for learning within the Glendale Elementary School District, the Superintendent is authorized to establish a Meet and Confer committee of recognized non administrative certified personnel representatives, and recognized non administrative classified personnel representatives to meet with selected administrators acting on behalf of the Governing Board and participate in a negotiation process for the purpose of improving matters of mutual interest; employee salaries, fringe benefits, and working conditions.

Meet and Confer Committee

The Governing Board approves the Glendale Education Association (GEA) as the recognized representative for non administrative certified and non administrative classified staff.

The Governing Board and GEA agree that the educational welfare of the children of the District is paramount in the operation of the schools.

The Glendale Education Association (GEA) will select a team comprised of five (5) association members. The team will designate one (1) of the five (5) members as a spokesperson.

The Superintendent will appoint a five (5) member committee to represent him/herself during the negotiation process. The Superintendent shall select the spokesperson.

Meet and Confer Procedures

Interest-Based Negotiations

Both parties agree to meet and confer in good faith. The obligation of good faith does not compel either party to agree to or to make a concession on a specific issue.

Meet and confer shall be open to anyone for observation only.

The meet and confer process will use an interest based approach resulting in consensus on issues related to employee salaries, fringe benefits, and working conditions.

The first meeting will be held by November 1 with the intent to establish a calendar of meeting dates and discussion guidelines. Negotiation meetings will be held from December 1 through March 30. Members of the teams shall meet to determine the procedures and ground rules for the meetings. These are to include

- Meeting days/dates,
- Meeting times/places,

- Meeting length,
- Caucus length,
- Agenda building
- Determine consensus
- Process for recording minutes.

Caucus may be declared at any time and each team shall have access to a telephone in a private area.

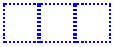
Tentative agreement of individual items reached during meet and confer shall be reduced to writing, dated, and signed by both teams' representative spokespersons.

Within thirteen (13) working days after reaching tentative agreement on all items, the package will be submitted to all employees and the Governing Board for their respective examination, followed by ratification or rejection by GEA and the Governing Board. In the event that the appointed teams are unable to reach a tentative agreement on all items by March 30, the Superintendent and GEA President may be asked to act as mediators in an attempt to reach an agreement on all items.

The meet and confer process will result in a written, negotiated agreement. All negotiated agreements shall be available online as a staff resource.

If the parties agree to items during the meet and confer process that would require a change to existing Governing Board policy, such shall be submitted to the Governing Board for consideration. Nothing in the process shall abridge the Governing Board's legal responsibilities for establishing policies, rules, and regulations. Under law, the Governing Board has the final responsibility for establishing policies for the District.

Adopted: October 22, 2015



HD-R

REGULATION

MEET - AND - CONFER STYLES, METHODS, AND PROCEDURES

Interest-Based Negotiations Committee

Membership on the Interest-Based Negotiation (IBN) Committee is limited in order to facilitate collaborative discussions and a functional team. The Committee will be comprised of the following members:

- Five (5) members selected by the Glendale Education Association (GEA).
- Five (5) members selected by the Superintendent.

Interest-Based Negotiations Process

Facilitator

An external consultant may be employed to serve as the facilitator of the IBN process.

Parameters

The scope of the Interest-Based Negotiations process is to discuss salary and benefits for employees. The following issues are open for discussion:

- Salaries
- Sick Leave
- Sick Leave Buy-Back
- Early Retirement
- Vacation Leave
- Longevity Incentives
- Personal Leave
- Salary Credit for Professional Growth
- Benefits - Life Insurance, Health Insurance, Dental and Disability Insurance

Timelines

The Interest-Based Negotiations Process will commence annually no later than December 1. A meeting schedule will be established annually. The committee process will be concluded annually by the March regular Governing Board meeting, but no later than March 30.

Compare IA © INSTRUCTIONAL GOALS AND OBJECTIVES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IA © INSTRUCTIONAL GOALS AND OBJECTIVES

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.

Specifically, the District instructional program will be designed and implemented to provide for developing:

- ~~Skills~~-A. Skills in communication - to include reading, writing, speaking, listening, and composition.
- ~~Skills~~-B. Skills in computation.
- ~~Appreciation~~-C. Appreciation of the world of work.
- ~~Pride~~-D. Pride of workmanship and skills for economic survival.
- ~~Appreciation~~-E. Appreciation of the importance of physical fitness.
- ~~Research~~-F. Research and problem-solving skills.
- ~~Ability~~-G. Ability to think analytically, critically, and independently.
- ~~Skills~~-H. Skills in foreign or Native American language.
- ~~I~~. Ability leading to citizen responsibility.
- ~~J~~. Understanding and respect for our cultural heritage.
- ~~Appreciation~~-K. Appreciation for the intrinsic value of education.
- ~~Appreciation~~-L. Appreciation of the fine arts.
- ~~M~~. Skills in technology.

Adopted: date of ~~manual~~ Manual adoption

CROSS REF.:

[AD](#) - Educational Philosophy/School District Mission



IB ©
ACADEMIC FREEDOM

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

The school year shall be not less than one hundred eighty (180) instructional days or an equivalent number of minutes of instruction per school year based on a different number of days of instruction approved by the Governing Board.

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. Variance from this requirement may be sought under A.R.S. [15-861](#).

The Board shall establish the school calendar each year after recommendations from the Superintendent.

Adopted: May 3, 2018

LEGAL REF.:

A.R.S.

[15-341.01](#) (Laws 2000, 5th S.S., Ch 1 § 54)

[15-801](#)

[15-854](#)

[15-855](#)

[15-861](#)

[15-881](#)

[15-901](#)



ID © SCHOOL DAY

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](#)

Compare IE © ORGANIZATION OF INSTRUCTION (version 3 to
1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**IE ©
ORGANIZATION OF INSTRUCTION**

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 ~~PK-12~~ **prekindergarten (PK) through grade eight (8)** instructional program.

Adopted: date of

~~manual~~

Manual adoption



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. 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 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: date of manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-701](#)

[15-701.01](#)

[15-721](#)

[15-722](#)



IGC PILOT PROJECTS

The Governing Board is aware of the need for continuing change and innovation in educational programs and encourages the innovative and creative involvement of the teachers and administrative staff in meaningful and effective programs that will be beneficial to students, the school, the District, and the overall educational process.

All pilot programs must have prior approval from the assistant superintendent for instruction.

The Governing Board requires that all pilot programs be evaluated to measure the effectiveness of the programs. Pilot programs, projects, or courses will be discontinued, changed, or continued on the basis of such appropriate evaluation. Reports of pilot programs will be presented to the Board for information.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.
[15-341](#)

Compare IGD © CURRICULUM ADOPTION (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IGD © CURRICULUM ADOPTION

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.

The Governing Board acknowledges the legislative affirmation that 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: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-111](#)

[15-112](#)

[15-721](#)

[15-722](#)



IGE ©
CURRICULUM GUIDES AND
COURSE OUTLINES

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 ©

REGULATION

CURRICULUM GUIDES AND COURSE OUTLINES

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.

Compare IHA © BASIC INSTRUCTIONAL PROGRAM (version 4 to 2)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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, 2021, at least one (1) kindergarten through third (K-3) grade teacher 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:

- ~~Language~~-A. Language arts - reading, spelling, handwriting, English grammar, composition, literature, and study skills.
- ~~Mathematics~~-B. Mathematics experiences.
- ~~Social~~-C. Social studies - history including Native American history, geography, civics, economics, world cultures, ~~political~~ political science, and other social science disciplines.
- ~~Science~~-D. Science experiences.
- ~~Fine~~-E. Fine and practical arts experience - art education, vocal and instrumental music, and vocational/~~business education~~business education.
- ~~Technology~~-F. Technology skills.
- ~~Health~~-G. Health and safety education. ● ~~Physical~~

H. Physical education.

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

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.

Adopted: ~~March 14, 2006~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-203](#)

[15-211](#)

[15-219](#)

[15-341](#)

[15-501.01](#)

[15-701](#)

[15-701.01](#)

[15-704](#)

[15-710](#)

~~15-718~~

~~15-741.01~~

[15-802](#)

A.A.C.

[R7-2-301](#) *et seq.*

CROSS REF.:

[IJNDB](#) - Use of Technology Resources in Instruction

Compare IHA-E © (version 4 to 3)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

IHA-E ©

EXHIBIT

BASIC INSTRUCTIONAL PROGRAM

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, 2021, at least one (1) kindergarten through third (K-3) grade teacher 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

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: September 11, 2008

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 ©

REGULATION

ENGLISH INSTRUCTION

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 proficient (FEP) 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](#)

Compare IHAL © TEACHING ABOUT RELIGION (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

~~IHAL ©~~

~~TEACHING ABOUT RELIGION~~

~~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 pupils 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 pupils 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 teacher's 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:~~

- ~~● 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.~~
- ~~● A course offered under this section shall be designed to:
 - ~~■ Familiarize pupils with the contents, characters, poetry and narratives that are prerequisites to understanding society and culture, including literature, art, music, mores, oratory and public policy.~~
 - ~~■ Familiarize pupils with the following:
 - ~~⇒ The contents of the Old Testament and the New Testament.~~
 - ~~⇒ The history recorded by the Old Testament and the New Testament.~~
 - ~~⇒ The literary style and structure of the Old Testament and the New Testament.~~
 - ~~⇒ The influence of the Old Testament and the New Testament on laws, history, government, literature, art, music, customs, morals, values and culture.~~~~~~
- ~~● 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 pupils. 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.~~

~~● A pupil 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 pupil's teacher.~~

~~● 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.~~

~~● 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 section [15-535](#).~~

~~This program will conform to all applicable Arizona Revised Statutes and Arizona Administrative Codes. The program, materials used in the elective course, and the act of sectarian instruction as referenced in statute are not prohibited under A.R.S. [15-341\(a\)\(2\)](#), A.R.S. [15-362\(a\)\(2\)](#), or A.R.S. [15-535](#) as each are authorized under A.R.S. [15-717.01](#), Bible influence; elective course; requirements; immunity.~~

~~Adopted: October 3, 2012~~

~~LEGAL REF.:~~

~~A.R.S.~~

~~[15-341](#)~~

~~[15-362](#)~~

~~[15-535](#)~~

~~[15-717.01](#)~~

Compare IHAMA © TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IHAMA © TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

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 ~~eight-nine~~ (89). 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 ~~eight-twelve~~ (812). 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~~ **Objectives of the substance abuse program:**

- ~~To A.~~ **To** create an awareness of the total drug problem: prevention; education; treatment; rehabilitation; and ~~law enforcement~~ **law enforcement** on the local, state, national, and international levels.
- ~~To B.~~ **To** inform the students of the effect on the body of narcotics, sedatives, hallucinogens, and stimulants ~~through the~~ **through the** appropriate classes.
- ~~To C.~~ **To** relate the use of drugs and alcohol to physical, mental, social, and emotional consequences.
- ~~To D.~~ **To** encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
- ~~To E.~~ **To** understand the need for seeking professional advice in dealing with problems related to physical ~~and mental~~ **and mental** health.
- ~~To F.~~ **To** understand the personal, social, and economic problems caused by the misuse of drugs and alcohol.

Adopted: ~~September 22, 2011~~ **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

Compare IHAMB © FAMILY LIFE EDUCATION (version 3 to 2)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IHAMB © FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 8:

~~● Instruction~~

A. ~~Instruction~~ in sex education may be offered in the District in conformity with the requirements of Arizona law.

~~● Prior~~

B. ~~Prior~~ to offering sex education, the Board shall establish

~~an~~

~~an ad~~

~~hoc~~

~~hoc~~ advisory committee with

~~membership representative~~

~~membership representative~~ of the District's size and the racial and ethnic composition of the community to assist in

~~the development~~

~~the development~~ of lessons and advise the Board on an ongoing basis.

~~● The~~

C. ~~The~~ Board shall review the total instructional materials for lessons presented for approval.

~~● The~~

D. ~~The~~ Board shall publicize and hold at least two (2) public hearings for the purpose of receiving public input

~~at least~~

~~at least~~ one (1) week prior to the Board meeting at which sex education lessons will be considered for approval.

~~● The~~

E. The Board shall maintain for viewing by the public the total instructional materials to be used in approved

~~sex education~~

sex education lessons within the District.

~~The~~

F. The Superintendent shall, before recommending the offering of instruction in sex education, develop

~~and implement~~

and implement regulations that meet the requirements of Arizona regulatory and statutory law.

~~If~~

G. If sex education is offered in grades seven (7) and eight (8) the curricula shall include instruction on the

~~laws relating~~

laws relating to sexual conduct with a minor.

Grades 9-12:

A. Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.

B. The Governing Board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.

C. The Board shall maintain for viewing by the public the total instructional materials to be used in all high school sex education courses to be offered.

D. If sex education is offered, the curricula shall include instruction on the laws relating to sexual conduct with a minor.

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: ~~October 3, 2012~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-115](#)

[15-341](#)

[15-711](#)

[15-716](#)

A.A.C.

[R7-2-303](#)

Compare IHAMB-R (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

IHAMB-~~R~~-R ©

REGULATION

FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 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-eighth (1/8th) of the school year for grades kindergarten (K) through four (4).
4. 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.

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.

Content of instruction (Grades K - 8):

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.
 - a. 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.
 - a. 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.

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:

- ~~Be~~-A. Be appropriate to the grade level in which it is offered.
- ~~Be~~-B. Be medically accurate.
- ~~Promote~~-C. Promote abstinence.
- ~~Discourage~~-D. Discourage drug abuse.
- ~~Dispel~~-E. Dispel myths regarding transmission of the human immunodeficiency virus.

~~Nothing shall be included in the course of study instruction that:~~

- ~~Promotes a homosexual life-style.~~
- ~~Portrays homosexuality as a positive alternative life-style.~~
- ~~Suggests that some methods of sex are safe methods of homosexual sex.~~

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.
- ~~Teacher B.~~ Teacher training.
- ~~A 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.



IHAMD ©
INSTRUCTION AND TRAINING IN
SUICIDE PREVENTION

Beginning in the 2020-2021 school year, 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 all grade levels. 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:

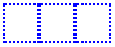
- A. Training in suicide prevention.
- B. Training to identify the warning signs of suicidal behavior in adolescents and teens.
- C. Appropriate intervention and referral techniques.

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.

Adopted: <-- z2AdoptionDate -->

LEGAL REF:
A.R.S.
[15-120](#)



IHB © SPECIAL INSTRUCTIONAL PROGRAMS

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 – 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 – 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 – 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: <-- z2AdoptionDate -->

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-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.

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 reevaluation. [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).

A. 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:*

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:*

1. 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:*

1. 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 to 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 in 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]

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]

Beginning not later than the first IEP to be in effect when the child turns sixteen (16), or younger 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 services (including courses of study) needed to assist the child in reaching those goals. [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 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]

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]



IHB-E ©

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](https://cms.azed.gov/home/GetDocumentFile?id=54e3b6e7aadebe0f1845df44)**

Compare IHBA © SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IHBA © SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS FOR DISABLED STUDENTS

(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.~~ Has a physical or mental impairment that substantially limits one (1) or more major life activities, ~~including learning~~including learning; or
- ~~Has-B.~~ Has a record of such impairment; or
- ~~Is-C.~~ 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~~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

Compare IHBA-RA © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

IHBA-RA ©

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~~ **A.** Any student who needs or is believed to need special education or related services not available ~~through existing~~ **through existing** programs in order to receive a free appropriate public education may be referred by a parent, ~~teacher~~ **teacher**, or other certificated school employee for identification and evaluation of the student's ~~individual education~~ **individual education** needs.
- ~~The~~ **B.** The identification and evaluation will be completed by persons knowledgeable about the student, the student's ~~school's~~ **school** history, the student's individual needs, the meaning of evaluation data, and the placement options. ~~The~~ **The** Superintendent will monitor the identification and evaluation to ensure that qualified personnel participate.
- ~~The~~ **C.** The District will consider the referral and, based upon a review of the student's existing records, ~~including academic~~ **including academic**, social, and behavioral records, make a decision as to whether an evaluation under this ~~procedure is~~ **procedure is** appropriate. If a request for evaluation is denied, the District will inform the parents or guardian of ~~this decision~~ **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~~ **A.** The District will evaluate the nature of the student's disability and the impact of the disability upon the student's ~~educations~~ **education**. This evaluation will include consideration of any behaviors that interfere with regular ~~participation of~~ **participation of** a student who otherwise meets the criteria (such as age) for participation in the educational program and ~~or activities~~ **activities**.
- ~~No~~ **B.** No final determination of whether the student will or will not be identified as a student with a disability ~~within the~~ **within the** meaning of Section 504 will be made by the

District without first inviting the parent or guardian of ~~the student~~ the student to participate in a meeting concerning such determination.

● ~~A-C.~~ A final decision will be made by the District in writing, and the parents or guardian of the student shall ~~be notified~~ be notified of the Section 504 procedural safeguards available to them, including the right to an ~~impartial hearing and~~ impartial hearing and review.

Plan for services:

● ~~For A.~~ For a student who has been identified as having a disability within the meaning of Section 504 and in need of ~~special~~ of special education or related aids and services, the District shall be responsible for determining what ~~special services~~ special services are needed.

● ~~In B.~~ In making such determination, the District shall consider all available relevant information, drawing upon ~~a variety~~ a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's ~~professional~~ professional staff.

● ~~The C.~~ The parents or guardian shall be invited to participate in District meetings where services for the student ~~will be~~ will be determined, and shall be given an opportunity to examine all relevant records.

● ~~The D.~~ The District will develop a written plan describing the disability and the special education or related ~~services needed~~ services needed. The plan will specify how the regular or special education and related aids and services will ~~be provided~~ be provided, and by whom.

● ~~The E.~~ The District may also determine that no special education or related services are appropriate. If so, the ~~record of~~ record of the District proceedings will reflect the identification of the student as a person with a disability and will ~~state the~~ state the basis for the decision that no special services are presently needed.

● ~~A-F.~~ A student with a disability shall be placed in the regular educational environment of the District, with the ~~use of~~ use of the supplementary aids and services, unless the District demonstrates that such placement cannot ~~be achieved~~ be achieved satisfactorily. The student with a disability shall be educated with those who are not disabled ~~to the maximum~~ to the maximum extent appropriate to the individual needs of the student.

● ~~The G.~~ The District shall notify the parents or guardian in writing of its final decision concerning the services to ~~be provided~~ be provided.

● ~~If H.~~ If a plan for providing related services is developed, all school personnel who work with the student shall ~~be informed~~ 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 A.~~ The parents or guardian shall be notified in writing of all District decisions concerning the identification, ~~evaluation~~ evaluation, or educational placement of students made under this policy.

~~● The B.~~ The parents or guardian shall be notified that they may examine relevant records.

~~● As C.~~ As to such decisions by the District, the parents or guardian shall have the right to an impartial ~~hearing~~ hearing ("Section 504 due process hearing"), with opportunity for participation by the parents or guardian ~~and their~~ and their counsel. In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:

■ ~~A-1.~~ A request for a Section 504 due process hearing should be made within thirty-five (35) days of notice ~~of right~~ of right to file (but not less than thirty [30] days).

■ ~~The 2.~~ The request shall be made to:

Superintendent
Glendale Elementary School District No. 40
7301 N. 58th Avenue
Glendale, AZ 85301
~~(602) 623-8423~~ 842237-8100

■ ~~The~~

7100

3. The hearing will be held in accord with Regulation IHBA-RB.— The decision may be appealed only to ~~a federal~~ a federal court of competent jurisdiction.

■ ~~Attorneys 4.~~ 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.

Compare IHBA-RB © (version 4 to 3)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

IHBA-RB ©

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.



IHBA-E ©

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.

Compare IHBB © GIFTED AND TALENTED EDUCATION

first

(version 3 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IHBB © GIFTED AND TALENTED EDUCATION

The Board requires that expanded academic course offerings ~~or advanced~~, programs and supplemental services ~~, or both~~, be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. ~~Procedures for the identification of gifted pupils and development of curriculum modifications for the receipt of gifted education~~ 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 :

~~The framework for said programs shall encompass the following objectives:~~

- ~~● Expansion of academic attainments and intellectual skills.~~
- ~~● Stimulation of intellectual curiosity, independence, and responsibility.~~
- ~~● Development of originality and creativity.~~
- ~~● Development of positive attitude toward self and others.~~
- ~~● Development of desirable social and leadership skills.~~
- ~~● Career exploration and awareness.~~

~~Adopted: March 14, 2006~~ 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

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: October 3, 2012

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

Compare IHBCA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IHBCA-R ©

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

~~shall~~

~~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~~

A. ~~She~~ may remain in her present school program, with modifications as necessary, until the birth of her baby

~~is imminent~~

~~is imminent~~ or until her physician states that continued participation would be detrimental to her health.

~~• If~~

B. ~~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~~

~~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.

Compare IHBD COMPENSATORY EDUCATION (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IHBD © COMPENSATORY EDUCATION

(Title I)

~~The Board authorizes support of parental involvement in accord with the requirements for Superintendent shall pursue funding under Title I. A plan for the operation of a program funded through Title I shall incorporate a written statement, developed with meaningful consultation with parents of participating children, that shall establish expectations for parent involvement and describe programs. The statement shall be distributed to all parents of participating children.~~

~~The Superintendent will establish procedures that provide for the involvement of the parents of children receiving services under Title I at each site served, describing the means for carrying out the requirements of policy involvement, shared responsibilities for high student performance, building capacity for involvement, and accessibility.~~

~~Adopted: date of manual~~, 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:

- A. The District's expectations for parental involvement;
- B. Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and

C. 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. A process for continually involving parents/guardians in its development and implementation;

B. How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;

C. The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and

D. 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.*, Every Student Succeeds Act of 2015

Compare IHBD-R (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IHBD-~~R~~-R ©

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. ~~Establishing~~ a District-level committee with parents/guardians liaisons from each building as well

~~as representatives~~

~~as representatives~~ from other impacted programs, including Head Start.

● ~~Establishing~~

B. ~~Establishing~~ meaningful, ongoing two

~~(2)~~

~~(2)~~-way communication between the District, staff, and parents/guardians.

● ~~Developing~~

C. ~~Developing~~ a medium to communicate to parents/guardians about the plan and seek their input

~~and participation~~

~~and participation.~~

● ~~Training~~

D. ~~Training~~ personnel on how to collaborate effectively with families with diverse backgrounds that may

~~impede parents~~

~~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:

● ~~Establishing~~

A. ~~Providing~~ ongoing District-level workshops to assist schools in planning and implementing improvement strategies.

B. ~~Establishing~~ training programs for school liaisons to bring the communication and facilitation skills to

~~the schools~~

~~the schools~~ they represent.

● ~~Providing~~

C. ~~Providing~~ information to parents/guardians about the various assessment tools and instruments that will

~~be developed~~

~~be developed~~ to monitor progress.

D. ~~Seeking input from parents/guardians in developing workshops.~~

The District builds the capacity of schools and parents/guardians for strong parental involvement by

~~providing~~

:

A. ~~Providing~~ ongoing communication about the District-wide committee through District newsletters or

~~other written~~

~~other written~~ or electronically communicated means.

B. ~~Engaging the school parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.~~

C. ~~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~~

A. ~~Involving~~ District and building representatives from other programs to assist in identifying specific

~~population needs~~

~~population needs.~~

● ~~Sharing~~

B. ~~Sharing~~ data from other programs to assist in developing new initiatives to improve academic

~~achievement and~~

~~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~~

A. ~~Evaluating~~ the effectiveness of the content and communication methods through a variety of methods,

~~including~~

~~including:~~ focus groups, surveys,

~~and~~

~~workshops,~~ ~~and informal coffees~~ with District and school

~~administrative staff~~

~~administrative staff,~~ parents/guardians, and teachers.

● ~~Identifying~~

B. ~~Identifying~~ barriers to effective evaluation by language support or other assistance as needed.

● ~~Identifying~~

C. **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~~

A. **Providing** communication and calendar information to parents/guardians of upcoming meetings, discussions

~~or events~~

or events and encouraging their participation.

● ~~Providing~~

B. **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~~

A. **Convening** an annual meeting, at a convenient time, to which all parents/guardians of participating

~~children are~~

children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title

~~I and~~

I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The

~~school principal~~

school principal shall:

■ ~~Invite~~

1. **Invite** all parents/guardians of participating children to the annual meeting at school.

■ ~~Explain~~

2. **Explain** the rights of parents/guardians to be involved in establishing this compact.

■ ~~Introduce~~

3. **Introduce** and involve the school representatives on the District-level committee.

■ ~~Provide~~

4. **Provide** an overview of Title I and give parents/guardians an opportunity to express questions

~~and concerns~~

and concerns.

■ ~~Seek the~~

5. Indicate the mechanisms by which the committee work will be communicated.

6. **Seek the** involvement and input of parents/guardians.

● ~~Offering~~

7. **Provide** child care so that all parents/guardians who would otherwise be unable to attend may attend.

B. **Offering** a flexible number of meetings, such as meetings in the morning or evening, and may provide,

~~with funds~~

with funds provided under this part, transportation, child care, or home visits, as such services relate to

~~parental involvement~~

parental involvement. The school principal shall:

■ ~~Provide~~

1. **Provide** parents/guardians with opportunities to ask questions and dialogue informally about

~~student academic~~

student academic achievement and school performance.

■ ~~Engage~~

2. **Engage** school-based parent organizations to assist with communication and implementation needs.

■ ~~Develop~~

3. **Develop** and use outreach programs to involve community groups and organizations.

● ~~Involving~~

C. **Involving** parents/guardians in an organized, ongoing, and timely way, in the planning, review,

~~and improvement~~

and improvement of programs under Title I, including the planning, review, and improvement of the

~~school parental~~

school parental involvement policy and the joint development of the school wide program plan (under 20 U.S.C.

~~1114~~

1114). The school principal shall

~~identify~~

:

1. Identify and establish a process by which an adequate representation of parents/guardians

~~of participating~~

of participating children can occur.

~~• The school~~

2. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the District parent involvement policy.

D. The school principal shall:

~~■ Provide~~

1. Provide parents/guardians of participating children timely information about programs.

~~■ Communicate~~

2. Communicate updates through use of school newsletters, the District web site, e-mail and

~~telephone contact~~

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~~

:

A. Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions

~~and to participate~~

and to participate, as appropriate, in decisions relating to the education of their children, and respond to

~~any suggestions~~

any suggestions as soon as practicably possible.

B. 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~~

:

A. Submit any comments when the school makes the plan available to the Governing Board.

B. 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~~

A. Monitoring attendance, homework, and television viewing.

~~● Volunteering~~

B. Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children'

~~s-education~~

s education and extracurricular activities.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

~~● Parent~~

A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall

~~be discussed~~

be discussed as the compact relates to the individual child's achievements.

● ~~Frequent~~

B. **Frequent** reports to parents/guardians on their children's progress.

● ~~Reasonable~~

C. **Reasonable** access to staff, opportunities to volunteer and participate in their child's class, and observation

~~of classroom~~

of classroom activities.

Building Capacity

for

~~Involvement.~~

Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the

~~school's~~

schools involved, each school shall:

● ~~Provide~~

A. **Provide** assistance to parents/guardians of children served in understanding the state's academic

~~content standards~~

content standards and state student academic achievement standards, state and local assessments, monitoring

~~a child~~

a **child's** progress, and work with educators to improve the achievement of their children.

● ~~Provide~~

B. **Provide** materials and training (such as literacy, technology, et cetera) to help parents/guardians work

~~with their~~

with their children.

● ~~Educate~~

C. Educate teachers and other staff in the value and utility of contributions of parents/guardians and how

~~to effectively~~

to effectively communicate with and work with parents/guardians as equal partners.

● ~~Implement~~

D. Implement and coordinate parent/guardian programs that will build ties between

~~parents and the schools~~

them.

● ~~Coordinate~~

E. Coordinate and integrate parent involvement programs and activities with Head Start, Reading First,

~~Early Reading~~

Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents

~~as Teachers~~

as Teachers Program and public preschool and other programs and conduct other activities, such as parent/

~~guardian resource~~

guardian resource centers that encourage and support parents/guardians in more fully participating in

~~the education~~

the education of their children.

● ~~Ensure~~

F. Ensure that information is sent to the parents/guardians of participating children

~~to the extent feasible and practicable~~

in a format and language

~~that parents~~

that parents/guardians can understand.

● ~~Involve~~

G. Involve parents/guardians in the development of training for teachers, school principals, and other

~~educators to~~

educators to improve the effectiveness of such training.

● ~~Provide~~

H. **Provide** necessary literacy training from funds received under this part if the District has exhausted all

~~other reasonably~~

other reasonably available sources of funding for such training.

●

I. Pay reasonable and necessary expenses associated with local parental involvement activities,

~~including transportation~~

including transportation and child care costs to enable parents/guardians to participate in school-related

~~meetings and~~

meetings and training sessions.

●

J. Train parents/guardians to enhance the involvement of other parents/guardians.

● ~~Use~~

K. **Use** outreach programs to involve community groups and organizations.

● ~~Arrange~~

L. **Arrange** school meetings at a variety of times, or conduct in-home conferences between teachers and

~~other educators~~

other educators, in order to maximize parental involvement and participation.

● ~~Adopt~~

M. **Adopt** and implement model approaches to improving parental involvement.

● ~~Establish~~

N. **Establish** a District-wide parent advisory council to provide advice on all matters related to

~~parental involvement~~

parental involvement in supported programs.

● ~~Develop~~

O. **Develop** appropriate roles for community-based organizations and businesses in parent/guardian

~~involvement activities~~

involvement activities.

● ~~Provide~~

P. **Provide** such other reasonable support for parental involvement activities under this section

~~as parents~~

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.

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.

- o 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.
- o Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - A. Always begin with "introducing where we are now" and end with "next steps."
 - B. Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - C. Agendas can be built around the federal compliance requirements as stated in the District- and school-level compacts as developed.
 - D. 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.
 - E. 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.
 - F. 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.
 - G. 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.
 - H. 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.

- o Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - o Parents/guardians of students participating in Title I programs
 - o Staff members
 - o Students participating in Title I programs
 - o School Board members
 - o Media
 - o Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - o Officials of private schools
 - o Other
- o Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- o 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)
- o Appoint a recording secretary to keep meeting minutes.
- o 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.
- o Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- o Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- o 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.
- o 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.
- o Provide status reports to the Governing Board and, periodically, request the Board's approval of the parental involvement compacts as they evolve.
- o Revise the applicable parental involvement compacts as necessary.

IHBD-EB ©

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)]

- 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.
- B. Whether the teacher is teaching under emergency or other provisional status.
- C. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
- D. 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)]

- A. 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;
- B. The reasons for the identification;
- C. An explanation of what the school identified for school improvement is doing to address the problem;
- D. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
- E. 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
- F. 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)]

- A. The availability of supplemental education services;
- B. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
- C. 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)]

- A. 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;
- B. Offer a flexible number of meetings;
- C. 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);
- D. Provide parents of participating children:
 - 1. Timely information about programs under this part;
 - 2. 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
 - 3. 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)]

- A. The existence of the program;
- B. The program's availability; and

C. A clear explanation of how the program will operate.

Compare IHBE © BILINGUAL INSTRUCTION / NATIVE

first

LANGUAGE INSTRUCTION (version 3 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IHBE © BILINGUAL INSTRUCTION / NATIVE LANGUAGE INSTRUCTION

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-1.~~ Be provided a full description of the educational materials to be used in the different ~~educational program~~ [educational program](#) choices, and
 - ~~Be-2.~~ 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-A.~~ [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~~ [in which](#) the student scores:
 - ⇒ ~~Approximately a.~~ [Approximately](#) at or above the state average for the student's grade level, or
 - ⇒ ~~At b.~~ [At](#) or above the fifth (5th) grade average, whichever is lower.
- ~~The-B.~~ [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~~ [of educational](#) study would be better suited to the student's overall educational progress ~~and rapid~~ [and rapid](#) acquisition of basic English language skills.

~~●—The C.~~ The student has special individual needs (physical and psychological needs above and beyond the lack of English of English proficiency).

■ ~~Any 1.~~ Any decision to issue a waiver based on special individual need is to be made subject to ~~the examination~~the examination, approval and authorizing signature of the Superintendent within, but not ~~limited to~~limited to, the following guidelines:

⇒ ~~The a.~~ The student has already been placed in an English language classroom for not less than thirty (30)~~calendar~~ calendar days during that school year.

⇒ ~~It b.~~ It is subsequently the informed belief of the school principal and educational staff that the child ~~has such~~has such special and individual physical or psychological needs, above and beyond the lack of ~~English proficiency~~English proficiency, and an alternate course of educational study would be better suited to the student's ~~overall~~s overall educational development and rapid acquisition of English.

◆ ~~A-I.~~ A written description of not less than two hundred fifty (250) words documenting ~~these special~~these special individual needs for the specific student must be provided and ~~permanently added~~permanently added to the student's official school record ~~after~~.

◆ ~~II.~~ 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 the~~meaning of evaluation data, and the placement options. The review shall be ~~based upon~~based upon the student's existing records, including academic, social, and behavioral records.

◆ ~~The III.~~ The waiver application must contain the original authorizing signature of the ~~school principal~~school principal.

⇒ ~~If c.~~ If the student has been determined to be a student with a disability under the Individuals ~~with Disabilities~~with Disabilities Education Act then all procedural safeguards including those relative to ~~evaluation and~~evaluation and the provision of free appropriate public education must be followed.

⇒ ~~If d.~~ If the student has been determined to be a student with a disability under Section 504 of ~~the Rehabilitation~~the Rehabilitation Act of 1973, evaluation and such accommodations as are necessary to ~~provide a~~provide a free appropriate public education shall be provided in accord with the act.

■ ~~Teachers 2.~~ Teachers and local school districts may reject waiver requests without explanation or legal consequence. ~~The~~ The existence of such special individual needs shall not compel issuance ~~of a~~of a waiver.

■ ~~The 3.~~ The parents shall be fully informed of their right to refuse to agree to a waiver for special ~~individual needs~~individual needs.

The Superintendent shall develop procedures as necessary for implementation of this policy.

Adopted: ~~October 3, 2012~~ 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

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.

A. 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.

B. 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.

C. 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.



IHBF © HOMEBOUND INSTRUCTION

"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 Special Education Department 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: March 14, 2006

LEGAL REF.:

A.R.S.

[15-769](#)

[15-901](#)

A.A.C.

[R7-2-607](#)

CROSS REF.:

[JHD](#) - Exclusions and Exemptions from School Attendance



IHBH ALTERNATIVE SCHOOL PROGRAMS

Magnet Schools

The Board authorizes the establishment of the magnet-school concept. Magnet schools may be established as separate schools, or magnet programs may be housed within existing schools. Specialized alternative curriculum and/or teaching methodologies shall be offered that may attract students from throughout the Glendale Elementary School District.

Adopted: date of manual adoption

Compare IHBHD © ONLINE / CONCURRENT / CORRESPONDENCE COURSES (version 3 to 2)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IHBHD © ONLINE / CONCURRENT / CORRESPONDENCE COURSES

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~~

A. ~~meet~~ District and SBE academic standards for the identified student population,

● ~~provide~~

B. ~~provide~~ at least the minimum course of study and competency requirements for graduation from high school,

● ~~based~~

~~based~~ on the current cohort year requirements, and

● ~~prepare~~

C. ~~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~~

A. ~~satisfactorily~~ complete the course requirements,

● ~~participate~~

B. ~~participate~~ in the testing requirements prescribed by A.R.S. [15-741](#) *et seq.*, and

● ~~not~~

C. [not](#) be allowed to participate in AOI if the student fails to comply with the testing requirements and

~~the online~~

[the online](#) instruction provider fails to administer the tests to at least ninety-five percent (95%) of the

~~students participating~~

[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: ~~October 3, 2012~~[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](#)

[R7-2-302.02](#)

[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

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:

- A. explore the student's interest in and understanding of the AOI program,
- B. describe the AOI course or program provider's requirements of the student, and
- C. 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.



**IHCA ©
SUMMER SCHOOL**

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

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.

Efforts shall be made to maintain class size for grades kindergarten (K) through two (2) at a lower ratio than for grades three (3) through eight (8).

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 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.

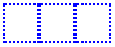
[15-341](#)

[15-342](#)

[15-764](#)

CROSS REF.:

[IHB](#) - Special Instructional Programs



IIB-R ©

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.:

[IHB](#) - Special Instructional Programs



IJ © INSTRUCTIONAL RESOURCES AND MATERIALS

Supplies

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

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: September 22, 2011

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

Compare IJ-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

IJ-R ©

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:

~~● Requests~~

A. **Requests** must be in writing and must specify the materials that the parents or guardians want to review.

~~● Requests~~

B. **Requests** shall be submitted to the office of the

~~school principal.~~ ~~● At~~

_____.

C. **At** least one (1) copy of such instructional materials shall be available for parent or guardian review.

~~● Printed~~

D. **Printed** textbooks, supplementary books, and other printed subject matter may be checked out for

~~removal from~~

removal from District premises for up to forty-eight (48) hours. All other materials, including films, may be

~~reviewed only~~

reviewed only on District premises.

~~● School~~

E. **School** personnel involved in handling requests to review materials will notify the parents or guardians as

~~to when~~

to when and where such materials may be picked up or reviewed.

● ~~Materials~~

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:

● ~~The~~

A. The objection is in writing and is specific in its description of the activity or learning material to

~~which the parent~~

which the parent or guardian objects.

● ~~The~~

B. The objection includes a statement that the parent or guardian understands that the educational

~~information and~~

information and concepts covered in the activity or material may not be covered in any other manner or form and

~~that the parent~~

that the parent or guardian understands that the student may not be able to make up the material or activity

~~in any other~~

in any other way.

● ~~Although~~

C. Although the student may be unable to make up for the missed activity or material, no penalty will accrue

~~to the~~

to the student in grades or credit, with the exception that, if the objection removes a student from a

~~substantial portion~~

substantial portion of a class, promotion and credit decisions will be based on applicable District policies.

● ~~All~~

D. All such objections shall be directed to the principal of the school in which the student is enrolled, who

~~shall forward~~

shall forward a copy of the written objection to the Superintendent, indicating that the student has been

~~removed from~~

removed from the activity or stating the reason for nonremoval.

● ~~Upon~~

E. Upon receiving a principal's recommendation for removal or nonremoval, the Superintendent will review

~~the situation~~

the situation and make a decision regarding the matter and communicate that decision to the parent or

~~guardian and~~

guardian and the principal.

● ~~Within~~

F. Within ten (10) days after receiving notification of such decision from the Superintendent, the parent

~~or guardian~~

or guardian may request an appeal to the Board.

Compare IJJ © TEXTBOOK / SUPPLEMENTARY MATERIALS

first

SELECTION AND ADOPTION (version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IJJ © TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

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

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

Objectives of Selection

It is the responsibility of the school textbook committees to:

- ~~Recommend~~ **A. Recommend** resources that will support and enrich the curriculum, taking into consideration the ~~varied interests~~ **varied interests**, abilities, learning styles, and maturity levels of students served.
- ~~Recommend~~ **B. Recommend** resources that will stimulate growth in factual knowledge, critical analysis of differing sides ~~of issues~~ **of issues**, literary appreciation, aesthetic values, and recognition of various societal values.
- ~~Place~~ **C. Place** principle above personal opinion and reason above prejudice in the recommendation of resources ~~of the highest~~ **of the highest** quality in order to assure a comprehensive collection of resources appropriate for the ~~complete education~~ **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: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-342](#)

[15-721](#)

[15-722](#)

[15-726](#)~~A.A.C.~~

~~R7-2-204~~

CROSS REF.:

[DN](#) - School Properties Disposition

[IJL](#) - Library Materials Selection and Adoption

[KEC](#) - Public Concerns/Complaints about Instructional Resources

Compare IJJ-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

IJJ-R ©

REGULATION

TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

(Criteria for Selection)

Textbook selection committees shall be guided by the following:

● ~~Resources~~

A. **Resources** shall be recommended to support and enrich the school curriculum and to meet the

~~personal needs~~

personal needs of the students.

● ~~Resources~~

B. **Resources** that are recommended shall be appropriate for the subject area and for the age,

~~emotional development~~

emotional development, ability level, learning styles, and social development of students for whom the

~~materials are~~

materials are selected.

● ~~Resources~~

C. **Resources** that are recommended shall provide a background of information that will motivate students

~~to examine~~

to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and

~~privileges as~~

privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.

● ~~Resources~~

D. **Resources** that are recommended shall provide information on differing sides of issues so that users

~~may develop~~

may develop the practice of critical analysis.

● ~~Resources~~

E. **Resources** shall be recommended for the atypical student as well as for the average student.

● ~~Resources~~

F. **Resources** shall be recommended for their strengths rather than rejected for their weaknesses, and shall

~~be judged~~

be judged as a whole.

● ~~Recommendations~~

G. **Recommendations** shall support and be consistent with general education goals of the District and goals

~~and objectives~~

and objectives of specific courses.

Compare IJL LIBRARY MATERIALS SELECTION AND

first

ADOPTION (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IJL © LIBRARY MATERIALS SELECTION AND ADOPTION

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

● ~~Enrich~~

A. Enrich and support the curriculum

~~with emphasis on the Arizona Academic Standards and the District's responsibility to student achievement goals~~

, taking into consideration the varied interests, abilities, and maturity

~~levels of~~

levels of the students served.

● ~~Stimulate~~

B. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

● ~~Provide~~

C. Provide a background of information that will

~~enhance~~

enable students

~~abilities~~

to make intelligent judgments in their daily lives.

● ~~Provide~~

D. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions

~~to our~~

to our American heritage

~~within the guidelines established by other District policies~~

~~● Assure~~

E. **Assure** a comprehensive collection appropriate for the users of

~~an elementary or middle school library where~~

the

~~emphasis is on academics. Nothing in this or other policies should be construed as an attempt or effort to replicate a public~~

library

~~collection or service~~

~~● Provide~~

F. **Provide** a current, balanced collection of books, basic reference materials, texts, periodicals, and

~~audiovisual materials~~

audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of

~~American society. Annual review of the collection should be correlated with the academic emphasis of the school.~~

American society.

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

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

- ~~● Damaged~~ **A. Damaged** materials.
- ~~● Materials~~ **B. Materials** that no longer present current information.
- ~~● Materials~~ **C. Materials** that no longer support the goals of the District.
- ~~● Materials~~ **D. Materials** that have not been used frequently enough to justify the use of library space.

Adopted:

~~December 2, 2003~~

date of Manual adoption

LEGAL REF.:
A.R.S.

[15-362](#)

[15-721](#)

[15-722](#)

Compare IJL-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IJL-R-R ©

REGULATION

LIBRARY MATERIALS SELECTION AND ADOPTION

The following standards shall be used in the selection of library books, materials, and ~~materials~~electronic media:

~~● Materials that support the District's curriculum and the Arizona Academic Standards. The first responsibility of the library is to support the curriculum.~~

~~● Materials~~

A. Materials and media that widen the boundaries of the students' thinking, that enrich their lives and help

~~them fulfill~~

them fulfill their recreational and emotional needs.

~~● Materials~~

B. Materials and media that have imaginative appeal and a style that is interesting and free from monotony.

~~● Materials~~

C. Materials and media that stimulate the imagination, provide for mental growth, develop a taste for

~~good writing~~

good writing, and draw attention to the beautiful and artistic.

~~● Books~~

D. Books and media that provide pleasurable reading for the reader's sake.

~~● Books~~

E. Books and media that are illustrated in a manner that complements the text, have quality art, and are

~~suitable for~~

suitable for the intended readers.

● ~~Materials~~

F. **Materials and media** that adequately cover a wide range of reading ability.



IJM ©
SPECIAL - INTEREST MATERIALS
SELECTION AND ADOPTION

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

In general, supplementary materials (printed materials, models, films, slides, pictures, charts, exhibits for educational purposes, et cetera) from 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: October 3, 2012

LEGAL REF.:

A.R.S.

[15-341](#)

[15-535](#)

Compare IJNC RESOURCE CENTERS / MEDIA CENTERS /
SCHOOL LIBRARIES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IJNC ©
RESOURCE CENTERS / MEDIA
CENTERS / SCHOOL LIBRARIES

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

●—A. A comprehensive collection of instructional materials selected to meet the ~~academic and personal~~ needs of the students ~~within the resources of the District.~~

●—~~Maximum~~B. Maximum accessibility to these materials. ●—A

C. A place for materials that will support the curriculum, taking into consideration the individual student's

~~needs and~~

~~needs and~~ the varied interests, abilities, socioeconomic backgrounds, and maturity levels of all of the students.

●—A

D. A place for materials for teachers and students to encourage growth in knowledge, which will develop

~~academic;~~

literary,

~~cultural~~

~~cultural~~, and aesthetic appreciation and ethical standards.

●—~~Materials that reflect the ideals and beliefs of various religious, social, political, historical, and ethnic groups and their contributions to the American and world culture, thereby enabling students to develop intellectual integrity in making judgments.~~

●—~~The~~E. The allotment of space for an adequate professional library.

Adopted:

~~December 2, 2003~~

date of Manual adoption

LEGAL REF.:
A.R.S.

15-341

15-362~~41-1354~~



IJND ©
TECHNOLOGY RESOURCES
(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: September 22, 2011

LEGAL REF.:

A.R.S.

[15-113](#)

[15-341](#)

CROSS REF.:

[IJ](#) - Instructional Resources and Materials

[KB](#) - Parental Involvement in Education

Compare IJND-R © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IJND-R ©

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~~

A. ~~The~~ movie, video or electronic material has been previewed by the teacher or other certificated staff member.

~~• The~~

B. ~~The~~ movie, video or electronic material has been determined to not contain material that is objectionable

~~or inappropriate~~

~~or inappropriate~~ for the age group to which it is intended to be shown.

~~• The~~

C. ~~The~~ responsible school administrator has approved the use of the movie, video or electronic material prior

~~to its~~

~~to its~~ showing.

~~• The~~

D. ~~The~~ teacher or other certificated staff member has provided advance notification to each student's parent(s),

~~or~~

~~or~~ other responsible adult, of the title of the movie, video or electronic material and the date on which it

~~will be~~

will be shown.

~~• When~~

E. ~~When~~ a movie, video or electronic material has a rating the above advance notification will include the

~~rating and~~

~~rating and~~ the source providing the rating.

~~• A~~

F. A student whose parent(s) or other responsible adult has provided notice of their disapproval will not

~~be permitted~~

~~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.

Compare IJNDB © USE OF TECHNOLOGY RESOURCES IN INSTRUCTION (version 4 to 3)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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, 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 ~~mechanisms~~ **system**, 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,~~ **email** and other forms ~~of direct electronic of~~ **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)].

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.

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, 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: date of Manual adoption

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. 9134, The Children's Internet Protection Act

47 U.S.C. 254, Communications Act of 1934 (The Children's Internet Protection Act)

Compare IJNDB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

IJNDB-R ©

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:

● ~~Limit~~

A. **Limit** access by minors to inappropriate matter on the Internet and World Wide Web.

● ~~Monitor~~

B. **Monitor** the safety and security of minors when using electronic mail, chat rooms, and other forms of

~~direct electronic~~

direct electronic communications.

● ~~Monitor~~

C. **Monitor** for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.

● ~~Restrict~~

D. **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 use. 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:

~~Use~~

A. ~~Use~~ the EIS to support personal educational objectives consistent with the educational goals and

~~objectives of the~~

~~objectives of the~~ School District.

~~Agree~~

B. ~~Agree~~ not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane,

~~sexually~~

~~sexually~~ oriented, threatening, racially offensive, or illegal material.

~~Abide~~

C. ~~Abide~~ by all copyright and trademark laws and regulations.

~~Not~~

D. ~~Not~~ reveal home addresses, personal phone numbers or personally identifiable data unless authorized

~~to do so~~

to do so by designated school authorities.

● ~~Understand~~

E. **Understand** that electronic mail or direct electronic communication is not private and may be read

~~and monitored~~

and monitored by school employed persons.

● ~~Not~~

F. **Not** use the network in any way that would disrupt the use of the network by others.

● ~~Not~~

G. **Not** use the EIS for commercial purposes.

● ~~Follow~~

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.

● ~~Understand~~

J. **Understand** that inappropriate use may result in cancellation of permission to use the electronic

~~information services~~

information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

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

● ~~Maintain~~

A. **Maintain** supervision of students using the EIS.

● ~~Agree~~

B. **Agree** to directly log on and supervise the account activity when allowing others to use District accounts.

● ~~Take~~

C. **Take** responsibility for assigned personal and District accounts, including password protection.

● ~~Take~~

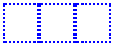
D. Take all responsible precautions, including password maintenance and file and directory protection measures,

to

to prevent the use of personal and District accounts and files by unauthorized persons.

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.



IJNDB-E ©

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 _____

Compare IJNDBA © WEBSITE ACCESSIBILITY (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

IJNDBA © WEBSITE ACCESSIBILITY

(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/content/learn/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: ~~date of Manual adoption~~ <-- z2AdoptionDate -->

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

Compare IJOA FIELD TRIPS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IJOA © FIELD TRIPS

~~The Governing Board believes that field trips are an effective learning experience when coordinated with the District instructional program. The Board authorizes, within the financial limitations of the budget, the inclusion of field trips in the instructional program when such field trips meet the criteria of a clearly defined educational purpose that reinforces an established District course of study and utilizes only District-provided transportation.~~

~~The Board recognizes that overnight field trips can be an effective learning experience when properly coordinated with District programs. The Board authorizes, within the financial limitations of the budget, such field trips provided the Board has been informed and the trip meets the following criteria:~~

- ~~● A clearly defined educational purpose.~~
- ~~● Reinforcement of established District courses of study.~~
- ~~● Must be conducted within the state of Arizona.~~
- ~~● The educational experience offered by such a trip cannot be obtained or accomplished during a regular school day.~~
- ~~● Utilization of District-approved transportation only.~~

~~Any exceptions to the above must have prior approval from the Superintendent~~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.

In general, field trips shall be conducted within the normal school day and shall be limited to within Maricopa County. Out-of-County trips or 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~~

Manual adoption

Compare IJOA-R © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IJOA-R ©

REGULATION

FIELD TRIPS

Field trips ~~must be directly related to the students' instructional program and State Board standards, and are to be useful in encouraging~~ **are very useful to encourage** learning through exploration of the environment not immediately accessible to the classroom.— However, field trips are only one means of achieving an educational objective. Approval of field trips will be based on a number of items such as availability of transportation, budget, personnel, weather, risks, and distance, as well as educational objectives.

It will be the responsibility of the staff and the principal to organize field trips so that an experience is not repeated yearly for a student or group of students. There might be some justification for repeating an experience, but generally the same field trip will not be repeated for any one (1) student within a three (3) year cycle.

The cost of transportation for field trips must be included in budget planning. Each teacher who wishes to plan field trips should make tentative plans with the principal during budget planning. Such plans should include the place, time, and educational justification for each field trip. The District will attempt to have some capacity for scheduling field trips beyond those requested by the teachers as part of the budget process, but there can be no assurance that such unbudgeted trips can be accommodated.



IJOB ©
COMMUNITY RESOURCE
PERSONS / SPEAKERS

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

Compare IJOC © SCHOOL VOLUNTEERS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IJOC © SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to the students and educational programs of the District. A volunteer program is approved subject to suitable rules, safeguards, and regulations as developed by the Superintendent. [Individuals will follow District BRAVO \(Building Relationships and Volunteer Opportunities\) program procedures in order to volunteer.](#)

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

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

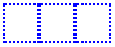
LEGAL REF.:

A.R.S.

[15-203](#)

[15-521](#)

[15-767](#)



IKAB © REPORT CARDS / PROGRESS REPORTS

School Report Cards

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

The annual report cards will be distributed to parents of 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: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-709](#)

[15-746](#)

[15-767](#)



IKACA ©
PARENT CONFERENCES

Parent/teacher conferences will be conducted twice a year. The Superintendent or designee will establish procedures to allow parents of students to schedule 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

Compare IKB © HOMEWORK (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IKB © HOMEWORK

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

~~Homework~~ When homework is assigned, it 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~~ A. Intervention that changes deficient performance to performance that meets acceptable standards.
- ~~Reinforcement~~ B. Reinforcement and mastery of critical skills and concepts. Special emphasis will be placed on the mastery ~~of basic~~ of basic skills.
- ~~Challenge~~ C. Challenge through exploration of concepts and skills that complement and elaborate those introduced in ~~the classroom~~ the classroom.
- ~~Feedback~~ D. Feedback from the teacher through correction and clarification of all outside assignments.

Adopted: date of

~~manual~~

Manual adoption



IKD © HONOR ROLLS

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

Honor rolls will be used in grades kindergarten through eight. 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

Compare IKE © PROMOTION AND RETENTION OF STUDENTS (version 3 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IKE © PROMOTION AND RETENTION OF STUDENTS

(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.

~~Promotion from year~~ 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 shall 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.~~

and retention.

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 ~~plan~~ 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~~ 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: date of

~~manual~~

Manual adoption

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](#) ~~and~~

[R7-2-309](#)

[R7-2-401](#)

A.G.O.

184 - 016

CROSS REF.:

[IHA](#) - Basic Instructional Program

[IKEB](#) - Acceleration

[IKF](#) - Graduation Requirements



IKE-RA ©

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.

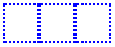
At the end of the second and subsequent grading periods, students - including new students - who achieve below expected grade level standards will be reviewed by the principal and staff members to consider retention. Parent conferences will be held to inform parents of the concern and to involve them 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 student 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 ©

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 that includes 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. 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.
- F. 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 this policy, the total number of students promoted pursuant to this policy, the total number of pupils retained in grade three 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

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

Compare IKEA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

IKEA-R ©

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~~

A. ~~Each~~ teacher will provide the student's assignment(s) and any handouts or materials necessary

~~for accomplishment~~

~~for accomplishment~~ of such assignment(s)

~~for~~

, ~~allowing~~ a minimum ~~make up~~ period of one (1) day ~~for each day absent~~.

● ~~It~~

B. ~~It~~ will be the responsibility of any student who misses a laboratory assignment or test to arrange

~~with the teacher~~

~~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~~

A. ~~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~~

~~tests when the~~ student returns.

● ~~If~~

B. If the teacher is unable to supply the student with a make up assignment, the student will not be

~~held responsible~~

held responsible for that make up assignment.

● ~~The~~

C. The student has the responsibility to work with the teacher to develop a plan for making up

~~homework and~~

homework and tests.

● ~~If~~

D. If work is not turned in by the time the assignment is due, and the student fails to provide an

~~acceptable explanation~~

acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce

~~the grade~~

the grade on the assignment or withhold credit on the assignment.

● ~~When~~

E. When a student has been absent for illness, ample time will be given for make up work once the

~~student returns~~

student returns to school.

● ~~In~~

F. In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox,

~~measles~~

measles,

~~etc.~~

et cetera), or when the parent notifies the office that the student will be absent more than one (1)

~~week~~

week for other reasons (e.g., vacation), teachers may provide required assignments in advance or

~~send assignments~~

send assignments to the student.



IKEB © ACCELERATION

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

The final 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



IKFB
PROMOTION EXERCISES
(Eighth Grade Promotion)

Promotion exercises for students completing the eighth grade are to be conducted at the end of the academic school year when attendance and academic requirements of the state of Arizona have been met. Only those students who have met all District requirements by the day of promotion may participate in the eighth-grade promotion exercises.

Adopted: date of manual adoption

Compare IL © EVALUATION OF INSTRUCTIONAL
PROGRAMS (version 4 to 3)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IL ©
EVALUATION OF INSTRUCTIONAL
PROGRAMS

(Testing Programs)

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

The Board authorizes:

- A. 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-three~~ (23) 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: <-- z2AdoptionDate -->

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

Compare ILB © TEST / ASSESSMENT ADMINISTRATION

first

(version 3 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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

Security of Testing Materials

Employees designated by the Superintendent to administer the ~~nationally standardized norm-referenced~~ achievement test adopted by the Arizona State Board of Education shall:

- ~~Keep~~ A. **Keep** all test materials in locked storage.
- ~~Not~~ B. **Not** reproduce any test materials in any manner.
- ~~Not~~ C. **Not** disclose any actual test items to students prior to testing.
- ~~Not~~ D. **Not** provide answers of any test items to any students. ● ~~Administer~~

E. **Administer** only practice tests that are provided by the test publishers. Previous editions of the test

~~series being~~

series being used in the statewide testing program may not be used as practice tests.

● ~~Strictly~~

F. **Strictly** observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall

~~be followed~~

be followed as closely as possible in order to maintain uniformity in test administration.

● ~~Follow~~

G. **Follow** directions for administering the test explicitly. No test item may be repeated unless otherwise

~~indicated in~~

indicated in the directions.

● ~~Not~~ H. **Not** change a student's answer.

● ~~I.~~ **I.** 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~~ 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)

~~[ILC](#) - Use and Dissemination of Test Results~~ [JR](#) - Student Records



**ILC ©
USE AND DISSEMINATION
OF TEST RESULTS**

Test scores may provide a record of each student's academic progress in comparison with national norms.

Test scores will be maintained as a part of the student's educational record. Such permanent record will be sent to another school system upon request of the school or the parent upon transfer of the student.

No individual or unauthorized agency outside the school system will be permitted to have access to a student's test record or permanent record without written permission from the parent, or from the student if eighteen (18) years of age.

The parent may have access to the test record of a student under age eighteen (18) by making an appointment with the principal's office.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-141](#)



**ILE ©
EVALUATION OF
INSTRUCTIONAL PROGRAMS**

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

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

Compare IMA TEACHING METHODS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IMA © TEACHING METHODS

(Lesson Plans)

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

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

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

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

Adopted: date of

manual

Manual adoption

Compare IMA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

IMA-R ©

REGULATION

TEACHING METHODS

(Lesson Plans)

Guidelines for the implementation of this administrative regulation shall include:

~~● Lesson A.~~ Lesson plans shall be developed according to District-wide formats and shall reflect the scope and ~~sequence of~~ sequence of the courses of instruction. Acceptable alternatives may be approved by the principal. ~~● Lesson plans~~

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~~

When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects

~~of such~~

of such plans.

~~● While~~

D. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared

~~for each~~

for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Material to be

~~used in~~

used in a lesson(s) - such as duplicated material, cassette tapes, films, filmstrips, transparencies - may serve

~~as an integral~~

as an integral part of the plan.

● ~~Lesson~~

E. Lesson plans for individualized programs should be consistent with the general overview and purpose

~~of the instructional~~

of the instructional program. The progress of individual student(s) must be a consideration in the plan.

● ~~Teachers~~

F. Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue,

~~if possible~~

if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that

~~relates to the~~

relates to the subject area.

● ~~The G.~~ The provision that copies of lesson plans must be available for substitute teachers.

Compare IMB TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IMB © TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES

~~Preparing students for effective citizenship is accepted as one of the major goals of our public schools. The instructional program developed to achieve this purpose emphasizes our American heritage, rights and privileges of citizens, and citizenship responsibilities for maintaining our American way of life.~~

~~In preparing for effective citizenship, it is sometimes necessary for pupils to study issues that may be considered controversial. Controversial issues are those that generate or have the capability to generate adverse reactions by a portion of the community. Examples of such topics are sexuality, abortion, substance abuse, evolution, religious observances, and political philosophies. When such issues are studied, or when they arise, it shall be the purpose of our schools to recognize the pupils' rights and/or obligations:~~

- ~~● To study issues that have political, economic, or social significance and concerning which the student may develop a strong opinion.~~
- ~~● To have access to relevant information that enhances the educational merits of the topic being studied.~~
- ~~● To study under competent instruction in an atmosphere free of bias and prejudice.~~
- ~~● To form and express opinions on controversial issues without jeopardizing relationships with teachers.~~
- ~~● To recognize that having differences of opinion is important and being able to compromise is valued in American society.~~
- ~~● To respect minority opinion.~~

~~The Board recognizes these rights and approves for inclusion in the curriculum the fair and careful consideration of some of the unsolved problems of the social order. Study of controversial topics should be handled tactfully and honestly, in an impartial and unprejudiced manner, commensurate with the age and understanding of the student. The Board supports teachers and administrators who work within the framework of established policy from attacks by partisan groups or individuals.~~

~~Adopted: date of manual~~ Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

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

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

- 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: date of Manual adoption

Compare IMB-R (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

IMB-R

REGULATION

TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES

Guidelines

The school does not teach controversial issues; it provides an opportunity for their study.

When controversial issues are studied or arise, opportunity should be provided for various viewpoints to be presented.

All instructional issues are to be dealt with impartially and objectively without imposing the teacher's own biases or using this freedom as a license to propagandize.

Respect for the moral standards held by individual students must be maintained and defended.

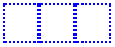
Controversial issues must be studied in a manner that is suitable to the knowledge, maturity, and competence of students.

Study of the issue must help students achieve District curriculum objectives.

Outside speakers or the use of instructional materials that have not been approved previously by the Governing Board will be approved by the school principal or District administration.

When a student or patron objects to any materials presented, the procedure and forms for review of instructional materials shall be used. When a student, parent, or citizen resident objects to a presentation not involving instructional materials, the same procedure and forms shall be used, with the word *material* replaced by *presentation*.

After going through the process as outlined, individual students will only be permitted, upon parents' prior written consent, to be included in the presentation. If a parent does not want his/her child to be included, the child will be excused, without penalty, to an alternate activity during the presentation of controversial issues (e.g., the District human growth and development films shown as part of the health curriculum). Parents must be given the opportunity to review the films and materials prior to them being shown to students.



**IMD ©
SCHOOL CEREMONIES
AND OBSERVANCES**

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

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. Each teacher in charge of a classroom for the first class of each day shall conduct a period of meditation, not to exceed one (1) minute in duration. No other activities will be allowed in the classroom at that time.

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 Dues," which means "God Enriches."

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-203](#)

[15-342](#)

[15-506](#)

[15-717](#)

Compare IMG © ANIMALS IN SCHOOLS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IMG © ANIMALS IN SCHOOLS

The Superintendent may establish procedures for appropriately and humanely bringing live animals into a classroom. Such procedures shall forbid the transporting of live animals that are not service animals on school buses unless the animal is present for an educational purpose by written approval from the Superintendent or ~~school~~ 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.

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: ~~October 22, 2013~~ [date of Manual adoption](#)

LEGAL REF.:

A.R.S.

[11-1024](#)

A.A.C.

R17-9-102



IMG-R ©

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 permission from the principal. The following guidelines shall apply to animals in the schools:

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

Compare IMH © CLASS INTERRUPTIONS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

IMH © CLASS INTERRUPTIONS

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

The classroom setting shall not be interrupted by the use of the interschool communication system unless authorized by the principal.

Adopted: date of manual adoption

Compare IMH-R © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

IMH-R ©

REGULATION

~~CLASS INTERRUPTIONS~~

~~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.~~

Compare JA © STUDENT POLICIES GOALS / PRIORITY OBJECTIVES (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JA © STUDENT POLICIES GOALS / PRIORITY OBJECTIVES

The Superintendent will establish an environment conducive to the best learning achievement for each student through meeting the following goals:

- ~~To provide for the instruction of a well-organized curriculum at both the knowledge and application levels leading to increased cognitive development and success in future learning.~~
- ~~To A.~~ To individualize the learning program in order to provide appropriately for each student.
- ~~To B.~~ To protect and observe the legal rights of students.
- ~~To C.~~ To enhance the self-image of individual students through helping them feel respected and worthy, and ~~through a~~ through a learning environment that provides positive encouragement.
- ~~To D.~~ To provide an environment of reality in which students can learn personal and civic responsibility for ~~their actions~~ their actions through meaningful experiences as school citizens.
- ~~To E.~~ To deal with students in matters of discipline in a just and constructive manner.
- ~~To F.~~ To provide, in every way feasible, for the safety, health, and welfare of students.
- ~~To G.~~ To promote regular attendance and good work.

Adopted: date of ~~manual~~ Manual adoption



JB ©
EQUAL EDUCATIONAL
OPPORTUNITIES

The right of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, sex, age, national origin, and disability, or any other reason not related to the student's individual capabilities.

The right of students to participate in extracurricular activities shall be dependent only upon their maintaining the minimum academic and behavioral standards established by the Board, and their individual ability in the extracurricular activity.

Adopted: date of manual adoption

LEGAL REF.:

Arizona Constitution, Act XI, Sec. 6

20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Educational Opportunities Act

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

42 U.S.C. 2000, Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001

CROSS REF.:

[AC](#) - Nondiscrimination

[ACA](#) - Sexual Harassment

[GBA](#) - Equal Employment Opportunity

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[IHBA](#) - Special Educational Programs and Accommodations for Disabled Students

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[KED](#) - Public Concerns/Complaints about Facilities or Services

Compare JB-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last** through the modifications.

JB-R ©

REGULATION

EQUAL EDUCATIONAL OPPORTUNITIES

Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, **within the established timelines**. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539](#) *et seq.* may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with ~~policies~~ **Policies** JK, JKD and JKE.

If the Superintendent's investigation reveals no reasonable cause to ~~believe~~ **believe** policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.



JB-E ©

EXHIBIT

**EQUAL EDUCATIONAL
OPPORTUNITIES**

COMPLAINT FORM

(To be filed with the compliance officer as provided in JB-R)

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

| Name | Address | Telephone Number |
|------|---------|------------------|
|------|---------|------------------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer, as designated in JB-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

Compare JC © SCHOOL ATTENDANCE AREAS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JC © SCHOOL ATTENDANCE AREAS (In District)

The attendance areas of the District will be established by the Board. Students will attend school in the attendance areas in which their respective residences are located. Exceptions to this policy may be made for open enrollment, unsafe school choice options, special placements based on Individualized Educational Programs, disciplinary actions, available curricula and in the case of homeless students, continued attendance in their school of origin.

The Governing Board recognizes that the proposed adoption of attendance boundaries or change in current attendance boundaries is a topic which will generate much concern and interest by all who may be affected. Therefore, Board meetings to discuss proposed changes to attendance boundaries shall have comment periods and will be preceded by prior notification to parents and guardians of students and residents of the households to be affected by the proposals being discussed. The notice shall be by means intended to reach the largest number of persons to be affected. At least one (1) meeting shall be held to present the maps of proposed attendance boundaries and receive comments from those affected. These maps and the notice of such a meeting shall be made available on the District's website, if one is available.

Following Board action, parents, guardians and residents affected by a boundary change decision will be informed by means of the minutes and other school and District communications. These will be placed on the District's web site, if one is available. Within ninety (90) days of the adoption of a boundary change by the Governing Board, attendance boundaries will be updated, made available to the public and, if available, placed on a District website. If a web site is available a direct link to the School District's attendance boundaries will be sent to the Department of Real Estate otherwise a copy of any change will be sent. ~~If the boundary changes adopted by the Governing Board affect any school built on land donated to the District within the past five (5) years, the entity which donated the land will be informed of the Board's decision.~~

The Superintendent will develop the specific procedures necessary to implement the actions, notification, and documentation required by this policy.

Adopted: ~~December 11, 2008~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-461](#)

20 U.S.C. 9532, No Child Left Behind (Unsafe School Choice)

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001

CROSS REF.:

[JFBA](#) - Unsafe School Choice



JC-R ©

REGULATION

SCHOOL ATTENDANCE AREAS

Recommendations to the Governing Board for the adoption of new attendance boundaries or change in current attendance boundaries will be presented along with a map at one (1) meeting that provides for comments on the proposed changes prior to discussion and action.

Parents/guardians of students and residents of the households affected by attendance boundary changes will be notified, whenever possible, a minimum of ten (10) days prior to the public meeting. The notice will include the time, place, date, a call for public input, and where a map delineating the proposed adoption/change may be viewed. Notice will be given by:

- A post card addressed to the zip codes plus four (4) digits of all affected postal residents located in the attendance area subject to change.
- Written notification to the parents or guardians of affected students provided by means of:
 - Weekly school lunch menus; or
 - Special communications; or
 - Newsletters; or
 - Any similar means reasonably calculated to provide sufficient notice.
- Broadcast and print media public announcements.
- Posting of notice at the school and in places permitting notice posting in the area of student attendance affected.
- Information and a map delineating the proposed changes available in the school office and posted on the District's web site, if available.

The meeting will be held in a public facility, if one is available, in a location with proximity to the area suggested for school attendance change and which will accommodate the expected participants. Participation by parents/guardians of students and residents of homes affected will be encouraged. Up to one (1) hour will be scheduled for receipt of affected persons' comments with the time for individual presentations determined by the time scheduled divided by the participants requesting to speak. Additional time may be allocated by specific Board action.



JCA ASSIGNMENT OF STUDENTS TO SCHOOLS

Ordinarily, students shall attend school in the attendance area where they live. Parents may request that a student be transferred to another school within the District.

Under the authority of school districts to assign students to schools as deemed in the best educational interest of all, the Board authorizes the Superintendent to grant or deny requests for individuals to attend schools outside of their designated attendance areas after consideration of the following criteria:

- The change appears to be in the best interests of the individual.
- No bus route will be extended beyond its normal run.
- Principals of both schools are involved in the procedure.
- The change does not create overcrowding at the receiving school.

Adopted: date of manual adoption

CROSS REF.:

[JC](#) - School Attendance Areas



JE ©
STUDENT ATTENDANCE

The parent or guardian is charged by law with responsibility for the student's consistent school attendance. The Superintendent will enforce the laws regarding attendance, with consideration for the variables that affect children and families. The Superintendent will place emphasis on the prevention and correction of the causes of absenteeism.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-239](#)

[15-346](#)

[15-771](#)

[15-802](#)

[15-804](#)

[15-805](#)

[15-806](#)

[15-807](#)

[15-826](#)

[15-843](#)

[15-872](#)

[15-873](#)

[15-901](#)

CROSS REF.:

[JH](#) - Student Absences and Excuses



JE-R ©

REGULATION

STUDENT ATTENDANCE

Attendance Records

Each time a class meets, the teacher shall check and formally record the attendance of all students assigned to the class. The name of any absent student shall be entered on the prescribed attendance/absence report and be submitted to the office.

A master list of student absences will be prepared daily from attendance reports received in the office.

The school administrator is accountable for assuring that accurate and timely daily records of student membership and attendance are maintained.



JEA ©
COMPULSORY ATTENDANCE AGES

It is unlawful for any child who is at least six (6) but not yet sixteen (16) years of age to fail to attend school during the hours that school is in session, unless such child is excused pursuant to:

- A.R.S. [15-802](#) (see attached exhibit) and verifiable records are kept of the reasons for excuse from the duties prescribed.
- A.R.S. [15-901](#) (for children with disabilities).
- The child being provided instruction at home.
- The child being accompanied by a parent or a person authorized by a parent.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-802](#)

[15-803](#)



JEA-E ©

EXHIBIT

COMPULSORY ATTENDANCE AGES

Every child between the ages of six (6) and sixteen (16) years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies, and science. The person who has custody of the child shall choose a public, private, charter, or home school as defined in A.R.S. [15-802](#) to provide instruction.

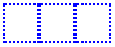
The parent or person who has custody of the child shall do the following:

- If the child will attend a public, private, or charter school, enroll the child and ensure that the child attends the public, private, or charter school for the full time that school is in session. If the child attends a school that is operated on a year-around basis, the child shall regularly attend during school sessions that total not less than one hundred eighty (180) school days or two hundred (200) school days, as applicable, or the equivalent as approved by the Superintendent of Public Instruction.
- If the child will attend a private school or home school, file an affidavit of intent with the County School Superintendent stating that the child is attending a regularly organized private school or is being provided instruction in a home school, in accord with A.R.S. [15-802](#).
- If the child will attend home school, the child has not reached eight (8) years of age by September 1 of the school year, and the person who has custody of the child does not desire to begin home instruction until the child has reached eight (8) years of age, file an affidavit of intent pursuant to A.R.S. [15-802](#) stating that the person who has custody of the child does not desire to begin home school instruction.

A person is excused from the duties prescribed above if it is shown to the satisfaction of the school principal or the school principal's designee:

- The child is in such physical or mental condition that attendance at a public school is inexpedient or impracticable.
- The child has completed the high school courses necessary for completion of grade ten (10) as prescribed by the State Board of Education.
- The child has presented reasons for nonattendance at a public school which are satisfactory to the school principal or the school principal's designee. For purposes of this paragraph, the principal's designee may be the School District Governing Board.
- The child is over fourteen (14) years of age and is, with the consent of the person who has custody of the child, employed at some lawful wage-earning occupation.
- The child is an enrollee in a work training, career education, vocational, or manual training program that meets the educational standards established and approved by the Department of Education.

- The child was either suspended and not directed to participate in an alternative education program or expelled from school as provided in law.
- The child is enrolled in an education program provided by a state educational or other institution.



JEB ©

ENTRANCE AGE REQUIREMENTS

Special Preschool

A child evaluated and recommended for special services for a disability in accord with statute, and who has reached the third (3rd) birthday, may be admitted to preschool. If otherwise eligible, the District may admit a child who is within ninety (90) days of reaching age three (3) years if it is determined to be in the best interest of the individual. The Superintendent shall make such determination based upon one (1) or more consultations with parent(s), guardian(s), the child, and the multidisciplinary placement team.

Kindergarten and First Grade

For admission to kindergarten, children must be five (5) years of age prior to September 1 of the current school year. If a full-day kindergarten is provided, the parent of a student eligible for full-day kindergarten shall be offered the opportunity to choose either a half-day or a full-day kindergarten program. The District shall provide an academically meaningful half-day kindergarten program in each District school where the half-day student enrollment is sufficient to fill a class with approximately the same number of students as the District-wide kindergarten classroom average.

If the school district or charter school offers more than two and one-half (2 1/2) hours of voluntary tuition-free kindergarten instruction during a school day to pupils who are under six (6) years of age, the instruction shall meet all of the following requirements:

- A. Meet or exceed the academic standards for kindergarten instruction prescribed by the State Board of Education and incorporate play as an instructional strategy.
- B. Be academically meaningful.
- C. Provide active learning enrichment.

A parent of a kindergarten pupil may choose either half (1/2)-day kindergarten instruction or full-day kindergarten instruction pursuant to A.R.S. [15-703](#).

Children may be admitted to first grade who are six (6) years of age or shall be deemed six (6) years of age if they reach such age prior to September 1 of the current school year.

The Board may admit children who have not reached the required age as prescribed above if it is determined to be in the best interest of the children, and such children must reach the required age of five (5) for kindergarten and six (6) for first grade by January 1 of the current school year.

For a child who has not reached six (6) years of age (five [5] for kindergarten) before September, the determination of whether to admit shall be based upon one (1) or more consultations with the parent(s) or guardian(s), the child, the teacher, the school principal, and/or professional consultants.

When a child who has not reached age five (5) prior to September 1 was admitted for early enrollment in kindergarten, and the child then repeats kindergarten in the following year, the District is not eligible to receive basic state aid for the child's second year. When a child who

has not reached age five (5) prior to September 1 was admitted for early enrollment in kindergarten but does not remain enrolled the District may receive a portion of basic state aid on behalf of that child in the subsequent year. The District may charge tuition for any child who is ineligible for basic state aid pursuant to A.R.S. [15-821](#).

High School

A high school graduate with a recognized diploma may be refused admission.

Students between the ages of sixteen (16) and twenty-one (21) years shall be admitted to high school. A student under sixteen (16) years of age who does not hold an eighth-grade certificate of promotion may be admitted to high school under the following conditions:

The student must meet competency requirements in the adopted standards for promotion of students from the eighth (8th) grade as determined by the State Board of Education in the areas of reading, writing, mathematics, science, and social studies.

The Superintendent will develop procedures for the student to demonstrate competency in the standards adopted by the State Board of Education.

Residency Verification

In accordance with guidelines and forms adopted by the Arizona Department of Education the District shall require and maintain verifiable documentation of residency in the State of Arizona for pupils who enroll in the District.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-701](#)

[15-701.01](#)

[15-703](#)

[15-766](#)

[15-767](#)

[15-771](#)

[15-821](#)

[15-901](#)

[15-901.02](#)

A.A.C.

[R7-2-301](#)

Section 78, Arizona Laws 2009, HB 2011

CROSS REF.:

[JF](#) - Student Admissions

[JHD](#) - Exclusions and Exemptions from School Attendance

[JLC](#) - Student Health Services and Requirements

Compare JEB-R © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

~~JEB-R ©~~

~~REGULATION~~

~~ENTRANCE AGE REQUIREMENTS~~

~~(Determining Competency for~~

~~Entrance to High School)~~

~~Upon request for admission to high school, a student who has not obtained an eighth-grade certificate of promotion and is under sixteen (16) years of age must show competency in the standards of reading, writing, mathematics, science, and social studies as adopted by the State Board of Education and as determined by a District assessment instrument. The assessment instrument will be based upon the standards adopted by the State Board of Education. The instrument will be prepared or selected by, and the result will be verified by, a certificated person chosen by the Superintendent.~~

Compare JF STUDENT ADMISSIONS (version 4 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JF © STUDENT ADMISSIONS

~~Any students who are residents of the District and are living with their parents or legal guardians, and who meet District age requirements may be admitted to the public schools of the District.~~

The person enrolling a student (except homeless students) in the school for the first time will be asked to produce one (1) of the following proofs:

~~•~~ A. A certified copy of the child's birth certificate.

~~• Other~~

B. Other reliable proof of the student's identity and age, including the student's baptismal certificate,

~~an application~~

an application for a Social Security number, or original school registration records,

~~and~~

and an

~~affidavit explaining~~

affidavit explaining the inability to provide a copy of the birth certificate.

~~• A~~

C. A letter from the authorized representative of an agency having custody of the student (pursuant to statute)

~~certifying~~

certifying that the student has been placed in the custody of the agency as prescribed by law.

The parent, guardian, or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a letter will be sent to notify the parent, guardian, or surrogate that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the ~~School~~school to disclose to any person a student's educational record without prior parental consent unless the ~~School~~school makes a

determination that disclosure of such records is necessary to protect the health and safety of the student.

Adopted: date of ~~manual~~ Manual adoption

LEGAL REF.:

A.R.S.

[15-828](#)

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.:

[IKEB](#) - Acceleration

[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

Compare JF-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JF-R ©

REGULATION

STUDENT ADMISSIONS

Grade placement shall be the responsibility of the principal, and shall be based on general achievement, consideration being given to the mental, physical, emotional, and social maturity of the student. In general, students transferring into the system will be placed at the same grade level as in the school from which they transferred, but students transferring, as well as continuing students, may be reduced or advanced in grade. The principal shall be guided by the recommendation of teachers and shall consult with the parents of the student before the transfer or placement of a student is made.

Compare JFAA © ADMISSION OF RESIDENT STUDENTS

first

(version 3 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JFAA © ADMISSION OF RESIDENT STUDENTS

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

- A. A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.
- B. A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.
- C. A student who is eighteen (18) years of age or older and whose place of residence is in the District.
- D. A student who is homeless, and who attended a school in the District at the time of becoming homeless.
- E. A student who resides with a family member living in the District while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with [15-821\(D\)](#).
- F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order. The parent shall provide proof of residency in the District to the local education agency within ten (10) days after the arrival date provided on official documentation.

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. Such evidence of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. [15-802\(B\)](#) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. [15-802](#) *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule. **PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.***

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid ~~United States passport~~Arizona Address Confidentiality Program (ACP) authorization card.

[A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.](#)

- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement [or off-base military housing](#))
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of ~~tribal enrollment~~tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe [located in Arizona](#)
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)
- N. [Temporary on-base billeting facility \(for military families\)](#)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must ~~complete and sign a form~~ have an [affidavit of shared residency form completed](#) indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. (JFAA-EB)

Use of and Retention ~~of~~ Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.-

[15-802](#)

[15-816](#) *et seq.*

[15-821](#)

[15-823](#)

[15-823.01](#)

[15-824](#)

[41-166](#)

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

[42 U.S.C. 11432](#)

CROSS REF.:-

[IKEB](#) - Acceleration

[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

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid U.S. passport

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment or other identification issued by a recognized Indian tribe that contains an Arizona address

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit.

Signature of Parent/Legal Guardian

Date

Reproduction of ADE FORM 2306606 which may be used in lieu of this document.



JFAA-EB ©

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

Notary Public

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

Compare JFAB © TUITION / ADMISSION OF NONRESIDENT STUDENTS (version 3 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JFAB © TUITION / ADMISSION OF NONRESIDENT STUDENTS

For purposes of open enrollment a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school without tuition payment, if:

- ~~The A.~~ The student is the child of a United States resident who is not a resident of Arizona, if this is in the best ~~interest~~

~~interest~~ of the student and the student is placed with a relative per A.R.S. [15-823](#) and the placement is ~~not~~

~~not~~ to avoid tuition payment.

- ~~The Student B.~~ The student is a resident of the United States and evidence indicates that because the parents are homeless ~~or~~

~~or~~ the child is abandoned, as defined in A.R.S. [8-201](#), the child's physical, mental, moral or emotional health ~~is best~~

~~is best~~ served by placement with a person who does not have legal custody of the child and who is a resident

within the school district, unless it is determined that the placement is solely for the purpose of obtaining an ~~education~~

~~education~~ in this state without payment of tuition.

- ~~The C.~~ The student presents a certificate of educational convenience issued by the County School Superintendent ~~pursuant~~

~~pursuant~~ to A.R.S. [15-825](#).

- ~~The D.~~ The student is a child of a nonresident teaching or research faculty member of a community college district or ~~state~~

~~state~~ university or a nonresident graduate or undergraduate student of a community college district or state ~~university~~

~~university~~ whose parent's presence at the district or university is of international,

national, state, or local ~~benefit~~

benefit.

The District shall admit the following students, charging tuition as prescribed in statute:

~~• The~~ **A.** The child of an Arizona resident who is not a resident of the District, if the District provides a high school and ~~the~~

the student is a resident of an Arizona common school district that is not in a high school district and that ~~does~~

does not offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S.

15-2041 after three hundred fifty (350) students have been admitted.

~~• For~~ **B.** For an Arizona resident who is not a resident of the District, if the district of residence provides only financing ~~for~~

for students who are instructed by another school district and for students from a unified district that does not ~~offer~~

offer instruction in the student's grade.

~~• A~~ **C.** A pupil who is issued a certificate of educational convenience to attend school in the School District or ~~adjoining~~

adjoining the school district to that in which the pupil is placed by an agency of this state or a state or ~~federal~~

federal court of competent jurisdiction, as provided in A.R.S. 15-825.

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, charging tuition as agreed to in accordance with A.R.S. 15-824(E)(3).

The Governing Board may admit children who are residents of the United States, but who are nonresidents of this state, without payment of tuition if all of the following conditions exist:

A. The child is enrolled in a year-round residential boarding academy located in this state specializing in intensive instruction and skill development in sports, music or acting.

B. The child's parents have executed a current notarized guardianship agreement covering the child while enrolled in the academy, which is a condition of enrollment of the academy and authorizes academy representatives to act on the child's parent's or legal guardian's behalf in making all decisions on a daily basis as to the child's activities and needs for medical, educational, and other personal issues.

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. Unless authorized by statute, the District is prohibited from obtaining state funding for any student who is not a resident of the state.

"Residence" Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. [15-823](#) through A.R.S. [15-825](#).

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. Documentation of residency may ~~include, but is not limited to, landlord-tenant agreements, rent or lease receipts, and receipts for utility payments~~.be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. [15-802](#)(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. [15-802](#) must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide one (1) of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid United States passport
- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub

L. Certificate of tribal enrollment or other identification issued by a recognized Indian tribe

M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans'

Administration, Arizona Department of Economic Security, etc.)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of

Documents by Schools

School officials must retain a copy of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[8-201](#)

[15-802](#)

[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

CROSS REF.:

[IKEB](#) - Acceleration

[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



JFAB-EA ©

EXHIBIT

**TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

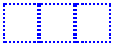
_____ Temporary on-base billeting facility (for military families)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. (JFAB-EB)

Signature of Parent/Legal Guardian

Date

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**



JFAB-EB ©

EXHIBIT

**TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

Notary Public

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**



JFABA

ADMISSION OF NONRESIDENT STUDENTS

The District may admit children of Arizona residents who do not reside in the District upon such terms as it prescribes, but such admissions will be on a space-available basis.

Students from unorganized territory may be enrolled upon presentation of a Certificate of Educational Convenience issued by the Office of the County Superintendent of Schools.

When tuition is charged, it shall be in accordance with the Arizona Revised Statutes and the U.S.F.R. at the District's full per capita cost in maintenance and operation, capital outlay, and debt service budget categories.

The parent or surrogate of each new enrollee in the District, except homeless students as defined in A.R.S. [15-824](#), will be asked to produce one of the following proofs:

- A certified copy of the child's birth certificate.
- Other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
- A letter from the authorized representative of an agency having custody of the student (pursuant to statute) certifying that the student has been placed in the custody of the agency as prescribed by law.

The parent or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a letter will be sent to notify the parent or guardian that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the District to disclose to any person a student's educational record without prior parental consent unless the District makes a determination that disclosure of such records is necessary to protect the health and safety of the student.

The Superintendent may develop regulations that are consistent with this policy and Arizona law as necessary for proper operation of the schools and implementation of this policy.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-823](#)

[15-824](#)

[15-825](#)

[15-828](#)

[15-973](#)

[15-976](#)

[15-1342](#)

A.G.O.

188-060

CROSS REF.:

[IKEB](#) - Acceleration

[JF](#) - School Admissions

[JG](#) - Assignment of Students to Classes

[JLH](#) - Missing Students

[JLCB](#) - Immunization of Students

[JR](#) - Student Records



JFABB ©
ADMISSION OF EXCHANGE
AND FOREIGN STUDENTS

(Foreign Exchange Students)

The Governing Board may admit nonresident foreign students without payment of tuition or as it may otherwise prescribe.

The Governing Board may admit the same number of nonresident foreign students who are in exchange programs and who are recipients of a J-1 visa pursuant to federal law, that is equal to the number of resident students enrolled in that local education agency who are currently participating in a foreign exchange program, as determined by the Department of Education, without the payment of tuition.

The principal will review requests, and a decision will be made to allow or disallow admittance under this policy. The decision shall be final.

Exchange students who do not meet the conditions, pursuant to A.R.S. [15-823](#) and as outlined above, may be admitted on a tuition basis, following approval by the principal.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
[15-823](#)



JFABB-R ©

REGULATION

ADMISSION OF EXCHANGE AND FOREIGN STUDENTS

The District will not admit students who have graduated from their respective school systems.

Preference will be given to sponsoring organization(s) that have representative(s) living in the District.

The host families of foreign exchange students who attend District schools must reside within the attendance area of the school that will be attended.

High school diplomas will not be awarded. A certificate of achievement/attendance may be awarded at the graduation commencement when appropriate.

Sponsoring organizations must provide evidence that each student has sufficient oral and reading proficiency in the English language to assure profitable educational and social experiences during the exchange year.

Each foreign student should plan to attend a District school for the school year, not for a single semester or a partial school year. Exceptions may be approved by the principal.

Each school may determine whether it is a requirement for host families to have teen-agers who attend the host school.

The District does not provide foreign students with financial assistance for such things as class rings, yearbooks, activity cards, or lunches.

Each school shall designate a person (school coordinator) to be the contact between the school and the sponsoring organization, to the host family and the District office.

Compare JFABC © ADMISSION OF TRANSFER STUDENTS

first

(version 4 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JFABC © 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

~~Each student who enrolls and requests the transfer of academic credits to fulfill graduation requirements shall be provided with a list specifying the courses for which credit has been accepted for graduation and those for which credit has been denied by the District. Transferred credit that satisfies any of the following criteria will be acceptable for fulfilling District graduation requirements:~~

- ~~• The credit was from a course taught by a teacher certificated by the Arizona Department of Education.~~
- ~~• Awarding of the credit was based upon an assessment that included the standards adopted by the State Board of Education and evidence of the student having achieved the standards is provided.~~
- ~~• The credit was awarded by a school accredited by one (1) of the following accrediting agencies of colleges and schools; North Central Association, Southern Association, Middle States Association, New England Association, Northwestern Association, Western Association.~~

~~When transfer credit is denied for a course, the student may request and take an examination on the course subject matter designed and evaluated by a teacher in the receiving school who is certificated to teach the subject matter of the course for which the credit was requested. Upon receiving a satisfactory score as determined by the teacher, course credit will awarded to fulfill the requirements for graduation. All courses credited for graduation 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 credit 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 this section, 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, 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.

All core credit courses must meet the standards adopted by the State Board of Education where such standards exist. Where standards have not been adopted by the State Board of Education, core credit courses ~~credited for graduation~~ must meet the standards established for the school to which the student has requested a transfer of credit.

Adopted:

~~date of manual adoption~~

<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[1-701](#)

[15-189.03](#)

[15-701.01](#)

[15-745](#)

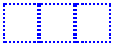
[15-808](#)

A.A.C.

[R7-2-302.02](#)

CROSS REF.:

[JG](#) - Assignment of Students to Classes



JFABD ©

ADMISSION OF HOMELESS STUDENTS

This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015, and should be read as consistent with those documents.

The implementation of this policy shall assure that:

- A. homeless students are not stigmatized or segregated on the basis of their status as homeless;
- B. homeless students are immediately enrolled in their school of origin or school of residence;
- C. transportation is provided to and from the school of origin for the homeless student as applicable and found in the law and Policy JFAA.

Definitions

The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- A. students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- B. students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- C. students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- D. migratory students who qualify as homeless because the children are living in circumstances described above.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

Liaison for Homeless Students

The Superintendent will designate an appropriate staff person of authority as liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include, but not be limited to, establishment of procedures to:

- A. continue the student's education in the school of origin for the duration of homelessness:

1. in any case in which a family becomes homeless between academic years or during an academic year; or
2. for the remainder of the academic year, if the student becomes permanently housed during an academic year; or

B. Enroll the student in any public school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.

Best Interest of the Homeless Student

In determining the best interest of the homeless student, the school shall:

- A. To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- B. Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and
- C. In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

Other Relevant Policies and Procedures

Implementation of the McKinney-Vento Act requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[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

CROSS REF.:

[EEAA](#) - Walkers and Riders

[IKEB](#) - Acceleration

[JF](#) - Student Admissions

[JFAA](#) - Admission of Resident Students

[JFAB](#) - Admission of Nonresident Students

[JFABDA](#) - Admission of Students in Foster Care

[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



JFABD-R ©

REGULATION

ADMISSION OF HOMELESS STUDENTS

Admission

The school selected by the homeless student shall immediately admit the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the student to the liaison for homeless students, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Admission Disputes

If a dispute arises over school selection or enrollment in a school:

- The student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- the parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision;
- the student, parent, or guardian shall be referred to the liaison for homeless students, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute in accord with the procedure found in the Arizona State Plan; and
- in the case of an unaccompanied youth, the liaison for homeless students shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

Enrollment Decision

The decision regarding enrollment shall be made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Compare JFABD-EA © (version 5 to 4)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JFABD-EA ©

EXHIBIT

ADMISSION OF HOMELESS STUDENTS

LIAISON POSITION

The School shall designate a liaison for homeless students and, in conjunction with the state coordinator, shall inform school personnel, service providers, and advocates working with homeless families of the duties of the School liaison.

The School liaison for homeless students shall ensure that:

- A. homeless students are identified by school personnel and through coordination activities with other entities and agencies;
- B. homeless students enroll in, and have full and equal opportunity to succeed in, the District's schools;
- C. homeless families and students receive educational services for which such families and students are eligible, including:
 1. Head Start and Even Start programs and preschool programs administered by the School, and
 2. referrals to health care and immunization services, dental services, mental health services, and other appropriate services;
- D. the parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- E. public notice of the educational rights of homeless students is disseminated where such students receive services under the Homeless Assistance Act, such as:
 1. schools;
 2. family shelters; and
 3. soup kitchens;
- F. disputes over school selection or enrollment in a school are mediated in a manner that:
 1. immediately admits the student to the school in which enrollment is sought, pending resolution of the dispute,

2. provides the parent or guardian of the student with a written explanation of the school's decision regarding the school selection or enrollment, and informs the parent, guardian, or student of the rights to appeal the decision,
3. expeditiously carries out the dispute resolution process after receiving notice of the dispute, and
4. in the case of an unaccompanied youth, ensures that the student is immediately enrolled in school pending resolution of the dispute;

G. the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including arrangements for transportation to the school of origin;

H. the parent or guardian of a homeless student, and any unaccompanied youth, is assisted in accessing transportation to the selected school.

As a part of the duties, the School liaison for homeless students will coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students.



JFABD-EB ©

EXHIBIT

ADMISSION OF HOMELESS STUDENTS

NOTICE

In accordance with the McKinney-Vento Homeless Assistance Act of 2001, 722 (e)(3)(C), as amended by the Every Student Succeeds Act (ESSA) of 2015 the parent or guardian (student if unaccompanied) is to receive and acknowledge notice of the rights set forth below.

The parent or guardian of a homeless student (student if unaccompanied) has the right to:

- A. Continue the student's education in the school of origin for the duration of homelessness:
 - 1. in any case in which a family becomes homeless between academic years or during an academic year; or
 - 2. for the remainder of the academic year, if the student becomes permanently housed during an academic year; or
- B. Enroll the student in any public school that nonhomeless students who live in the attendance area in which the student is actually living are eligible to attend.
- C. Appeal if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian;
- D. Enroll in, and have full and equal opportunity to succeed in school without being segregated from the nonhomeless student population;
- E. Receive educational services for which such families and students are eligible, including:
 - 1. Transportation services, meals programs;
 - 2. Head Start and Even Start programs and preschool programs administered by the School; and
 - 3. referrals to health care and immunization services, dental services, mental health services, and other appropriate services.
- F. Identification or service without being stigmatized as homeless by school personnel;

A parent or guardian (student if unaccompanied) may contact the State Coordinator for Education of Homeless Children and Youths at;

The Arizona Department of Education
1535 W Jefferson
Phoenix, AZ 85007
Telephone: (602) 542-4963

A parent or guardian (student if unaccompanied) may contact the District Liaison for Homeless Children and Youths at;

Telephone: _____
E-mail: _____

The District Liaison for Homeless shall ensure that the parent or guardian of a homeless student, and any unaccompanied youth is:

- A. assisted in accessing transportation to the selected school;
- B. provided assistance in exercise of the right to attend the school of choice and other necessary services; and
- C. provided the above information in a manner and form understandable to the recipient and if necessary and to the extent feasible, in the native language of the recipient.

The signature below indicates that the signatory has received and understands this information on rights.

Signature of Parent, Legal Guardian
(or unaccompanied student)

Date

One (1) copy to signatory and one (1) to the liaison officer file.



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.

The implementation of this policy shall assure that:

- A. children in foster care are not stigmatized or segregated on the basis of their status as foster children;
- B. children in foster care are immediately enrolled in their school of origin, unless a determination is made that it is not in such child's best interest to attend the 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;
- C. when a determination is made that it is not in such child's best interest to remain in the school of origin, the child is immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment;
- D. the enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records;
- E. 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; and
- F. the school/District (LEA) will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented.

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 (DCS or tribal) has placement and care responsibility.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

**Liaison or Point of Contact (POC)
for Children in Foster Care**

The Superintendent will designate an appropriate staff person of authority as Liaison or Point of Contact (POC) for children in foster care who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of foster children that will include, but not be limited to, establishment of procedures to:

- A. Continue the student's education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to maintain school stability;

- C. Ensure the best interest is determined regarding school selection;
- D. Ensure necessary transportation is provided, funded, and arranged;
- E. Ensure immediate enrollment and transfer of records; 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 referenced 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: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[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



JFABDA-R ©

REGULATION

ADMISSION OF STUDENTS IN FOSTER CARE

Admission

The school selected by the child in foster care shall immediately admit the child, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the Child Welfare Agency Point of Contact to the District Liaison/Point of Contact (POC) for children in foster care, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Admission Disputes

If a dispute arises over school selection or enrollment in a school:

- A. The student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- B. the Child Welfare Agency Point of Contact shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of appeal;
- C. the Child Welfare Agency Point of Contact and student shall be referred to the liaison for children in foster care, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; an

Enrollment Decision

The decision regarding enrollment shall be made regardless of whether the student lives with the foster parents or has been temporarily placed elsewhere.



JFABDA-EA ©

EXHIBIT

ADMISSION OF STUDENTS IN FOSTER CARE

LIAISON POSITION

The District shall designate a Liaison/Point of Contact (POC) for children in foster care and, in conjunction with the state coordinator, shall inform school personnel, service providers, and advocates working with foster families of the duties of the District liaison.

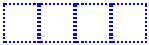
The District liaison for children in foster care shall ensure that:

- A. children in foster care are identified by school personnel and through coordination activities with other entities and agencies;
- B. children in foster care enroll in, and have full and equal opportunity to succeed in, the District's schools;
- C. foster families and children in foster care receive educational services for which such families and children are eligible, including:
 - 1. Head Start and Even Start programs and preschool programs administered by the District, and
 - 2. referrals to health care and immunization services, dental services, mental health services, and other appropriate services;
- D. the Child Welfare Agency and parents or guardians of children in foster care are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- E. public notice of the educational rights of children in foster care is disseminated where such students receive services;
- F. disputes over school selection or enrollment in a school are mediated in a manner that
 - 1. immediately admits the student to the school in which enrollment is sought, pending resolution of the dispute,
 - 2. provides the child welfare agency and parent or guardian of the student with a written explanation of the school's decision regarding the school selection or enrollment, and informs the child welfare agency, parent, guardian, and student of the rights to appeal the decision,
 - 3. expeditiously carries out the dispute resolution process after receiving notice of the dispute, and
- G. the Child Welfare Agency and parent or guardian of a foster child are fully informed of all transportation services, including arrangements for transportation to the school of

origin;

H. the Child Welfare Agency and parent or guardian of a foster child are assisted in accessing transportation to the selected school.

As a part of the duties, the District liaison for children in foster care will coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to children in foster care.



JFABDA-EB ©

EXHIBIT

ADMISSION OF STUDENTS IN FOSTER CARE

NOTICE

In accordance with the McKinney-Vento Homeless Assistance Act of 2001, 722 (e)(3)(C), as amended by the Every Student Succeeds Act (ESSA) of 2015 (Foster Care provisions), the Child Welfare Agency and parent or guardian of the student is to receive and acknowledge notice of the rights set forth below.

The parent or guardian of a child in foster care has the right to:

- A. Continue the student's education in the school of origin for the duration of placement;
- B. Enroll the student in any public school that students who live in the attendance area in which the student is actually living are eligible to attend;
- C. Appeal if the child in foster care is sent to a school other than the school of origin or a school requested by the parent or guardian;
- D. Enroll in, and have full and equal opportunity to succeed in school without being segregated from the general student population;
- E. Receive educational services for which such families and students are eligible, including:
 - 1. Transportation services;
 - 2. Meals programs;
 - 3. Head Start and Even Start programs and preschool programs administered by the School; and
 - 4. Referrals to health care and immunization services, dental services, mental health services, and other appropriate services.
- F. Identification or service without being stigmatized as foster by school personnel.

A parent or guardian (student if unaccompanied) may contact the State Coordinator for Education of Foster Children and Youths at;

The Arizona Department of Education
1535 W Jefferson
Phoenix, AZ 85007
Telephone: (602) 542-4963

A parent or guardian may contact the District Liaison/Point of Contact (POC) for Foster Children and Youths at;

Telephone: _____
E-mail: _____

The District Liaison/Point of Contact (POC) for children in foster care shall ensure that the parent or guardian of a child in foster care, is:

- A. assisted in accessing transportation to the selected school;
- B. provided assistance in exercise of the right to attend the school of choice and other necessary services; and
- C. provided the above information in a manner and form understandable to the recipient and if necessary and to the extent feasible, in the native language of the recipient.

The signature below indicates that the signatory has received and understands this information on rights.

Signature of Parent, Legal Guardian
(or unaccompanied student)

Date

One (1) copy to signatory and one (1) to the liaison officer file.



JFB OPEN ENROLLMENT

Glendale Elementary School District shall allow open enrollment within its schools pursuant to this policy and A.R.S. [15-816](#). The District shall allow resident transfer pupils to enroll in any school within the School District, allow nonresident pupils to enroll in any school within the District, and allow resident pupils to enroll in outside school districts pursuant to the terms of this policy and without charging tuition, except as expressly allowed by A.R.S. [15-816.01](#).

For purposes of this policy, a nonresident pupil is a resident of the state of Arizona who resides outside of the District's boundaries but who seeks to enroll in the District. A resident pupil is a resident of the state of Arizona who resides in the District's boundaries but who seeks to enroll in a school outside of the student's attendance area.

The Superintendent shall develop and implement an administrative regulation and any other documents needed to administer the District's open enrollment program.

Admission Criteria

Schools shall require applicants to agree to policies regarding student conduct and the same enrollment commitments applicable to resident students.

The Superintendent shall determine if nonresident students and resident transfer students will be admitted without tuition in accordance with the following criteria:

- The school in which the student seeks to enroll has the capacity to serve the student without adversely impacting educational opportunities for resident students attending their resident school. Factors to be considered in making this determination include, but are not limited to the following:
 - Physical capacity of the school building and classrooms;
 - Availability of staff (i.e., administrators, teachers, other certificated employees, related service providers);
 - Capacity in relevant special programs; and
 - Availability of other resources.
- The student's prior status in the educational and juvenile court systems, including:
 - Whether the student has been expelled by another school or is in the process of being expelled by another school; and
 - Whether the student is in compliance with any conditions imposed by a juvenile court.
 - Whether the student is in the process of serving a long-term suspension, or is being considered for long-term suspension.

Failure to disclose the above on the District's Open Enrollment Application may result in revocation of the student's acceptance for open enrollment.

- The student's admission does not violate the provisions of a court order or agreement of desegregation in the student's resident district.

Enrollment Priority Order

The District shall give enrollment priority to applicants in the following order, so long as their enrollment can be accomplished in accordance with the District's admission criteria:

- All resident transfer students and nonresident students currently enrolled as an "Open Enrollment" in a District school and their siblings shall be given first priority.
- All resident transfer students and nonresident students not currently enrolled whose parents are employed by the District shall be given second priority.
- The remaining nonresident transfer students shall be given third priority.
- The remaining resident transfer students shall be given last priority.
- If the District is unable to admit all applicants to a certain school due to capacity, then applicants shall be considered on a first come, first served basis within each of the four priority levels listed above.

Transportation Services

The District shall not provide transportation to applicants. The District shall provide transportation limited to no more than twenty (20) 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 district for nonresident pupils whose individualized education program specifies that transportation is necessary for fulfillment of the program.

Adopted: January 15, 2013

LEGAL REF.:

A.R.S.

[15-764](#)

[15-797](#)

[15-816](#) et seq.

15-823

[15-824](#)

[15-825](#)

[15-922](#)

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

[JG](#) - Assignment of Students to Classes and Grade Levels



JFB-R ©

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

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.



JFB-E ©

EXHIBIT

OPEN ENROLLMENT

ATTENDANCE APPLICATION
File this application at the School District office

Student's name _____
Last First M.I.

Current grade _____ Birth date _____ Home phone _____

Work phone _____ Message phone _____

Parent's name _____
Last First M.I.

Home address _____
Street City Zip

E-mail address _____

The above-named student: resides outside the School District; or
 resides within the School District

Present school of attendance

School _____ District _____

City _____ County _____

Request assignment to _____ School

Is the above-named student:

Yes No Expelled or long-term suspended from any school or school district?

Yes No Currently subject to expulsion or long-term suspension from a school or school district?

Yes No N/A In compliance with conditions imposed by a juvenile court?

Yes No N/A In compliance with a condition of disciplinary action in any school or school district?

Note: The following conditions apply to the open-enrollment program:

1. An attendance application must be completed and submitted on or before _____.
2. Enrollment is subject to the capacity limit established for the school and/or its grade levels.

3. On or before _____, the parent or legal guardian will be notified in writing whether the application has been accepted, rejected, or placed on a waiting list.
4. Transportation for the student may be the responsibility of the parent or legal guardian.
5. Providing false information on this form may result in the application being denied or admission being revoked.

The signatory affirms that the student will abide by the rules, standards, and policies of the school and the District if enrolled.

_____ Signature of Parent or Legal Guardian _____ Date

FOR DISTRICT USE ONLY *** DO NOT WRITE BELOW THIS LINE

Student number _____ Date stamp _____
Filing Date

Accepted Placed on waiting list Principal _____
Date

Rejected - Reason for rejection _____

Copies sent by school to applicant and Superintendent's office.

Date sent _____

Compare JFBA © UNSAFE SCHOOL CHOICE (version 3 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JFBA © UNSAFE SCHOOL CHOICE

Pursuant to the Unsafe School Choice Option of the ~~No Child Left Behind~~ Every Student Succeeds Act of 2001~~2015~~, funding under the Elementary and Secondary Education Act for the State is contingent upon the adoption and enforcement of an unsafe school choice policy. The State policy must require that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

Definitions

General Definition of Persistently Dangerous School Label (Adopted by Arizona State Board). A persistently dangerous school is a school with recurring violent and/or dangerous crime that continues over time and does not use research based planning and prevention programming to ensure school safety.

The State, with a representative sample of local educational agencies, must determine which schools are persistently dangerous.

Definition of Victim of Violent Criminal Offense. A victim is an individual against whom the crime is committed as listed in a police report that is not unfounded or exceptionally cleared, or who is an immediate family member of a crime victim that has been killed or incapacitated.

Exhibit JFBA-E lists the laws that are considered Violent Criminal Offenses. These laws should be consulted to determine if the victim is eligible for the optional transfer to another school within the District or to a charter school.

Enrollment Options

Persistently Dangerous School Label

All students attending a public school that is classified by the State as a persistently dangerous school shall be notified of this label and be offered the opportunity to transfer to any school within the District that is not labeled persistently dangerous and contains the same grade level the student is eligible to attend or a charter school.

Victim of Violent Criminal Offense

Any student, while in or on the grounds of a public elementary school or secondary school that the student attends, who is subjected to a violent criminal offense as defined in Arizona law or who is an immediate family member of one who has been killed or incapacitated by such defined violent criminal offense shall be offered the opportunity to transfer to any school within the District that contains the same grade level the student is eligible to attend or a charter school.

Reports Required

The number of individuals using the individual transfer option should be reported to the Arizona Department of Education (ADE) each year in the format and form required.

Schools are to report violations of rules regarding dangerous weapons in the "Safe and Drug-Free Schools Report," which is an annual requirement for all public schools in Arizona and is due to ADE by June 30 each year. Additionally, referrals to law enforcement agencies for criminal offenses should be reported in the annual School Report Card.

Adopted: ~~December 11, 2008~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[13-3726](#)

20 U.S.C. ~~9532, No Child Left Behind~~ (6301 *et seq.*, Every Student Succeeds Act of 2015

[20 U.S.C. 7912](#), Unsafe School Choice)Option

CROSS REF.:

[JC](#) - School Attendance Areas

[JG](#) - Assignment of Students to Classes and Grade Levels

JFBA-E ©

EXHIBIT

UNSAFE SCHOOL CHOICE

(Definitions and Examples)

Definition of Violent
Criminal Offense

Violent crimes are defined in Title 13 of the Arizona Revised Statutes (A.R.S.).

A.R.S. Title 13 Definitions and listings of relevant violent crime follows:

13-901.03. Violent crimes: allegation; definition

B. For the purpose of this section, "violent crime" includes any criminal act that results in death or physical injury or any criminal use of a deadly weapon or dangerous instrument.

13-105. Definitions

6. "Crime" means a misdemeanor or a felony.

11. "Dangerous instrument" means anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

13. "Deadly weapon" means anything designed for lethal use. The term includes a firearm.

29. "Physical injury" means the impairment of physical condition.

13-4401. Definitions

19. "Victim" means a person against whom the criminal offense has been committed, or if the person is killed or incapacitated, the person's immediate family or other lawful representative, except if the person is in custody for an offense or is the accused.

Offenses in Title 13 that Require an
Offer to Transfer to the Victim

These statutes would apply in the event the crime is an attempt and the victim does not die.

13-1102 Manslaughter. Class 2 felony.

13-1103 Negligent Homicide. Class 4 felony.

13-1104 Second Degree Murder. Class 1 felony.

13-1105 First Degree Murder. Class 1 felony.

Offenses in Title 13 that Require an Offer to Transfer to the Victim

13-1201 Endangerment (with deadly weapon or dangerous instrument). Class 6 felony or Class 1 misdemeanor.

13-1203 Assault. Para (A)(1). (With physical injury). Class 1 misdemeanor.

13-1204 Aggravated Assault. Class 2-6 felony.

13-1205 Unlawfully Administering Intoxicating Liquors, Narcotic Drug, or Dangerous Drug. (With physical injury) Class 5 felony.

Narcotic Drug, or Dangerous Drug. (With physical injury) Class 5 felony.

13-1209 Drive by Shooting. Class 2 felony.

13-1304 Kidnapping. (A)(3) Class 2 felony.

13-1406 Sexual Assault. Class 2 felony.

13-1703 Arson of an Occupied Structure. Class 2 felony.

13-1902 Robbery. Class 4 felony.

13-1903 Aggravated robbery. Class 3 felony 13-1904 Armed Robbery. Class 2 felony.

13-2904 Disorderly Conduct. Involving a deadly weapon or dangerous instrument. Class 6 felony.

13-3102 Misconduct Involving Weapons (A)(9). Class 3 felony.

13-3103 Depositing Explosives. Class 4 felony.

13-3110 Misconduct Involving Simulated Explosive Devices. Class 1 misdemeanor.

13-3704 Adding Poison or Other Harmful Substance to Food, Drink or Medicine. Class 6 felony.

Specific Definition of Persistently Dangerous School Label
(Adopted by Arizona State Board 6-26-06)

A persistently dangerous school is any school that has four (4) or more firearms brought to campus in the baseline analysis (2000-01 data) and an average of four (4) incidents of firearms brought to campus under the Gun Free School Act (with or without modification as allowed in the law) for school year (SY) 00-01 and SY 01-02, unless objective explanatory data or prevention data submitted by a school to the Arizona Department of Education (ADE) Student Services Division allows exemption. Schools that are identified as "persistently dangerous" will be required to provide all students with the option to transfer (within the District).



JFC ©
STUDENT WITHDRAWAL FROM
SCHOOL / DROPOUTS

A withdrawal form shall be presented to the parent or legal guardian of a student who may or must withdraw from school. The withdrawal form shall include space for the reason for withdrawal and the signature of an official of the school from which the student has withdrawn.

Reasons for withdrawal may include:

- Parents or legal guardians moving from the District or to an area served by another school within the District.
- Parents requesting the withdrawal of students who have passed their sixteenth birthday.
- Expulsion or long-term suspension by the Board.

Upon withdrawal, the student shall check in all books and other District property through the office of the school that was attended.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-827](#)

[15-828](#)

[15-829](#)

CROSS REF.:

[JF](#) - Student Admissions



JG ©
ASSIGNMENT OF STUDENTS TO
CLASSES AND GRADE LEVELS

Students who apply for admission to grades two (2) through eight (8) on the basis of prior schooling outside the District will be placed initially at the grade levels they have reached elsewhere.

Assignment of a student to classes (classroom or subjects) shall be made based upon the student's grade-level assignment, completion of any prerequisites, student achievement, and any classroom limitations or class-size guidelines, in that order.

A student who enrolls in a kindergarten program or grades one (1) through eight (8) after receiving instruction in a home school program shall be tested using State Board standards in order to determine the appropriate grade level for educational placement of the student.

The Superintendent shall establish procedures for guiding the review and assignment of students to classes and grade levels.

Adopted: March 14, 2006

LEGAL REF.:

A.R.S.

[15-342](#)

[15-745](#)

CROSS REF.:

[IKE](#) - Promotion, Retention and Acceleration of Students

[IKEB](#) - Acceleration

[JFB](#) - Open Enrollment



JG-R ©

REGULATION

ASSIGNMENT OF STUDENTS TO CLASSES AND GRADE LEVELS

Elementary School

The principal will determine whether there should be any change in the grade-level placement of the student. In making such determination, the principal will be guided by teacher recommendations and consultation with the parent(s).

Assignment of a student to classes shall be the responsibility of the principal after consideration of the student's grade-level assignment, completion of any prerequisites, the student's achievement, and any classroom limitations or class-size guidelines.



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, 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:

- The scheduling of medical and dental appointments after school hours except in cases of emergency.
- 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.

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

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-346](#)

[15-802](#)

[15-806](#)

[15-807](#)

[15-843](#)

[15-873](#)

[15-902](#)

CROSS REF.:

[JE](#) - Student Attendance

Compare JH-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JH-R ©

REGULATION

STUDENT ABSENCES AND EXCUSES

(Absence Notification)

~~The school~~ When an excuse or authorization of absence from the parent or person having custody of the student has not been provided to the school office, the school shall make a reasonable effort to promptly telephone and notify parents or persons having custody of a student ~~in Grades K – 8 within~~ upon the student's absence.

A. Students in grades kindergarten (K) through eight (8):

Within two (2) hours after the first class in which the student is absent

~~if an excuse or authorization of absence from the parent or person having custody of the student has not been provided to the school office~~

The District and its Board, employees, or agents are not liable for failure to notify.

Further, on or before the enrollment of a student in ~~Grades K – 8~~ grades kindergarten (K) through eight (8), the District shall notify parents or other persons who have custody of a student of their responsibility to authorize any absence of the student from school and to notify the school in advance or at the time of any absence. The District also requires that at least one (1) telephone number, if available, be given to the school office so that a "reasonable effort to notify by telephone" may be accomplished. This telephone number, if available, shall be provided at the time of enrollment of the student in the school. The parents or persons having custody of a student shall promptly notify the school of any change in this telephone number.



JHB © TRUANCY

A child between the ages of six (6) and sixteen (16) failing to attend school during the hours school is in session is truant unless excused pursuant to A.R.S. [15-802](#), [15-803](#), or [15-901](#).

Truant means an unexcused absence for at least one (1) class period during the day. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled.

Unexcused absence for at least five (5) school days within a school year constitutes habitual truancy. The Superintendent will establish procedures to identify and deal with unexcused absences, beginning with notification of parents. Continued violation may lead to discipline of the child and/or referral of the parent to a court of competent jurisdiction.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[8-201](#)

[15-802](#)

[15-803](#)

[15-804](#)

[15-805](#)

[15-841](#)

[15-843](#)

CROSS REF.:

[JEA](#) - Compulsory Attendance Ages



JHCB ©
RELEASED TIME FOR
RELIGIOUS INSTRUCTION

Students at the school may be granted released time to attend religion classes near the school campus under the following conditions and guidelines:

- The person who has custody of the student has given written consent.
- Any religious instruction or exercise takes place at a suitable place away from school property designated by a church or religious denomination or group.
- Released time shall not interfere with the student's normal schedule.
- Any tardiness related to religious instruction will be unexcused.
- Discipline problems, reporting to parents, and attendance and other procedures necessary to class operation shall be the responsibility of the religion class instructors or supervisors.
- Religion instructors shall be responsible for notifying parents when students violate attendance policies.
- Changes in policies relating to religion classes must be reviewed by the school administration and the Governing Board.
- The school administration shall have the responsibility of conferring with the appropriate church authorities in matters relating to this policy and, when deemed necessary, shall take appropriate action to see that such policies are followed.
- The desirability and value of the released-time program will be evaluated annually by the school administration and the Governing Board.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[15-806](#)

Compare JHD © EXCLUSIONS AND EXEMPTIONS FROM
SCHOOL ATTENDANCE (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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

The District will provide appropriate educational opportunities for any student identified by ~~a licensed physician or podiatrist~~ 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: date of

~~manual~~

Manual adoption

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

Compare JHD-R © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

JHD-R ©

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 [medical 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 [medical-chronic health condition](#) certification.

Upon referral of a student for [medical-chronic health condition](#) certification, the school nurse, if applicable, shall be consulted to include any [medical-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.

Eligibility Criteria

The parents shall submit a written [medical-chronic health condition](#) certification to the District, which will include:

● ~~Medical~~

A. Certified health professional or nurse practitioner diagnosis.

● ~~Medical~~

B. Certified health professional or nurse practitioner prognosis.

● ~~Physical~~

C. Physical limitations affecting physical education activities and requirements.

● ~~Anticipated~~

D. Anticipated surgeries, treatment, or hospitalizations that, although not expected to cause sufficient

~~absences to~~

absences to require homebound services, may interfere with regular school attendance.

● ~~Physician's~~

E. Certified 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:

● ~~The~~

A. The nature of the health condition relevant to the student's anticipated activity level during absences (

~~based on~~

based on review of the

~~medical~~

chronic health condition certification).

● ~~The~~

B. The student's academic capacity.

● ~~The~~

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

~~ability to~~

ability to learn independently.

● ~~The~~

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

~~outside the~~

outside the regular classroom.

~~The~~

E. The most appropriate service delivery in order to maintain integration in the regular education program as much 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.

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 ~~medical~~ **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:

~~Obtaining~~ A. Obtaining parental consent to evaluate. ~~Obtaining medical~~

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 ~~medical~~ **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 ~~licensed physician~~ **Certified 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.

Compare JHD-EA © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

JHD-EA ©

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 ~~physician~~'s certified health professional or nurse practitioner to state how this health condition is affecting school attendance. If your ~~physician believes the~~ certified 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 ~~physician~~ certified 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,

Compare JHD-EB © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

JHD-EB ©

EXHIBIT

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

~~MEDICAL~~ CERTIFICATION OF STUDENTS WITH
CHRONIC HEALTH CONDITIONS
(Obtained from a ~~licensed physician or podiatrist~~ certified health
professional or nurse practitioner)

| | | |
|-------------------------|--|--|
| _____ Student's name | _____ Parent Parent's name | _____ Address Address |
| _____ District | _____ School | _____ Grade level |
| _____ Date of birth | _____ Phone number _____ | _____ Date number Date of initial consultation |

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

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

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 ~~physician's~~ Certified health professional or nurse practitioner name and licensed title

Date _____ —
—~~Physician's~~ Certified health professional or nurse practitioner signature and title



EXHIBIT

**EXCLUSIONS AND EXEMPTIONS
FROM SCHOOL ATTENDANCE**

**INSTRUCTIONAL AGREEMENT FOR STUDENTS WITH
CHRONIC HEALTH CONDITIONS**

School year _____

Student's name Grade level Date

Parent's name Address

Person responsible for homework coordination Position School

Eligibility checklist:

- _____ 1. Medical certification of chronic health condition (diagnosis, prognosis, and inability to attend school regularly).
- _____ 2. Medical certification of physical limitations for physical education.
- _____ 3. District office has noted chronic condition on attendance register.
- _____ 4. If applicable, the school nurse informed of student's chronic health condition.
- _____ 5. Student's teacher(s) informed of student's chronic health condition.
- _____ 6. If applicable, school counselor informed of student's chronic health condition.
- _____ 7. Physical education activities/requirements adapted according to medical certification.
- _____ 8. Certificated teacher to provide homework and contact with _____ during absences for the school year as follows:

Signature

Signature

9. Parent/guardian agrees to return completed home-work to the school for absences during the school year as follows:

Approved:

Superintendent's signature

Annual review of instructional agreement:

____ Number of excused absences due to chronic condition Promotion requirements met via completed home-work for excused absences Transcripts & attendance record attached

For the _____ school year, should / should not be registered as having a chronic health condition.

Superintendent's signature

Parent's signature

Date



JI © STUDENT RIGHTS AND RESPONSIBILITIES

This policy sets forth guidelines by which student rights are to be determined consistent with law.

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of students of the District. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, and free expression and association in accordance with these guidelines.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the rules and regulations of this District.

The Superintendent shall develop and promulgate administrative procedures consistent with law and Board policy to ensure that student rights under varying conditions are properly described.

Such procedures shall be reviewed annually and updated when required.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-841](#)

[15-842](#)

[15-843](#)

[15-844](#)

CROSS REF.:

[JICEC](#) - Freedom of Expression

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[JLI](#) - Student Safety



JI-R ©

REGULATION

STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the basic rights of citizenship that are recognized and protected by laws of this country and state for persons of their age and maturity. Each student is obligated to respect the rights of classmates, teachers, and other school personnel. District schools shall foster a climate of mutual respect for the rights of others. Such environment will enhance both the educational purpose for which the District exists and the educational program designed to achieve that purpose.

All District personnel shall recognize and respect the rights of students, just as all students shall exercise their rights responsibly, with due regard for the equal rights of others and in compliance with the rules and regulations established for the orderly conduct of the educational mission of the District. Students who violate the rights of others or who violate rules and regulations of the District or of their school are subject to appropriate disciplinary measures designed to correct their own misconduct and to promote adherence by them and by other students to the responsibilities of citizens in the school community.

The following basic guidelines of rights and responsibilities shall not be construed to be all-inclusive, nor shall it in any way diminish the legal authority of school officials and the Governing Board to deal with disruptive students.

Rights:

- Students have the right to a meaningful education that will be of value to them for the rest of their lives.
- Students have the right to a meaningful curriculum and the right to voice their opinions, through representatives of the student government, in the development of such a curriculum.
- Students have the right to physical safety, safe buildings, and sanitary facilities.
- Students have the right to consultation with teachers, counselors, administrators, and anyone else connected with the school if they so desire, without fear of reprisal.
- Students have the right to free elections of their peers in student government, and all students have the right to seek and hold office in accordance with the provisions of the student government constitution and in keeping with the extracurricular guidelines of the District.
- Students have the right to be made aware of administrative and/or faculty committee decisions and to be aware of the policies set forth by the Governing Board and school.
- Legal guardians or authorized representatives have the right to see the personal files, cumulative folders, or transcripts of their children who are under the age of eighteen (18) years. School authorities may determine the time and manner of presentation of this information.

- Students' academic performance shall be the prime criterion for academic grades; however, noncompliance with school rules and regulations may affect grades (e.g., unexcused absences).
- Students shall not be subjected to unreasonable or excessive punishment.
- Students have the right to be involved in school activities, provided they meet the reasonable qualifications of sponsoring organizations, state organizations, and school regulations.
- Students have the right to express their viewpoints in accordance with District Policy JICEC - Freedom of Expression.
- Married students share these rights and responsibilities, including the opportunity to participate in the full range of activities offered by the school, and shall be subject to the rules and regulations of the school.

Responsibilities:

- Students have the responsibility to respect the rights of all persons involved in the educational process and to exercise the highest degree of self-discipline in observing and adhering to school rules and regulations.
- Students have the responsibility to take maximum advantage of the educational opportunities available and seek to achieve a meaningful education.
- All members of the school community, including students, parents, and school staff members, have the responsibility to promote regular attendance at school.
- Students have the responsibility to protect school property, equipment, books, and other materials issued to or used by them in the instructional process. Students will be held financially responsible for any loss or intentional damage caused to school property.
- Students have the responsibility to complete all course assignments to the best of their ability and to complete make-up work after an absence.
- Students have the responsibility to help maintain the cleanliness and safety of the school buildings and property.
- Students have the responsibility to present themselves in class at the prescribed time and with the necessary materials.



JIA ©
STUDENT DUE PROCESS RIGHTS

Refer to Policies [JKD](#) and [JKE](#).



JIB ©
STUDENT INVOLVEMENT IN
DECISION MAKING

A primary task of the school is to create a stimulating learning climate that develops active involvement of students in their education and develops a spirit of inquiry. This climate is created when students work together with school staffs in such activities as planning and evaluating school programs.

The District encourages student involvement that will enhance:

- Achievement of the course goals, improvement of the courses of study, and planning of classroom activities.
- Freedom of expression, recognizing that every privilege and right has a corresponding responsibility.
- Student participation in assembly programs and school-sponsored forums of interest.
- Participation in student government organizations that provide students with a voice in school affairs.
- Cocurricular or extracurricular activities that broaden their educational experiences.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[15-341](#)



JIBA ©
STUDENT GOVERNMENT

The organization of student councils in all schools is encouraged.

Student government is expected to be "of the students, by the students, for the students," representing the students in the school in communications with the administration and in the organization of student activities.

Members of student councils are to be elected democratically. The rights and responsibilities of the council should be clearly set forth by each school. Each student council must have a faculty advisor.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)



JIC © STUDENT CONDUCT

The Superintendent will establish regulations governing the conduct of students in school, traveling to and from school, at school functions, or affecting the school order. In establishing these regulations, the Superintendent may consult with student or staff committees. In addition to compliance with regulations established by the Superintendent, students are expected to obey all rules and regulations adopted by the Governing Board, and to obey any order given by a member of the faculty or staff relating to school activities.

A student shall be defined as any person who is enrolled in an educational program provided by or approved by the District and carried on in premises owned or controlled by the District.

Students shall not engage in improper behavior, including but not limited to the following:

- 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.
- Threatening an educational institution by interference with or disruption of the school per A.R.S. [13-2911](#) and [15-841](#).
- Physical abuse of or threat of harm to any person on District owned or controlled property or at District sponsored or supervised functions.
- Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in performance of their duties, and failure to identify themselves to such officials or officers when lawfully requested to do so.
- Knowingly committing a violation of District rules and regulations. 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.
- Engaging in any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the Board.
- Carrying or possessing a weapon on school grounds.

In addition to the general rules set forth above, students shall be expected to obey all policies and regulations focusing on student conduct adopted by the Board. Students shall not engage

in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order.

Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the District presently dispenses.

Local law enforcement shall be notified by the Superintendent regarding 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 to employees, students or others on school property.

The authority of the Superintendent to establish regulations covering students may be delegated to principals for their individual schools.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

13-105

13-2911

[15-341](#)

[15-507](#)

[15-521](#)

[15-841](#)

[15-842](#)

[15-843](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[KFA](#) - Public Conduct on School Property

Compare JICA © STUDENT DRESS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

JICA © STUDENT DRESS

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the schools or the health and safety of others. This policy is intended to provide guidance for students, staff, and parents.

The Board authorizes the Superintendent to develop and enforce school regulations prohibiting pertaining to student dress ~~or grooming practices that:~~

~~● Present~~

that promote safety and a positive learning environment. Student dress shall not:

A. Present a hazard to the health or safety of the student or to others in the school.

~~● Materially~~ B. Materially and substantially interfere with school work, create disorder, or disrupt the educational program.

~~● Cause~~ C. Cause excessive wear or damage to school property.

~~● Prevent students from achieving their educational objectives.~~

~~● Represent membership in a gang.~~

Obscene

D. Include any type of clothing, accessories and/or jewelry that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. [13-105](#).

Discriminatory or obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are expressly prohibited. ~~Adopted: date of manual adoption~~

Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.
[13-105](#)

[15-110](#)

[15-341](#)

CROSS REF.:

[JICEC](#) - Freedom of Expression

[JICF](#) - Secret Societies/Gang Activity

[JJJ](#) - Extracurricular Activity Eligibility

Compare JICA-R (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

JICA-R-R ©

REGULATION

STUDENT DRESS

~~The school principal shall have authority regarding student dress and appearance.~~

~~Students may be prevented from attending class in clothing or dress that could or would be disruptive to the educational process. Each school shall reserve the right to deny students the wearing of any item of clothing or accessories bearing the following types of messages:~~

- ~~● Obscene statements or pictures.~~
- ~~● Statements advocating immoral or illegal behavior (i.e., advertising or promoting the purchase/use of alcohol or tobacco products or illegal drugs).~~
- ~~● Statements of disrespect directed against the school, the law, or other reasonable authority.~~

~~Other types of clothing or dress may be questionable if they are in violation of health and safety standards, modesty, or common values. Examples of the types of dress that shall be prohibited include the following:~~

- ~~● Bare feet.~~
- ~~● Bandannas, hairnets, accessories, or clothing when they present a health or safety problem.~~
- ~~● Combinations of clothing or jewelry that are representative of a gang.~~
- ~~● Clothing that is immodest or revealing, such as tube tops, bare midriffs, fishnet or off-the-shoulder shirts, short shorts, and short or slit skirts. (Neither the skirt nor the slit may be more than three inches above the knee.)~~
- ~~● Any other clothing or accessories considered to be inappropriate.~~

~~These guidelines are not intended to cover all of the constantly changing styles and fads. The task of evaluating what is proper in the way of dress and grooming is highly controversial, and opinion among people varies. The school and the home, together, should encourage young people to assume the responsibility for appearance that is conducive to a healthy learning environment. Parents and the school should work together to help students accept and cooperate with these guidelines.~~ District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others.

- A. Students must wear a shirt with pants or skirt or the equivalent (dress, leggings, or shorts).
- B. Clothing must not be see-through and must cover a student's undergarments, chest and torso, when standing or sitting.
- C. Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, et cetera.
- D. Jewelry shall not be worn if it presents a safety hazard.
- E. Clothing, accessories and/or jewelry may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- F. Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.
- G. Subject to the above, no hats, bandannas, other head coverings, or sunglasses may be worn in a classroom or school building, except for properly approved occupational safety headgear required for special classes or if authorized by a school administrator or authorized/prescribed by a medical professional.
- H. Obscene language or symbols, or symbols of drugs, sex, or alcohol on clothing are prohibited.
- I. Students may not wear clothing, accessories and/or jewelry with images, symbols, slogans, words or phrases that are profane, discriminatory or defamatory or that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. 13-105.
- J. Hats and sunglasses may be worn outside.

Exceptions for special activities or health considerations may be preapproved by the administrator.

Students who volunteer for extracurricular activities, such as athletics, band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.



JICB ©
CARE OF SCHOOL PROPERTY
BY STUDENTS

Each student is expected to take pride in the physical appearance of the school. Teachers and students should be observant at all times to prevent damage or destruction of school property. Any marking or marring of school property should be reported to the office at once.

No student shall damage or deface any property belonging to the District. The type of discipline that may be imposed for damage to school property by students depends upon the circumstances. Students may be subject to discipline for willful damage or destruction of school property.

If any minors engage in conduct that results in damage to District property, the District may institute formal charges for the purpose of having the court order the minors, or their parents, to make full or partial restitution to the District in accordance with law.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[12-661](#)

[15-727](#)

[15-842](#)

CROSS REF.:

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[JQ](#) - Student Fees, Fines, and Charges



**JICC ©
STUDENT CONDUCT
ON SCHOOL BUSES**

Refer to Policy [EEAEC](#).



JICE ©
STUDENT PUBLICATIONS

The District recognizes the value of, supports, and encourages official school publications in teaching journalism, English, writing, and other skills. An official school publication is that made up of materials produced by students in a regularly scheduled class and intended for distribution to the student body.

Students shall be required to submit publications to the Superintendent for approval prior to distribution.

Adopted: date of manual adoption



JICE-R ©

REGULATION

STUDENT PUBLICATIONS

Students shall be required to submit publications to the principal for approval prior to distribution.



JICEC © FREEDOM OF EXPRESSION

Students possess inalienable rights to develop, believe, and follow personal viewpoints and beliefs to the extent their viewpoints and beliefs do not infringe upon nor denigrate the same rights of others.

The District shall not discriminate against students or parents on the basis of a religious viewpoint or religious expression. If a student includes in an assignment a viewpoint expression, an evaluation of the student's work shall be based on ordinary standards of substance and relevance to the course curriculum or requirements of the coursework or assignment, and shall not penalize or reward the student on the basis of religious content or viewpoint.

Students are to be permitted to pray or engage in religious activities or expression in the same manner and to the same extent as students are permitted to engage in nonreligious activities or expression, before, during, and after the school day.

To the extent and in the manner that other types of clothing, accessories, and jewelry displaying messages or symbols are permitted, students are permitted to wear clothing, accessories, and jewelry that display religious messages or symbols.

Acknowledging and permitting the above freedoms is not to be interpreted to mean the District is requiring any person to participate in prayer or other religious activities nor attempting to violate the constitutional rights of any person.

The District does retain its rights to:

- Maintain order and discipline on District property in a content and viewpoint neutral manner.
- Protect the safety of students, employees, and visitors on District property.
- Adopt and enforce policies and regulations concerning student speech while on District property in a manner that does not violate a student's state and federal constitutional rights.
- Adopt and enforce policies and regulations that ban student clothing, accessories, and jewelry worn to convey affiliation with a criminal street gang.

A student or a student's parent is barred by statute from initiating legal action to enforce the student rights set out in this policy unless the student or the parent has:

- Submitted to the school principal a written complaint containing specific facts of the alleged violation.
 - The principal shall investigate the complaint and provide a written response within fifteen (15) days of receiving the complaint describing any action taken by the principal to resolve the complaint.

If the principal's actions do not resolve the complaint, the student or the student's parent shall:

- Submit written complaint containing specific facts of the alleged violation to the Superintendent or other designated administrator.
 - The Superintendent or other designated administrator shall investigate the complaint and provide a written response within twenty-five (25) days of receiving the complaint describing any action taken by the Superintendent or other designated administrator to resolve the complaint.

If the action taken by the Superintendent or other designated administrator does not resolve the complaint the student or the student's parent may pursue legal action to enforce this policy.

Adopted: December 8, 2009

LEGAL REF.:

A.R.S.

[13-105](#)

[15-110](#)

[15-341](#)

[15-720](#)

[15-841](#)

[15-843](#)

[15-844](#)

20 U.S.C. 4071 et seq. Equal Access Act, (Section 801)

CROSS REF.:

[JI](#) - Student Rights and Responsibilities

[JII](#) - Student Concerns, Complaints, and Grievances

[JJAB](#) - Limited Open/Closed Forum

[JK](#) - Student Discipline



JICEC-E ©

EXHIBIT

FREEDOM OF EXPRESSION

COMPLAINT FORM

(To be filed with the school principal)

Additional pages may be attached if more space is needed.

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Name

Address

Telephone Number

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

Date Signed

Principal receiving the initial complaint

Date initial complaint received

The principal shall give one (1) copy to the complainant and retain one (1) copy for the file.



JICF ©
SECRET SOCIETIES / GANG ACTIVITY

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

Any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

Any student wearing, carrying, or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[12-661](#)

[13-1202](#)

[13-2911](#)

[15-341](#)

[15-342](#)

[15-507](#)

[15-521](#)

[15-841](#)

[15-842](#)

[15-843](#)

A.A.C.

[R7-2-401](#)

[R7-2-405](#)

A.G.O.

178-103

178-218

180-055

184-036



JICF-R ©

REGULATION

SECRET SOCIETIES / GANG ACTIVITY

For the purpose of District policy, a gang is a group of three (3) or more people who:

- Interact together to the exclusion of others;
- Claim a territory or area;
- Have a name;
- Have rivals/enemies; and
- Exhibit antisocial behavior - often associated with crime or a threat to the community.

The type of dress, apparel, activities, acts, behavior or manner, or grooming displayed, reflected, or participated in by the student shall not:

- Lead school officials to believe that such behavior, apparel, activities, acts, or other attributes are gang related or would disrupt or interfere with the school environment or activity and/or educational objectives;
- Present a physical safety hazard to self, students, staff members, or other employees.
- Create an atmosphere in which the well-being of a student, staff member, or other person is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence; or
- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person.

If the student's dress is in violation of this regulation or a District policy, the principal will ask the student to make the appropriate correction. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will take appropriate corrective and disciplinary action.



JICFA © HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the District school.

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of

the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-2301](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JIC](#) - Student Conduct

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Student Expulsion

[JICF](#) - Secret Societies / Gang Activities

[KFA](#) - Public Conduct on School Property



JICFA-R ©

REGULATION

HAZING

A person who reports or complains regarding hazing may report or complain directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported/complained at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

Where disciplinary action is necessary, District policies shall be followed.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

| Name | Address | Telephone Number |
|-------|---------|------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Student

Date

Administrator or professional staff member
receiving initial complaint

Date initial complaint received

The investigating administrator shall give one (1) copy to the complainant and retain one (1) copy for the file.



JICFA-EB ©

EXHIBIT

HAZING

(To be displayed in school buildings and placed in student handbooks)

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff

member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with School policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.



JICG © TOBACCO USE BY STUDENTS

The possession or use of tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products is prohibited in the following locations:

- School grounds.
- School buildings.
- School parking lots.
- School playing fields.
- School buses and other District vehicles.
- Off-campus school-sponsored events.

The Superintendent may establish procedures necessary to implement this policy. Disciplinary penalties for the possession or use of tobacco or similar products (including any inhaled tobacco substitute) may include, but are not limited to, suspension of the student from school or a recommendation for expulsion when there is evidence of repeated and continuous violation of this policy.

Under the provisions of A.R.S. [36-798.03](#), a person who violates the prohibition is guilty of committing a petty offense.

Adopted: October 22, 2013

LEGAL REF.:

A.R.S.

[13-3622](#)

[15-341](#)

[36-798.03](#)

20 U.S.C. 6083

CROSS REF.:

[GBED](#) - Smoking by Staff Members

[KFAA](#) - Smoking on School Premises at Public Functions

Compare JICH © DRUG AND ALCOHOL USE BY STUDENTS

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JICH © DRUG AND ALCOHOL USE BY STUDENTS

Students on school property or at school events shall not knowingly breathe, inhale or drink a vapor-releasing substance containing a toxic substance, nor shall a student sell, transfer or offer to sell or transfer a vapor-releasing substance containing a toxic substance ~~to a person under eighteen (18) years of age.~~

The nonmedical use, possession, **distribution** or sale of

● ~~alcohol~~

A. alcohol,

● ~~drugs~~

B. drugs,

● ~~synthetic~~

C. **synthetic** drugs,

● ~~counterfeit~~

D. **counterfeit** drugs, or

● ~~imitation~~

E. **imitation** drugs,

on school property or at school events is prohibited.

~~Nonmedical~~

Nonmedical is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition" consistent with accepted practices of the medical profession.

Students in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students attending school in the District who are in violation of the provisions of this policy shall be subject to disciplinary actions in accordance with the provisions of school rules and/or regulations.

For purposes of this policy, "drugs" shall include, but not be limited to:

~~• All~~

A. All dangerous controlled substances prohibited by law.

~~• All~~

B. All alcoholic beverages.

~~• Any~~

C. Any prescription or over-the-counter drug, except those for which permission to use in school has

~~been granted~~

been granted pursuant to Board policy.

~~• Hallucinogenic~~

D. Hallucinogenic substances.

~~• Inhalants~~

E.

~~• Synthetic~~

Inhalants.

F. Synthetic, counterfeit or imitation drugs.

~~■~~

A compound or substance, regardless of its contents, compound or substance, that produces in the

~~user an~~

user an experience, effect and/or display of effects that mimic the experience, effect and/or display of

~~effects produced~~

effects produced by substances controlled or prohibited by law, or that is represented as producing in the

~~user such~~

user such experiences or effects.

Medical Marijuana

The conditions which follow are applicable to a District student who holds an identification as a medical marijuana cardholder issued by the Arizona Department of Health Services for the medical use of marijuana as set out in the Arizona Revised Statutes (A.R.S.).

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana cardholder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana cardholder ~~is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending the school.~~ A student medical marijuana cardholder shall not :

~~● undertake any task under the influence of marijuana that would constitute negligence.~~

~~●~~

possess or engage in the

~~medical~~

use of marijuana

5

~~■ on a school bus,~~

~~■ on the grounds of any preschool, elementary school or secondary school.~~

~~● smoke marijuana,~~

~~■ on any form of public transportation, or~~

~~■ in any public place.~~

~~● operate, navigate, or be in actual physical control of any motor vehicle, aircraft or motorboat while under the influence of marijuana;~~

~~■ except that a registered qualifying student cardholder shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment.~~

~~● use marijuana in any manner not authorized by Title 36, Chapter 28.1 of the Arizona Revised Statutes, or~~

~~● offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative the school~~

on District property, in a District vehicle, or at a District-sponsored event.

A student medical marijuana cardholder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all District students.

If District officials have a reasonable belief a student may be under the influence, in possession of or distributing medical marijuana in a manner not authorized by the medical marijuana statutes law enforcement authorities will be informed.

~~A student who violates any portion of this policy may be subject to warning, reprimand, probation, suspension, or expulsion, in addition to applicable civil and criminal prosecution.~~

Adopted: ~~September 22, 2011~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[4-101](#)

[4-241](#)

[4-244](#)

[13-3401](#) through [13-3461](#)

[15-345](#)

[36-2801](#) *et seq.*, Arizona Medical Marijuana Act

20 U.S.C. 7101 *et seq.*, Safe and Drug-Free Schools and Communities Act

CROSS REF.:

[JLC](#) - Student Health Services and Requirements

[JLCD](#) - Administering Medicines to Students



JICH-R ©

REGULATION

DRUG AND ALCOHOL USE BY STUDENTS

Drug Abuse Prevention

The following administrative procedures are to be used to implement the Governing Board policy on drug abuse prevention:

- It shall be the responsibility of all school employees to report to the principal or other administrator in charge all suspected instances of the use, possession, or sale of drugs.
- Distribution or sale of drugs:
 - When it is reasonably certain that a student is involved in the distribution or sale of drugs, law enforcement authorities and parent(s) or legal guardian(s) shall be contacted.
 - A student who has been determined to be involved in the distribution of drugs shall be reported to the law enforcement authorities and shall be subject to suspension or expulsion.
- Possession of drugs:
 - Law enforcement authorities shall be contacted when the principal determines that drugs to be used for nonmedical purposes are found in the possession of a student. The principal may also contact law enforcement authorities to help make such a determination. Students who are in possession of drugs to be used for nonmedical purposes may be suspended or expelled.
 - A student who has been suspended for a drug-related offense for a second time will be referred to the Superintendent for further action (A.R.S. [15-843](#)).
- Under the influence of drugs:
 - A student who is reasonably suspected of being under the influence of drugs shall be referred to the school office.
 - The parent(s) or legal guardian(s) of a student who is determined to be under the influence of drugs shall be contacted. The student may be suspended or expelled.
 - A student who has been involved in a drug-related offense for a second time will be referred to the Superintendent for further action (A.R.S. [15-843](#)).
- Student who seeks help:
 - The District does not condone the nonmedical use of drugs. The need for the availability of help to those who use/abuse drugs is recognized. It is the position of the District that communications between students and professional staff members

will be held in trust unless it becomes evident that withholding information may result in harm or injury to the student or others. Staff members shall refer students who seek help to the school nurse.

- Involvement with medical drugs (medication):

- A student who needs access to medical drugs in school shall leave them, in the original container, with the school nurse. Permission and written directions from a physician concerning their use shall be left with the school nurse.

- Students who are in possession of medically approved drugs, but have not followed the directions described above, shall be disciplined in accordance with school disciplinary policies.

- Students who distribute such drugs to others will be considered as distributing drugs for nonmedical purposes.

- Parental involvement:

- When the school principal questions a student who is reasonably suspected of having violated the school drug policy, reasonable efforts shall be made to notify the student's parents or legal guardian that such questioning has taken place.

- Reasonable efforts shall be made to notify the parents or legal guardian of a student who has been determined to have violated the school drug policy.

- Medical services:

- A student who is reasonably suspected of being under the influence of drugs while school is in session shall be referred to the school nurse. Such cases shall be treated like any other medical problem.

- When there is reasonable suspicion that any student is under the influence of drugs while at a school activity and health services are unavailable, it shall be the responsibility of the supervisor on duty to call for appropriate assistance.

- Return to school:

- When a student has returned from a suspension for using drugs for nonmedical purposes, reasonable efforts should be made by school personnel and parent(s) or legal guardian(s) to prevent the problem from recurring. The process could include, but not necessarily be limited to, the following:

- ⇒ Utilization of community-based programs.

- ⇒ In-school group or individual counseling.

- ⇒ An effort by the professional staff to help the student emphasize the positive alternative to drug-use behavior.

- Student neglect, child abuse, or child maltreatment:

- A staff member who believes that a parent or other adult is contributing to drug-using behavior of a student shall confer with the principal.

- Such a conference does not change the duty of the staff member to ensure that the case is referred to the appropriate child protective services for further investigation.
- Drug education:
 - Substance abuse prevention shall be combined with health, science, citizenship, or a similar program.
 - In addition to the established curriculum, the principal shall direct the use of other educational information, including, but not necessarily limited to, assemblies, speakers, printed materials, class discussions, and bulletin board materials.
- Student counseling.
 - Counseling should emphasize drug abuse prevention as well as treatment, and an effort should be made to make it available to all students who desire this service.
 - Counseling may be done individually or in groups.
 - When a student seeks out an employee other than a counselor to discuss a drug problem, the particular staff member shall advise the counselor.
- Staff education:
 - Within the first thirty (30) days of each school year, the Superintendent shall arrange a meeting that will include information on drug abuse prevention. The program will be conducted by personnel trained in drug abuse prevention and will include, but not necessarily be limited to, District policies and procedures, identification of commonly used drugs, and an approach that recognizes the dignity and worth of each student.
- Parent and community education:
 - At least once annually, the District shall sponsor a program for the community on its drug abuse prevention programs. In addition to presentations by school staff members, the program may include representatives of law enforcement agencies and medical professions.
 - Additionally, the District may offer programs in parent effectiveness training.
 - News releases and other forms of communications may be used to educate parents and the community, using regular school channels for such purposes. Such communications will be approved by the Superintendent.

Confidentiality

In order to preserve the rights of those in a counseling relationship, the counselor will inform the individual that information within the school setting cannot always be kept confidential. In some cases it will be referred to the appropriate individual or agency. Such cases may include those that endanger the welfare of the student or others.

The student shall be advised that school records include data concerning school achievement, test results, and attendance. School records are protected by federal and state statutes and do not include information concerning drug involvement.



JICH-E ©

EXHIBIT

DRUG AND ALCOHOL USE BY STUDENTS

In order to comply with federal funding requirements, the District shall:

- Gather information relative to local community drug and alcohol counseling, rehabilitation, and reentry programs that are available to students and make such information available to parents and students.
- Annually distribute a copy of standards of conduct and the statement of disciplinary sanctions that apply to alcohol and drug violations. A copy of all rules pertaining to discipline, suspension, and expulsion shall be distributed to students, parents, and transfer students at the time of initial enrollment and annually at the beginning of school.
- Indicate in a statement (which could accompany the copy of conduct standard and sanctions) that the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful.

The District should perform a biennial review of the programs to:

- Ensure that disciplinary sanctions for students are consistently enforced.
- Determine program effectiveness and implement change to the program if needed.

Compare JICI © WEAPONS IN SCHOOL (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

JICI © WEAPONS IN SCHOOL

No student shall carry or possess a weapon or simulated weapon on school premises without authorization by a school administrator. The Superintendent shall prescribe regulations for student possession of bows or firearms on District property for the purpose of the student's participation in a course of training in bows or firearms approved by the Governing Board and as authorized by Arizona Revised Statutes (A.R.S.) [15-713](#), [15-714](#), and [15-714.01](#). No student shall use or threaten to use a weapon or simulated weapon to disrupt any activity of the District.

Any employee who observes any person in possession of a weapon or simulated weapon on school premises shall immediately report the matter to the school administrator. A school administrator who observes or receives a report of a student possessing a weapon on school premises shall immediately take appropriate safety and disciplinary actions in accordance with District policies and shall immediately report a violation of this policy to a peace officer, pursuant to A.R.S. [15-515](#), if the weapon is a deadly weapon or the student is a minor in possession of a firearm.

A student who violates this policy by carrying or possessing a firearm shall be placed in an alternative education program for a period of not less than one (1) year, suspended for a period of not less than one (1) year, or expelled and not be readmitted within a one (1)-year period, if ever. The Governing Board, in its sole discretion, may modify the one (1)-year duration of such disciplinary action on a case-by-case basis.

A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with one (1) or more disabilities shall be applied on a case-by-case basis in accordance with District policies and state and federal special education laws.

For the purposes of this policy:

~~● Weapon~~

A. *Weapon* means any of the following:

~~■ A~~

1. A firearm.

~~■ A knife, other than a folding pocket knife with a blade length of not more than~~

2

~~-1/2 inches that cannot be locked in an open position. ■ A~~

. A knife.

3. A destructive device.

■ ~~A~~

4. A dangerous instrument.

●

B. *Simulated*

~~weapon~~

weapon means an instrument displayed or represented as a weapon.

● ~~Firearm~~

C. *Firearm* means any of the following:

■ ~~Any~~

1. *Any* loaded or unloaded gun that will, that is designed to, or that may readily be converted to expel

~~a projectile~~

a projectile by the action of an explosive.

■ ~~The~~

2. *The* frame or receiver of any such firearm.

■ ~~Any~~

3. *Any* firearm muffler or silencer.

■ ~~Any~~

4. *Any* explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more

~~than four~~

than four (4) ounces, missile having an explosive charge of more than one-fourth (1/4) ounce, mine, or

~~similar device~~

similar device.

■ ~~Any~~

5. *Any* combination of parts that could be readily assembled to form a firearm.

●

D. *Destructive*

~~device~~

device means:

■ ~~Any~~

1. *Any* device other than a firearm that will, or is designed to, or may be readily converted to expel

~~a projectile~~

a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow.

■ ~~Any~~

2. *Any* collection of parts that could be readily assembled to form a destructive device.

●

E. *Dangerous*

~~instrument~~

instrument means anything other than a firearm, knife, or destructive device that is carried

~~or possessed~~

or possessed by a student for the purpose of being used or being available for use to cause death or

~~inflict serious~~

inflict serious physical injury.

●

F. *School*

~~premises~~

premises means the school, school grounds, school buses, or any premises, grounds, or vehicles

~~used for~~

used for school purposes and includes premises where school-sponsored events (for example, athletic games

~~and competitions~~

and competitions, music competitions,

~~etc.~~

et cetera) are held away from District property.

G. *Deadly*

~~weapon~~

weapon means any weapon designed for lethal use, including a firearm.

The governing board of an educational institution may not adopt or enforce any policy or rule that prohibits the lawful possession or carrying of a deadly weapon on a public right-of-way by a person or on or within a person's means of transportation.

"Public right-of-way," A.R.S. [13-2911\(k\)\(5\)](#) means any highway, street, road, thoroughfare, path, alley or other right-of-way that is publicly accessible and that is established and maintained by this state or a political subdivision of this state. Public right-of-way does not include property of an educational institution.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[13-2911](#)

[13-3102](#)

[13-3111](#)

[15-341](#)

[15-342](#)

[15-515](#)

[15-713](#)

[15-714](#)

[15-714.01](#)

[15-841](#)

[15-843](#)

20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990

CROSS REF.:

[JI](#) - Student Rights and Responsibilities

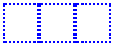
[JIC](#) - Student Conduct

[JIH](#) - Interrogations, Searches, and Arrests

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students



JICK © STUDENT BULLYING / HARASSMENT / INTIMIDATION

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Definitions

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- B. exposure to social exclusion or ostracism,
- C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- D. damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and

mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Prohibitions and Discipline

Students are prohibited from bullying, harassment, or intimidation on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the school and the school day when such bullying, harassment, or intimidation results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Reporting Incidents of Bullying/ Harassment/Intimidation

A student who is experiencing bullying, harassment, intimidation or believes another student is experiencing bullying, harassment, or intimidation is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied, harassed or intimidated shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQD.

Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

At the time a student reports alleged bullying, harassment, or intimidation the principal shall provide to the student who has allegedly been bullied, harassed, or intimidated a written copy of student rights, protections and support services available to the student and shall notify the

student's parent(s)/guardian(s) of the suspected incident of harassment, intimidation or bullying.

The principal shall investigate *all* reports of bullying, harassment, or intimidation. If the principal determines that bullying, harassment, or intimidation has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying, harassment, or intimidation and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall

- A. occur during the first (1st) week of each school year,
- B. be provided to each incoming student during the school year at the time of the student's registration,
- C. be posted in each classroom and in common areas of the school, and
- D. be summarized in the student handbook and on the District website, and

the Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to

- A. Governing Board policy,
- B. preventive measures,
- C. incident reporting procedures,
- D. available support services for students (both proactive and reactive), and
- E. student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying, harassment, or intimidation. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-1202](#)

[13-1203](#)

[13-1204](#)

[13-2321](#)

[13-2916](#)

[13-2921](#)

[13-3506.01](#)

[15-341](#)

A.A.C.

[R7-2-1308](#)

CROSS REF.:

[IJNDB](#) - Use of Technology Resources in Instruction

[JJ](#) - Student Rights and Responsibilities

[JIC](#) - Student Conduct

[JII](#) - Student Concerns, Complaints and Grievances

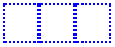
[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKDA](#) - Removal of Students from School-Sponsored Activities

[JKE](#) - Expulsion of Students

[JR](#) - Student Records



JICK-R ©

REGULATION

STUDENT BULLYING / HARASSMENT / INTIMIDATION

The District does not tolerate bullying, harassment, or intimidation in any form. Further, the District shall investigate each complaint of bullying, harassment, or intimidation and will take appropriate, timely, and responsive action.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

Any student who feels he or she has been the victim of bullying, harassment, or intimidation or suspects other students of being bullied, harassed, or intimidated should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

Any staff member who becomes aware of or suspects that a student is experiencing bullying, harassment, or intimidation shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.

Reprisal directed toward a student or employee for the reporting of a case of bullying, harassment, or intimidation or a suspected case of bullying, harassment, or intimidation will not be tolerated. Students involved directly or indirectly in reprisal will be disciplined pursuant to Board Policies JK, JKD, and JKE. Any suspected violation of the law will be reported to law enforcement authorities.

Investigation of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than two (2) school days after the initial report. Each investigation will be comprehensive to the extent determined appropriate by the principal or the principal's designee. In investigating the complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA).

Each investigation will be documented by the principal or the principal's designee. Documentation will be maintained by the District for at least six (6) years. In the event the District must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.

Should the principal or the principal's designee determine that bullying, harassment, or intimidation has occurred discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal or the principal's designee will meet with the student who reported or was reported as being bullied, harassed, or intimidated to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation.

The Superintendent is responsible for determining the methods of information delivery to employees and students. The Superintendent shall provide to the school principals, supervisors and all other District employees the information necessary to comply with Governing Board Policy JICK. The information related to bullying, harassment, or intimidation is to include but not be limited to preventive measures, incident reporting, related support services available (proactive and reactive), student rights, employee responsibilities, and the ramifications of not reporting a bullying incident or suspicion of bullying, harassment, or intimidation. The information shall be disseminated to District personnel at the beginning of each year and as the Superintendent otherwise determines to be appropriate.

The principal or the principal's designee is responsible to ensure information related to bullying, harassment, or intimidation is disseminated to students, and parents and guardians. The information shall include but not be limited to Governing Board policy, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information will

- A. occur during the first (1st) week of each school year,
- B. be posted in each classroom and in common areas of the school,
- C. be summarized in the student handbook and on the District website, and
- D. be provided to each incoming student during the school year at the time of registration.

The principal or the principal's designee is also responsible to ensure information is disseminated to all students who report bullying, harassment, or intimidation, including, at the time the incident is reported, a written copy of student rights, protections and support services available to the student; a copy of the report shall also be given to the student's parent(s)/guardian(s).

The principal or the principal's designee is responsible for the maintenance of documentation related to bullying, harassment, or intimidation.

EXHIBIT

**STUDENT VIOLENCE / HARASSMENT /
INTIMIDATION / BULLYING**

COMPLAINT FORM

**(To be filed with any School District employee who will forward this
document
to the principal or the principal's designee)**

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person(s) _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to include all relevant dates, times, and places. Additional pages may be attached if necessary.

If there is anyone who could provide more information regarding this complaint, please list name(s), address(es), and telephone number(s).

Name

Address

Telephone Number

The projected solution:

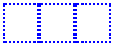
Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify this information is correct to the best of my knowledge.

Signature of Complainant _____ Date _____

Document received by _____ Date _____

Investigating official _____ Date _____



JICK-EB ©

EXHIBIT

STUDENT BULLYING / HARASSMENT / INTIMIDATION

**(To be displayed in school buildings
and in student handbooks)**

The Governing Board of the Glendale Elementary School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment, or intimidation in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- B. exposure to social exclusion or ostracism,
- C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- D. damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and

mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Students are prohibited from bullying, harassment, or intimidation on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied, harassed, or intimidated or suspect another student is bullied, harassed, or intimidated should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying, harassing, or intimidating others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or this exhibit shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of Policy JICK or this exhibit, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying, harassment, or intimidation is a violation of the law.

Compare JIH © STUDENT INTERROGATIONS, SEARCHES, AND ARRESTS (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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~~, [School Liaison Officer \(SLO\)](#) or another peace officer.

When child abuse or abandonment of a student is alleged.

If a child protective services worker 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 worker or peace officer. If a student is taken into temporary custody in accordance with A.R.S. [8-821](#), the child protective services 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 worker 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~~ [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/[SLO](#), 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 [and notify campus administration](#). 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: ~~March 14, 2006~~[<-- z2AdoptionDate -->](#)

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.—

104-003

177-211

182-094

188-062

191-035



JIG ©
MARRIED STUDENTS

Married students must report any name changes to their guidance counselors or the principal if school records are to reflect the married name on school transcripts. A student's marital status does not reduce the requirements or opportunities of the educational system in the District.

Adopted: date of manual adoption



JIH-EA ©

EXHIBIT

**STUDENT INTERROGATIONS,
SEARCHES, AND ARRESTS**

**ACKNOWLEDGMENT CONCERNING USE
OF STUDENT LOCKERS**

I acknowledge and understand that:

- Student lockers are the property of the District.
- Student lockers remain at all times under the control of the District.
- I am expected to assume full responsibility for my school locker.
- The District retains the right to inspect student lockers for any reason at any time without notice, without student consent, and without a search warrant.

Student

Date

Locker Number



JIH-EB ©

EXHIBIT

**STUDENT INTERROGATIONS,
SEARCHES, AND ARRESTS**

**FORM FOR SIGNATURE OF
ARRESTING OFFICER**

I, _____, a duly sworn peace officer and member of the _____ Department, _____ division, have asked that _____, a student in the _____ School, be surrendered to me, and pursuant thereto have taken said student into my custody and am assuming full responsibility for the student's arrest.

Date _____ Signature _____

Time _____ Badge Number _____

School Action

Date and time parents notified (if more than one [1] attempt is made, include such information here) _____

Signature of Administrator

- 1 copy for School Records
- 1 copy for Parent Mailing
- 1 copy for Police Officer
- 1 copy for Witnessing Administrator



JIH-EC ©

EXHIBIT

**STUDENT INTERROGATIONS,
SEARCHES, AND ARRESTS**

**FORM FOR SIGNATURE OF
INTERVIEWING OFFICER**

I, _____, a duly sworn peace officer and member of the
_____ Department, _____ division, have asked
that _____, a student in the
_____ School, be made available for interview.

Date _____ Signature _____

Time _____ Badge Number _____

School Action

Date and time parents notified (if more than one [1] attempt is made, include

such information here) _____

Signature of Administrator

- 1 copy for School Records
- 1 copy for Parent Mailing
- 1 copy for Police Officer
- 1 copy for Witnessing Administrator

JII ©
STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars of the accusation and complete form JII-EA immediately thereafter. The administrator shall especially note all student-provided particulars determined by the Superintendent to be necessary for the complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving school administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students, staff and parents or guardians in the school offices.

Disposition of all complaints or grievances shall be reported to the Superintendent and the compliance officer for discrimination if other than the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[15-341](#)

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[ACA](#) - Sexual Harassment

[GBEB](#) - Staff Conduct

[JB](#) - Equal Educational Opportunities

[JIC](#) - Student Conduct

[JICFA](#) - Hazing

[JICK](#) - Student Violence/Harassment/Intimidation/Bullying

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[KE](#) - Public Concerns and Complaints

JII-R ©

REGULATION

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

A student who complains or grieves regarding constitutional rights, equal access to programs, discrimination, or personal safety issues may complain directly to a school administrator, or to a school staff member within thirty (30) days of an alleged occurrence. The initial complaint or grievance should be made using form JII-EA, however, a verbal complaint or grievance may be made. When a school staff member receives the information, the staff member will immediately inform a school administrator. If the complaint or grievance involves a school administrator the staff member shall forward the complaint or grievance to the next administrative level.

Complaints and grievances related to student violence, harassment, intimidation or bullying are to be filed in accordance with Governing Board Policy JICK.

At a minimum the complaint or grievance shall contain the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. The written complaint or grievance should contain a requested solution and the submission should be signed and attested to by the complainant. However, an unsigned form will be processed in the same manner as a signed form.

The complaint or grievance will be investigated by a school administrator, a supervising administrator, or another person approved by the Superintendent. The student shall be contacted not later than the school day following the date the school administrator or the administrator's immediate supervisor receives the information. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the student who submitted the complaint or grievance at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the principal and/or the Superintendent as circumstances warrant.
- A confidential record of each complaint and grievance made pursuant to Policy JII shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed by a student, findings of the investigation, and the disposition of the matter.

- Unless a determination has been made by the appropriate investigating official that the reported incident actually occurred, the record shall not be used for the imposition of discipline.

Where disciplinary action is necessary, District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.



JII-EA ©

EXHIBIT

**STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

COMPLAINT FORM

**(To be filed with a school administrator or the administrator's immediate supervisor, or a school staff member who will forward this form to the school administrator or the administrator's immediate supervisor)
Additional pages may be attached if more space is needed.**

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to complain against:

Name of person, school (department), program, or activity _____

Address _____

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note all relevant dates, times, and places.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

| Name | Address | Telephone Number |
|------|---------|------------------|
|------|---------|------------------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

I certify that this information is correct to the best of my knowledge.

| | |
|-----------------------------------|----------------------|
| _____ Signature of Complainant | _____ Date Signed |
|-----------------------------------|----------------------|

| | |
|--|--|
| _____ Administrator or professional staff member receiving initial complaint | _____ Date initial complaint received |
|--|--|

The investigator shall give one (1) copy to the complainant and retain one (1) copy for the file.

JII-EB ©

EXHIBIT

**STUDENT CONCERNS, COMPLAINTS,
AND GRIEVANCES**

**(To be displayed in school buildings
and in student handbooks)**

Students may present a complaint or grievance regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.


Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or a school staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA .

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.

Retaliatory or intimidating acts against any student who has made a complaint under the District policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Compare JJA © STUDENT ORGANIZATIONS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JJA © STUDENT ORGANIZATIONS

The Superintendent may approve the establishment of student organizations appropriate to grade levels within the District.

School activities shall not be held on Sundays unless they have been cleared with the Superintendent.

Adopted: date of

~~manual~~

Manual adoption

Compare JJAB © LIMITED OPEN / CLOSED FORUM (version 2

first

to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JJAB © LIMITED OPEN / CLOSED FORUM

Student meetings may be held in the school(s) of the District that offer instruction in grades seven (7) and eight (8) or above under a "limited open forum" **if requested by a pupil in grade seven (7) or above**. Furthermore, insofar as the District has a procedure defined as a "limited open forum" under the provisions of Title VIII, the Equal Access Act, Section 801 *et seq.*, the District school(s) shall offer to students a fair opportunity to conduct meetings using school facilities whereupon:

● ~~Such~~

A. **Such** meetings are voluntary and student initiated.

● ~~There~~

B. **There** is no sponsorship of such meetings by the District, District employees or governmental entities,

~~or employees~~

or employees of governmental entities.

● ~~District~~

C. **District** employees present at religious meetings will be present only in a nonparticipatory capacity.

● ~~Such~~

D. **Such** meetings shall not materially and substantially interfere with the orderly conduct of the

~~educational activities~~

educational activities of the District.

● ~~Nonschool~~

E. **Nonschool** persons shall not be permitted to direct, conduct, control, or regularly attend such student

~~group meetings~~

group meetings.

Neither the District, any employee or agent of the District, nor of any ~~State~~-state or federal governmental entity shall be permitted to:

- ~~Influence~~-A. Influence the form or content of any prayer or other religious activity connected with student meetings.
- ~~Require~~-B. Require any person to participate in prayer or other religious activity.
- ~~Expend~~-C. Expend public funds beyond the incidental cost of providing the space for such student-initiated meetings.
- ~~Compel~~-D. Compel any employee of the District to attend a school meeting that is contrary to the beliefs of the employee.
- ~~Sanction~~-E. Sanction meetings that are otherwise unlawful.
- ~~Limit~~-F. Limit the rights of groups of students to avail themselves under the provisions of this policy to a ~~specified numerical~~-specified numerical size.
- ~~Abridge~~-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: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-720](#)

20 U.S.C. 4071 ~~-4074 et seq.~~ Equal Access Act, (Section 801-~~et seq.~~)

[20 U.S.C. 7905](#)

CROSS REF.:

[KF](#) - Community Use of School Facilities



JJB ©
STUDENT SOCIAL EVENTS

An integral part of the education process is the learning derived from participation in school-sponsored social activities. Such activities shall have certificated school personnel as sponsors at all events.

The Superintendent may require each school to develop rules and regulations concerning such activities.

Adopted: date of manual adoption



JJC ©
STUDENT PERFORMANCES /
EXHIBITS / COMPETITION

Any student or group of students planning to give public performances representing the District shall first secure permission from the principal. Such performances shall be in keeping with the general goals and objectives of the educational program and the following:

- Funds, if collected, shall be credited to the appropriate student activities fund account.
- The participation in the project will not deprive students of time needed in acquiring basic skills.
- The regular schedule will not be interrupted unless the majority of the students benefit through their participation.
- The activity shall contribute to the educational program.

Adopted: date of manual adoption



JJE ©
STUDENT FUND - RAISING ACTIVITIES

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.

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

- The aim of the activity shall benefit youth in educational, civic, social, and ethical development.
- 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: September 22, 2011

LEGAL REF.:

A.R.S.

[15-1121](#) through [1123](#)

CROSS REF.:

[DIC](#) - Financial Reports and Statements

[JJF](#) - Student Activities Funds



JJF ©
STUDENT ACTIVITIES FUNDS

Upon recommendation by the Superintendent, the Board will designate a student activities treasurer. The Superintendent shall assure the establishment and maintenance of a "Student Activity Fund" as defined in A.R.S. [15-1121](#) through A.R.S. [15-1124](#).

When appropriate, and upon recommendation by the Superintendent, the Board may designate an assistant activities treasurer for each school.

The Superintendent shall require the establishment of appropriate procedures whereby all persons having any duties relating to such funds are advised of the requirements and responsibilities therefor. All such persons shall be held strictly accountable for the manner in which these guidelines are followed.

The Superintendent shall ensure that an accurate, detailed record of all revenues and expenditures of the student activities fund is kept. The record shall be made in such form as the Board prescribes. Copies of the record shall be presented to the Board not less than once during each calendar month.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[15-1121](#) et seq.

CROSS REF.:
[DIB](#) - Types of Funds/Revolving Funds



JJG ©
CONTESTS FOR STUDENTS

Student participation in contests shall be limited to activities and events that relate to the educational needs and interests of students and do not promote private or commercial interests. The Superintendent shall establish procedures and regulations governing participation in such contests.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-1241](#)

A.A.C.

[R7-2-313](#)



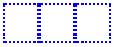
JJG-R ©

REGULATION

CONTESTS FOR STUDENTS

Participation in contests shall be optional and shall be kept within reasonable bounds. The following statements shall be a guide for determining participation in contests:

- The primary educational aims and the needs and interests of the students must be a consideration at all times.
- The school and its students shall not be used to promote private or commercial interests.
- All materials or activities initiated by private sources shall be judged on grounds of their:
 - Direct contribution to educational values.
 - Factual accuracy.
 - Good taste.
- Consideration shall be given in all cases to protecting students and teachers against unreasonable added work and responsibilities.



JJIB © INTERSCHOLASTIC SPORTS

General

The purpose of interscholastic athletics is both educational and recreational. The school sports program should encourage participation by as many students as possible and should always be conducted with the best interests of the participants as the first consideration.

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, and of any new agreements with other schools for a series of games or events.

The following rules shall be observed for participation by individual students:

- A. For each type of sport in which the student engages, the parents or guardian must give written consent.
- B. The student must be determined by a physician to be physically fit for the sport.

The Superintendent shall set up other rules for participation, such as those governing academic standing, in accordance with policies of the District and pertinent regulations and recommendations of the state interscholastic athletic association.

Health and Safety of Participants

The health and safety of participants in interscholastic athletic activities must receive careful consideration. The District shall prescribe and enforce policies and procedures relating to the health and safety of all pupils participating in District-sponsored practice sessions or games or other interscholastic athletic activities.

Participants must be provided access to water at all times during practice sessions, games, or other interscholastic athletic activities.

The Board shall develop, in consultation with the Arizona Interscholastic Association (AIA) guidelines, information and forms to inform and educate coaches, pupils and parents of the dangers of concussions and head injuries and the risks of continued participation in athletic activity after a concussion.

Before a student participates in an athletic activity, the student, the student's parents, and the coaches shall participate in a District program to educate program participants of the danger of concussions, head injuries, and the risk of continued participation in athletic activity after a concussion. Students and parents shall sign the AIA form (Exhibit JJIB-EA) at least once each school year stating awareness of the nature and risk of concussion. The District shall retain documentation of the participation of all affected coaching staff members in the program. For the purpose of this policy, athletic activity does not include:

- A. dance,
- B. rhythmic gymnastics,
- C. competition or exhibitions of academic skills or knowledge or other similar forms of physical noncontact activities,

D. civic activities or academic activities, whether engaged in for the purpose of competition or recreation.

A student who is suspected of sustaining a concussion in a practice session, a game, or other interscholastic athletic activity shall be immediately removed from the athletic event and the pupil's parent or guardian shall be notified. A coach from the student's team or an official or licensed health care provider may remove a student from play. A team parent may also remove his or her own child from play. A student may return to play on the same day if a health care provider rules out a suspected concussion at the time the student is removed from play. On a subsequent day, the student may return to play if the student has been evaluated by and receives written clearance to resume participation in athletic activity from a health care provider who has been trained in the evaluation and management of concussions and head injuries as prescribed by A.R.S. [15-341](#).

A group or organization that uses property or facilities owned or operated by the District for athletic activities shall comply with the policies of the Board related to concussions and head injury. This requirement does not apply to teams based in another state participating in athletic events in Arizona.

A District employee, team coach, official, team volunteer or a parent or guardian of a team member is not subject to civil liability for any act, omission or policy undertaken in good faith to comply with the requirements of this policy or for decisions made or actions taken by a health care provider. Further, the District and its employees and volunteers are not subject to civil liability for any other person's or organization's failure or alleged failure to comply with the requirements of this policy.

The Board shall develop, in consultation with the Arizona Interscholastic Association (AIA) guidelines, information and forms to inform and educate coaches, pupils and parents of the dangers of heat-related illnesses, sudden cardiac death and prescription opioid use. Before a pupil participates in any District-sponsored practice session, game or other interscholastic athletic activity, the pupil and the pupil's parent must be provided with information at least once each school year on the risks of heat-related illnesses, sudden cardiac death and prescription opioid addiction.

District and school health and safety management plans may include Heat Acclimatization Protocol, Hydration Strategies, Return to Play standards, and follow-up/clearance requirements released by the Arizona Interscholastic Association (AIA) as Bylaw 14.17 and duplicated in JJIB-EB.

The Superintendent shall require that regulations for health and safety of participants in interscholastic athletics be developed, implemented, and enforced. Such regulations may, at the discretion of the Superintendent, be incorporated into this policy as an administrative regulation.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-802.01](#)

A.A.C.

[R7-2-808](#)

A.G.O.

186-095

CROSS REF.:

[JJJ](#) - Extracurricular Activity Eligibility

[KF](#) - Community Use of School Facilities



JJIB-R ©

REGULATION

INTERSCHOLASTIC SPORTS

District Students

The Superintendent shall establish a program that will be presented prior to the start of any athletic activity each year and as needed throughout the school year to educate students, parents/guardians of students, and coaches who participate or coach athletic activities of the danger of concussions, head injuries, and the risk of continued participation in athletic activity after a concussion. The program shall comply with the guidelines, information and forms developed in consultation with the Arizona Interscholastic Association.

Information related to attending a District-established program and the requirements to attend a District-established program prior to participation in an athletic event will be made available by the principal to students, parents/guardians of students, and coaches prior to the start of athletic activities each school year and throughout the school year.

School principals shall be responsible for the implementation of the program at the school site and shall ensure that no student participates in an athletic activity prior to the student and the student's parents/guardians having annually attended the District's established program as verified by their signatures. Further, the principals shall be responsible for the participation and documentation of all coaches in the program prior to beginning a coaching assignment.

Signature verification of all program participants shall be provided on the District-approved form (JJIB-E), submitted to the school principal, and filed in the school office.

The principals shall advise all staff members assigned to the school of the requirements of Policy JJIB and this regulation.

Groups or Organizations

The principals shall ensure that all groups or organizations using property or facilities owned or operated by the District for athletic activities shall comply with Governing Board Policy JJIB related to concussions and head injury.

All groups or organizations who request use of District-owned or -operated property or facilities shall submit to the principal a written document describing the group's or organization's program and verifying that the program is and shall continue to be compliant with A.R.S. [15-341](#) and Board Policy JJIB. The submitted document must be signed by an official authorized by the group or organization, dated and submitted with the District's Community Use of School Facilities form to the principal a minimum of two (2) weeks prior to the requested first use date.

Records Compliance

All documentation related to Board Policy JJIB will be maintained pursuant to management standards adopted by the Arizona State Library, Archives and Public Records and Board Policy EHB, Data/Records Retention.



JJIB-E ©

EXHIBIT

INTERSCHOLASTIC SPORTS

(Mild Traumatic Brain Injury (MTBI) / Concussion)

STATEMENT AND ACKNOWLEDGEMENT FORM

I, _____ (student), acknowledge that I have to be an active participant in my own health and have the direct responsibility for reporting all of my injuries and illnesses to the school staff (e.g., coaches, team physicians, athletic training staff). I further recognize that my physical condition is dependent upon providing an accurate medical history and a full disclosure of any symptoms, complaints, prior injuries and/or disabilities experienced before, during or after athletic activities.

By signing below, I acknowledge:

- My institution has provided me with specific educational materials including the Centers for Disease Control (CDC) Concussion Fact Sheet (<http://www.cdc.gov/concussion/HeadsUp/youth.html>) on what a concussion is and has given me an opportunity to ask questions.
- I have fully disclosed to the staff any prior medical conditions and will also disclose any future conditions.
- There is a possibility that participation in my sport may result in a head injury and/or concussion. In rare cases, these concussions can cause permanent brain damage, and even death.
- A concussion is a brain injury, which I am responsible for reporting to the team physician or athletic trainer.
- A concussion can affect my ability to perform everyday activities, and affect my reaction time, balance, sleep, and classroom performance.
- Some of the symptoms of concussion may be noticed right away while other symptoms can show up hours or days after the injury.
- If I suspect a teammate has a concussion, I am responsible for reporting the injury to the school staff.
- I will not return to play in a game or practice if I have received a blow to the head or body that results in concussion related symptoms.
- I will not return to play in a game or practice until my symptoms have resolved AND I have written clearance to do so by a qualified health care professional.
- Following concussion the brain needs time to heal and you are much more likely to have a repeat concussion or further damage if you return to play before your symptoms

resolve.

Based on the incidence of concussion as published by the CDC the following sports have been identified as high risk for concussion; baseball, basketball, diving, football, pole vaulting, soccer, softball, spiritline and wrestling.

I represent and certify that I and my parent/guardian have read the entirety of this document and fully understand the contents, consequences and implications of signing this document and that I agree to be bound by this document.

Student Athlete:

Print Name: _____ Signature: _____

Date: _____

Parent or legal guardian must print and sign name below and indicate date signed.

Print Name: _____ Signature: _____

Date: _____

Reproduction of AIA FORM 15.7-C 02/11 which may be used in lieu of this document.

Compare JJJ © EXTRACURRICULAR ACTIVITY ELIGIBILITY

first

(version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JJJ © EXTRACURRICULAR ACTIVITY ELIGIBILITY

All interscholastic activities in grades ~~six (if part of a middle school), seven, and eight that are~~ ~~(~~ _____ through _____ ~~that are~~ 1) of a competitive nature and involve more than one ~~{(1)}~~ school where a championship, winner, or rating is determined and ~~(~~ 2) endeavors for which no credit is earned in meeting graduation or promotion requirements that are of a continuous and ongoing nature, organized, planned, or sponsored by the District, consistent with District policy, shall be conducted under the provisions of this policy. Such activities will be established and designed to offer students worthwhile athletic and leisure-time interests, wholesome recreational and social activity, and an opportunity to develop skills in democratic and cooperative management for these activities. These programs will be appropriate to the maturity of students and as varied as staff and facilities permit.

All such activities conducted under the auspices of the District shall be under the direct supervision of the certificated individual responsible for the activity.

It is necessary to have the extracurricular activities function within a realistic framework of control. In order that overenthusiastic students do not place a social or athletic function on a higher plane than the academic program, the following policy will be adhered to:

● ~~Students~~ A. Students who, upon having their work checked on a cumulative basis at the end of each ~~two (2)~~ _____ (____)-week period, show that they are not working to capacity and have one (1) or more failing grades will ~~be~~ be removed from any athletic teams or extracurricular activities. After improving their respective grades such ~~that that~~ they are passing on a cumulative basis, they shall be reinstated to the teams or extracurricular activities ~~until~~ until a subsequent check is performed unless ineligible for some reason other than academic performance. ● ~~The~~

B. The eligibility criterion for extracurricular participation shall be a passing grade in all classes in which

~~the student~~

the student is enrolled, and the student shall maintain progress toward promotion or graduation.

● ~~The~~

C. The responsibility for notification of students and parents of these requirements and for enforcement of

~~the above~~

the above rule rests with the Superintendent.

~~● The~~

D. The student and the parents or guardian shall be notified of ineligibility in a manner such that confidentiality

~~is maintained~~

is maintained when:

~~■ Ineligibility~~

1. Ineligibility is pending.

~~■ Ineligibility~~

2. Ineligibility is determined to be necessary.

~~● Support~~

E. Support services shall be made available to students who become ineligible for extracurricular programs as well as

~~well as~~

to students notified of pending ineligibility.

Students whose behavior presents a problem or jeopardizes school discipline may be ineligible for participation in extracurricular activities until such time as their behavior warrants reinstatement.

The same general standards shall apply for special education students except that such eligibility shall be determined on a case-by-case basis in relationship to the respective students' individual education programs.

~~The Superintendent shall consult with and invite comment on this policy from parents and teachers and shall make recommendations to the Board regarding this policy, as necessary, after considering such comments. The Board, as a part of the procedure for adoption of this policy, shall hold a public hearing on the contents of this policy. [The Board, as a part of the procedure for adoption of this policy, shall form an advisory committee for input from parents and teachers.]~~

A school district governing board, a charter school or an interscholastic athletic association of which a school district governing board or charter school is a member may not prohibit a pupil from wearing a religious or cultural accessory or hair piece while participating in an extracurricular or athletic activity if the accessory or hair piece does not jeopardize the health or safety of the pupil or any other person participating in the activity, as determined by the supervisor of the extracurricular activity or the officiant of the athletic activity.

The Superintendent shall establish regulations to ensure that:

~~● Necessary~~

A. Necessary documents in support of this policy are maintained.

~~● Necessary~~

B. Necessary data related to ineligible students are collected and reported as required by law.

● The

C. The cultural traditions of students are considered when establishing or enforcing rules related to

~~participation in~~

participation in extracurricular activities.

● The

D. The requirements of this policy are met.

The Superintendent may develop additional rules or procedures for the proper conduct of extracurricular programs and the implementation of the provisions of this policy.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-347](#)

[15-705](#)

[15-802.01](#)

A.A.C.

[R7-2-808](#)

CROSS REF.:

[JB](#) - Equal Educational Opportunities

[JI](#) - Student Rights and Responsibilities

[JICEC](#) - Freedom of Expression

[JII](#) - Student Concerns, Complaints, and Grievances

[JJIB](#) - Interscholastic Sports

Compare JK © STUDENT DISCIPLINE (version 5 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

JK © STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. [15-843](#). These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity ~~and may be imposed if the student's behavior affects the school order~~, or in any other situation in which the District may lawfully exercise its authority to discipline a student. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

~~Behavior Management and Discipline~~

~~of Students with Special Needs~~

~~The Superintendent shall oversee a collaborative process for the identification, description, and monitoring of best practices for behavioral management and discipline of special needs students. The practices shall include, but not be limited to:~~

- ~~• authorized and prohibited disciplinary methods,~~
- ~~• recommended and required training for special education program teachers, aides, and other designated staff, and~~
- ~~• requirements for conveying notice of disciplinary measures taken.~~

~~The Superintendent shall, by administrative regulation, prescribe procedures for implementation of the best practices, subject to Governing Board approval.~~

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason may subject the District to the loss of funds imposed by A.R.S. [15-843](#).

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- ~~● Rules A.~~ Rules established for the referral of students.
- ~~● The B.~~ The conditions of A.R.S. [15-841](#), when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Board, in accordance with A.R.S. [15-843](#), the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. [15-843](#), subsection b, paragraph 3.)

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. [15-841](#) and [13-2911](#). A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the ~~student's~~ ~~parent(s)~~ student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

~~Information concerning a student's disciplinary record will be held in the strictest confidence.~~

~~Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.~~

~~Adopted: June 10, 2010~~

Adopted: date of Manual adoption

LEGAL REF.:
A.R.S.
[13-403](#) *et seq.*

[13-2911](#)
[15-105](#)

[15-341](#)
[15-342](#)
[15-841](#)
[15-842](#)
[15-843](#)
[15-844](#)

CROSS REF.:
[GBEB](#) - Staff Conduct
[JIC](#) - Student Conduct
[JKA](#) - Corporal Punishment
[JKD](#) - Student Suspension
[JKE](#) - Expulsion of Students

[JLDB](#) - Restraint and Seclusion

Compare JK-RA © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

JK-~~RA~~©R ©

REGULATION

STUDENT DISCIPLINE

A student may be subject to disciplinary action when the student:

● ~~Engages~~

A. **Engages** in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm,

~~or recklessly~~

or recklessly creating a risk thereof, by:

■ ~~Fighting~~

1. **Fighting** or engaging in violent behavior.

■ ~~Making~~

2. **Making** unreasonable noise.

■ ~~Using~~

3. **Using** abusive or obscene language or gestures.

■ ~~Obstructing~~

4. **Obstructing** vehicular or pedestrian traffic.

■ ~~Creating~~

5. **Creating** a hazardous or physically offensive condition by any act that serves no legitimate purpose.

● ~~Engages~~

B. **Engages** in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher,

~~school administrator~~

school administrator, or other school employee in charge of the student.

● ~~Endangers~~

C. **Endangers** the safety, morals, health, or welfare of others by any act, including but not limited to:

■ ~~Selling~~

1. **Selling**, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia.

■ ~~Selling~~

2. **Selling**, using, or possessing weapons, fireworks, or other dangerous instruments or contraband.

■ ~~Selling~~

3. **Selling**, using, or possessing obscene materials.

■ ~~Using~~

4. **Using** profane, vulgar, or abusive language (including ethnic slurs).

■ ~~Gambling~~

5. **Gambling**.

■ ~~Hazing~~

6.

■ ~~Engaging~~

Hazing.

7. **Engaging** in lewd behavior.

● ~~Engages~~

D. **Engages** in any of the following forms of academic misconduct:

■ ~~Lateness~~

1. **Lateness** for, missing, or leaving school or class without permission or excuse.

■ ~~Cheating~~

2. **Cheating** (including but not limited to copying, using unauthorized help sheets and the like,

~~illegally obtaining~~

illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion).

■ ~~Plagiarism~~

3.

● ~~Engages~~

Plagiarism.

E. ~~Engages~~ in conduct violative of the Board's rules and regulations for the maintenance of public order

~~on school~~

on school property.

● ~~Uses~~

F. ~~Uses~~ personal portable electronic instruments, communication, and entertainment devices, including

~~but not~~

~~but not~~ limited to cell phones, still and video cameras and equipment, recording/playback apparatus, and

~~other electronic~~

~~other electronic~~ equipment which may be used for similar purposes, during the school day or during

~~directed student~~

~~directed student~~ study time unless such use has been specifically authorized by the school administrator.

● ~~Has~~

G. ~~Has~~ a record of excessive absenteeism.

● ~~Is~~

H. ~~Is~~ believed to have or actually has committed a crime.

Reasonableness of use of physical force in self-defense, defense of others, and defense of property will be considered as a mitigating factor in determining penalties for misconduct. The threat or use of physical force by a student is not reasonable (i) when made in response to verbal provocation alone, (ii) when assistance from a school staff member is a reasonable alternative, or (iii) when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk.

Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules include, but are not limited to, the following:

● ~~Verbal~~

A. ~~Verbal~~ warning.

● ~~Written~~

B. Written warning.

● ~~Written~~

C. Written notification to parents.

● ~~Probation~~

D. Probation.

● ~~Detention~~

E.

● ~~Suspension~~

Detention.

F. Suspension from transportation.

● ~~Suspension~~

G. Suspension from athletic participation.

● ~~Suspension~~

H. Suspension from social or extracurricular activities.

● ~~Suspension~~

I. Suspension of other privileges.

● ~~Exclusion~~

J. Exclusion from a particular class.

● ~~In~~

K. Confinement with implementation of mandatory provisions.

L. In-school suspension.

● ~~Involuntary~~

M. Involuntary transfer.

● ~~Community~~

N. Community service.

● ~~Suspension~~

O.

● ~~Alternative~~

Suspension.

P. Alternative to Suspension Program.

~~● Expulsion~~

Q.

~~● Alternative~~

Expulsion.

R. Alternative to Expulsion Program.

Depending upon the nature of the violation, student discipline may be progressive, i.e., generally, a student's first violation should merit a lighter penalty than subsequent violations. A District employee or agent should take into account all other relevant factors in determining an appropriate penalty. The above penalties may be imposed either alone or in combination.

Student Disciplinary Proceeding

Each school will establish a procedure that at a minimum will provide the principal, or the designee of the school administrator, with documentation of the teacher's reason(s) for the temporary removal of a student from class.

Refusal to readmit per A.R.S. [15-841](#):

~~● Upon~~

A. Upon discussion, by the administrator with the teacher, of disciplinary action implemented in conjunction

~~with a~~

with a temporary removal in accord with the rules established by the Board, the teacher will be required to state

~~an intent~~

an intent to readmit or refuse to readmit the removed student. If the teacher refuses to readmit the student,

~~the reason~~

the reason shall be written by the teacher, explaining the conditions used to determine the removal, and shall

~~be provided~~

be provided to the administrator by the next business day following the temporary removal.

~~● Either~~

B. Either of the following conditions must exist for a temporary removal per A.R.S. [15-841](#):

■ ~~The~~

1. ~~The~~ teacher has documented that the pupil has repeatedly interfered with the teacher's ability

~~to communicate~~

~~to communicate~~ effectively with the other pupils in the class or with the ability of the other pupils

~~to learn~~

~~to learn.~~

■ ~~The~~

2. ~~The~~ teacher has determined that the pupil's behavior is so unruly, disruptive, or abusive that it

~~seriously interferes~~

~~seriously interferes~~ with the teacher's ability to communicate effectively with the other pupils in the classroom

~~or with~~

~~or with~~ the ability of the other pupils to learn.

● ~~The~~

C. ~~The~~ matter will be referred to the school placement review committee (SPRC) constituted in accord

~~with statute~~

~~with statute~~ if the conditions are consistent with those stated in A.R.S. [15-841](#). Within three (3) business

~~days following~~

~~days following~~ the date of temporary removal, the SPRC shall determine to either place the student in a

~~new class~~

~~new class~~ or return the student to the existing class if that is the best or only practicable alternative.

● ~~If~~

D. ~~If~~ the student is qualified for educational services under the Individuals with Disabilities Education Act (IDEA),

~~any~~

~~any~~ change in the student's individualized education program (IEP) shall be determined by the ~~individualized education program~~ (IEP) team in accord with federal regulations.

Any teacher, administrator, Board member, parent, or other person may report a violation of student disciplinary rules to an administrator. The administrator will then make an investigation of the charges as deemed appropriate and will institute appropriate proceedings.

This information for the maintenance of public order on school property will be publicized and explained to all students and provided in writing to parents as requested. In order to promote effectiveness of student discipline, the assistance of parents in enforcing rules for student discipline shall be invited and encouraged.

Involving Staff Members

The principal is responsible for involving staff members of the school in the development of a positive plan for student discipline. All staff members are responsible for implementing the plan of student discipline for the school.

REGULATION

STUDENT DISCIPLINE

**(Behavior Management and Discipline
of Students with Special Needs/Disabilities)**

REMOVED PER PA 549 - APRIL 2016

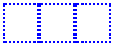
Regulation JK-RB has been deleted in its entirety. This regulation was added by PA 371, February 2010, in response to the Task Force on Best Practices in Special Education and Behavior Management. It was suggested by the Task Force but is not required by compliance and has been superseded by changes in statute.

PA 371 included options for each district to select choices to comply with the legislative directive for district response to the Task Force recommendations. Items were to be accepted or rejected in total, or retained/modified as determined on an item-by-item basis as necessary to accommodate the needs and circumstances of the school district.

The selection forms were to be completed by each district, submitted to ASBA Policy Services, and then replicated by ASBA in the district's regulation.

Most districts adopted the selection forms in total without any modifications.

With the deletion of the selection forms and language specific to students with special needs/disabilities in JK-RB, districts now have the opportunity to review and modify the deleted items in order to discard the contents or, as recommended by Policy Services, to update and retain desired items in a handbook or another easily accessible source available to staff after being reviewed and approved by the district's legal counsel.



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 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 effect 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.

Compare JK-EB (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

JK-~~EB~~-EB ©

EXHIBIT

STUDENT DISCIPLINE

REFERRAL OF STUDENT TO PRINCIPAL

~~Each school will create their own form with minimum requirements of: date, time, place, racial/ethnic, sex designation, person and title of individual making report, and teacher statement. The following statement will also be included on the form: "If this referral is not an emergency, notify the parents/guardian about this incident prior to submitting this referral to the office."~~

| Student's Name | Date/Time Sent | Teacher | Period/Room |
|----------------|----------------|---------|-------------|
|----------------|----------------|---------|-------------|

Purpose for which the student is being referred _____

If the referral is for misconduct, have you previously referred this student for the same, or similar, reason(s)? Yes No

Do you desire to confer with the principal, or the principal's designee, before disciplinary action is taken? Yes No

Is it your intent to file a Notice to Principal of Refusal to Readmit Student?

Yes No Possibly

REMINDER: All documentation substantiating the reason(s) and condition(s) for a refusal to readmit the student following the student's temporary removal pursuant to A.R.S. [15-841](#) must be provided by the next business day following the temporary removal.

Teacher's Signature



JK-EC ©

EXHIBIT

STUDENT DISCIPLINE

**NOTICE TO PRINCIPAL OF
REFUSAL TO READMIT STUDENT
(Must be submitted by next business day following
temporary removal)**

Teacher _____ Student _____

School _____ Class _____ Period ____

Under the provisions of A.R.S. [15-841](#), I am refusing to readmit the above-named student to the identified class. The temporary removal was made under the following condition (one [1] of the two [2] conditions must be selected and substantiated):

- o 1. The pupil has repeatedly interfered with my ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
- o 2. The pupil's behavior is so unruly, disruptive, or abusive that it seriously interferes with my ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.

Instructions: Describe the incidents that have prompted the decision to remove the student from the class. It is important that complete and detailed information is provided, as it will be used 1) by the principal in determining the appropriate discipline management techniques, consistent with Governing Board rules, to be applied to this case, and 2) by the placement review committee to determine whether the student should be placed back in the class if the teacher and principal cannot reach consensus that acceptable corrective measures have been accomplished to effect the student's return to class.

To the extent possible, report literal disruptive remarks made by the student, and list contributing factors such as the student's facial or bodily expressions, gestures, sounds, and so forth. Explain how the student attempted to divert the attention of other students, to encourage their participation in the misbehaviors, and to otherwise interfere with the classroom management, teaching, and learning processes. State the techniques, both successful and unsuccessful, that have been attempted to restrain the student's misconduct, gain the student's cooperation, or otherwise control the situation. List the dates of and summarize the communications and conferences with the student's parent(s) or other responsible adult(s) to elicit their assistance in resolving the difficulties with the student.

If the space on this form is inadequate, check the box on the following page and indicate the number of supplemental sheet(s) you are attaching to this notice.

Date of misbehavior: Description of incident:

Techniques attempted:

Parental conference held? Yes No If yes, date held and summary of outcome.

Date of misbehavior: Description of incident:

Techniques attempted:

Parental conference held? Yes No If yes, date held and summary of outcome.

Date of misbehavior: Description of incident:

Techniques attempted:

Parental conference held? Yes No If yes, date held and summary of outcome.

Additional space is needed. _____ supplemental sheets are attached to this notice.

Express your opinion of the action(s) that will be most effective with the student and state your expectation for the outcome of your decision to remove the student from your class.

Teacher's Signature

Date notice submitted to principal

SUPPLEMENT TO

NOTICE TO PRINCIPAL OF REFUSAL TO READMIT STUDENT

Teacher _____ Student _____ Date _____

School _____ Class _____ Period _____

Date of misbehavior: Description of incident:

Techniques attempted:

Parental conference held? Yes No If yes, date held and summary of outcome.

Date of misbehavior: Description of incident:

Techniques attempted:

Parental conference held? Yes No If yes, date held and summary of outcome.

_____ of _____ Supplemental Sheets



JK-ED

EXHIBIT

STUDENT DISCIPLINE

A GUIDE TO DISCIPLINARY ACTIONS

The chart showing the type(s) of disciplinary action(s) that may be taken for each problem area may be found on the immediately following page(s).



JK-EE

EXHIBIT

STUDENT DISCIPLINE

STUDENT CODE OF CONDUCT

Abuse of members of the educational community: Staff, Students, Visitors

- Verbal disrespect to staff members acting in their capacity as District employees.
- Physical injury to staff members acting in their capacity as District employees.

Alcohol, drugs, vapor releasing substances, and materials designed to look like these (possession, sale, distribution)

- Use, possession, or being under the influence of alcohol or illicit drugs on school property or at school events; possession of paraphernalia associated with drug use.
- Sale or distribution of alcohol or illicit drugs on school property or at school events.
- Over-the-counter drugs.

Arson

- Intentionally starting a fire.

Assisting or encouraging another to engage in misconduct

Attempt to Engage in misconduct

Bomb threat

Bus violations

- Failure to comply with rules established for the use of school transportation.

Conduct which violates federal, state, and local law or District policy

Dangerous activities

- Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose.
 - Obstructing vehicular or pedestrian traffic.
 - Smoke bombs.
 - Fire crackers.
 - Lighting a match.

- Laser pointers.
- Rock or sand throwing.

Defamation

- Libel.
- Invasion of privacy.

Defiance of authority

- Refusal to work
- Failure/refusal to comply with reasonable rules or requests of school personnel.
- Talking back.
- Insubordination.

Destruction of property

- Vandalism/graffiti.
- Defacing or damaging school property or the personal property of others.

Disorderly conduct

- Behavior disruptive to school climate or the educational process, i.e.,
 - Pushing.
 - Blurting out in class.
 - Hitting (smacking) other students.
 - Running around the room.
 - Tripping.
 - Kicking.
 - Food fight.
 - Gang disruption.

Dress code

- Failure to comply with the school dress code.

Illegal acts not otherwise specified

- Gambling.

Inappropriate activation of emergency alarms and fire control devices or false reporting

Interference with disciplinary and administrative proceeding

- Influencing a witness.
- Tampering with a witness.
- Tampering with physical evidence.
- Obstructing an investigation.

Intimidation

- Statements or actions that intimidate or demean others, i.e.,
 - Threats.
 - Extortion.
 - Harassment (sexual, racial, disability).
 - Bullying.
 - Verbal assault.
- Gang behavior.

Misconduct involving computer or Internet

Misrepresentation

- Signing any signature not their own.
- Forgery.
- Plagiarism:
 - Submission of work or answers of another as one's own work
- Cheating:
 - Unauthorized possession or knowledge of testing materials.
- Misrepresentation that activity is school sponsored.

Physical aggression

- Physical contact with another person intended to cause injury.
- One-way, with intent to hurt.
- Pushing.
- Tripping.
- Kicking.

Physical assault

- Physical attack upon another person who does not indicate willingness to engage in the conflict; sexual contact.
- One-way, with intent to hurt.

Possession of dangerous or harmful substances

- Mercury.
- Acid.

Prohibition of being on campus while suspended or expelled

Sexual harassment

- Indecent exposure.
- Verbal.
- Physical.
- Environmental.

Tardiness

Theft

- Stealing or concealing school property or the property of others or participating as an accomplice, including copying copyrighted software.



JKA ©
CORPORAL PUNISHMENT

The Glendale Elementary School District No. 40 disallows corporal punishment.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-843](#)

CROSS REF.:

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

Compare JKB © DETENTION OF STUDENTS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JKB © DETENTION OF STUDENTS

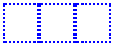
Reasonable detention during break-time, noon, or at the close of the school day is permitted, provided that appropriate consideration is given to student transportation, weather, and other extenuating circumstances. ~~However, a student~~ Detention during break or recess time shall not impinge on meeting the student physical activity/recess requirements set forth in JL-Student Wellness. A student shall not be denied the privilege of eating. Detention should not exceed one (1) hour per day.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:
A.R.S.
[15-843](#)



JKD © STUDENT SUSPENSION

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent, principal, or other school officials granted this power by the Governing Board of the School District. If a danger to students or staff members is present, the Superintendent may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. [15-843](#)]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In *no* instance shall students be released early from school unless parents have been notified.

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

- A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.
 1. After having received notice, the student will be asked for an explanation of the situation.
 2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.
- B. *Step 2:* Following Step 1:
 1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.
 - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
 2. When suspension is involved:
 - a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days:

A. *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

B. *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

1. The charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

C. *Step 5:* A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.

8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

D. *Step 6*: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.

2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.

3. The decision of the Board is final.

Special Education Students

Suspension for ten days or less. Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

A. *Step 1*: The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.

2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2*: Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:

a. Suspend the student for up to ten (10) days.

b. Choose other disciplinary alternatives.

c. Exonerate the student.

d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.

2. When suspension is involved:

a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

A. *Step 3:* A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

B. *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

C. *Step 5:* If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (Caution: refer to IDEA statutes and regulations before implementing the exception.)

Alternative to Suspension

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B. The immediate suspension was not due to:

1. Fighting or engaging in violent behavior
2. Threatening an educational institution
3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
4. Making a bomb threat
5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (Note: Follow appropriate dismissal procedures.)

F. Parent(s) or guardian(s) shall agree to participate by:

1. Providing transportation as necessary to and from the program location.
2. Furnishing meals prepackaged or purchasing same for the student.
3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, groundskeeping, and litter control. Parents will participate by providing support and supervision.

A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.

B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.

C. Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.

D. Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.

E. Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.

F. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

Procedures and Conditions for Readmission of Students Suspended for More Than Ten Days

Early readmission procedures

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.

B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:

1. The age of the student.
2. The frequency, type, and relative magnitude of previous misbehavior by the student.
3. The relative severity of the event(s).
4. Whether the student's behavior violated civil or criminal laws.
5. The degree to which the incident(s) interfered with the educational process.
6. The extent to which the event created endangerment to the student, others or property.
7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
8. The student's attitude concerning the event(s).
9. The expressed intent concerning the student's future behavior.

F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Regular attendance—no unexcused absences.
2. No violation of school rules or policies.
3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Completion of all class tasks in timely fashion, as directed.
5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-342](#)

[15-766](#)

[15-767](#)

[15-841](#)

[15-842](#)

[15-843](#)

A.A.C.

[R7-2-401](#)

[R7-2-405](#)

A.G.O.

I78-103

I78-218

I80-055

I84-036

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.:

[IHB](#) - Special Instructional Programs

[JR](#) - Student Records



JKD-EA ©

EXHIBIT

STUDENT SUSPENSION

**AGREEMENT ON CONDITION OF ASSIGNMENT
TO ALTERNATIVE TO SUSPENSION PROGRAM**

Conditions

We, the undersigned student, parent or guardian, agree to the conditions as established in Board policy concerning assignment to the Alternative to Suspension Program. We further affirm that we will abide by the protocols implemented by the administration of the school for accomplishment of the conditions of policy.

We acknowledge receipt of this admonition that the original suspension will be summarily reinstated should the student commit a violation of the conditions for assignment to the Alternative to Suspension Program or a criminal or civil violation reflecting on the school order.

Student Signature

Date

Parent/Guardian Signature

Date



JKD-EB ©

EXHIBIT

STUDENT SUSPENSION

**AGREEMENT ON CONDITION OF EARLY
READMISSION FOLLOWING LONG-TERM SUSPENSION**

Readmission conditions

We the undersigned student and parent or guardian agree to the following conditions:

- Regular attendance—no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Limitation on the student's attendance or participation in after school activities, school sports, and extracurricular events or activities.

We acknowledge receipt of this admonition that the original suspension will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Student Signature

Date

Parent/Guardian Signature

Date



JKDA ©
REMOVAL OF STUDENTS FROM
SCHOOL - SPONSORED ACTIVITIES

The principal of a school may remove a student from a school-sponsored activity if the principal determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the principal determines that such removal is in the best interest of the activity or in the best interest of the school as a whole.

The principal also may remove a student from a specific position, such as officer, editor, or captain of an activity, without removing the student from the entire activity.

The principal may remove a student pursuant to the preceding two (2) paragraphs, whether or not the student has been elected, appointed, or assigned to, or has volunteered for, the activity.

Before removing a student from an activity or position as a result of the student's violation of the student discipline policies, rules, and/or regulations, the principal must comply with the notice-and-hearing provisions of those policies, rules, and/or regulations.

Before removing a student from an activity or position for reasons other than a student's violation of the student discipline policies and/or regulations, the principal shall give written notice to the student. The notice shall include the reason or reasons for the removal and the date that the removal is to become effective. If the student disagrees with the principal's determination, the student may, within five (5) school days, request in writing a conference with the principal. The conference shall be held as soon as practicable after the principal receives the written request. At the conference, the student shall be given a full explanation of the reason or reasons for the action taken. The student shall be given an opportunity to present an explanation of the events relating to the action.

If, after the conference, the principal determines that the decision to remove the student from the activity or position is correct, the removal shall become effective on the date indicated in the principal's notice. If, after the conference, the principal determines that action of a less severe nature than removal is warranted, the principal may impose the less severe action. If, after the conference, the principal determines that neither removal nor less severe action is warranted, the prior decision to remove the student shall be rescinded.

For purposes of this policy, activity is defined as:

- Any school-sponsored athletic activity; or
- Any school-sponsored club; or
- Any school-sponsored organization such as yearbook, newspaper, student government, drama, music, honor society, or any other organization or class of a similar nature.

An activity includes activities as defined above, whether or not a student is receiving or may receive academic credit for the activity.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-766](#)

[15-767](#)

[15-841](#)

[15-842](#)

[15-843](#)

A.A.C.

[R7-2-401](#)

[R7-2-405](#)

A.G.O.

I78-103

I78-218

I80-055

I84-036

20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.:

[IHB](#) - Special Instructional Programs

[JR](#) - Student Records

Compare JKE © EXPULSION OF STUDENTS (version 3 to 2)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JKE © EXPULSION OF STUDENTS

A recommendation to expel shall be ~~through~~ by the ~~principal and forwarded to the~~ Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

Expulsion

~~Regular Education~~

The Governing Board directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board.

Expulsion

Regular Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

● ~~Step A.~~ Step 1: Each recommendation for expulsion shall be delivered to the Superintendent. A ~~recommendation for expulsion~~ recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is ~~to be held~~ to be held.

● ~~Step B.~~ Step 2: If the Superintendent concurs with the recommendation, ~~it shall be forwarded to the Governing Board.~~ ● ~~Step 3:~~ the Superintendent shall present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board.

C. Step 3: In each case in which a recommendation for expulsion receives approval by the Superintendent, ~~(and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer),~~ the Governing Board will meet in executive session:

■ ~~to-1.~~ to determine whether the nature of the accusations against the student justify an expulsion hearing,

■ ~~to-2.~~ to determine whether the hearing will be held before the Governing Board or before a hearing officer,

■ ~~to-3.~~ to designate a hearing officer if one will be used, and

■ ~~if-4.~~ if the hearing will be conducted by the Governing Board to determine whether the hearing will ~~be conducted~~ be conducted in executive session. Under normal circumstances, the Governing Board will not ~~review any~~ review any documents or other pertinent evidence during ~~this~~ the initial executive session.

● ~~Step D.~~ Step 4: The expulsion hearing should be scheduled so ~~that~~ it may be resolved, if reasonably possible, during ~~the period~~ the period of any suspension.

● ~~Step E.~~ Step 5: A formal letter to the responsible parent or guardian will be mailed by certified mail with return ~~receipt requested~~ receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the ~~formal hearing~~ formal hearing. A copy of this letter will remain on file, and the letter should contain:

■ ~~A-1.~~ A statement of the charges and the rule or regulation violated.

■ ~~The-2.~~ The extent of the punishment to be considered.

■ ~~The-3.~~ The date, time, and place of the formal hearing.

■ ~~A-4.~~ A designation of the District's witnesses.

■ ~~That-5.~~ That the student may present witnesses.

■ ~~That-6.~~ That the student may be represented by counsel at the student's expense.

■ ~~If-7.~~ If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer ~~may be~~ may be contacted, or a statement that the Governing Board will preside at the hearing.

■ ~~Copies-8.~~ Copies of this policy and A.R.S. ~~15-840 and~~ and ~~15-843 unless~~ unless previously provided in connection with ~~the same~~ the same infraction.

● ~~Step F.~~ Step 6: The parent, guardian or emancipated student shall be informed of the following:

■ ~~1.~~ Nothing in these procedures shall be construed to prevent the students who are subject to the ~~action and~~ action and their parents or legal guardians and legal counsel from attending any executive (closed) ~~session~~ session ~~pertaining~~ pertaining to the proposed disciplinary action, or from having access to the minutes and testimony ~~of such of~~ such session or from recording such a session at the parent's or legal guardian's expense.

■ ~~2.~~ The student is entitled to a statement of the charges and the rule or regulation violated.

■ ~~3.~~ The student may be represented by counsel, without ~~prejudice~~ bias to the student.

■ ~~4.~~ The student may present witnesses.

■ ~~5.~~ The student or counsel may cross-examine witnesses presented by the District.

■ ~~6.~~ The burden of proof of the offense lies with the District.

■ ~~7.~~ Either the hearing must be recorded on tape or an official record must be kept in some ~~other appropriate~~ other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at ~~their own~~ their own expense.

■—8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

■—9. If the hearing is held before a hearing officer, the hearing will be conducted in private with ~~the attendance~~ the attendance of only the hearing officer, administrative representatives, the student and parent(s), ~~counsel~~ counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) ~~or~~ or emancipated student requests in writing that the hearing be open to public attendance.

■—10. If the hearing is held before the Governing Board the Board will conduct the hearing in ~~executive session~~ executive session with the attendance of only the hearing officer, administrative representatives, the ~~student and~~ student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless ~~the parent~~ the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to ~~public attendance~~ public attendance.

●—~~Step G.~~ Step 7: A formal hearing will be held:

■—~~When 1.~~ When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) ~~session~~ session, it shall be held in an open meeting unless:

⇒—~~If a.~~ If only one (1) student is subject to the proposed action, and disagreement exists between ~~that student~~ that student's parents or legal guardians, then the Board (hearing officer), after consultation with ~~the student~~ the student's parents or legal guardians, shall decide in executive (closed) session whether ~~the hearing~~ the hearing will be in executive (closed) session.

⇒—~~If b.~~ If more than one (1) student is subject to the proposed action and disagreement exists ~~between the~~ between the parents of different students, then separate hearings shall be held subject to the ~~provisions of~~ provisions of A.R.S. [15-843](#).

●—~~Step H.~~ Step 8: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be ~~as follows~~ as follows:

■—~~Upon 1.~~ Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, ~~the~~ the decision may be appealed to the Board at the time the Board considers the recommendation. ~~A formal~~ A formal letter to the responsible parent or guardian will be mailed by certified mail with return ~~receipt requested~~ receipt requested or delivered by hand (with an adult witness present) indicating the recommendation ~~that will be~~ that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

⇒—~~The a.~~ The time and place of the Board meeting at which the recommendation will be made.

⇒—~~That b.~~ That the recommendation may be appealed at the time the recommendation is made to the Board.

⇒—~~That c.~~ That the appeal shall be in writing delivered to the Superintendent prior to the time of the ~~Board meeting~~ Board meeting.

⇒ ~~That~~ d. That the written appeal shall indicate a spokesperson on behalf of the student.

⇒ ~~That~~ e. That the spokesperson will be given time to speak to the Board on appeal.

⇒ ~~The~~ f. The Board may accept the hearing officer's recommendation or reject the recommendation ~~and impose~~ and impose a different disciplinary action including assignment to an alternative educational program. ~~The~~ The Board may grant a new hearing, take the matter under advisement, or take any further ~~action deemed~~ action deemed necessary. If the Board decides to expel the student the expulsion shall become ~~effective the~~ effective the day after the Board's decision. The decision of the Board is final.

■ ~~2.~~ 2. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

Special Education Students

A student qualified under the Individuals with Disabilities ~~education~~ Education Act (IDEA) as revised in ~~1997~~ 2004 may not be expelled from school ~~but in~~, unless as a result of a manifestation determination it has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held 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. In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. ~~The Individualized Education Program Team~~ Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's ~~Individualized Education Programs~~ individualized education programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in ~~1997~~ 2004, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance procedure:

● ~~A.~~ A student expelled from the District may request readmittance by making a written application to the Board. ~~Readmission~~ Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board ~~to stipulate~~ to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less ~~than nine~~ than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least ~~two~~ two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred ~~and two~~ and two [2] additional semesters). The application must:

■ ~~Be~~ 1. Be written and be directed to the attention of the Governing Board.

■ ~~Contain~~ 2. Contain all information that the student and parent(s) consider relevant to the Governing Board's ~~determination~~ determination as to whether or

not to readmit the student. This should include information indicating:

⇒ ~~An~~ a. An appreciation by the student of the severity and inappropriateness of the student's ~~s-prior-s~~ prior misconduct.

⇒ ~~That~~ b. That such misconduct or similar misconduct will not be repeated.

⇒ ~~A~~ c. A description of the student's activities since the expulsion.

⇒ ~~Support~~ d. Support of the student's application for readmission.

■ ~~Be~~ 3. Be filed in the Superintendent's office.

● ~~The~~ B. The Governing Board shall meet in executive session to consider an initial application for readmission. ~~The student~~ The student and parents have the right to be present in the executive session but do not have the ~~right to~~ right to make a presentation or address the Governing Board unless they are asked to do so by the ~~Governing Board~~ Governing Board. For this reason, it is important that the application for readmission contain all information that ~~the Governing Board may~~ the Governing Board may deem important in determining whether to readmit the student. The ~~Governing Board~~ Governing Board, ~~in~~ in its sole discretion, shall determine whether the student should be readmitted, and, if so, ~~under what~~ under what restrictions ~~and conditions~~ and conditions. The burden is on the student and parent(s) to convince the ~~Governing Board~~ Governing Board that readmission ~~is appropriate~~ is appropriate considering the interests of the expelled student, the District, ~~and the~~ and the interests of the ~~other students~~ other students and staff members. The Governing Board's decision is final.

● ~~A~~ C. A student may file more than one (1) application for readmission. Applications subsequent to an ~~initial application~~ initial application, however, may not be filed more frequently than every ninety (90) days, and the ~~Governing Board~~ Governing Board shall meet to discuss and consider the application only if at least two (2) members of ~~the~~ the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

Readmittance conditions

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

● ~~Regular attendance~~ A. Regular attendance – no unexcused absence.

● ~~No~~ B. No violation of school rules or policies.

● ~~Completion~~ C. Completion of all classroom tasks in a timely fashion, as directed.

● ~~Depending~~ D. Depending upon the nature of the original violation for which the expulsion was provided, the student may ~~be limited~~ be limited as to attendance or participation in after school activities, school sports, and extracurricular events ~~or activities~~ or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Adopted: date of ~~manual~~Manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-766](#)

[15-767](#)

[15-841](#)

[15-842](#)

[15-843](#)

A.A.C.

[R7-2-401](#)

[R7-2-405](#)

A.G.O.

I78-103

I78-218

I80-055

I84-036

20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act

20 U.S.C. 7151 et seq., The Gun-Free School Act of 1990

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.:

[IHB](#) - Special Instructional Programs

[JR](#) - Student Records



JKE-E ©

EXHIBIT

EXPULSION OF STUDENTS

**AGREEMENT ON CONDITION OF
READMISSION FOLLOWING EXPULSION**

Readmission conditions

We the undersigned student and parent or guardian agree to the following conditions:

- Regular attendance—no unexcused absence.
- No violation of school rules or policies.
- Completion of all classroom tasks in a timely fashion, as directed.
- Limitation on the student's attendance or participation in after school activities, school sports, and extracurricular events of activities.

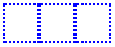
We acknowledge receipt of this admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Student Signature

Date

Parent/Guardian Signature

Date



JL ©
STUDENT WELLNESS

The School District strives to make a significant contribution to the general well being, mental and physical capacity, and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

To ensure the health and well-being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

A. *Nutrition Guidelines*: All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

B. *Nutrition Education*: The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

C. *Physical Activity/Recess*: The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

"*Recess*," as defined in statute, means a period of time during the regular school day, including time during a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils.

1. The District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through five (5).
2. A school that offers a half-day kindergarten program is required to provide at least one (1) recess period during the school day for pupils in that kindergarten program.
3. The school District may count a pupil's participation in a physical education course during a school day as one (1) of that day's recess periods.
4. The District is not required to extend the school day to meet this recess requirement.
5. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of instruction offered is grade five (5).

D. *Sunscreen*: The goal is to emphasize skin health and promote the application of sunscreen products and to inform students that a student who attends school in this District may possess and use a topical sunscreen product while on school property or at a school-sponsored event without a note or prescription from a licensed health care professional.

E. *Other School-Based Activities*: The goal is to create a total school environment that is conducive to healthy eating and physical activity.

F. *Evaluation/Implementation*: A primary goal will be to regularly (at least annually) evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness. Such evaluation will be measureable. The results of each evaluation, including the extent to which schools are in compliance with District policy, the extent to which the District policy complies with federal regulations, and a description/summary of the progress made in attaining the goals of the District, shall be made available to the public. Physical education teachers and school health professionals shall have an opportunity to participate in the evaluation and implementation of this policy.

G. *Parent, Community and Staff Involvement*: A primary goal will be to engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, after-school programs, and funding-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation. The Superintendent shall institute and clearly communicate a meal charge policy to all District households and District staff responsible for policy enforcement that is consistent with aspects of the Healthy Hunger-Free Kids Act of 2010 applicable to the District. Regulations and exhibits created for the purpose of implementing this policy shall be considered, in effect, to be an extension of this policy subject to Governing Board review.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-158](#)

[15-242](#)

42 U. S. C. 1751 *et seq.* (National School Lunch Act)

42 U. S. C. 1771 *et seq.* (Child Nutrition Act)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[ABAA](#) - Parental Involvement

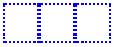
[BBA](#) - Board Powers and Responsibilities

[EF](#) - Food Services

[EFDA](#) - Collection of Money/Food Tickets

[EFE](#) - Competitive Food Sales/Vending Machines

[IA](#) - Instructional Goals and Objectives



JL-RA ©

REGULATION

STUDENT WELLNESS

An annual report shall be made to the Board on the District's compliance with law and policies related to student wellness. The report may include but not be limited to:

- A. Evaluation of the food services program.
- B. Recommendations for policy and/or program revisions.
- C. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- D. Assessment of school environment regarding student wellness issues.
- E. Listing activities and programs conducted to promote nutrition and physical activity.
- F. Providing feedback received from District staff, students, parents/ guardians, and community members.

In accordance with the National School Lunch Act (42 U. S. C. 1751 *et seq.*) and the Child Nutrition Act (42 U.S.C. 1771 *et seq.*), as amended, an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually. The Superintendent shall receive assurances from all appropriate administrators and supervisors prior to making the annual Board report.

Nutrition Education

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local District health education standards. Nutrition education at all levels of the curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- A. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
- B. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
- C. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support nutrition education efforts, the guidelines will ensure that:

- A. Nutrition instruction provides sequential, comprehensive health education in accordance with the Arizona Department of Education curriculum regulations and academic standards;
- B. Cooperation with agencies and community organizations is encouraged to provide opportunities for appropriate student projects related to nutrition;
- C. Consistent nutrition messages are disseminated from the District throughout the schools, communities, homes and media; and
- D. Nutrition education is extended beyond the school environment by engaging and involving families and community.

Nutrition Guidelines and Food Services Operations

All foods and beverages made available on a school campus serving any configuration of prekindergarten (PK) through eighth (8th) grade during the normal school day are to be consistent with the Arizona Nutrition Standards. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The District will create procedures that address all foods (including Foods of Minimal Nutritional Value and Competitive Food Sales) available to students throughout the school day in the following areas:

- A. National School Lunch Program and School Breakfast Program Meals.
- B. À la carte offerings in the food service program.
- C. Vending machines and school stores.
- D. Classroom parties, celebrations, fund-raisers, rewards and school events.
- E. Snacks served in after-school programs.

In keeping with the District's nutrition program goals, only food prepared or obtained by the District's food services program should be served. This includes classroom reward or incentive programs involving food items as well as foods and beverages offered or sold at school-sponsored events during the regular school day. Approval is required to ensure that the foods served meet the requirements of the District's nutrition policy and regulation (i.e., all foods served fit in a healthy diet and contribute to the development of lifelong healthy eating habits for the District's students).

A.R.S. [36-136](#) provides an exemption from rules promulgated by the Director of the Department of Health Services for a whole fruit or vegetable grown in a public school garden that is washed and cut on-site for immediate consumption.

Physical Activity/Recess

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Recess shall be required and provided as described in Policy JL and in Regulation JL-RB

Other School-Based Activities

The goal for other school-based activities is to ensure whole-school integration with the wellness program. The District will achieve the goal by addressing elements that include, but are not limited to, school meal times, dining environment, food as an incentive, marketing and advertising, skin cancer prevention and sun safety, staff wellness, and staff development and training.

Program Evaluation

In each school, the principal will ensure compliance with established District-wide student wellness goals and will report on the school's compliance to the Superintendent.

The District, and individual schools within the District, will, as necessary, revise the policy and develop action plans to facilitate their implementation.

Compare JL-RB © (version 4 to 3)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JL-RB ©

REGULATION

STUDENT WELLNESS

Physical Activity Goals

The primary goal for the District's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active, including physical education, recess, walk-to-school programs, after-school physical activity programs, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.

Physical activity (time, frequency, and/or intensity): Schools will ensure that students are moderately to vigorously active at least fifty percent (50%) of the time while participating in physical education classes.

Physical activity outside of physical education/Recess: Schools may offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically involved or those with special health care needs.

Recess shall be required and provided as follows:

- A. Two (2) recess periods during the school day for pupils in kindergarten (K) and grades one (1) through five (5).
- B. Half-day kindergarten pupils are to receive one (1) recess period during the school day.
- C. Participation in a physical education course during a school day may count as one of the day's recess periods.
- D. Extension of the school day is not required to meet the recess requirement.
- E. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of instruction offered is grade five (5).
- F. For the purposes of this section, "recess" means a period of time during the regular school day, including time during a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils.

Walking or biking to school to promote physical activity: The District shall annually review safe routes for students who walk or bike to school.

Prohibition of use of punishment: The District will ~~discourage the~~ not use ~~of~~ physical activity as punishment, ~~the withholding of participation~~ withhold participation in physical education class as punishment, or ~~the~~ use ~~of~~ physical education class time to complete assignments from other classes.

After-school programs: The District shall encourage after-school programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

Community use: The District shall encourage community access to, and student and community use of, the school's physical activity facilities outside the normal school day.

Compare JL-E (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

~~JL-E~~

EXHIBIT

~~STUDENT WELLNESS~~

~~Suggestions for Addressing~~

~~Student Wellness:~~

- ~~● Incorporate soft music and peaceful breakfast and lunch environment for all students.~~
- ~~● Display colorful and fun posters about wellness in classrooms, cafeteria, hallways, nurses' office, teachers' lounge, front office, and/or break rooms, et cetera.~~
- ~~● Provide nutrition label education so students learn to read food labels, understand nutrition facts, commercial food advertising, and make wise food choices.~~
- ~~● Provide education using all media types on the consequences of poor nutrition.~~
- ~~● Use school audio/visual systems for stress reduction techniques.~~
- ~~● Convey daily morning and afternoon audio/visual messages to the staff and students relating to wellness.~~
- ~~● Provide free lunch to teachers who eat with their students to model healthy eating and encourage good food choices.~~
- ~~● Schedule recess before lunch to encourage physical activity.~~
- ~~● Sports and recreation can be part of an after school/extended day program.~~
- ~~● Establish a District-wide Community Wellness Day to promote planned school activities and events, community-based programs, et cetera.~~
- ~~● Facilitate partnerships with public or private organizations to encourage physical activity and healthy living.~~
- ~~● Offer on-site workshops/seminars free of charge or for a minimal fee to employees, parents and community to support and assist in fostering awareness of wellness issues:~~
 - ~~■ Nutrition Management~~
 - ~~■ Stress Management~~
 - ~~■ Weight Loss Program~~
 - ~~■ Smoking Cessation~~

- ~~Fitness and Exercise Classes~~
- ~~Basic Aerobics Classes~~
- ~~Yoga Classes~~
- ~~General Health~~

~~In addition to modeling healthy choices, the benefits of worksite health promotion include reduced healthcare costs, increased employee productivity, lower employee absenteeism, and improved employee morale:~~

- ~~Utilize school nurses in classrooms to convey information about wellness or promote available in-school or community-based health and wellness programs.~~
- ~~Occasional classroom field trips which focus on the education and promotion of wellness.~~
- ~~Schools can obtain and distribute information to parents regarding non-school based recreational activities or programs for students, i.e., Boys and Girls Club, City of Glendale, YMCA/YWCA, PTO/PTA, Girls and Boy Scouts, et cetera.~~
- ~~Incorporate computer-based programs to provide instruction about wellness.~~
- ~~Implement after-school 'Keep Fit' programs for students, i.e., yoga, Tai Chi, exercise classes, nutrition classes, et cetera.~~
- ~~Implement health and fitness incentive programs designed to promote student wellness policy goals.~~
- ~~Schools can utilize a portion of their gifts/donations and/or safety incentive funds to promote wellness and healthy lifestyle.~~
- ~~Set up a wellness center with some basic exercise equipment for student and staff use.~~
- ~~Have after school square dance, salsa, modern dancing, ballroom dancing or other type dance clubs for students, staff, and community. Then incorporate a fun-filled community Dance to Health Day event.~~
- ~~Remove vending machines from school campus or replace all drinks and snack items with healthy choices.~~



JLA ©
STUDENT INSURANCE PROGRAMS

The Board may provide or make available a student health benefits insurance program for the District. The program will be conducted at no expense to the District. (The District cannot pay for health benefits plan insurance out of monies from the School District's maintenance and operation budget.)

The Superintendent will provide to parents or guardians information on student health benefits insurance if such insurance is available.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-384](#)

A.G.O.

186-095



JLC ©
STUDENT HEALTH SERVICES
AND REQUIREMENTS

The Superintendent shall establish procedures for the student health services program in the District. Such procedures will provide for:

- Administration of patent or proprietary medications (over-the-counter [OTC] medications) in compliance with Arizona Revised Statutes and District policies.
- Administration of prescription medications in compliance with Arizona Revised Statutes and District policies.
- Administration of immunizations in conjunction with the County Health Department and in compliance with Arizona Revised Statutes.
- Providing preventive health information.
- The treatment of school-related injuries/illnesses, and recommendation for follow-up care.
- Screening clinics for selected physical impairments.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[15-344](#)

Compare JLCA © PHYSICAL EXAMINATIONS OF STUDENTS

first

(version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JLCA © PHYSICAL EXAMINATIONS OF STUDENTS

~~Students~~ Each student participating ~~in junior~~ in junior high school interscholastic athletics ~~are~~ is required to submit to a physical examination or to submit evidence of being physically fit, as verified by ~~a physician~~ competent medical personnel.

Adopted: date of

~~manual~~

Manual adoption



JLCB © IMMUNIZATIONS OF STUDENTS

Subject to the exemptions as provided by law, immunization against diphtheria, tetanus, pertussis, poliomyelitis, rubeola (measles), mumps, rubella (German measles), hepatitis B, haemophilus influenzae b (Hib), and varicella is required for attendance of a student in a District school. A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations. The school administrator shall review the school immunization record at least twice each school year until the pupil receives all of the required immunizations. A student shall not be allowed to attend school without submitting documentary proof of compliance to the school administrator unless the student is exempted from immunization. On enrollment, the school administrator shall suspend that student if the administrator does not have documentary proof of compliance and the student is not exempted from immunization. A student who fails to comply with the immunization schedule shall be suspended from school attendance until documentary proof of compliance is provided to the school administrator, except that a homeless student shall not be suspended from attendance until the fifth (5th) calendar day after enrollment.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

The District will cooperate with county and state health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Adopted: December 11, 2008

LEGAL REF.:

A.R.S.

[15-871](#)

[15-872](#)

[15-873](#)

[15-874](#)

A.A.C.

[R9-6-203](#)

[R9-6-313](#)

[R9-6-350](#)

[R9-6-353](#)

[R9-6-356](#)

[R9-6-365](#)

[R9-6-368](#)

[R9-6-372](#)

[R9-6-388](#)

[R9-6-701](#) through [707](#)



JLCB-R ©

REGULATION

IMMUNIZATIONS OF STUDENTS

Subject to the exemptions in A.R.S. [15-873](#), immunization against each of the following diseases is required for attendance of a child in any school:

- Diphtheria;
- Tetanus;
- Hepatitis B;
- Pertussis;
- Poliomyelitis;
- Measles (rubeola);
- Mumps;
- Rubella (German measles);
- Haemophilus influenzae type b (Hib);
- Varicella; and
- Meningococcal.
- Hepatitis A, for a child one (1) through five (5) years of age in a day care program in Maricopa County.

Unless exempt in accord with R9-6-706, the schedule for compliance with the requirement for immunization against varicella is:

| Grade student entering | as of September 1, |
|---|--------------------|
| Kindergarten (K) through grade four (4) and grades seven (7) through ten (10) | 2008 |
| Kindergarten (K) through grade five (5) and grades seven (7) through eleven (11) | 2009 |
| Kindergarten (K) through grade twelve (12) | 2010 |

Unless exempt in accord with R9-6-706, the schedule for compliance for a student eleven (11) years or older who has not previously received the meningococcal vaccine is:

| Grade student entering | as of September 1, |
|------------------------|--------------------|
| Grade six (6) | 2008 |

| | |
|------------------------------------|------|
| Grades six (6) and seven (7) | 2009 |
| Grades six (6) through eight (8) | 2010 |
| Grades six (6) through nine (9) | 2011 |
| Grades six (6) through ten (10) | 2012 |
| Grades six (6) through eleven (11) | 2013 |
| Grades six (6) through twelve (12) | 2014 |

The preceding schedules will remain in effect unless the school is notified by the Arizona Department of Health Services of a modification to one or both of the schedules.

A child is in compliance with the requirements if the child has met the criteria of the appropriate immunization schedule as recommended by the Department of Health Services or is actively in the process of meeting such criteria as evidenced by having received one (1) dose of each of the required immunizations and has established a schedule for completion of the required immunizations.

A child shall not be allowed to attend school without submitting documentary proof to the school administrator unless the child is exempted from immunization pursuant to section [15-873](#). Upon enrollment, schools shall forbid attendance or (suspend) a student not meeting the requirements for immunization or exemption from immunization. Homeless students shall be referred to the liaison for homeless students and shall not be required to comply with the immunization requirements until the fifth (5th) calendar day after enrollment.

The admitting official shall deem the student to be in compliance with the requirements of this regulation if:

- The student's immunization record complies with the documentary proof required pursuant to A.A.C. R9-6-704, and the student has received or is in the process of receiving all required age-specific vaccine doses according to exhibit JLCB-EA; or
- An exemption from immunization is submitted in accordance with the procedures set forth in R9-6-706.

When the student's immunization record is not available at the time of enrollment, the school shall provide the responsible person with the following:

- Notification of the lack of compliance with the immunization requirements;
- A written notice that specifies when the required doses shall be completed, notes the availability of exemptions to immunization, and refers the student to a physician or local health department for review of the student's immunization history and provision of immunizations as needed; and
- Notification that the student is suspended in accordance with [15-872](#) until an acceptable immunization record that meets the standards of documentary proof is presented to the school.

When immunization records are presented that do not comply with the standards for documentary proof, the school shall:

- Notify the responsible person of the lack of compliance with the immunization requirements; and
- Obtain a review and verification of the student's immunization record by or in consultation with a certificated school nurse, a public health nurse, a licensed physician, or an authorized representative of a local health department.

If the admitting official is unable to verify the accuracy of the student's immunization record pursuant to the preceding paragraph, the school shall provide to the responsible person:

- A written referral to a physician or local health department for further review of the student's immunization history and provision of immunizations as needed; and
- Notification that the student is suspended until an immunization record that meets the standards of documentary proof is presented to the school.

Each school shall maintain a current list of students without evidence of immunization or immunity to the diseases listed in R9-6-702, which shall include the names of all students with incomplete immunization histories or exemptions for personal or medical reasons where evidence of immunity has not been provided.

Schools shall forbid attendance by a student lacking proof of immunization or immunity against any of the immunization-preventable diseases as determined by the State Department of Health Services or local health department during periods of outbreaks of the diseases for which immunity is lacking. The announcement of an outbreak of disease and the length of the period of communicability shall be as declared by the state or local health department.

Standards for Documentary Proof

Proof of immunity to the diseases listed in R9-6-702 shall be documented in accordance with R9-6-704.

Immunization records or statements of immunity shall be signed by a physician or authorized representative of a health agency.

Exemptions to Immunizations

Students who have reached their fifth (5th) birthday shall be exempt from the Hib immunization requirement.

Students who have reached their seventh (7th) birthday shall be exempt from the pertussis immunization requirement.

Any student with laboratory evidence of immunity shall not be subject to immunization against that disease as a condition for attending school, provided that such evidence is submitted to the school.

In accordance with A.R.S. [15-873](#), documentary proof is not required for a student to be admitted to school if one (1) of the following occurs:

- The parent or guardian of the student submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the Department of Health Services, understands the risks and benefits of immunizations and the potential risks of nonimmunization, and that, due to personal beliefs, the parent or guardian does not consent to the immunization of the student.

- The school administrator receives written certification, signed by the parent or guardian and by a physician, that states that one (1) or more of the required immunizations may be detrimental to the student's health and indicates the specific nature and probable duration of the medical condition or circumstance that precludes immunization.

An exemption pursuant to the preceding subparagraph is valid only during the duration of the circumstance or condition that precludes immunization.

If a medical exemption is granted in accordance with A.R.S. [15-873](#), it shall be defined by the grantor as either permanent or temporary.

- A permanent medical exemption may be provided for one (1) or more vaccines.
- A temporary medical exemption shall specify the date of its termination. A student with a temporary medical exemption shall be allowed to attend school on the condition that the required immunizations are obtained at the termination of the exemption. The responsible person shall be notified of the date by which the student shall complete all required immunizations.

Any exemption granted in accordance with A.R.S. [15-873](#) shall be recorded on the school immunization record in the student's permanent file.

Students who lack documentary proof of immunization shall not attend school during outbreak periods of communicable immunization-preventable diseases as determined by the Department of Health Services or local health department. The Department of Health Services or local health department shall transmit notice of this determination to the school administrator responsible for the exclusion of the students.

Reporting Communicable Diseases

The administrator of a school shall submit by telephone a report to the local health department any case, suspected case, or outbreak of a communicable disease as follows:

- Within twenty-four (24) hours after detecting a case or suspected case of:
 - Cryptosporidiosis
 - Enterohemorrhagic Escherichia coli
 - Haemophilus influenzae: invasive disease
 - Hepatitis A
 - Measles
 - Meningococcal invasive disease
 - Mumps
 - Pertussis (whooping cough)
 - Rubella (German measles)
 - Salmonellosis
 - Shigellosis

- Within twenty-four (24) hours after detecting an outbreak of:
 - Conjunctivitis: acute
 - Diarrhea, nausea, or vomiting
 - Scabies
 - Streptococcal Group A infection
- Within five (5) working days after detecting a case or a suspected case of:
 - Campylobacteriosis
 - Varicella (chicken pox)

The report shall include:

- The name and address of the school
- The number of individuals having the disease, infestation, or symptoms
- The date and time the disease or infestation was detected or the symptoms began
- The number of rooms, grades, or classes affected and the name of each
- Information about each affected individual to include
 - Name,
 - Date of birth or age,
 - Residential address and telephone number,
 - Whether the individual is a staff member, student, child in care, or a resident
- The number of individuals attending or residing in the school, and
- The name, address, and telephone number of the person making the report.

Other Required Reports

By November 15 of each year, the Superintendent shall submit a report on the immunization status of students to the state or local health department on a form provided by the Department.

Each Superintendent of a school whose nurses are authorized to administer vaccines or immunizing agents shall submit monthly reports to the county health department in accordance with the procedures set forth in R9-6-707. Reports are due by the fifth (5th) day of the following month.

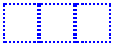
An immunization record shall be maintained for each student in the school. Each immunization record shall include the following information:

- Name of the student;
- Date of birth;

- The date of the student's admission to the school;
- The month and year in which each vaccine was received, except for measles, mumps, and rubella, for which the day, month, and year are required.
- The type of immunizing agents administered to the student;
- The date each dose of immunizing agent is administered to the student; and
- The established schedule for completion of immunizations if the student is admitted to or allowed to continue to attend a school pursuant to section [15-872](#), subsection E.

By November 15 of each year, each administrator of a public-school-based day care program or preschool shall submit a report to the state or local health department on a form provided by the Department.

A school shall transfer an immunization record and signed requests for provision of immunizations, including any revocations thereof, with the mandatory permanent student record and provide at no charge, on request, a copy of the immunization record to the parent or guardian of the pupil.



JLCB-E ©

EXHIBIT

IMMUNIZATION OF STUDENTS

2017-2018 ARIZONA SCHOOL
IMMUNIZATION REQUIREMENTS

Age

Under
Age Seven (7)

Seven (7)
through ten (10)
years

Eleven (11) years
and older

Grade

Kindergarten (K)/
First and second
grade

Second (2nd)
through fifth (5th)
grades

Sixth (6th)
through twelfth
(12th) grades

Vaccines

DTaP

Proof of DTP
or DT counts
toward DTaP
requirement)

Four (4) to five (5)* doses.

At least one (1) dose at four (4) years of age or older is required.

*A sixth (6th) dose is required if five (5) doses have been given before four (4) years of age.

Three (3) **DTaP** and/or Td doses are required if all doses were given *after* twelve (12) months of age.

Or

Four (4) **DTaP** and/or Td doses are required if any of the doses were received *before* twelve (12) months of age

Tdap may be counted to meet the requirements above. **Tdap** is *not* required for eleven (11) year olds until they enter sixth (6th) grade.

One (1) **Tdap** dose is required for students eleven (11) and older.

Students who completed the primary series of tetanus/diphtheria doses must receive a **DTaP** when five (5) years have passed since the student's last tetanus/diphtheria dose.

Students who did not complete the primary series of tetanus/diphtheria doses before age eleven (11) are required to receive a total of three (3) doses, including one (1) **Tdap** and two (2) **Td** doses.

Tdap doses given prior to age eleven (11) meet the requirement.

A **Td** booster is required ten (10) years after the Tdap dose.

Td

Tdap

Meningococcal

Not required
but may be
counted as valid
when given at this age.

One (1) dose is required.

Polio

Three (3) to Four (4) doses

Four (4) doses meet the requirement.

Three (3) doses meet the requirements if dose #3 was given at four plus (4+) years of age.

Four (4) doses meet the requirement.

(Not required for students eighteen plus [18+] years of age)

MMR

(Measles,
mumps,
rubella)

Two (2) doses

A third (3rd) dose will be required if dose number one (1) was given before more than four (4) days before the child's first (1st) birthday.

Hepatitis B

Three (3) doses

A fourth (4th) dose will be required if the third (3rd) dose was given before twenty-four (24) weeks of age.

Varicella

(Chickenpox)

One (1) dose is required if the first (1st) dose was given before thirteen (13) years of age.

Two (2) doses are required if the first (1st) dose was given at thirteen (13) years of age or later.

Students attending school or preschool in Arizona prior to 9/1/2011 with parental recall of chicken pox disease are allowed to continue attendance with parental recall of disease. *Students enrolling for the first time after 9/1/11 are required to present proof of varicella immunization or a valid exemption for medical reasons, laboratory evidence of immunity or personal beliefs. Parental recall of disease will not be accepted.*

Exceptions and Additions to the Rules

Parents whose religious beliefs do not allow immunization must sign a *religious beliefs exemption* Form. A *medical exemption* form must be signed by the child's doctor if there is lab evidence of immunity or a medical reason why the child cannot receive shots. A copy of the lab results must be kept on file to prove the child's immunity.

1. Students must have proof of *all* required immunizations, or valid exemption, in order to attend school. Arizona law allows exemptions for medical reasons, lab evidence of immunity and personal beliefs. Exemption forms are available from schools and at <http://azdhs.gov/phs/immunization/school-childcare/requirements.htm>.
2. Homeless students are allowed a five (5)-day grace period to submit proof of immunization records.
3. The immunization record for each vaccine dose must include the *complete* date and the doctor or clinic name.
4. The statutes and rules governing school immunization requirements are: Arizona Revised Statutes [15-871](#) - [15-874](#); Arizona Administrative Code, [R9-6-701](#) - [708](#).

Note: Arizona Department of Health Services (ADHS) observes a four (4)-day grace period for vaccine ages and intervals, except for the space between two (2) live vaccines such as Varicella and MMR, which must be given at least twenty-eight (28) days apart if they are not administered on the same day.

Source: Arizona Immunization Program Office

Compare JLCC © COMMUNICABLE / INFECTIOUS DISEASES

first

(version 3 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JLCC © COMMUNICABLE / INFECTIOUS DISEASES

Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return, in accordance with A.R.S. [36-621](#) *et seq.*, appropriate regulations of the State Department of Health Services, and policies of the County Health Department.

Parents will be requested to provide a history of the communicable diseases for each student, and such records will be kept and maintained by the District.

A student suffering from a communicable disease shall be excluded from school to protect the student's own welfare and also to protect other students from illness. Early recognition of a communicable disease is of prime importance. The administrator or county health director shall make the decision for exclusion and readmission.

Pediculosis (Lice Infestation)

Students with pediculosis shall be excluded from school until ~~treatment specific for pediculosis has been initiated and the student is symptom free~~ **treated with a pediculocide.**

Adopted: ~~November 13, 2008~~ **date of Manual adoption**

LEGAL REF.:

A.R.S.

[15-871](#)

[15-872](#)

[36-621](#)

A.A.C.

[R9-6-202](#) *et seq.*

[R9-6-301](#)

[R9-6-342](#)

[R9-6-355](#)

**Compare JLCCA ACQUIRED IMMUNE DEFICIENCY
SYNDROME AND HUMAN IMMUNODEFICIENCY VIRUS
INFECTIONS (version 3 to 2)**

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**JLCCA ©
ACQUIRED IMMUNE DEFICIENCY SYNDROME
~~AND~~ ~~AND~~ HUMAN IMMUNODEFICIENCY
VIRUS INFECTIONS**

~~The District shall strive to protect the safety and health of children and youth in its care, as well as their families, District employees, and the general public. Staff members shall work collaboratively with public health authorities to promote these goals. The evidence is overwhelming that the risk of transmitting~~ **Students with** human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. ~~The presence of a person living with HIV infection or diagnosed with acquired immuno-deficiency syndrome (AIDS) poses no significant risk to others in school, day care, or school athletic settings. Students ill with HIV virus or acquired~~ immune deficiency syndrome (AIDS) have a right to receive a public education. The Board has a responsibility to assure that the school provides a safe environment for all of its students and employees.

The Board directs that:

● ~~Infected~~

A. **infected** students receive a public education.

● ~~Information~~

B. **information** be provided for parents, faculty and staff members, and other concerned persons concerning

~~the actual~~

the actual and potential dangers of transmission of the disease.

● ~~Decisions~~

C. **decisions** concerning the educational placement of infected students be determined upon the best

~~medical knowledge~~

medical knowledge available and on a case-by-case basis.

~~HIV infection shall not factor into decisions concerning class assignments, privileges or participation in any school-sponsored activity.~~ ● ~~Restrictions~~

D. **restrictions** be placed upon a student as required by Department of Health Services regulations, advice of

the County

the County Health Department, and advice of a physician selected by the District.

● Protection

E. protection for the rights of privacy of each infected student be a primary consideration.

~~No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection (or the parent or guardian of a legal minor). See Exhibit JLCCA-E. All health records, notes, and other documents which refer to a person's HIV status will be secured by appropriate safeguards intended to limit access to these confidential records. Access to these confidential records is limited to those named in written permission from the person (or parent or guardian) and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.~~

~~● School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.~~

~~● All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and school buses. Schools will operate according to the standards promulgated by the U.S. Occupational Health and Safety Administration for the prevention of blood-borne infections, i.e., "universal precautions." In the event of exposure to blood or body fluids, soap and water cleaning of wounds or skin is advised. Water flushing is advised for mucous membrane exposure, i.e., eyes, mouth. Equipment and supplies needed to apply the infection control guidelines, i.e., water with bleach and gloves, will be maintained and kept reasonably accessible. A designated person shall implement the precautions and investigate, correct, and report on instances of lapse. In the event of exposure to blood or body fluids, all school staff members are expected to alert the person responsible for health and safety issues, such as a school nurse, if a student's health condition or behavior presents a reasonable risk of transmitting an infection. The staff member responsible for health and safety issues should complete a "Report of Significant Exposure to Bodily Fluids" form (see Policy JLCCA-EA). This form is to be filed with Risk Management and is not to be included in student's records. If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall take steps to counsel that person immediately (or, if a minor, alert a parent or guardian) to seek appropriate medical evaluation. A delay in obtaining medical advice for an individual who has had a significant exposure would prevent that individual from receiving effective early treatment to prevent infection. As disclosure is not required, all children should be considered potential carriers of blood borne pathogens in a situation of blood-to-blood exposure. Again, care should be taken to avoid breaches of confidentiality.~~

~~● All school staff members will participate in a planned HIV education program that conveys factual and current information; provides guidance on infection control procedures; informs about current law and state, District, and school policies concerning HIV; assists staff to maintain productive parent and community relations; and includes annual review sessions. Certain employees, e.g., school nurse, coach, etc., will also receive additional specialized training as appropriate to their positions and responsibilities.~~

Decision(s) regarding the type of educational setting for the student who is infected with HIV virus shall be based upon the behavior, neurologic development, and physical and mental condition of the student. Recommendations will be made upon consultation with public health personnel, school officials, the student's physician and parents, and, at the discretion of the District, a physician selected by the District.

Adopted:

~~June 12, 2008~~

date of Manual adoption

LEGAL REF.:

A.R.S.

[15-716](#)

[15-871](#)

[15-872](#)

~~36-664~~

A.A.C.

[R9-6-331](#)

[R9-6-339](#)

~~R9-6-701-702 et seq.~~ 20 U.S.C. 1401 et seq., Individuals with Disabilities in Education Act

~~42 U.S.C. 12101 et seq.~~, Americans with Disabilities Act

CROSS REF.:

[GBGC](#) - Employee Assistance

[GBGCB](#) - Staff Health and Safety

[IHAMB](#) - Family Life Education

[IHB](#) - Special Instructional Programs

[JHD](#) - Exclusions and Exemptions from School Attendance

[JI](#) - Student Rights and Responsibilities

[JII](#) - Student Concerns, Complaints, and Grievances

[JR](#) - Student Records

[KB](#) - Parental Involvement in Education

Compare JLCD © MEDICINES / ADMINISTERING MEDICINES

first

TO STUDENTS (version 5 to 4)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JLCD © MEDICINES / ADMINISTERING MEDICINES TO STUDENTS

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- A. There must be a written order from the physician 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 to allow the school or the student to administer the medicine. Appropriate forms are available from the school office.
- 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.

In the case of a minor student, administration of medication shall only occur on the written request or authorization of a parent or legal guardian, except for an emergency administration pursuant to A.R.S. [15-157](#) (epinephrine) or A.R.S. [15-158](#) (Inhalers) or A.R.S. [15-341](#), subsection A, paragraph 43, (naloxone hydrochloride/any other opioid antagonist).

School districts and employees of school districts are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to the statute.

The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of auto-injectable epinephrine by a trained employee of the School District pursuant to section A.R.S. [15-157](#) and subsequent to the adoption of rules by the State Board of Education ~~on or before January 1, 2014~~ pertaining to annual training in the administration of auto-injectable epinephrine, recognition of anaphylactic shock symptoms and the procedures to follow when anaphylactic shock occurs and the requirements of A.R.S. [15-203](#)(A)(40).

The Governing Board recognizes that the prescribed annual training is optional during any fiscal year in which a school does not stock epinephrine auto-injectors at the school during that fiscal year.

A school district ~~or charter school~~ may accept monetary donations for or apply for grants for the purchase of epinephrine auto-injectors or may participate in third-party programs to obtain epinephrine auto-injectors at fair market, free or reduced prices.

Exceptions:

A. Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided the pupil's name is on the prescription label, on the medication container or device and annual written documentation from the pupil'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. For breathing disorders, handheld inhaler devices may be carried for self-administration provided the pupil's name is on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the pupil's parent or guardian is provided that authorizes possession and self-administration.

C. Students with diabetes who have a diabetes medical management plan provided by the student's parent or guardian, 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.

District employees may volunteer to be a student's diabetes care assistant, subject to approval by the student's parent or guardian, in an emergency situation as described in [15-344.01](#). The Superintendent may develop regulations for implementing this provision.

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.

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 [36-2267](#), Administration of opioid antagonist; exemption from civil liability; definition, which, in part states the following:

A. A person may administer an opioid antagonist that is prescribed or dispensed pursuant to section [32-1979](#) or [36-2266](#) in accordance with the protocol specified by the physician, nurse practitioner, pharmacist or other health professional to a person who is experiencing an opioid-related overdose.

B. A person who in good faith and without compensation administers an opioid antagonist to a person who is experiencing an opioid-related overdose is not liable for any civil or other damages as the result of any act or omission by the person rendering the care or as the result of any act or failure to act to arrange for further medical treatment or care for the person experiencing the overdose, unless the person while rendering the care acts with gross negligence, willful misconduct or intentional wrongdoing.

C. "Person" includes an employee of a school district ~~or charter school~~ who is acting in the person's official capacity.

This policy and any related policies or amendments to such policies shall be forwarded to the District liability insurance carrier for review.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.

[15-157](#)

[15-158](#)

[15-203](#)

[15-341](#)

[15-344](#)

[15-344.01](#)

[32-1601](#)

[32-1901](#)



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:

- The medication must be prescribed by a physician.
- The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office.
- 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.
- An administrator may designate a school employee to administer the medication.
- Any medication administration services specified in the child's diabetes medical management plan shall be provided.
- 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 pupil with self-administration of insulin, administer glucagon in an emergency situation to a pupil or perform any combination of these actions if all of the following conditions exist:
 - 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 pupil at the time of the emergency.
 - If the voluntary diabetes care assistant is authorized to administer glucagon, 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.
 - The volunteer 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 glucagon, including the training specified in A.R.S. [15-344.01](#).

- If the voluntary diabetes care assistant is authorized to administer insulin, the parent or guardian of the pupil has provided insulin and all equipment and supplies that are necessary for insulin administration by voluntary diabetes care assistants.
- The training provided by an appropriately licensed health professional must include all of the following:
 - ⇒ An overview of all types of diabetes.
 - ⇒ The symptoms and treatment of hyperglycemia and hypoglycemia.
 - ⇒ Techniques for determining the proper dose of insulin in a specific situation based on instructions provided in the orders submitted by the pupil's physician.
 - ⇒ Techniques for recognizing the symptoms that require the administration of glucagon.
 - ⇒ Techniques on administering glucagon.
- A District employee shall not be subject to any penalty or disciplinary action for refusing to serve as a voluntary diabetes care assistant.
- The District, employees of the District, and properly licensed volunteer health professionals 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.
- Each administration of prescription drugs must be documented, making a record of the student having received the medication.
- Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

- 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.
- 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 pupil 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 disposal of the equipment and medications that the student is authorized to use under these provisions. The pupil'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.
- 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.

- 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:

Administration by school personnel:

- Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs.
- 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.
- An administrator may designate a school employee to administer a specific over-the-counter drug.
- Each instance of administration of an over-the-counter drug must be documented in the daily log.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration:

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



JLCD-E ©

EXHIBIT

**MEDICINES / ADMINISTERING
MEDICINES TO STUDENTS**

REQUEST FOR GIVING MEDICINE AT SCHOOL

Name _____ Grade _____

Teacher _____ School _____

Medication _____

Diagnosis/reason for giving _____

Time to be given _____ a.m. Time to be given _____ p.m.

Dates from _____ to _____

Prescription medication must be in the original container as prepared by a pharmacist and labeled, including the patient name, name of medication, dosage, and time to be given. An over-the-counter medication must be in the original packaging, with all directions, dosages, compound contents, and proportions clearly marked. Student misuse of medication being self-administered may result in seizure and disciplinary action.

Parent's or Guardian's Signature

Date

A signed physician's statement indicating the necessity must accompany any request for self-administration of medicine, whether it is prescription or over-the-counter medicine except in the case of medication for diagnosed anaphylaxis including auto-injectable epinephrine 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.



JLDAC ©
SCREENING / TESTING
OF STUDENTS
(Vision Screening of Children)

It is statutorily required that each school shall provide vision screening services as follows:

- A. To students upon initial entry to school and not more than two (2) additional grade levels as prescribed by the Department of Health Services by rule.
- B. At the school's discretion, the school may provide vision screening services to students who are in grade levels that are not prescribed by rule.
- C. To students who are being considered for special education services and have not been screened in the last year.
- D. To students for whom a teacher has requested a screening and who have not been screened in the last year.
- E. To students who are not reading at grade level by the third (3rd) grade pursuant to the state assessment required in A.R.S. [15-741](#).

Screening guidelines include the following:

- A. A school nurse, a volunteer or other school personnel who have undergone training developed or approved by the department shall administer the vision screenings except that those individuals who are trained to administer vision screenings before the effective date are not required to retrain.
- B. A vision screening conducted pursuant to this statute does not satisfy a requirement for a medical professional to complete a vision screening of a child according to established guidelines for pediatric care.
- C. The School District Governing Board shall provide the vision screening results to the parent or guardian of each student who did not pass the vision screening within forty-five (45) days after the vision screening and shall comply with all applicable privacy laws. The results shall identify that the student did not pass the vision screening and the need for a comprehensive eye and vision examination.
- D. The results shall state that a vision screening is not equivalent to a comprehensive eye and vision examination.

Other requirements:

- A. A school district governing board providing vision screening services shall provide to the department annual data submissions in a department-approved format that complies with student privacy laws.
- B. A student is not required to submit to any vision screening if a parent or guardian of the student objects and submits a statement of the objection to the school for any reason

including that the student received a comprehensive eye and vision examination in the last year or if the student has a current diagnosis of permanent vision loss.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[36-899.10](#)

CROSS REF.:

[JL](#) - Student Wellness

JLDB ©
RESTRAINT AND SECLUSION

Restraint and seclusion are not to be used as disciplinary consequences.

A school may permit the use of restraint or seclusion techniques on any pupil if both of the following apply:

- A. The pupil's behavior presents an imminent danger of bodily harm to the pupil or others.
- B. Less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm.

If a restraint or seclusion technique is used on a pupil:

- A. School personnel shall maintain continuous visual observation and monitoring of the pupil while the restraint or seclusion technique is in use.
- B. The restraint or seclusion technique shall end when the pupil's behavior no longer presents an imminent danger to the pupil or others.
- C. The restraint or seclusion technique shall be used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon trained personnel.
- D. The restraint technique employed may not impede the pupil's ability to breathe.
- E. The restraint technique may not be out of proportion to the pupil's age or physical condition.

Schools may establish policies and procedures for the use of restraint or seclusion techniques in a school safety or crisis intervention plan if the plan is not specific to any individual pupil.

Schools shall establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a pupil. The procedures shall include the following requirements:

- A. School personnel shall provide the pupil's parent or guardian with written or oral notice on the same day that the incident occurred, unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice shall be given within twenty-four (24) hours after the incident.
- B. Within a reasonable time following the incident, school personnel shall provide the pupil's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use.
- C. Schools shall review strategies used to address a pupil's dangerous behavior if there has been repeated use of restraint or seclusion techniques for the pupil during a school year. The review shall include a review of the incidents in which restraint or seclusion technique were used and an analysis of how future incidents may be avoided, including whether the pupil requires a functional behavioral assessment.

1. The training of personnel must be recurrent with annual updates appropriate to the type of school setting, the age and the developmental level of students.
2. The training must include content and skill development on the use of positive, instructional, and preventative methods of addressing student behavior.
3. The training must include methods for monitoring a student's well-being during restraint.

If a school district or charter school summons law enforcement instead of using a restraint or seclusion technique on a pupil, the school shall comply with the reporting, documentation and review procedures established under the paragraph above. School resource officers are authorized to respond to situations that present the imminent danger of bodily harm according to protocols established by their law enforcement agency.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. [15-843](#), subsection b, paragraph 3.)

The District authorizes the use of these definitions which are included in A.R.S. [15-105](#):

A. "Restraint" means any method or device that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs or head freely, including physical force or mechanical devices. Restraint does not include any of the following:

1. Methods or devices implemented by trained school personnel or used by a pupil for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a pupil to comply with a reasonable request or to go to a safe location.
3. The brief holding of a pupil by one adult for the purpose of calming or comforting the pupil.
4. Physical force used to take a weapon away from a pupil or to separate and remove a pupil from another person when the pupil is engaged in a physical assault on another person.

B. "School" means a school district, a charter school, a public or private special education school that provides services to pupils placed by a public school, the Arizona State Schools for the Deaf and the Blind and a private school.

C. "Seclusion means the involuntary confinement of a pupil alone in a room from which egress is prevented. Seclusion does not include the use of a voluntary behavior management technique, including a timeout location, as part of a pupil's education plan, individual safety plan, behavioral plan or individualized education program that involves the pupil's separation from a larger group for purposes of calming.

Adopted: date of Manual adoption

LEGAL REF.:
A.R.S.

[13-403 et seq.](#)

[13-2911](#)

[15-105](#)

[15-341](#)

[15-342](#)

[15-841](#)

[15-842](#)

[15-843](#)

[15-844](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[JIC](#) - Student Conduct

[JK](#) - Student Discipline

[JKA](#) - Corporal Punishment

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

Compare JLDB-EA © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last
through the modifications.

JLDB-EA ©

EXHIBIT

RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION

This form must be completed when school personnel have used a restraint or seclusion technique with a student.

Referral to Law Enforcement: School personnel are required to comply with the reporting, documentation and review procedures required by A.R.S. [15-105](#) if the school district summoned law enforcement instead of using a restraint or seclusion technique on the student.

Applicable Definitions: For purposes of determining whether this form must be completed, the following definitions apply:

Restraint means any method or device that immobilizes or reduces the ability of a student to move the student's torso, arms, legs or head freely, including physical force or mechanical devices.

Restraint does *not* include any of the following;

1. Methods or devices implemented by trained school personnel or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
2. The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student to comply with a reasonable request or to go to 'a safe location.
3. The brief holding of a student by one adult for the purpose of calming or comforting the student.
4. Physical force used to take a weapon away from a student or to separate and remove a student from another person when the student is engaged in a physical assault on another person.

Seclusion means the involuntary confinement of a student alone in a room from which egress is prevented.

Seclusion does *not* include the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or individualized education program (IEP) that involves the student's separation from a larger group for purposes of calming.

Compare JLDB-EB © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

JLDB-EB ©

EXHIBIT

RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION

Student: _____ Student ID: _____

Grade: _____ Age: _____ DOB: _____ School: _____

Parent(s): _____

Address: _____

Phone: (w) _____ (h) _____ (c) _____

Date of Incident: _____ Location: _____
Month/Day/Year

School personnel were permitted to use the restraint or seclusion technique because both of the following applied (check boxes to confirm that both conditions were met):

The student's behavior presented an imminent danger of bodily harm to the student or others;

Less restrictive interventions appeared insufficient to mitigate the imminent danger of bodily harm.

Description of the student's behavior that presented an imminent danger of bodily harm to the student or others:

Description of the less restrictive interventions that appeared insufficient to mitigate the danger of imminent danger of bodily harm:

School personnel involved in the incident must check the boxes below and provide other information as needed. If a box is not checked "True," school personnel must explain why the particular condition was not met.

1. School personnel maintained continuous visual observation and monitoring of the student while the restraint or seclusion technique was used. **True ◻ Not True ◻**

Personnel who observed and monitored the student:

2. The restraint or seclusion ended when the student's behavior no longer presented an imminent danger to the student or others. **True ◻ Not True ◻**

3. The restraint or seclusion technique was used only by school personnel who are trained in the safe and effective use of restraint and seclusion techniques, unless an emergency situation did not allow sufficient time to summon trained personnel. **True ◻ Not True ◻**

4. If an emergency existed that did not allow sufficient time to summon trained personnel, explain the emergency:

5. The restraint technique used did not impede the student's ability to breathe. **True ◻ Not True ◻**

6. The restraint technique was not out of proportion to the student's age or physical condition. **True ◻ Not True ◻**

Information (if known) about any persons, locations or activities that may have triggered the student's behavior:

Specific information about the behavior and its precursors:

Type of restraint or seclusion technique used:

Duration of restraint or seclusion technique used: _____ minutes

A review meeting is needed: Yes ◻ No ◻ A review meeting to review strategies used to address a student's dangerous behavior *must* be scheduled if there has been repeated use of restraint or seclusion for the student during the

school year. If a review meeting is needed, it will be scheduled and separate documentation will be completed.

Person(s) Responsible for Completing Form:

_____ Date: _____

_____ Date: _____

Compare JLDB-EC © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. last

JLDB-EC ©

EXHIBIT

RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION
(Same Day Oral/Written Notification to Parent/Guardian)
or within twenty-four (24) hours if
circumstances prevented same day notice

Date provided: ___/___/___

Time: ____: __.m.

Method of Delivery:

◻ Oral

◻ Written

Hand-delivery (signature required) _____

Mailed: ◻ 1st Class Mail-Certificate of Mailing and/or
◻ Certified Mail-Return Receipt Requested

E-mailed using address: _____; maintain proof of
electronic delivery

Name of Parent/Guardian Receiving Notice: _____

Person Providing Notice: _____

Confirmation that a copy of this completed documentation was provided to the
Parent/Guardian (provided within a reasonable time following the incident):

Date provided: ___/___/___

Time: ____: __.m.

Method of Delivery:

◻ Oral

◻ Written

Hand-delivery (signature required) _____

Mailed: ◻ 1st Class Mail-Certificate of Mailing
and/or ◻ Certified Mail-Return Receipt Requested

E-mailed using address: _____; maintain proof of electronic delivery

Name of Parent/Guardian Receiving Notice: _____

Person Providing Notice: _____

Compare JLDB-ED © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

JLDB-ED ©

EXHIBIT

RESTRAINT AND SECLUSION

RESTRAINT/SECLUSION DOCUMENTATION (Review of Repeated Use of Restraint or Seclusion Techniques)

A review meeting to review strategies used to address a student's dangerous behavior *must* be scheduled if there has been repeated use of restraint or seclusion for the student during the school year, A.R.S. 15-105.

Student: _____ Student ID: _____

Grade: _____ Age: _____ DOB: _____ School: _____

Parent(s): _____

Address: _____

Phone: (w) _____ (h) _____ (c) _____

Date of Incident: _____ Location: _____
Month/Day/Year

Review current and previous incidents in which physical restraint/seclusion techniques were used:

Review strategies used to address the student's dangerous behavior:

Analyze how future incidents may be avoided:

The Team recommends a Functional Behavioral Assessment: Yes
◻ No ◻

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

If parent(s) did not attend the meeting, explain other methods to ensure parent participation and/or child as appropriate (e.g., conference call, videoconference, home visit):

Compare JLF © REPORTING CHILD ABUSE / CHILD PROTECTION (version 5 to 2)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JLF © REPORTING CHILD ABUSE /- CHILD PROTECTION

Any school personnel 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 Protective Services-Safety \(GPSDCS\)](#) 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.](#)

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 and shall be followed by a written report within seventy-two \(72\) hours.](#) ~~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:

Pursuant to A.R.S. [13-3620](#), such reports shall contain, *if known*:

~~• The~~

A. *The* names and addresses of the minor, the parents, or the person or persons having custody of such minor,

if

if known.

~~• The~~

B. *The* minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect,

including

including any evidence of previous abuse, child abuse, physical injury or neglect.

~~• Any~~

C. *Any* other information that such person believes might be helpful in establishing the cause of the abuse,

~~child 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.

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).

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 school employee who has orally reported to ~~EPS-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.

Adopted: ~~October 22, 2013~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[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](#)

[15-514](#)

[46-451](#)

[46-454](#)

CROSS REF.:

[GBEB](#) - Staff Conduct

[GBEBB](#) - Staff Conduct With Students

[JKA](#) - Corporal Punishment



JLF-R ©

REGULATION

REPORTING CHILD ABUSE / CHILD PROTECTION

Abuse means the infliction or allowing of physical injury, impairment of bodily function, or disfigurement, or the infliction of or allowing another person to cause serious emotional damage as evidenced by severe anxiety, depression, withdrawal, or untoward aggressive behavior, and which emotional damage is diagnosed by a medical doctor or psychologist pursuant to A.R.S. [8-821](#), and which is caused by the acts or omissions of an individual having care, custody, and control of a child. Abuse shall include inflicting or allowing sexual abuse pursuant to A.R.S. [13-1404](#), sexual conduct with a minor pursuant to A.R.S. [13-1405](#), sexual assault pursuant to A.R.S. [13-1406](#), molestation of a child pursuant to A.R.S. [13-1410](#), commercial sexual exploitation of a minor pursuant to A.R.S. [13-3552](#), sexual exploitation of a minor pursuant to A.R.S. [13-3553](#), incest pursuant to A.R.S. [13-3608](#), or child prostitution pursuant to A.R.S. [13-3212](#).

Child, youth, or juvenile means an individual who is under the age of eighteen (18) years.

Abuses classified by statute as "reportable offenses" are:

- Indecent exposure [A.R.S. [13-1402](#)]
- Public sexual indecency to a minor [A.R.S. [13-1403](#)]
- Sexual abuse [A.R.S. [13-1404](#)]
- Sexual conduct with a minor [A.R.S. [13-1405](#)]
- Sexual assault [A.R.S. [13-1406](#)]
- Molestation of a child [A.R.S. [13-1410](#)]
- Furnishing items that are harmful to a minor via the Internet [A.R.S. [13-3506.01](#)]
- Surreptitious photographing, videotaping, filming, or digitally recording or viewing of a minor [A.R.S. [13-3019](#)]
- Incest [A.R.S. [13-3608](#)]
- Child prostitution [A.R.S. [13-3212](#)]
- Commercial sexual exploitation of a minor [A.R.S. [13-3552](#)]
- Sexual exploitation of a minor (concerning visual depiction of a minor engaged in exploitive exhibition or other sexual conduct) [A.R.S. [13-3553](#)]
- Luring a minor for sexual exploitation [A.R.S. [13-3554](#)]
- Admitting a minor to public displays of sexual conduct [A.R.S. [13-3558](#)]



JLF-E ©

EXHIBIT

**REPORTING CHILD ABUSE /
CHILD PROTECTION**

**SUSPECTED ABUSE, PHYSICAL INJURY, CHILD ABUSE,
REPORTABLE OFFENSE OR NEGLECT**

To: Child Protective Services, D.E.S. (or law enforcement agency)

Student's name _____ Birth date _____ Sex _____

Address _____

Names of parents/guardians _____

E-mail address _____

School _____ Grade _____ Teacher _____

Description of suspected present or prior abuse, child abuse, physical injury,
or neglect (use additional page if necessary) _____

Symbols:

- A = Abrasion
- Bl = Blister
- Bu = Burn
- Br = Bruise
- La = Laceration
- Le = Lesions
- S = Scar
- R = Rash
- V = Vermin
- O = Other (describe)

Severity:

- (1) = Mild
- (2) = Moderate
- (3) = Severe

Signature and Title of Person Making the Report

Date

Oral Report to: Name _____

Agency _____ Position _____

Date _____ Time _____

Written report to _____ Date _____

Copy filed in school nurse's office



JLF-EB ©

EXHIBIT

**REPORTING CHILD ABUSE /
CHILD PROTECTION**

**REQUEST FOR INTERVIEW AT SCHOOL
(CSO-1021A)**

Date

Name of School

Address (No., Street, Ste. No., City, State, ZIP)

RE: _____
(Child[ren] 's Name[s])

I am an investigator employed by the Arizona Department of Child Safety (DCS). DCS is mandated by law to investigate allegations of child abuse and neglect. [Title 8, Chapter 4 of the Arizona Revised Statutes (A.R.S.)] As part of my investigation, I need to speak with one or more children at this school. Please provide me with immediate access to the above-named child(ren).

I am authorized by A.R.S. § 8-802(B), A.R.S. 8-471(E)(3), and A.A.C. R6-5-5508(C) to interview a child without notice to or consent of the parent, guardian or custodian. See Arizona Attorney General Opinions (AG Opinions) 175-219, 175-234, 188-062, 104-003. Do not contact, directly or indirectly, the parents, guardians or custodians of the above-named child(ren) unless specifically requested or authorized by me, the assigned DCS investigator.

Because of the sensitive and confidential nature of a DCS investigation, school personnel and others are not permitted to be present during the interview(s) of the child(ren) nor can they be informed of what was discussed. See A.R.S. § 8-807, AG Opinion 198-008.

If at any time I determine, pursuant to A.R.S. § 8-821, that temporary custody is clearly necessary to protect the child(ren) from abuse or neglect, I will provide you with a Notice of Removal (PS-058) and provide the parents, guardians, or custodians a Temporary Custody Notice in accordance with A.R.S. § 8-823.

Under state and federal law, any information you have or may obtain during this investigation is confidential, including this form and the fact that the above-named child(ren) have been contacted regarding allegations of abuse or neglect. DO NOT disseminate this information to any person unless specifically authorized by applicable law or court order.

Thank you for your cooperation.

DCS Representative's Signature

DCS Representative's Name Address (No., Street, Ste. No., City, State, ZIP)
Phone No. Phone No. E-mail Address

EOE/ADA/LEP/GINA Disclosures

Equal Opportunity Employer/Program • Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008; the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics and retaliation. The Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. To request this document in alternative format or for further information about this policy, contact your local office; TTY/TDD Services: 7-1-1. • Free language assistance for DES services is available upon request.



JLF-EC ©

EXHIBIT

**REPORTING CHILD ABUSE /
CHILD PROTECTION**

PLEASE REMOVE THIS DOCUMENT



JLF-ED ©

EXHIBIT

**REPORTING CHILD ABUSE /
CHILD PROTECTION**

PLEASE REMOVE THIS DOCUMENT



JLH © MISSING STUDENTS

Following proper notification, the records of each missing child will be flagged with a red sticker in the upper-right-hand corner of the cumulative folder. When records are requested for missing children, the local law enforcement agency will be notified and no records will be sent.

The parent or surrogate of each new enrollee in the school, except homeless students, will be asked to produce one (1) of the following proofs:

- A certified copy of the child's birth certificate.
- Other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
- A letter from the authorized representative of an agency having custody of the student (pursuant to statute) certifying that the student has been placed in the custody of the agency as prescribed by law.

The parent or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a second (2nd) letter will be sent to notify the parent or guardian that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the school to disclose to any person a student's educational record without prior parental consent unless the school makes a determination that disclosure of such records is necessary to protect the health and safety of the student.

Within five (5) days after enrolling a transfer student from a public school or from a private school, the school will request, directly from the previous school, a certified copy of the student's record. When records are requested by another school, within five (5) days the school will comply with the request unless the record has been flagged pursuant to A.R.S. [15-829](#) or the request does not conform to the requirements related to proper release of records by an emancipated student or a parent or guardian.

For purposes of this policy:

- Flag means to mark or identify as pertaining to a missing child, or an indication identifying an item as pertaining to a missing child.
- Missing child means a person who is under the age of eighteen (18) years, whose temporary or permanent residence is in this state or is believed to be in this state, whose location has not been determined, and who has been reported as missing to a law enforcement agency.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-3620](#)

[15-824](#)

[15-828](#)

[15-829](#)

[32-1472](#)

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001

CROSS REF.:

[JF](#) - School Admissions

[JFAB](#) - Admission of Nonresident Students

[JR](#) - Student Records

[JRCA](#) - Request for Transfer of Records



JLI ©
STUDENT SAFETY

Teachers will be responsible for their classes at all times. At no time are students to be left unsupervised. Students are not to be sent on errands from the school premises.

Teachers have the authority to prohibit the use of and/or to confiscate any article that is a hazard to a student or that may damage school property. In the case of an emergency, the teacher will seek help from the principal.

Every student, teacher, and visitor shall wear appropriate protective eyewear while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to items as listed in A.R.S. [15-151](#).

The Superintendent will establish procedures covering the duty hours of crossing guards, the use of bicycles to and from school and while they are at school, and the conduct of students going to and from school. In addition, school buildings, playgrounds, and equipment will be regularly inspected for health, fire, and safety hazards.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-151](#)

[15-341](#)

Compare JLIA © SUPERVISION OF STUDENTS (version 3 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JLIA © SUPERVISION OF STUDENTS

When students are in school, engaging in school-sponsored activities, or traveling to and from school on school buses, they ~~are responsible to the school and the school is responsible for them~~ are expected to obey all school rules. The District is required to provide reasonable supervision over all students engaged in school-sponsored activities.

Supervision shall include being ~~within the physical presence and, whenever possible, within a line of vision of the students so that school personnel will have a reasonable opportunity to control the behavior of and assist the students if necessary~~ within a reasonable proximity of the students. Teachers shall exercise supervision as appropriate from the commencement of the school day, before classes begin, during class sessions, during lunch periods, between classes, and at any other time when performing teaching or related duties on behalf of the school.

If ~~it should be necessary in an emergency situation for~~ a teacher ~~to~~ must leave the ~~physical presence of proximity of~~ the students, then the teacher shall make a ~~reasonable~~ good faith effort to obtain a school employee to supervise the students ~~during the teacher's absence~~. In no case shall the teacher leave students unsupervised if there is a reasonable possibility that harm to students or property will result from the students being left unattended.

School administrators, teachers, and other staff members will ensure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

Adopted: date of

~~manual~~

Manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-502](#)

[15-521](#)



JLIB ©
STUDENT DISMISSAL PRECAUTIONS

No student will be removed from the school grounds, from any school building, or from any school function during school hours except by a person authorized to do so by the student's parent or by a person who has legal custody of the student, except as A.R.S. [8-303](#), [8-304](#), and [8-802](#) shall apply. Before a student is removed, the person seeking to remove the student must present, to the satisfaction of the Superintendent, evidence of proper authority to remove the student. If any police or court official requests the dismissal of a student during school hours, parents should be notified as soon as possible.

For purposes of the Arizona Medical Marijuana Act, no person may be denied custody of or visitation or parenting time with a minor, and there is no presumption of neglect or child endangerment for conduct allowed under the Act, unless the person's behavior creates an unreasonable danger to the safety of the minor as established by clear and convincing evidence.

Adopted: September 22, 2011

LEGAL REF.:

A.R.S.

[8-303](#)

[8-304](#)

[8-802](#)

[13-1302](#)

[36-2813](#)

CROSS REF.:

[JIH](#) - Student Interrogations, Searches, and Arrests



JLIB-R ©

REGULATION

STUDENT DISMISSAL PRECAUTIONS

(Student Release Requirements)

At the time of school admission, the principal must complete the student's permanent record form, which will identify the student's legal name and the name, address, and telephone number of the student's lawful custodian(s).

Before releasing a student during the school day, the principal shall be responsible for the verification of the identity of any lawful custodian or any representative seeking release of a student.

If a lawful custodian, as indicated on the student's permanent record, is not recognized by sight, the principal shall require satisfactory identification before such release. If there is a doubt, release may not be granted.

In the case of a written or verbal authorization by a lawful custodian of record, the principal shall require satisfactory verification of the message as being from the lawful custodian of record. If there is a doubt, release may not be granted.

If an unauthorized person refuses to honor the decision of the principal, the principal shall call the local police authority.

If, in the granting of a release of a student, a change in the record of the student's lawful custodian(s) becomes apparent and is verified to the satisfaction of the principal, such change shall immediately be entered on the student's permanent record.

If any police or court official requests the release of a student during school hours, parents should be notified as soon as possible.

Compare JLIF © SEX OFFENDER NOTIFICATION (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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.

- ~~Arizona~~ A. Arizona Revised Statutes (A.R.S.) ~~13-3825 and~~ and ~~13-3826~~ require the local law enforcement agency to ~~notify the~~ notify the community, including area schools, of the presence of a registered sex offender in the community ~~when the~~ when the offender has been determined by the agency to be a "level two" (medium risk) or "level three" (high risk) ~~offender~~ offender.
- ~~AB.~~ A.R.S. ~~8-350~~ directs the court to notify the District when a student attending a school in the District has ~~been adjudicated~~ been adjudicated delinquent for or convicted of and placed on probation for a dangerous offense or sexual ~~conduct with~~ conduct with a minor, sexual assault, molestation of a child, or continual sexual abuse of a child. ~~Dangerous offense is defined in~~ Dangerous offense is defined in ~~8-350~~ as "an offense involving the discharge, use or threatening exhibition of a deadly ~~weapon or~~ weapon or dangerous instrument or the intentional or knowing infliction of serious physical injury on another person."
- ~~AC.~~ A.R.S. ~~13-3821~~ permits a juvenile court to require a juvenile who has been adjudicated delinquent for ~~certain sex~~ 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~~ 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-~~ 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:

●—~~Measures~~ A. ~~Measures~~ to disseminate information received from the local law enforcement agency to staff members, ~~parents~~ ~~parents~~, guardians, or custodians when the District has been notified that a registered offender has ~~moved into~~ ~~moved into~~ the community. When in the judgment of the Superintendent it is determined to be appropriate, ~~the measures~~ ~~the measures~~ will include disseminating the information to students.

●—~~Measures~~ B. ~~Measures~~ to provide to teachers, parents, guardians, or custodians, upon request, information received ~~by the District~~ ~~by the District~~ under A.R.S. ~~8-350~~, regarding juveniles adjudicated delinquent of "dangerous offenses" or ~~sex offenses~~ ~~sex offenses~~.

Adopted:

~~October 9, 2008~~

date of Manual adoption

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

Compare JLIF-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JLIF-R ©

REGULATION

SEX OFFENDER NOTIFICATION

(Sex Offender and Dangerous Juvenile Offender

Notification and Protective Measures)

To fulfill the requirements of Policy JLIF the following procedures are to be implemented.

Registered Sex Offender

Community Notification

When the local law enforcement agency notifies the District pursuant to A.R.S. [13-3825](#) and [13-3826](#) of a registered sex offender's presence in the community, the following actions shall occur:

- ~~A.~~ **A.** A copy of the notification flyer provided by the law enforcement agency, displaying the offender's ~~photograph and~~ **photograph and** disclosing the offender's exact address, status summary, and criminal background, is to be distributed ~~to each~~ **to each** school and department.
- ~~The B.~~ **B.** The school principal or department supervisor shall post the notification flyer at locations where the ~~flyer is readily~~ **flyer is readily** accessible for viewing by staff members, students, and visitors.
- ~~When C.~~ **C.** When the registered sex offender described in the notice is also a student within the District, then ~~the provisions~~ **the provisions** regarding juvenile (youthful) dangerous offenders and sex offenders shall also be followed, ~~except~~ **except** that the restrictions against disclosure of information shall not apply to the information ~~obtained in~~ **obtained in** the community notification received from the local law enforcement agency.

When the individual under suspicion is a student in the District, the Superintendent may, pursuant to A.R.S. [8-350](#), request from the juvenile court the criminal history of the student to determine if the student has been adjudicated delinquent for or convicted of a dangerous offense or a violation of A.R.S. [13-1405](#), [13-1406](#), [13-1410](#), or [13-1417](#). If the criminal history provided by the court shows such an adjudication or conviction, then the District shall implement the procedures outlined below for juvenile (youthful) dangerous offenders and sex offenders.

Juvenile (Youthful) Dangerous

Offenders and Sex Offenders

When the District is notified by a juvenile court pursuant to A.R.S. [8-350](#) that 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 the Superintendent shall promptly notify the principal of the school where the student is in membership.

The principal shall:

A. Send notice to the student's teacher(s), and such other staff members as the principal determines appropriate to the circumstance, to contact the principal concerning a confidential matter. The noticed staff members will be provided with the information received from the juvenile court, and be directed to comply with the student record confidentiality requirements prescribed in District Policy JR. A staff member who improperly discloses confidential student information may be disciplined pursuant to District policy.



JN ©
STUDENT VOLUNTEERS FOR
SCHOOL AND COMMUNITY SERVICE

The Board encourages the utilization of student volunteers in the educational program (e.g., student librarians, student office helpers, etc.) and in useful community services. However, student volunteers must be capable of carrying out the additional load without endangering their academic achievement. Therefore, all student volunteers shall be expected to maintain their grades, attend all classes, and recognize that the activity to which they are volunteering their services is secondary to their primary goal of getting an education.

Teachers and members of the community are encouraged to check with a student's teacher and the principal before a student is sought for volunteer help, to make sure that the additional responsibility can be undertaken without endangering the student's academic achievement.

Adopted: date of manual adoption

JP ©
STUDENT DONATIONS AND GIFTS

Students shall be discouraged from collecting money, setting aside funds, or purchasing gifts for the school or for faculty members.

Gifts from groups of students to other student(s) shall be limited to small expressions of condolence, remembrance, or appreciation. Guidelines for such remembrances shall be established by the Superintendent.

Solicitations by or of students are to be governed by the following policies:

- A. Students shall not be solicited to purchase books or other merchandise, except for materials approved by the District for use in the classroom.
- B. Solicitations by students shall be limited to small contributions, i.e., expressions of condolence, remembrance, or appreciation. Guidelines for such solicitations shall be established by the Superintendent.
- C. No other solicitations shall be made by or of students during school hours or on school premises.

Adopted: date of Manual adoption

Compare JQ © STUDENT FEES, FINES, AND CHARGES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JQ © STUDENT FEES, FINES, AND CHARGES

The Board recognizes the need for student fees to fund certain school activities that are not financed by local, state, or federal funds. It also recognizes that some students may not be able to pay these fees. [All fees shall contain a provision that allows the fees to be waived in the event of economic hardship to the pupil. Non-payment of fees charged by the District, may not prevent a pupil from enrolling in, applying to or remaining enrolled in a public school. No student will be denied an education as a result of inability to pay these supplementary charges. This policy does not prohibit the District from charging tuition to a non-state resident pupil, as required by statute.](#)

Students will not be required to supply specific types of school supplies or equipment as a prerequisite to successful completion of a required course or project.

Students will, however, be responsible and accountable for loss of or damage to school property, including textbooks and library books.

The Superintendent will establish procedures through which students may be held responsible and accountable for loss of or damage to school property, including textbooks and library books.

Authorization is granted for the acceptance of fees or cash contributions paid by a taxpayer for support of extracurricular activities and character education programs in schools of the District. The Superintendent shall establish procedures to assure compliance with all requirements for reporting the receipt and expenditure of taxpayer contributions.

Adopted:

~~October 21, 2003~~

[date of Manual adoption](#)

LEGAL REF.:

A.R.S.

[15-116](#)

[15-342](#)

[15-719](#)

[15-724](#)

[15-727](#)

[15-728](#)

[15-729](#)

[43-1088](#)

[43-1089](#)

[43-1089.01](#)

[43-1089.03](#)

CROSS REF.:

[DKB](#) - Salary Deductions

[EDBA](#) - Maintenance and Control of Instructional Materials

Compare JQ-R © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JQ-R ©

REGULATION

STUDENT FEES, FINES, AND CHARGES

(Tax Credit Contributions)

~~The receipt and expenditure of fees or cash contributions may be for "Extracurricular activities" as indicated in Pursuant to A.R.S. [43-1089.01](#) and [15-342](#) with contributions also used for "character education programs" as described~~, a taxpayer is allowed a credit for the amount of any fees or cash contributions made to a public school for the support of extracurricular activities or character education programs. Donations are limited to the amounts of two hundred dollars (\$200) for a single individual or a head of household and four hundred dollars (\$400) for a married couple filing a joint return. A contribution for which a credit is claimed and that is made on or before April 15 following the taxable year may be applied to either the preceding taxable year or to the current year.

"Extracurricular activities," as defined in A.R.S. [15-719](#).~~To comply with the requirements of [342](#) and A.R.S. [43-1089.01](#) concerning the receipt and expenditure of fees or cash contributions from taxpayers during the previous calendar year for support of extracurricular activities and character education programs of the District, annually not later than February 28 each school in the District shall provide the following information on~~, are any optional, noncredit, educational, or recreational activities that supplement the education program of the school, whether offered before, during, or after regular school hours. They are school-sponsored activities that require enrolled students to pay a fee in order to participate. At least some monetary amount must be levied to participate in an extracurricular activity in order for the tax credit to be available. A blanket waiver of all activity fees would make the activity ineligible for the tax credit. Examples of extracurricular activities include paying fees for band uniforms, equipment or uniforms for varsity athletic activities, scientific laboratory materials, and in-state or out-of-state trips that are solely for competitive events. Extracurricular activities do not include any senior trips or events that are recreational, amusement, or tourist activities.

"Character education programs," as defined in A.R.S. [15-719](#), must include instruction in the definition and application of at least six (6) of the following character traits: truthfulness, responsibility, compassion, diligence, sincerity, trustworthiness, respect, attentiveness, obedience, orderliness, forgiveness, virtue, fairness, caring, citizenship, and integrity. The course of study for each grade, kindergarten through twelfth (K-12), may be developed by the District. Activities, discussions, and visual media and literary presentations should be used to illustrate and reinforce the application of the character traits, and presentations should be made by teachers or mentors who demonstrate the character traits.

Using forms prescribed by the Arizona Department of Revenue:

- ~~● Total number of fees and contribution payments received.~~

- ~~Total dollar amount received.~~
- ~~Total dollar amount spent, categorized specifically by:~~
 - ~~Extracurricular activity.~~
 - ~~Character education program.~~
- ~~Total number of student participants, categorized specifically by:~~
 - ~~Extracurricular activity.~~
 - ~~Character education program.~~

~~When a school has a school council, the school council shall determine how contributions~~, a recipient school of any contribution must provide the following information to the Department by February 28 of each year:

- A. The total number of fee and cash contribution payments received during the previous calendar year.
- B. The total dollar amount of fees and contributions received during the previous calendar year.
- C. The total dollar amount of fees and contributions spent by the school during the previous calendar year, categorized by specific extracurricular activity or character education program.

In addition to this report to the Department, schools should issue a receipt to the taxpayer for any fees or cash contributions received. The receipt should include the public school name, school district name and number, taxpayer name and address, fees paid or amount contributed, date paid or contributed, and a description of the activity being supported.

The use of contributions that are not designated for a specific purpose ~~are to be used at the school.~~ ~~When a school does not have a school~~ shall be determined by the site council of the public school that receives the contributions. In the absence of a site council, the principal, director, or chief administrator of the school shall make the determination. ~~If~~ If, at the end of a fiscal year ~~a public school has~~, there remain any unspent contributions that were previously designated for a specific purpose or program, and that purpose or program has been discontinued or has not been used for two (2) consecutive fiscal years, these contributions shall be considered undesignated in the following fiscal year ~~for the purposes of this subsection.~~

GUIDELINES FOR THE PUBLIC SCHOOL EXTRACURRICULAR ACTIVITY (ECA) TAX CREDIT - AZDOR Link:

Compare JQ-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JQ-~~E~~-EA ©

EXHIBIT

STUDENT FEES, FINES, AND CHARGES

~~(Fees)~~FEES

Areas where fees may be charged include, but may not be limited to:

~~• Optional~~

A. ~~Optional~~ extracurricular activities, which are defined as any optional, noncredit, educational or

~~recreational activity~~

~~recreational activity~~ that supplements the education program of the school, whether offered before, during, or

~~after regular~~

~~after regular~~ school hours.

~~• Optional~~

B. ~~Optional~~ programs conducted when school is not in session.

C. ~~Fine arts courses (high school only).~~

D. ~~Vocational education courses (high school only).~~

E. ~~Other courses, fees for optional services, equipment, and materials offered to the students beyond those required to successfully complete the basic requirements of the course (high school only).~~

Pursuant to A.R.S. [15-342](#), a school district may charge fees for the activities described above if:

~~• The~~

A. ~~The~~ fees are reasonable.

~~• The~~

B. ~~The~~ fees do not exceed the actual costs of the activities, programs, services, equipment, or materials.

~~• A~~

C. A notice of the proposed fees is given to all parents of students enrolled at schools in the

~~District before~~

District before the Governing Board acts to adopt fees.

~~• The~~

D. The fees are then adopted by the Governing Board.

~~• The~~

E. The Governing Board includes in its action a grant of authority to the principals to waive the

~~assessment of~~

assessment of all or a part of any fee if it creates an economic hardship for a specific student.

~~• No~~

F. No fees are charged for students' access to or use of computers or related materials.

Compare JQ-EB © (version 3 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JQ-EB ©

EXHIBIT

STUDENT FEES, FINES, AND CHARGES

TAX CREDIT CONTRIBUTIONS

IS THIS A TAX CREDIT ELIGIBLE EXTRACURRICULAR ACTIVITY?

In accordance with A.R.S. § [15-342](#)(24) and § [43-1089.01](#)(G)(2):

1. Is the activity sponsored by the district/school? Yes No
2. Is the activity for enrolled students? Yes No
3. Is the activity optional? Yes No
4. Is the activity non-credit? Yes No
5. Does the activity supplement the district/school's educational ~~program?~~ ~~Yes~~ ~~No~~
Yes No
[program?](#)
6. Does the district/school charge a fee for participation in the activity? Yes No
7. Is the activity fee paid directly to the district/school? Yes No
8. Was the fee for this activity adopted by the Governing Board at ~~a public~~ ~~a~~
[public](#) meeting after notice to all parents ~~of~~
~~enrolled~~ ~~of~~ [enrolled](#) students? _____ Yes
No
9. Has the Governing Board authorized the principal to waive all or ~~part~~ ~~part~~
of the activity fee if it creates an ~~economic~~
~~hardship~~ [economic hardship](#) for a student? _____
~~Yes~~ No

If you answered *NO* to any of these questions, then the activity is not tax credit eligible. If you are not certain how to answer any of the above questions, you should consult the school's attorney before offering tax credits for the activity.

Frequently Asked Questions

1. **How must extracurricular activity fees be adopted?** To be eligible for tax credits, extracurricular activity ~~fees~~

~~—must be adopted~~ fees must be adopted by the Governing Board at a public meeting after notice to all parents of students enrolled ~~in~~

~~—the in the~~ District. [See A.R.S. § [15-342\(24\)](#)]. Districts typically adopt a fee schedule near the beginning of the ~~school~~

~~—year school~~ year and may later publish supplementary fee schedules. Best practice is for any extracurricular activity fees,

— including fees for field trips, to be included on the ~~district's~~ District's published fee schedules. Activity fees that have ~~not~~

~~—been properly~~ not been properly noticed or adopted by the Governing Board are not tax credit eligible.

2. **Can the fees be paid directly to a third-party that is coordinating the activity?** Extracurricular activity ~~fees~~

~~—must~~ fees must be paid directly to the district or school. Fees paid to third-parties do not qualify for tax credits. [See ~~Arizona~~

~~—Attorney~~ Arizona Attorney General Opinions I03-008 and I98-007.]

3. **Must the District waive all or part of an activity fee if it creates an economic hardship for a student?** ~~The~~

~~—Governing~~ The Governing Board must authorize a principal to waive all or part of an activity fee if it creates an economic ~~hardship~~

~~—for~~ hardship for a student. [See A.R.S. § [15-342\(24\)](#) and Arizona Attorney General Opinion I99-021.] If a student does not ~~raise~~

~~—enough~~ raise enough money through tax credit donations and cannot otherwise afford to participate in an extracurricular activity,

~~—the~~ the student's principal must be authorized to waive all or part of the fee. In practice, this means the principal ~~must~~

~~—find~~ must find another funding source to pay for the student's activity fee. For example, the school's site council may ~~choose~~

~~—to~~ choose to use undesignated tax credit donations to pay for the activity fees of students for whom payment would ~~represent~~

~~—an~~ represent an economic hardship. See A.R.S. § [43-1089.01\(E\)](#). Best practice is for a site council, at the beginning of the ~~school~~

~~—years~~ school year, to identify which activity fees it will cover and in what amounts. If a school or district is unable to waive part ~~of~~

~~—all~~ or all of an activity fee for a student for whom the fee creates an economic hardship, then no fees may be charged ~~for~~

~~—the for~~ the activity and the activity would no longer be tax credit eligible. See A.R.S. § [15-342\(24\)](#).

Any fees charged must be no more than the actual costs of the activity. See A.R.S. § [15-342\(24\)](#).

Arizona Department of Revenue, Office of Economic Research and Analysis, December 2014, Page 4.

Compare JR © STUDENT RECORDS (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JR © STUDENT RECORDS

Required student records (regular and special education) will be prepared in a manner consistent with ~~State-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 ~~No Child Left Behind~~ **Every Student Succeeds** Act of ~~2001-2015~~ (**NCLB**, **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, **NCLB**, **ESSA** and with federal regulations issued pursuant to such act.

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:

~~● The~~

A. ~~The~~ right of the parent or an eligible student to inspect and review the student's education records.

~~● The~~

B. ~~The~~ intent of the District to limit the disclosure of personally identifiable information contained in a student's

~~s-education~~

~~s education~~ records, including disciplinary records, except by the prior written consent of the parent or

~~eligible student~~

~~eligible student~~ or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or

~~the NCLB Act~~

~~the ESSA.~~

~~● The~~

C. ~~The~~ right of the parent or eligible student to seek to correct parts of the school education records that

~~the student~~

~~the student~~ or the parent believes to be inaccurate, misleading, or in violation of student rights. This

~~right includes~~

~~right includes~~ the right to a hearing to present evidence that the record should be changed if the

~~District decides~~

~~District decides~~ not to alter it according to the parent's or eligible student's request.

~~● The~~

D. ~~The~~ right of the parent or eligible student to file a complaint with the U.S. Department of Education if

~~they believe~~

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:

~~• The~~

A. The procedure for exercising the right to inspect and review education records.

~~• The~~

B. The procedure for requesting amendments of education records that the parent or eligible

~~student believe~~

student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.

~~• The~~

C. The conditions when prior consent is not required, the criteria for determining who constitutes a

~~school official~~

school official and what constitutes a legitimate educational interest.

If the School District permits the release of directory information relating to pupils, 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 to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by the ~~No Child Left Behind (NCLB) Act of 2001~~ Every Student Succeeds Act of 2015 (ESSA).

Adopted: ~~September 22, 2011~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-141](#)

[15-142](#)

[15-828](#)

[15-829](#)

~~4125-1346 et seq~~ [403.06](#)

~~41-1354~~

[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

Compare JR-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JR-R ©

REGULATION

STUDENT RECORDS

This procedure 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 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 the procedure, the District has used the following definitions of terms:

● *Student*

A. *Student* - Any person who attends or has attended a program of instruction sponsored by the District

~~and for whom~~

~~and for whom~~ the District maintains education records.



B. *Eligible*

~~student~~

~~student~~ - A student who has reached age eighteen (18) or is attending a postsecondary school.

● *Parent*

C. *Parent* - Either the natural parent of a student, unless the parent's rights under the FERPA have

~~been removed~~

been removed by a court order, statute, or other legal document, or a guardian, or an individual acting as

~~a parent~~

a parent or guardian in the absence of the student's parent or guardian. The District may presume

~~that the~~

that the parent has the authority to inspect and review education records relating to his or her child

~~unless the~~

unless the District has been advised that the parent does not have authority under applicable law.

~~•~~

D. Education

~~records~~

records - Any information directly related to a student recorded in any way including, but

~~not limited to~~

not limited to, handwriting, print, computer media, video or audio tape, film, microfilm or microfiche, that

~~is maintained by the~~

is maintained by the District, an employee of the District, or any agent of the District except:

~~■ Personal~~

1. Personal records kept by an employee of the District that meets the following tests:

~~⇒ It~~

a. It is used only as a personal memory aid.

~~⇒ It~~

b. It is kept in the personal possession of the individual who made it.

~~⇒ It~~

c. It is not accessible and has never been revealed to any other person except

~~the employee~~

the employee's temporary substitute.

~~■ Medical~~

2. **Medical** treatment records maintained for "eligible students."

~~■ Records~~

3. **Records** collected and maintained by a law enforcement unit of the school.

~~■ Records~~

4. **Records** containing only information about a person after that individual is no longer a student

~~in the~~

in the District.

~~■ An~~

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~~

grade or credit in a course.)

~~■ Related~~

6. **Related** alumni records after the student no longer attends classes provided by the District, and

~~the records~~

the records do not relate to the person as a student.

~~●~~

E. *Personally identifiable*

~~information~~

information - Any data or information that makes the subject of a record known.

~~This includes~~

This includes the student's name, the name(s) of the student's parent(s) or other family member(s), the student'

~~s address~~

s address, the student's Social Security number, a student number, a list of personal characteristics, or

~~other information~~

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:

■ **Identifies**

1. **Identifies** and authenticates a particular person as the source of the electronic consent.

■ **Indicates**

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].

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].

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:

● ~~When~~

A. ~~When~~ the refusal to provide copies effectively denies access to the records by the

~~student~~

~~student~~ [34 C.F.R. 300.617].

● ~~At~~

B. ~~At~~ the request of the parent or eligible student, when the District has provided the records to third parties

~~by the~~

~~by the~~ prior consent of the parent or eligible student.

● ~~At~~

C. ~~At~~ the request of the parent or eligible student when the District has forwarded the records to another

~~school where~~

~~school where~~ the student seeks or intends to enroll.

Directory 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)]:

~~• The~~

A. The student's name.

~~• The~~

B. The student's address.

~~• The~~

C. The student's telephone listing.

~~• The~~

D. The student's date and place of birth.

~~• The~~

E. The student's electronic mail address.

~~• The~~

F. The student's photograph.

~~• The~~

G. The student's grade level.

~~• The~~

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).

~~• The~~

K. The student's participation in officially recognized activities and sports.

~~• The~~

L. The student's weight and height if a member of an athletic team.

~~•~~

M. The student's honors and awards received.

~~• The~~

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. 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

districts by the Arizona Department of Education allowing pupils to request that directory information not be released. If the District distributes materials to pupils 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 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.

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. 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).

~~•~~A
B. A person certificated by the state and appointed by the Board to an administrative or supervisory position.

~~•~~A
C. A person certificated by the state and under contract to the Board as an instructor.

~~•~~A
D. A person employed by the Board as a temporary substitute for administrative, supervisory, or

~~instructional personnel~~

instructional personnel for the period of such performance as a substitute.

~~•~~A
E. A person employed by or under contract to the Board to perform a special task, such as a secretary, a clerk,

~~the~~

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:

~~•~~Perform
A. Perform an administrative task required in the school employee's position description approved by the Board.

~~•~~Perform
B. Perform a supervisory or instructional task directly related to the student's education.

~~•~~Perform
C. Perform a service or benefit for the student or the student's family, such as health care, counseling,

~~student job~~

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]:

~~● When~~

A. **When** a student seeks or intends to enroll in another school district or a postsecondary school the District

~~will not~~

will not further notify parents or eligible students prior to such a transfer of records. Parents and student have

~~a right~~

a right to obtain copies of records transferred under this provision. See Exhibit JR-EC.

~~● When~~

B. **When** certain federal and state officials need information in order to audit or enforce legal conditions

~~related to~~

related to federally supported education programs in the District.

~~● To~~

C. **To** parties who provide or may provide financial aid to a student to:

~~■ Establish~~

1. **Establish** the student's eligibility for the aid.

~~■ Determine~~

2. Determine the amount of financial aid.

~~■ Establish~~

3. Establish the conditions for the receipt of the financial aid.

~~■ Enforce~~

4. Enforce the agreement between the provider and the receiver of financial aid.

~~● If~~

D. If a state law adopted before November 19, 1974, required certain specific items of information to be

~~disclosed in~~

disclosed in personally identifiable form from student records to state or local officials.

~~● If~~

E. If a state law adopted before November 19, 1974, required certain specific items of information to be

~~disclosed in~~

disclosed in personally identifiable form from student records to state or local officials of the juvenile justice system

~~and the~~

and the officials certify in writing that the information will not be disclosed to any other party, except as

~~provided under~~

provided under state law, without prior signed and dated written consent of the parent or the eligible student.

~~● When~~

F. When the District has entered into a written agreement or contract for an organization to conduct studies

~~on the~~

on the District's behalf to develop tests, administer student aid, or improve instruction.

~~● To~~

G. To accrediting organizations to carry out their accrediting functions.

~~● To~~

H. To parents of an eligible student if the parents claim the student as a dependent as defined by the

~~Internal Revenue~~

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~~

notify the parent or the eligible student before making a disclosure under this provision unless directed otherwise

~~by a~~

by a court of competent jurisdiction.

●

J. To comply with

~~an~~

an *ex parte*

~~order~~

order from a court of competent jurisdiction requiring the District to permit

~~the U~~

the U.S. Attorney General or U.S. Attorney General's designee to collect education records in the

~~possession of~~

possession of the District that are relevant to an authorized investigation or prosecution of an offense listed in 18 U.S.C.

~~2332b~~

2332b(g)(5)(B) for an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

~~An~~

An *ex*

~~parte~~

parte order is an order issued by a court of competent jurisdiction without notice to the adverse party. A

~~disclosure pursuant~~

disclosure pursuant to

~~an~~

an ex parte

~~order~~

order will not be recorded as a disclosure of information from a student's

~~education records~~

education records by the District.

~~• If~~

K. If the District initiates legal action against a parent or student, the District may disclose to the court, without

~~a court~~

a court order or subpoena, the education records of the student that are relevant for the District to proceed

~~with the~~

with the legal action.

~~• If~~

L. If a parent or eligible student initiates legal action against the District, the District may, without a court order

~~or subpoena~~

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~~

of terrorism.

~~• The~~

N. The disclosure is in connection with a health or safety emergency. Time is an important and limiting

~~factor in~~

factor in determining whether the disclosure is in connection with a health or safety emergency. The District

~~will permit any~~

will permit any school official to make the needed disclosure from student education records in a health

~~or safety~~

or safety emergency if:

~~■ The~~

1. The official deems the disclosure is warranted by the seriousness of the threat

~~to the~~

to the health

~~or safety~~

or safety of the student or other persons.

~~■ The~~

2. The information is necessary and needed to address the emergency.

~~■ The~~

3. The persons to whom the information is to be disclosed are qualified and in a position to

~~deal with~~

deal with the emergency.

~~● The~~

O. The District may release student attendance, disciplinary, and other education records to a law

~~enforcement agency~~

enforcement agency and county attorney pursuant to an intergovernmental agreement between the District,

~~the law~~

the law enforcement agency, the county attorney, and other state, local, or tribal government agencies

~~to create a local~~

to create a local or tribal juvenile justice network for the purpose of:

~~■ providing~~

1. providing appropriate programs and services to intervene with juveniles currently involved in the

~~juvenile justice~~

juvenile justice system.

~~■ providing~~

2. ~~providing~~ appropriate programs and services designed to deter at-risk juveniles from dropping out

~~of school~~

~~of school~~ or other delinquent behavior.

~~■ increasing~~

3. ~~increasing~~ the safety and security of the community and its children by reducing juvenile crime.

~~● Education~~

P. ~~Education~~ records provided pursuant to an intergovernmental agreement entered into in accord with

~~the above~~

~~the above~~ provisions shall be used solely for the purposes of the agreement and shall not be disclosed

~~to any other party~~

~~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 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.

~~● The~~

B. ~~The~~ reasons for the disclosure.

~~● The~~

C. ~~The~~ person or the organization or the class of persons or organizations to whom the disclosure is to be made.

~~● The~~

D. ~~The~~ signature of the parent or eligible student.

~~● The~~

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:

~~The~~

A. The name of the person, organization or agency that made the request.

~~The~~

B. The interest the person, organization or agency had in the information.

~~The~~

C. The date the person, organization or agency made the request.

~~Whether~~

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:

~~the~~

A. the parent or eligible student,

~~authorized~~

B. authorized law enforcement officials conducting an investigation of acts of terrorism,

~~school~~

C. school officials who have a legitimate educational interest in the student,

~~requests~~

D. requests for or disclosures of information contained in the student's education records if the request

~~is accompanied~~

is accompanied by or authorized by the prior signed and dated written consent of the parent or

~~eligible student~~

eligible student, or

~~for~~

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~~

term incorrect will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The

~~term correct~~

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~~

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:

● Provide

A. Provide the requester a copy of the questioned record at no cost.

● Ask

B. Ask the requester to initiate a written request for the change.

● Follow

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:

● Is

A. Is inaccurate and why,

● Is

B. Is misleading and why, or

● Violates

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]:

~~The~~

A. ~~The~~ District's decision that the record is correct and the basis for the decision.

~~A~~

B. ~~A~~ notice to the requester explaining the requester's right to ask for a hearing to present evidence that

~~the record~~

~~the record~~ is incorrect and that the District will grant such a hearing.

~~Instructions~~

C. ~~Instructions~~ for the requester to contact the Superintendent to discuss acceptable hearing officers,

~~convenient times~~

~~convenient times~~, and a satisfactory site for the hearing. (The District will not be bound by the requester's positions

~~on these~~

~~on these~~ items but will, as far as possible, arrange the hearing as the requester wishes.)

~~Advice~~

D. ~~Advice~~ that the requester may be represented or assisted in the hearing by other parties, including

~~an attorney~~

~~an attorney~~,

~~at~~

~~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:

- ~~If~~
 - A. If the decision is that the District will change the record, the Superintendent will instruct the record custodian

~~to correct~~

to correct the record. The record custodian will correct the record and notify the requester as at the second-

~~level decision~~

level decision [34 C.F.R. 300.620 and 99.21].

- ~~If~~
 - B. If the decision is that the District will not change the record, the Superintendent will prepare a written notice

~~to the~~

to the requester that will include [34 C.F.R. 300.620 and 99.21]:

■ ~~The~~

1. The District's decision that the record is correct and will not be changed.

- ~~A~~
 - 2. A copy of a summary of the evidence presented at the hearing and a written statement of the

~~reasons for~~

reasons for the District's decision.

~~■ Advice~~

3. **Advice** to the requester that an explanatory statement may be placed in the student's education

~~records stating~~

records stating the reasons for disagreement with the District's decision and/or the reasons for believing

~~the record~~

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~~

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~~

Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT);

~~No Child Left Behind~~

Every Student Succeeds Act of

~~2001~~

2015 (

~~NCLB~~

ESSA);

The Individuals with Disabilities in Education Act; 20 U.S.C. Chapter 33; and the

~~Federal Regulations~~

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.

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

EXHIBIT

STUDENT RECORDS

LOCATIONS OF EDUCATION RECORDS

Types

Location

Custodian

Cumulative school records

School officePrincipal

Cumulative school records
(former students)

Administrative CenterRecord's clerk

Health records

School office

Nurse

Speech therapy records

School office

Speech therapist

Psychological records

School office

Psychologist

Special test records

Administrative Center

Director of student services

School transportation records

Support Center

Supervisor of transportation

Occasional records: education records not identified above, such as those in the Superintendent's office, in the school attorney's office, or in the personal possession of teachers (examples: discipline records, Honor awards)

The principal will collect
and make available at
the student's school

Compare JR-EB © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

JR-EB ©

EXHIBIT

STUDENT RECORDS

DESIGNATION OF DIRECTORY INFORMATION

During the school year, District staff members may compile nonconfidential student directory information specified below.

According to state and federal law the below-designated directory information may be publicly released to educational, occupational or military recruiting representatives without your permission. If the Governing Board permits the release of the below-designated directory information to persons or organizations who inform students of educational or occupational opportunities, by law the District is required to provide the same access on the same basis to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless you request in writing **that the school not to release the student's information without your prior signed and dated written consent. If you do not opt-out-of-releasing-object to the release of any and all of the below-designated information in writing, then the District must provide military recruiters, upon request, directory information containing the student's names, addresses and telephone listings.**

If you *do not want any or all of the* below-designated information about your son/daughter to be released to any person or organization without your prior **signed and dated** written consent, you must notify the District in writing by checking off any or all of the rejected information, signing the form at the bottom of this page, and returning it to the Principal, within two (2) weeks of receiving this form. If the School District does not receive this notification from you within the prescribed time, *it will be assumed that your permission is given to* release your son's/daughter's designated directory information.

TO: Principal

I *do not* want **any or all** the information I have p below concerning (student's name) _____ designated as directory information and released to any person or organization without my prior written consent:

- | | |
|--|--|
| <input type="checkbox"/> Name | <input type="checkbox"/> Address |
| <input type="checkbox"/> Telephone listing | <input type="checkbox"/> Electronic mail address |
| <input type="checkbox"/> Date and place of birth | <input type="checkbox"/> Photograph |
| <input type="checkbox"/> Dates of attendance | <input type="checkbox"/> Grade level |

Honors and awards received Major field of study

Enrollment status (e.g., part time or full time)

Participation in officially recognized activities and sports

Weight and height of members of athletic teams

Most recent educational agency or institution attended

(Parent/guardian signature)

(Date)



JR-EC ©

EXHIBIT

STUDENT RECORDS

**NOTIFICATION TO NEW SCHOOL OF ATTENDANCE
OF RECORDS AVAILABLE AT PREVIOUS
SCHOOL OF ATTENDANCE**

Dear Principal,

_____ has been attending District school(s) at _____, Arizona. Records available at our school contain information that should be helpful to your staff in developing an educational program. Our student education records policy permits forwarding copies of records to schools in which the student intends to enroll upon a formal request to receive them.

To expedite the transfer of the information, please review the enclosed Request for Student Education Records and check the records for which you are requesting a copy.

Return this form and the enclosed Request for Student Education Records to:

(Records Custodian) (School District Name)

(Date) (Address)

Enclosed: Request for Student Education Records



JR-ED ©

EXHIBIT

STUDENT RECORDS

REQUEST FOR STUDENT EDUCATION RECORDS

Copy to student file

Name of Agency Address

Requester

Name of Authorized Person Phone

Requested from

Name of Agency Address

Student

Student Name Address

Parent Name Address

Previous School Address Dates Attended

- Purpose for request: No information available about about previous school, Need assistance in understanding complex behavior and needs, Need evaluation information for immediate special education placement, Need information to help prepare an educational program for the student, Need verification that the student has a disability, Other: _____

| | | |
|-------------------------------|--|---|
| Type of information requested | Permanent record data: | o Basic identifying data, attendance data, and academic data |
| | General cumulative data: | o General administrative data and results of group tests |
| | Health data: | o General medical data and reports |
| | Specialized student data: | o Individualized evaluation records and specialized reports (including reports from outside agencies) |
| | Special education placement records: Suspension and/or expulsion records: | o All records of placement if special education o All records of suspension and/or expulsion |

| | |
|------------------------------------|---|
| Assurance statement and signatures | In making this request, the undersigned agrees that the information received will be used only by the professional school staff members who are assigned to work with the student in the educational program and will not be released to any other party without the prior written consent of the parent or eligible student. |
|------------------------------------|---|

| | |
|----------------|----------------------|
| Date Requested | Authorized Signature |
|----------------|----------------------|

| | |
|------------------|---|
| Parental consent | I, _____, as the parent of _____, |
| | (Parent Name) (Student's Name) |
| | consent to the release of records listed above to the party named above. I am aware of my rights to review the records and receive a copy at my expense, if I so request. |

| | |
|---------------------|------|
| Signature of Parent | Date |
|---------------------|------|



JR-EE ©

EXHIBIT

STUDENT RECORDS

RECORD OF ACCESS

(To be Placed Inside the Student's Record File.)

Requester
(Name of Agency) Date of
Request Date
Request
Filled Records
Requested Method of Access
(C-Copy,
E-Examine, V-Verbal) Educational
Interest or
Purpose Date
Parents
Notified



JR-EF ©

EXHIBIT

STUDENT RECORDS

DESTRUCTION OF INFORMATION

Date _____

Dear _____ (parent or guardian) _____,

This is to advise you that District schools may destroy special education data and other information on a student who has been in a special education program whenever the student has been withdrawn, transferred, or graduated from the District for at least five (5) years or when the information is no longer needed to provide education services to

Student's Name

However, information contained in these records may be needed for other purposes, such as documentation for eligibility for Social Security benefits.

Before these records are destroyed, you have the right to review the records and obtain copies of any information. Please indicate your desire below and return this form to the School District before

Date

Sincerely,

Signature and Title of District Official

I Do Do Not wish to review the records of _____

Parent's or Guardian's Signature

Date

If you do not complete and return this form within 90 days, records will be destroyed in accordance with established policy.

LEGAL REF.:
20 U.S.C. 1232(f)(a)
34 C.F.R. 80.42



**JRCA ©
REQUEST FOR TRANSFER
OF RECORDS**

The Superintendent shall develop procedures that comply with federal and Arizona law related to the request for, and the response to such request for, records of students who transfer into or out of the schools of the District from or to another school.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-141](#)

[15-828](#)

[15-829](#)

[41-1354](#)

20 U.S.C. 1232

Compare JRCA-R © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

JRCA-R ©

REGULATION

REQUEST FOR TRANSFER OF RECORDS

Requesting Records of Transfer Students

Upon enrollment of a transfer student from a private school or from a public school in another district, the principal shall request that the student's parent or guardian (or an emancipated student) authorize consent for the request for the student's education records on form JR-ED.

Within five (5) school days after enrolling a transfer student from a private school or from a public school in another district, the principal shall request, directly from the student's previous school, a certified copy of the student's record.

Responding to Requests for Student Records

Upon receiving a request for the records of a student who has withdrawn from school, the principal shall comply and forward the record within ~~five-ten~~ (510) days after receipt of the request, unless:

- ~~The-A.~~ The record has been flagged pursuant to A.R.S. [15-829](#), in which case the record shall not be forwarded and ~~law~~

[law](#) enforcement officials shall be notified.

- ~~The-B.~~ The request does not conform to the requirements related to proper release of records by an emancipated ~~student~~

[student](#) or parent.

Until June 30, 2018 or extension by the Arizona legislature, if a pupil is enrolled in a school district and that pupil also participates in Arizona online instruction, the pupil's school shall release a copy of the pupil's transcript to the online course provider within ten (10) days after a valid request to release the pupil's transcript. If the online course provider does not receive the pupil's transcript, after ten (10) days the online course provider shall notify the pupil's School District that the online course provider has not received the transcript and the pupil's transcript shall be released to the online course provider within ten (10) days. Non-compliance may result in a penalty assessed for each day of violation per A.R.S. [15-701.01](#).

The penalty prescribed immediately above does not apply to requests that would violate the family educational rights and privacy act of 1974 (20 United States Code section 1232g).



JRD ©
STUDENT PHOTOGRAPHS

The Superintendent shall establish procedures for selection of school photographers and collection of funds for school pictures.

In any circumstance where an agreement or arrangement for school photography requires prepayment by students prior to the receipt of services and products, the photography company shall provide a copy of a current commercial performance bond in an amount not less than the total projected receipts to be collected from students.

Adopted: date of manual adoption



JRD-R ©

REGULATION

STUDENT PHOTOGRAPHS

School pictures may be taken for individual or school purposes.

The selection of a school picture photographer shall be considered annually by the school administration. Specifications for photographic products and services must be drafted to serve as a standard for proposals that shall be solicited from qualified studios or individuals. Proposals shall be solicited from qualified persons. Proposals shall be evaluated according to the following criteria:

- Ability to provide required services in a timely manner.
- Quality of service and products.
- Reliability of contractor.
- Contractor experience and reputation.
- Lowest cost to students.

The Superintendent shall recommend a school photographer to the Board.

Procedures for collection of funds for school pictures shall be approved by the principal.

If an agreement or arrangement for school photography requires the students to prepay for their pictures, the photography company must provide a copy of their current commercial performance bond in an amount at least as great as the cumulative gross total amount of money to be collected from the students.

JRDA

STUDENT PHOTOGRAPHS

The Board recognizes that student photographic images have the potential for enhancing instruction, improving students' motivation, providing a positive image for the District and increasing safety by creating a database for the visual verification of a student's identity.

Reasonable precautions shall be taken to prevent the misuse of student images and student photographs (analog, digital, still or motion). Student images and student photographs will not be taken without a signed release from a parent.

The Superintendent or designee shall develop regulations implementing this policy.

Adopted: date of manual adoption



JRDA-R

REGULATION

STUDENT PHOTOGRAPHS

The following procedures will govern student photographs:

- Student photos will not become part of a public presentation, including, but not limited to: displays on internet websites, school brochures and programs, press releases, newspaper articles or televised news coverage without prior written consent from parents. At the start of each school year the District will provide parents with a written photographic release, giving parents the option of excluding their child from being photographed.
- If not precluded by a parent, the District will only use student images to enhance instruction, improve students' motivation, provide a positive image for the District, and increase safety by creating a database for the visual verification of the student. Specific activities may include, but are not limited to, the following:
 - Classroom and instructional programs for student production and motivational projects.
 - Publicity for the District.
 - Teleconferencing in "face to face" format where live transmissions include visual contact.
- The following mandatory security measures will be taken in regards to the storage of student images:
 - Any photo CD provided to the school or District will be locked and secured in a vault. A photo CD must be signed out for by authorized personnel before using the CD.
 - No photo CD will be left unattended.
 - The student database will only be accessible within the school and by authorized personnel.
 - Images used for student records will be transferred from the CD to the school server and will be protected by password.
- The school will contract for student photography services with qualified vendors. Each school's parent organization, however, will choose the specific vendor it will use and will negotiate the cost of the vendor's services. Vendors that the District selects must agree to comply with the District's student photography policy and regulation and must demonstrate, to the District's satisfaction, the vendor's internal safety measures that are used to protect student photographic images from inappropriate or unauthorized use. Additionally, selected vendors must agree to indemnify the District against liability resulting from the vendor's noncompliance with the District's photography policy and regulation or the vendor's own internal procedures.

Compare JRDA-E (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

~~JRDA-E~~

~~EXHIBIT~~

~~STUDENT PHOTOGRAPHS~~

~~STUDENT PHOTO/VIDEO PUBLICATIONS RELEASE~~

~~I give my permission for Glendale Elementary School District, Glendale, Arizona to reproduce my son's/daughter's image through photography and videography for use in District publications and for assignments to create multimedia projects.~~

~~I understand that:~~

- ~~● my child's given name may be associated with his/her image;~~
- ~~● last names and other descriptions that would personally identify my child will not be included in a production or publication without my separate consent; and~~
- ~~● my child's image may become part of a public presentation including, but not limited to, displays such as an internet website, school brochures and programs, press releases, and newspaper articles.~~

Name of Student _____

School Attending _____ Grade _____

Name of Parent/Guardian (printed) _____

Signature of Parent/Guardian _____

Date _____ **Must be authorized annually**



JRR © STUDENT SURVEYS

Student surveys will be prepared, administered, retained, and communicated to parents and students in a manner consistent with state and federal laws. The requirements of the Arizona Revised Statutes shall be as specified in the relevant statutes and subsequent regulations.

The District will comply with all statutes pertaining to surveys including the requirement that notwithstanding any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district, a charter school or the department of education for longer than one (1) year and that solicits personal information about the pupil regarding any of the following which are listed in A.R.S. [15-117](#).

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

A parent of a pupil that has a reasonable belief that a school district or charter school has violated this section may file a complaint with the attorney general or the county attorney for the county in which an alleged violation of this section occurred. The attorney general or the county attorney for the county in which an alleged violation of this section occurred may initiate a suit in the superior court in the county in which the school district or charter school is located for the purpose of complying with this section. After receiving written notice of an alleged failure to comply with this section, a school district or charter school that determines that a violation has occurred is not subject to a penalty or cause of action under this section if the school district or charter school cures the violation. For the purposes of this subsection, "cure"

means to destroy any information gathered in violation of this section and to provide written instruction to the individual circulating the survey, to be kept on file for one (1) year after receipt of the written notice of the alleged failure to comply.

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Protection of Pupil Rights Act (PPRA).

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

Annual Notification

At the beginning of every school year, every school district and charter school shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to A.R.S. [15-117](#) for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of section [15-117](#). For any pupil who is at least eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to subsection A of section [15-117](#) shall be approved and authorized by the school district or charter school. The school district or charter school is subject to the penalties prescribed in subsection L of section [15-117](#). A teacher or other school employee may not administer any survey pursuant to subsection A of section [15-117](#) without written authorization from the school district or charter school.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S.

[15-101](#)

[15-102](#)

[15-104](#)

[15-117](#)

[15-141](#)

[15-142](#)

[15-249](#)

[15-741](#)

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. 7908

34 C.F.R. 98

34 C.F.R. 300

CROSS REF.:

[JI](#) - Student Rights and Responsibilities

[JICEC](#) - Freedom of Expression

[JII](#) - Student Concerns, Complaints, and Grievances

JR - Student Records

KB - Parental Involvement in Education



KA ©
SCHOOL - COMMUNITY - HOME
RELATIONS
GOALS / PRIORITY OBJECTIVES

The Superintendent shall interpret the educational program to the people and invite discussions and suggestions on important educational issues, and shall attempt, at all times, to represent the entire community rather than any single group or section. The District shall pursue the following school-community relations goals:

- To develop intelligent citizen understanding of the District in all aspects of its operation.
- To determine how the citizenry feels about the District and what it wishes the District to accomplish.
- To develop citizen understanding of the need for adequate financial support for a sound educational program.
- To help citizens assume a more direct responsibility for the quality of education the District provides.
- To earn the goodwill, respect, and confidence of the citizenry in the personnel and services of the District.
- To bring about citizen understanding of the need for the improvement and what must be done to facilitate essential change.
- To involve citizens in the work of the District and the solving of its educational problems.
- To invite the assistance, cooperation, and understanding of elected and appointed community officials and committees in the development of educational programs and facilities.
- To promote a genuine spirit of cooperation between the District and community in sharing leadership for the improvement of the community.

Adopted: date of manual adoption

Compare KB © PARENTAL INVOLVEMENT IN EDUCATION

first

(version 4 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

KB © PARENTAL INVOLVEMENT IN EDUCATION

The Superintendent, in consultation with parents, teachers, and administrators, shall develop procedures for parental involvement in the school(s). These shall include:

●—A. A plan for parent participation in the school designed to improve parent and teacher cooperation in ~~such areas as~~ such areas as homework, attendance, and discipline. ●—A The plan shall provide for the administration of a parent-teacher satisfaction survey.

B. A method by which parents may learn about the course of study for their children and review ~~learning materials~~ learning materials, including the source of any supplemental educational materials.

●—A-C. A procedure by which parents who object to any learning material or activity on the basis that it is ~~harmful may~~ harmful may withdraw their children from the activity or from the class or program in which the material is used ~~and request~~ and request an alternative assignment. Objection to a learning material or activity on the basis that it is ~~harmful includes objection~~ harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or ~~religion or~~ religion or, because of sexual content, violent content, or profane or vulgar language.

●—A-D. A procedure by which parents or guardians of students enrolled in the District shall have access in ~~advance to the~~ advance to the instructional materials, learning materials and activities currently used by, or being considered for ~~use by~~ use by, the District.

●—A-E. A procedure by which the District shall obtain signed, written consent from a student's parent or ~~guardian before~~ guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

●—~~Procedures~~-F. Procedures to prohibit the School District from providing sex education instruction to a student unless ~~the student~~ the student's parent provides written permission for the student to participate in the sex education curricula ~~if the~~ if the School District offers any sex education curricula pursuant to A.R.S. ~~15-711 on~~ on the requirement to include instruction to ~~include instruction to~~ student in grades seven (7) through twelve (12) on laws relating to sexual ~~conduct with a~~ conduct with a minor ~~or~~ or ~~15-716 concerning~~ concerning instruction on immune deficiency syndrome, or pursuant to any ~~rules adopted~~ rules adopted by the State Board of Education.

●—~~Procedures~~-G. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their ~~children from~~ children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

- ~~Procedures~~-H. **Procedures** by which parents may learn about the nature and purpose of clubs and activities that are part ~~of the~~ of the school curriculum, extracurricular clubs, and activities that have been approved by the school.
- ~~Procedures~~-I. **Procedures** by which parents may learn about parental rights and responsibilities under the laws of this state, ~~including~~ including the following:
 - ~~The~~-1. **The** right to opt in to a sex education curriculum if one is provided by the District.
 - ~~Open~~-2. **Open** enrollment rights pursuant to A.R.S. [15-816.01](#), relating to the District policies on ~~open enrollment~~ open enrollment.
 - ~~The~~-3. **The** right to opt out of assignments pursuant to A.R.S. [1-601](#), Parents Bill of Rights. [See Exhibit KB-EB]
 - ~~The~~-4. **The** right to opt ~~out~~ a child out of immunizations as authorized by A.R.S. [15-873](#), relating to an ~~outbreak of~~ outbreak of a communicable disease.
 - ~~The~~-5. **The** promotion requirements prescribed in A.R.S. [15-701](#) ~~for~~ for students in grades one (1) ~~through eight~~ through eight (8).
 - ~~The~~-6. **The** minimum course of study and competency requirements for graduation from high ~~school prescribed~~ school prescribed in A.R.S. [15-701.01](#).
 - ~~The~~-7. **The** right to opt out of instruction on the acquired immune deficiency syndrome as provided ~~by A~~ by A.R.S. [15-716](#).
 - ~~The~~-8. **The** right to review their child's standardized norm-referenced test results pursuant to A.R.S. [15-743](#).
 - ~~The~~-9. **The** right to participate in gifted programs pursuant as prescribed by A.R.S. [15-779.01](#).
 - ~~The~~-10. **The** right to access instructional materials as directed by A.R.S. [15-730](#).
 - ~~The~~-11. **The** right to receive the school's annual report card pursuant to A.R.S. [15-746](#).
 - ~~The~~-12. **The** school attendance and age requirements for children prescribed in A.R.S. [15-802](#), [15-803](#) ~~and~~ and [15-821](#).
 - ~~The~~-13. **The** right to public review of courses of study and textbooks in the common schools (~~preschool programs~~ preschool programs through grade eight [8]), as prescribed in A.R.S. [15-721](#), and in high schools, prescribed in A. ■ ~~The~~ R.S. [15-722](#).
 - 14. **The** right to be excused from school attendance for religious purposes as described by A.R.S. [15-806](#).
 - ~~Policies~~-15. **Policies** related to parental involvement pursuant to A.R.S. [15-102](#) ~~and~~ and set out herein.
 - ~~The~~-16. **The** right to seek membership on school councils pursuant to A.R.S. [15-351](#), describing the purpose, ~~duties~~ duties, and membership of a school council.

[Subject to the exemption of certain school ~~districts exempted~~ districts exempted as described in A.R.S. [15-352](#).]:

~~■ The right to participate in a parental satisfaction survey to be distributed to the parent of every child enrolled at the school, pursuant to A.R.S. [15-353](#).~~

~~■ Information~~

17. Information about the student accountability information system (SAIS) as prescribed in ~~section~~ section [15-1042](#).

~~■ The~~ 18. The right to access the failing schools tutoring fund pursuant to A.R.S. [15-241](#).

The District plan under this policy may also include:

A. Making parents aware of this District parental involvement policy, including:

1. Rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as revised (20 U.S.C. 1232g) relating to access to children's official records.
2. The parent's right to inspect the District policies and curriculum.

B. Efforts to encourage the development of parenting skills.

C. The communication to parents of techniques designed to assist the student's learning experience in the home.

D. Efforts to encourage access to community and support services for children and families.

E. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.

F. Identifying opportunities for parents to participate in and support classroom instruction at the school.

G. Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.

H. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.

I. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.

J. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.

K. Provide to parents the information in this policy in an electronic form.

Resumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The resumé shall include individual educational and teaching background and experience in a particular academic content subject area.

For the purposes of this policy parent means the natural or adoptive parent or legal guardian of a minor child.

When a parent submits a written request for information to the Superintendent or a school principal during regular business hours:

● ~~The A.~~ **The A.** The Superintendent or principal shall:

■ ~~Deliver 1.~~ **Deliver 1.** Deliver the requested information to the parent within ten (10) calendar days, or

■ ~~Provide 2.~~ **Provide 2.** Provide to the parent a written explanation for denial of the requested information.

● ~~If B.~~ **If B.** If the requested information is denied or is not received by the parent within fifteen (15) calendar days:

■ ~~The 1.~~ **The 1.** The parent may submit to the Governing Board a request for the requested information, and

■ ~~The 2.~~ **The 2.** The Governing Board shall consider the request at the next scheduled meeting of the Board on ~~which the~~ **which the** request can be properly noticed. If the request cannot be properly noticed on the next ~~scheduled meeting~~ **scheduled meeting** agenda, the Governing Board shall formally consider the request at the next ~~subsequent public meeting~~ **subsequent public meeting** of the Governing Board.

Adopted: ~~September 22, 2011~~ **date of Manual adoption**

LEGAL REF.:

A.R.S.

[1-601](#)

[1-602](#)

[15-101](#)

[15-102](#)

[15-113](#)

[15-117](#)

[15-341](#)

[15-722](#)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[IHBD](#) - Compensatory Education

[IJ](#) - Instructional Resources and Materials

[IJND](#) - Technology Resources

[JHD](#) - Exclusions and Exemptions from School Attendance

[KDB](#) - Public's Right to Know/Freedom of Information



KB-R ©

REGULATION

PARENTAL INVOLVEMENT IN EDUCATION

Parent and Teacher Cooperation in Homework, Attendance, and Discipline

When homework, attendance, and discipline rules are being considered, a procedure similar to, but not limited to, the following shall be used:

- An ad hoc committee shall be appointed by the appropriate administrative officer under the provisions of Board policy. The committee will study the issue and make recommendations to the appointing administrator. The committee will be dissolved when the final report is submitted.
- School staff members, including teachers, will be appointed to study the issues and report to the appointing administrator. The administrator will schedule hearings on the staff report, give parents sufficient notice, and conduct hearings to permit parent reaction to the staff report, copies of which shall be readily available for parent review. Following the hearings, the administrator will prepare recommendations that give careful consideration to the views of teachers and parents. Such recommendations will be submitted to the Superintendent unless the recommendations are prepared by the Superintendent, in which case the recommendations will be submitted to the Board.

Parents' Access to Courses of Study and Learning Materials

Parents who wish to learn about the course of study for their children or to review learning materials shall do so under provisions of Board Policy IJ and supporting regulations.

Parental Objections to Learning Activities or Materials

Parents who wish to object to any learning activities or learning materials may do so under provisions of Board Policies IJ, KB and supporting regulations.

Availability of Instructional Employee Resumés

The administration shall inform parents of the availability of each teaching employee's resumé and make that document available for inspection upon request of parents or guardians of pupils enrolled at a school. Such information shall not include teacher address, salary, social security number, and telephone or other personally identifiable information as determined by the District.



KB-E ©

EXHIBIT

**PARENTAL INVOLVEMENT
IN EDUCATION**

RESUMÉ OUTLINE

Instructor Identification

| | |
|------|--------------------------------|
| Name | Current teaching assignment(s) |
| | |

Professional Preparation

Certificated to teach in current assignment yes no

Emergency or provisional status yes no

| | | |
|--|--|--|
| Institution | | Institution |
| <input type="radio"/> Bachelor Degree _____ | | <input type="radio"/> Masters Degree _____ |
| <input type="radio"/> Doctorate Degree _____ | | <input type="radio"/> Other _____ |
| | | Education/ _____ |
| | | Training _____ |

Professional Experience

Grade level or Academic Content Subject Area*

Years Taught

***Grade Level for self-contained classroom;
Subject Area for departmentalized courses.**



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 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 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 access and review all medical records of the minor child unless otherwise prohibited by law or 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 the 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, during or as part of a forensic interview in a criminal or child protective 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 notification of the parent would impede a law enforcement or child protective 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 routinely addressed as student disciplinary matters by the school.

K. The right to obtain information about a child protective 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 permitted 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, 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. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied.

O. 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.).



**KCCA ©
COMMUNITY INVOLVEMENT
IN BOND CAMPAIGNS**

While the Board may, and should, provide information to the public on school building needs, it may not use District funds to advocate "yes" votes on bond issues.

It shall be the policy of the Board to use the input from a citizens' advisory committee in examining educational and building needs of the District.

As the need for a bond issue arises, a citizens' committee may encourage and promote the passage of the bond issue and collect funds needed for such promotion.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-491](#)

[15-492](#)

[15-493](#)

A.G.O.

179-192

183-117



KCD ©
PUBLIC GIFTS / DONATIONS
TO SCHOOLS

The Board has the authority to accept gifts and donations as may be made to the District or to any school in the District.

The Board reserves the right to refuse to accept any gift that does not contribute toward the achievement of the goals of this District and the ownership of which would tend to adversely affect the District.

Any gift accepted by the Board shall become the property of the District, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of the District. The Board shall be responsible for the maintenance of any gift it accepts, unless otherwise stipulated.

The Board will make every effort to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the District.

In no case shall acceptance of a gift be considered to be an endorsement by the Board of a commercial product or business enterprise or institution of learning.

The Superintendent shall:

- Encourage individuals and organizations considering contributions to the schools to consult with the Superintendent on the appropriateness of any such gifts.
- Report to the Board all gifts that have been offered to the District, for their review and action.
- Acknowledge the receipt and value of any gift accepted by the District, and prepare fitting means, as appropriate, for recognizing or memorializing gifts to the District.

Gifts shall be recorded in appropriate inventory listing(s) and property records.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-393](#)

[15-1224](#)

A.G.O.

180-156

CROSS REF.:

[DDA](#) - Funding Sources Outside the School System



KCD-R ©

REGULATION

PUBLIC GIFTS / DONATIONS TO SCHOOLS

To be acceptable, a gift must satisfy the following criteria:

- It will have a purpose consistent with those of the school.
- It will be offered by a donor acceptable to the Board.
- It will not begin a program that the Board would be unwilling to take over when the gift or grant funds are exhausted.
- It will not bring undesirable or hidden costs to the school system.
- It will place no restrictions on the school program.
- It will not imply endorsement of any business or product.
- It will not be in conflict with any provision of the school policy or public law.

All gifts, grants, and bequests shall become District property and subject to policies of the District.



KD ©
PUBLIC INFORMATION
AND COMMUNICATIONS

The Superintendent has the responsibility of keeping the public informed as to the purpose, goals, methods, and progress of the educational program. Accuracy, reliability, and leadership in this area will develop confidence and understanding, creating better relationships between the District and the community. All school personnel are responsible for good public relations.

All written notices, bulletins, newsletters, and matters pertaining to students are to be approved prior to release. Matters that pertain to an individual school are to be approved by the principal prior to release. Matters that pertain to the District are to be submitted for approval to the Superintendent prior to release.

Non-school-originated material shall not be released through the students without the approval of the principal.

This policy is not intended to interfere with the responsibility of District personnel to communicate directly with the parents or legal guardians of a particular student in areas affecting that student's progress at school. It is intended to ensure that prompt, reliable, and accurate information is released to the parents and patrons of the District.

Adopted: October 3, 2012

CROSS REF.:

[KHC](#) - Distribution/Posting of Promotional Materials



KDB ©
PUBLIC'S RIGHT TO KNOW /
FREEDOM OF INFORMATION

The Board recognizes the right of the public to information concerning its actions, its policies, and the details of its educational and business operations. The Board encourages study, discussion, and active participation by all concerned in the promotion of the best possible program of education in the community. It is the practice of the Board to utilize the advice and assistance of interested individuals and groups in the solution of its educational and financial problems.

In recognizing the cooperating organizations in the District and by encouraging their active participation in educational policy making, the Board wishes to make it clear that in no way does it wish to escape its responsibility to the citizens of the community as the official governing body responsible for a final decision on all matters of policy and educational programs. The Board accepts the following basic principles that are essential to a good public-relations program:

- The Board will transact all official business in open meetings (except as exempted by law), which the press, the public, and school employees are welcome to attend, and at which time communications, both oral and written, may be received and considered when placed on the agenda.
- The Board will function as speedily and as efficiently as circumstances permit, and always with due regard for the public interest.
- Board members will familiarize themselves with the work of the school system in all major areas and shall bring to the schools the viewpoint, the knowledge, and the wisdom of the community.
- The Board will make provision for keeping a record of the proceedings of all meetings. Minutes of all Board meetings (except executive sessions) shall be considered matters of public record.
- The Board will keep in mind that maintaining the confidence and respect of the community is of paramount importance to the success of the educational program of the District.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[38-431](#) to [38-431.09](#)

[39-101](#)

[39-103](#)

A.G.O.

183-006

184-179

185-023

186-090

191-004

Compare KDB-R © (version 4 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

KDB-R ©

REGULATION

PUBLIC'S RIGHT TO KNOW /

FREEDOM OF INFORMATION

Public records of the District will be open for inspection by any person as provided by law.

Public record means any recorded information that is made, maintained, or kept by, or is in the possession of, the District. Such records include minutes of the Governing Board, agendas, financial records, contracts, and statistical summaries.

The office of the Superintendent will be open to receive requests for records inspection or copying during normal business hours on Monday through Friday.

Requests for access to records shall be ~~made in writing and~~ directed to the office of the Superintendent.

All persons requesting inspection and/or copying of public records must attest that they have not requested the public records of the District for a commercial purpose. If the records are requested for a commercial purpose, the requester must provide a statement, verified by the requester, setting forth the commercial purpose for which the materials will be used.

The above declaration will be made and signed on the official form provided by the District for requesting inspection and/or copying of public records.

The Superintendent ~~may~~ shall permit access to, or provide for the copying of, the records requested ~~within a reasonable period of time following receipt of the signed~~ promptly following the request or will provide an explanation of a cause for further delay and will give notification of the time the records will be available, ~~or, if access is denied, the Superintendent will provide a written statement of the grounds for denial.~~

Requirements of access and inspection apply only to existing records and do not require creation of new records. Public inspection of a document that otherwise would be a public record may be denied by the Superintendent if (1) the record is made confidential by statute, (2) the record involves the privacy interests of persons, or (3) disclosure would be detrimental to the best interests of the District. If a public record contains material that is not subject to disclosure, the District will delete such material and make available to the requester such material in the record as is subject to disclosure.

Records contained on a computer will be provided only in the form in which the information can be made available using existing computer programs.

~~Copies of radio or recording tapes of discs, video or films, pictures, slides, graphics, illustrations, or similar audio or visual items or devices will not be furnished unless such items~~

~~or devices have been shown or played at a public meeting of the Governing Board.~~

A fee shall be levied on each request to cover the cost of making copies, ~~staff time, computer time, etc. Fees.~~ The fee will be collected prior to releasing material.

The fees will be based upon the following:

- ~~10¢~~ A. Ten cents (\$.10) per copy for materials indicated as Board minutes, agendas, financial records, contracts, ~~courses~~ courses of study, or statistical summaries.
- ~~35¢ per~~ B. Thirty-five cents (\$.35) per copy for materials not listed above ~~that require additional clerical and/or professional staff time to make available.~~
- ~~Actual~~ C. Actual cost, if available, will be assessed.
- ~~Free~~ D. Free copies shall be furnished if they are to be used in claims against the United States.

Commercial Purpose

When a person requests copies, printouts or photographs of public records for a commercial purpose, the person shall provide a statement setting forth the commercial purpose for which the copies, printouts or photographs will be used. Upon being furnished the statement the Superintendent may furnish reproductions of the such requested records. The charge for such records shall include the following:

- A. A portion of the cost for the District to obtain the original or copies of the documents, printouts or photographs requested.
- B. A reasonable fee for the cost of time, materials, equipment and personnel in producing such reproduction.
- C. The value of the reproduction on the commercial market as best determined by the Superintendent.

If the Superintendent determines that the intended commercial use is a misuse of the requested public records or is an abuse of the right to receive public records, the Superintendent may apply to the Governor requesting that the Governor, by executive order, prohibit the furnishing of copies, printouts or photographs for such commercial purpose. If the Governor determines that such public record shall not be provided for commercial purpose the Governor shall issue an executive order prohibiting the providing of the requested records for such commercial purpose. If no order is issued within thirty days (30) of the date of application, the Superintendent shall provide reproductions of requested copies, printouts or photographs upon being paid the fee determined pursuant to this regulation.

The Superintendent shall advise the Board when District records are requested for commercial purposes.

Compare KDB-E © (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last* through the modifications.

KDB-E ©

EXHIBIT

PUBLIC'S RIGHT TO KNOW / FREEDOM OF INFORMATION

REQUEST FOR PUBLIC RECORDS OF THE SCHOOL DISTRICT

Note: It is not required by law that this form be filled out by a person requesting public records. The District may request the document be filled out or the District may use the document internally as documentation of public records requests.

Name _____ Date _____

Address _____
(street) (city) (state) (zip)

Phone: Home _____ Work _____

E-mail address _____

Nature of request:

- Opportunity to review records (no original record may leave the custodian's office)
- Copies of records.

Please read and sign the following statement:

I have requested public records of the School District for a noncommercial purpose. I understand that if the records should be used for a commercial purpose, a verified statement of the purpose must be submitted per A.R.S. [39-121.03](#).

(Date)

(Signature)

Notice: A fee will be charged for copying based upon actual cost for providing the information.

Records requested (please be as explicit as possible as to the records you desire):



**KDC ©
SCHOOL - SPONSORED
INFORMATION MEDIA**

Publications issued by and in the name of the schools of this District shall reflect a high quality of editorial content and format. The exercise of appropriate economy in materials and production is expected as long as the main purpose is not jeopardized.

Articles circulated or submitted for publication by District employees in which the District, or employees of the District, are mentioned directly or indirectly must be cleared by the Superintendent.

Adopted: date of manual adoption



KDCA ©
USE OF STUDENTS IN
PUBLIC INFORMATION PROGRAM

The participation of students in interpreting the educational program of the schools to the community shall be encouraged with the understanding that:

- Students shall not be exploited for the benefit of any individual or group.
- Students shall participate only in appropriate situations.
- The use of students shall always be evaluated in terms of the effect on the students.
- Students shall not solicit or promote District issues without approval by the Superintendent's office.
- The best possible community relations grow from a superior teaching job in the classroom. Enthusiastic students with serious intentions, well directed by sympathetic and capable teachers, communicate positively with parents and the community. This shall be the cornerstone of good community relations in the District.

Adopted: date of manual adoption



KDD ©
MEDIA RELATIONS

The Board recognizes its responsibility to provide information to the community and actively seeks to establish a good working relationship with local news media.

To promote a positive relationship between the District and the media, the Board shall provide information to the media concerning the programs and activities of the District as well as matters pending before the Board.

Adopted: date of manual adoption

CROSS REF.:

[KDC](#) - School-Sponsored Information Media



**KDDA ©
PRESS RELEASES, CONFERENCES,
AND INTERVIEWS**

All communication with the news media for the purposes of seeking or arranging news coverage, providing official statements from the District, or responding to requests from the news media shall be channeled through the office of the Superintendent.

Adopted: date of manual adoption

CROSS REF.:

[KD](#) - Public Information and Communications

[KDC](#) - School-Sponsored Information Media



KE ©
PUBLIC CONCERNS AND COMPLAINTS

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the school administration for study and resolution, if possible.

The administration will develop a procedure for courteously receiving complaints, and will take steps to make proper replies to complainants. If resolution of a problem cannot be accomplished at the building level, either party may refer the matter to the Superintendent for review.

The Board will consider hearing citizen complaints when they have not been resolved by the administration. Matters referred to the Board as a whole must be in writing, should clearly identify the problem, and specifically state the desired action. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.

Adopted: date of manual adoption

Compare KE-R © (version 2 to 1)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

KE-R ©

REGULATION

PUBLIC CONCERNS AND COMPLAINTS

If a member of the community has a complaint, the following procedures are intended to assist in its resolution:

- If the matter relates to a student, and it is appropriate, talk with the student's teacher. If the matter remains unresolved, talk with the building administrator.
- If resolution of a problem cannot be accomplished at the building level, either party may refer the matter to the Superintendent for review.
- When a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the ~~school administration~~ Superintendent for study and resolution, if possible.



KE-E ©

EXHIBIT

**PUBLIC CONCERNS AND COMPLAINTS
(This Form to be Submitted to the Superintendent)**

Person(s) or group filing complaint _____

Complainant's address _____ Phone _____

Complainant's E-mail address _____

Date complaint is filed _____

Has problem been discussed with the administration?

Yes No Date _____

Summary of the charges (description of incident or event, including date, place, time, additional persons, alleged problem, and suggested solution):

Identification of other witnesses or persons with information about concern:

The Projected Solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

Signature of complainant

Date

The administration shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

Compare KEB © PUBLIC CONCERNS / COMPLAINTS ABOUT
PERSONNEL (version 2 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**KEB ©
PUBLIC CONCERNS / COMPLAINTS
ABOUT PERSONNEL**

Trust in staff members and support for their actions should be such that employees are freed from unnecessary, spiteful, or negative criticisms and complaints.

In spite of this, criticisms and complaints may be forthcoming from the community. These complaints are best handled starting at the school [site](#) or [department](#) level and, when necessary, should proceed through the various administrative levels.

All complaints shall be referred to the Superintendent for investigation. The employee involved shall be given an opportunity, at each administrative level at which the matter is reviewed, for explanation, comment, and presentation of facts, either formally or informally. The employee will be afforded elements of due process as provided in Arizona law.

Adopted: date of manual adoption

CROSS REF.:

[BBAA](#) - Board Member Authority and Responsibilities

[BEDH](#) - Public Participation at Board Meetings



KEB-R ©

REGULATION

PUBLIC CONCERNS / COMPLAINTS ABOUT PERSONNEL

Required Information

The following information concerning a complaint is required:

- The name(s) of the person(s) making the complaint.
- Whether the person(s) making the complaint represents an individual or a group. If a group is represented, information shall be provided about the nature of the group and the manner in which the group has reviewed and taken a position on the matter.
- Whether the person(s) making the complaint has discussed the problem with the employee in question.
- A summary of the complaint(s) and of the above three (3) items.

Processing of Complaint(s) Following Written Summation

The complaint shall be presented to the employee toward whom it is directed, together with a suggested solution, personally and in writing, by the person(s) filing the complaint. It is the responsibility of the employee's supervisor to keep the Superintendent informed as the matter is reviewed at the various administrative levels.

The employee will have a minimum of five (5) working days in which to reply to the complaint at each administrative level at which the matter is reviewed.

If the complaint is not resolved between the originator of the complaint and the employee, the complaint shall be reviewed by the employee's supervisor. Until the matter is resolved, it may be reviewed at each successive administrative level.

The Superintendent shall be the final administrative level.

Following the decision of the Superintendent, if any of the parties concerned deem it necessary, the matter may be referred to the Board within ten (10) working days following the Superintendent's decision.

The Board shall consider all facts and provide the employee with all elements of due process in reaching a decision.



KEB-E ©

EXHIBIT

**PUBLIC CONCERNS / COMPLAINTS
ABOUT PERSONNEL**

**PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL
(This Form to be Submitted to the Employee's Supervisor)**

Person against whom the complaint is made _____

Employee's position _____ School/dept. _____

Person(s) or group filing complaint _____

Complainant's address _____ Phone _____

Complainant's E-mail address _____

Date complaint is filed _____

Has problem been discussed with the employee?

Yes No Date _____

Has problem been discussed with the employee's supervisor?

Yes No Date _____

Summary of the charges (description of incident or event, including date, place, time, additional persons, alleged improper conduct, and suggested solution):

The Projected Solution



KEC
PUBLIC CONCERNS / COMPLAINTS
ABOUT INSTRUCTIONAL RESOURCES

Occasional objections to the selection of instructional materials or library resources 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 first meet with the appropriate on-site individual (teacher or library/media specialist) to discuss the issue. If not resolved, the complainant will be asked to complete the form "Request for Reconsideration of Instructional Material."

The Superintendent shall establish procedures to resolve concerns at the school level. Should resolution not be reached at the school level, a District review committee, appointed by the Superintendent, will be convened. Upon receipt of a request for reconsideration, the District review committee will consider the work in question and submit a report to the Superintendent including any recommended action. After review by the Superintendent, copies of the request form and the report will be sent to the principal and the complainant.

If not satisfied with the decision contained in the report, the complainant 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.

Adopted: December 2, 2003

LEGAL REF.:

A.R.S.

[15-341](#)

[15-721](#)

Compare KEC-R (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

KEC-R

REGULATION

PUBLIC CONCERNS / COMPLAINTS

ABOUT INSTRUCTIONAL RESOURCES

(Procedures for Reconsideration of Instructional Materials)

When the suitability of classroom or library instructional materials is questioned, the following procedure shall be followed:

During the review, materials in question which are being used in the classroom for assigned instruction shall remain in use for all students other than those whose parent/guardians requested substitution. Library materials (student self-selected) shall remain in circulation provided the individuals responsible for reviewing the materials in response to a complaint also have access to them. Patrons who have lodged a request for reconsideration shall be granted the option of having their own children excused from using such materials, and alternative materials will be provided by the school team.

- The teacher/media specialist shall meet informally with the patron and shall endeavor to resolve any concern related to the materials. The teacher/media specialist will inform the school principal of the issue, who in turn will inform the Assistant Superintendent for **Administrative-Educational** Services. If the patron and the teacher/media specialist reach an agreement that the instructional material is appropriate and shall remain in use, no other action is necessary.
- If the matter remains unresolved, the teacher/media specialist will give the patron the Request for Reconsideration of Instructional Material form. The patron shall complete this form and meet with the school principal, along with the teacher/media specialist. If the school principal, patron, and teacher/media specialist reach an agreement, no other action is necessary. This form will be sent to the Assistant Superintendent for **Administrative-Educational** Services by the school principal.
- If the matter remains unresolved, a District reconsideration committee shall be convened and will meet to hear the issue. Members of this committee shall be appointed by Superintendent as needed. Committee membership shall consist of: the Assistant Superintendent for **Administrative-Educational** Services, a school principal, two (2) media specialists, one (1) classroom teacher, and two (2) patrons. Individuals shall be selected who will have the most objective view of the issue. The Assistant Superintendent for **Administrative-Educational** Services or designee will serve as chairperson. The committee shall issue a majority recommendation, with the chairperson voting only in the case of a tie.

- If the committee's recommendation is challenged, the results will be sent to the Superintendent for review and final decision.
- Teachers, media specialists, or principals directly involved in the reconsideration issue will not be on the District-level review committee.
- The committee will meet to discuss guidelines for reconsideration and then to consider the issues and make recommendations on the matter.
- As a final response to continuing patron challenge, the matter is sent to the Governing Board.



KEC-E ©

EXHIBIT

**PUBLIC CONCERNS / COMPLAINTS
ABOUT INSTRUCTIONAL RESOURCES**

**REQUEST FOR RECONSIDERATION
OF INSTRUCTIONAL MATERIAL**

Author _____ Hardcover ____ Paperback ____ Other media _____

Title _____ Copyright date _____

Publisher (if known) _____

Request initiated by _____ Telephone _____

Address _____

Complainant's E-mail address _____

Complainant

represents: himself or herself

(name organization): _____

(identify other group): _____

**Please use the reverse side for additional
space or comments**

To what in the material do you object? (Please be specific; cite pages.)

What do you feel might be the result of the use of this material?

For what age group would you recommend this material?

What do you feel is good about this material?

Did you review the entire material? _____ What parts?

Are you aware of the judgment of this material by literary critics?

What do you believe is the theme of this material?

Are you aware of the instructional purpose in using this work?

What would you like the District to do about this material?

- Do not assign or recommend it to my child (children).
- Do not assign it to students.
- Withdraw it from all patrons of the library.
- Refer it to an official committee for reevaluation.

In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective?

Signature of complainant

Date



KED ©
PUBLIC CONCERNS / COMPLAINTS
ABOUT FACILITIES AND SERVICES

The Superintendent shall establish procedures to be used by citizens of the District who have complaints about District facilities or services. Such procedures shall provide for administrative review of such complaints and, further, shall provide for Board review at the request of the complainant if the matter is not resolved by administrative review.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-341](#)

[15-342](#)

29 U.S.C. 794, Rehabilitation Act of 1973, Section 504



KED-R ©

REGULATION

PUBLIC CONCERNS / COMPLAINTS ABOUT FACILITIES AND SERVICES

Citizens of the District who have complaints about District facilities or services may register such complaints with the site administrator.*

Required information concerning complaint:

- Name(s) of person(s) making the complaint.
- Whether the person(s) represents an individual or group.
- Whether the person(s) making the complaint has discussed the problem with the site administrator.
- A summary of the complaint and suggested solution.

Processing of complaint:*

- Level 1. The complaint shall be presented in writing, with a suggested solution, to the site administrator. Five (5) working days will be allowed for a reply.
- Level 2. If a satisfactory response is not received within five (5) working days, a copy of the complaint may be forwarded to the Superintendent, who will have ten (10) working days to reply.
- Level 3. If a satisfactory response is not received within ten (10) working days, a copy of the complaint may be forwarded to the Governing Board for its consideration. Consideration as to the disposition of the complaint will be given within thirty (30) days.

*If the matters of concern are eligibility and related procedures, procedural safeguards, or provision of a free and appropriate public education, the matter may be referred at any juncture in the procedure to the appropriate compliance coordinator.



KED-E ©

EXHIBIT

**PUBLIC CONCERNS / COMPLAINTS
ABOUT FACILITIES AND SERVICES**

Complainant _____

Representing _____

Date of presentation _____

School (if appropriate) _____

Prior contacts with the site administrator or teacher _____

Statement of complaint:

Action requested:

Signature _____

Compare KF © COMMUNITY USE OF SCHOOL FACILITIES

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

KF © COMMUNITY USE OF SCHOOL FACILITIES

Leasing (renting)

School facilities and property may be leased to extended day resource programs and any person, group or organization for any lawful purpose in the interest of the community. The purposes include but are not limited to the following:

- ~~recreational,~~ ~ ~~scientific,~~
 - ~~educational,~~ ~ ~~social,~~
 - ~~political,~~ ~ ~~religious,~~
 - ~~economic,~~ ~ ~~other civic,~~
 - ~~artistic,~~ ~ ~~or governmental.~~
- | | |
|-------------------------------------|---------------------|
| ● moral A. recreational, | G. scientific, |
| B. educational, | H. social, |
| C. political, | I. religious, |
| D. economic, | J. other civic, |
| E. artistic, | K. or governmental. |
| F. moral, | |

A reasonable use fee shall be charged for the lease of school facilities and property and this fee may be offset by goods contributed or services rendered by the lessee. "Reasonable use fee" means an amount that is at least equal to the cost for utilities, services, supplies or personnel provided to the lessee pursuant to the terms of the lease.

Uncompensated Use

The Superintendent may permit the uncompensated use of facilities and property by any school related group, including student political organizations, or by any organization whose membership is open to the public and whose activities promote the educational function of the District. "Education function" means uses that are directly related to the educational mission of the District as adopted by the Board and includes the educational mission related uses of parent - teacher organizations, youth organizations and school employee organizations. Use of facilities or property by organizations indicated above that will require a substantial District cost

for utilities, services, supplies and/or personnel may be permitted only if goods contributed, services rendered or payments are made to reimburse these costs to the District.

The mission of the District is found in section A of the policy manual (see cross referenced policies below). The mission statement and the group's or organization's promotion of the educational function through the activity, as interpreted by the Superintendent in good faith, will be the basis upon which uncompensated use of District facilities and property shall be approved or denied.

Generally

The Superintendent shall annually recommend a fee schedule to the Board for the lease of school property and such schedule shall include a procedure for determining the value of goods and services being provided as compensation for the use of school property. The schedule shall include a designation of those groups whose activities promote the educational function of the School District as determined in good faith by the Superintendent and presented for Board review.

Property not associated with the use of facilities is covered in section E of the policy manual (see cross referenced policies below). The District will use its best efforts to avoid conflicts with approved use of the facilities and property but no lease or use provision shall be effective if the administrator of the facility finds that it would cause delay, cancellation, or rescheduling of a school-sponsored activity.

Proof of liability insurance shall be required for the use or lease of school property pursuant to A.R.S. [15-1105](#). The School District and its Governing Board, employees, and agents shall be named an additional insured under the liability insurance policy during the use of the facilities and property.

The School District and its employees, including the Governing Board, Superintendent or Chief Administrative Officer, are immune from civil liability with respect to all decisions made and actions taken to allow the lease or use of school property, unless the School District or its employees are guilty of gross negligence or intentional misconduct. This does not limit any other immunity provisions that are prescribed by law.

The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of District property.

The lessee of school facilities must affirm knowledge of and enforce the requirements and restrictions set out in Chapter 28.1 of A.R.S. Title 36 related to medical marijuana.

The lessee of school facilities to be used for athletic activities must confirm knowledge of and compliance with the requirements and restrictions for such use as set out in Board Policy JJIB.

Adopted: ~~September 22, 2011~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-511](#)

[15-1105](#)

[15-1141](#) to [15-1143](#)

[16-411](#)

[36-2801](#) et seq., Arizona Medical Marijuana Act

CROSS REF.:

[A](#) - District Mission and Belief Statement

[AC](#) - Nondiscrimination/Equal Opportunity

[EDC](#) - Authorized Use of School-Owned Materials and Equipment

[KFA](#) - Public Conduct on School Property

Compare KF-R © (version 3 to 2)

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* **last**

KF-R ©

REGULATION

COMMUNITY USE OF SCHOOL FACILITIES

The principal may deny a request to provide space for use as a polling place if within two (2) weeks after a request has been made the principal provides a written statement indicating a reason why the election cannot be held in the school that includes any of the following:

- Space is not available at the school.
- A disruption of the normal school activities would occur.
- The safety or welfare of the students would be jeopardized.

Compare KF-EA © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

KF-EA ©

EXHIBIT

COMMUNITY USE OF SCHOOL FACILITIES

An applicant requesting the use of school facilities agrees to comply with the following rules and the District policy concerning conduct on school property if granted permission to use the requested school facilities.

● ~~All~~

A. ~~All~~ community group activities, including preparations, must be conducted in such a manner that students

~~can continue~~

~~can continue~~ their educational programs without undue interruption.

● ~~An~~

B. ~~An~~ employee of the District must be on duty whenever a school building is used by an organization or

~~group unless~~

~~group unless~~ prior approval for other arrangements has been granted.

● ~~The~~

C. ~~The~~ applicant is held responsible for the preservation of order. All children attending or participating in

~~the event~~

~~the event~~ or activity must be supervised by responsible adults.

● ~~No~~

D. ~~No~~ alcoholic liquors or beverages shall be brought to or consumed in the buildings or on the grounds.

● ~~Tobacco~~

E. ~~Tobacco~~ and smoking is prohibited on school property.

● ~~Putting~~

F. Putting up decorations or scenery or moving pianos or other major furniture is not allowed without

~~prior permission~~

prior permission.

● ~~Nothing~~

G. Nothing shall be sold, given, exhibited, or displayed for sale without prior permission from the school.

~~Any sales~~

Any sales are prohibited unless the proceeds will be used for charitable or nonprofit educational purposes.

● ~~Unless~~

H. Unless waived by the District when use is in conjunction with a District activity, groups must provide

~~the District~~

the District with documentary evidence of liability insurance of at least one million dollars (\$1,000,000).

~~Each~~

Each group will be responsible for the repair or replacement of damaged equipment, furniture, or facility.

● ~~The District~~

I. The School District and its employees, including the Governing Board, Superintendent or Chief Administrative Officer, are immune from civil liability with respect to all decisions made and actions taken to allow the lease or use of school property, unless the School District or its employees are guilty of gross negligence or intentional misconduct. This does not limit any other immunity provisions that are prescribed by law.

J. The District reserves the right to require, if it should deem it necessary, a cash bond of five hundred

~~dollars~~

dollars (\$500), or more to cover any damages that might be done to any equipment, furniture, or facility.

● ~~All~~

K. All wages earned by District employees on duty for approved facilities use shall be paid by the District.

~~No~~

No District employees shall be paid directly by any group using the facilities.

~~• The~~

L. The availability of cafeteria kitchens and other special subject or usage areas may be restricted to

~~specific times~~

specific times or activities. Special fees may be charged for the use of those facilities.

~~• When~~

M. When more than one (1) applicant requests the use of a facility for the same time, the applicant filing first

~~shall be~~

shall be given first consideration. If a school program or calendar changes, the school program shall take priority,

~~even~~

even if the activity has been scheduled. Every effort will be made to reschedule the activity as

~~conveniently as~~

conveniently as possible when such cancellation has occurred.

~~• The~~

N. The issuance of keys to facilities is to be discouraged. However, if no alternative is suitable, it shall be

~~the principal~~

the principal's responsibility to issue and retrieve facility keys according to the District key-control procedures.

~~• Permission~~

O. Permission shall be denied for activities that would exceed the capacity of the facility or be in violation of

~~fire or~~

fire or safety regulations. It shall be the responsibility of the applicant to make appropriate members familiar

~~with the~~

with the use of fire and other safety devices and procedures.

~~• Confirm~~

P. Confirm knowledge of and commitment to comply with the requirements and restrictions for use of facilities

~~for athletic~~

for athletic activities as set out in Board Policy JJIB.

● ~~Comply~~

Q. **Comply** with all applicable requirements of The Arizona Medical Marijuana Act.

● ~~All~~

R. **All** activities must be conducted within the laws, rules and regulations of the State of Arizona and

~~applicable municipal~~

applicable municipal subdivisions.

● ~~Requests~~

S. **Requests** for future use may be denied to an organization that fails to comply with established rules.

Compare KF-EB (version 3 to 2)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk **last**
through the modifications.

~~KF-EB-EB~~ ©

EXHIBIT

COMMUNITY USE OF SCHOOL FACILITIES

~~RENTAL AGREEMENT~~

Please read the following terms and conditions before signing:

- ~~1. All organizations using Glendale Elementary School District facilities must use the same adult supervision and police staffing standards that are required for school activities.~~
- ~~2. The leased premises are to be used by the lessee for the following purposes only:~~

REQUEST FOR USE OF SCHOOL FACILITIES

Date _____, 20____

TO: _____

We, _____, request the use of a school building

- ~~3. No smoking is to be allowed. No alcoholic beverages allowed. No refreshments are to be sold in the building.~~
- ~~4. Administrators or caretakers are to have access to all facilities at any and all times.~~
- ~~5. All properties are to be accounted for (based on facilities checklist form) and left in as good condition as when received. Extra property is to be removed from the premises immediately upon completion or as arrangements have been made.~~
- ~~6. No lighting, wiring, or scenery is to be changed except by special permission from the principal of the school; and, when special permission is granted, such lighting, wiring, or scenery must be replaced as directed, at the expense of the party requesting the change.~~
- ~~7. The program of speakers, plays, or amusements to be produced must be submitted for approval before the rental agreement is signed.~~
- ~~8. Any advertising for the promotion of this program, such as newspaper releases, posters, tickets, and handbills, must indicate the sponsoring agent.~~

~~9. The lessor reserves the right to refund deposits paid in advance for rental of any facilities should the Glendale District decide the usage is not for the best interests of the lessor and cancel the use of the facility on the date or dates specified in this agreement by notifying in the following manner: by telephone, letter to address as given below, or inserting one advertisement in a daily newspaper in Glendale, Arizona, at any time prior to any such performance.~~

~~10. Liability insurance shall be provided by the lessee and evidence of same (satisfactory to lessor) filed with the lessor at the time of signing this agreement. This insurance shall be provided in the minimum limits of \$1,000,000 combined single limit for Bodily Injuries and Property Damage. Lessee agrees to name the Glendale Elementary School District No. 40, all Governing Board Members, all employees, and volunteers as additional insureds.~~

~~11. Lessee agrees to comply with all federal, state, and municipal laws, rules, ordinances, regulations, and orders with respect to the use and occupancy thereof. Lessee, during the term of this permit, covenants and agrees to indemnify and hold harmless lessor from each and every loss, cost, damage, and expense arising out of any accident or other occurrence causing injury to or death of persons or damage to property due to the conditions of the leased premises or the use or neglect thereof by lessee. Lessee agrees that it will pay for any unusual wear, tear, breakage, and damage to facility occurring from the public or principals representing the lessee. Subsequent to use of the facility, maintenance staff members will inspect the premises to determine that no unusual wear, tear, breakage, or damage was done. Should an inspection reveal damages, lessee shall reimburse the lessor for full costs necessary to restore facility to its condition prior to occupancy. Lessee agrees to provide necessary security protection as prescribed by lessor.~~

~~12. Permits for use of school facilities by institutions of higher learning for college-level courses to be taught for groups of Glendale Elementary School District employees shall be issued free of charge only if the request for such course(s) is made by the Governing Board or the Superintendent as a phase of in-service training for such employees. **For all other requests, the regular fee schedule shall be in effect.**~~

~~13. School grounds (fields) will not be reserved for any particular group, but shall be open for community use, except during irrigation runs or prolonged rains where grounds may become susceptible to damage because of wetness.~~

~~14. This rental agreement is conditional upon the noninterference with educational programs.~~

~~15. Any change or modification to this form makes the rental agreement null and void.~~

~~This agreement is accepted upon the aforementioned terms and conditions. Please sign and return this form to the Support Services Office, 7015 W. Maryland Avenue. A signed copy will be returned to lessee.~~

~~Note: This agreement is not valid and facilities will not be reserved until signed by the principal in charge of the facility and a certificate of insurance is filed with the support services office.~~

Name of organization/group

facility at _____ School for the purpose of presenting the following

program:

Specific location requested _____

We wish the above facility on the following dates: (An attachment is acceptable.)

| Day(s) of week | Month | Date(s) | Year | Hours |
|----------------|-------|---------|------|-------|
|----------------|-------|---------|------|-------|

If equipment, lighting, tables or chairs are required please specify and indicate any special arrangements needed on the form provided.

There (will) (will not) be an admission charge. The admission will be _____ for adults and

_____ for children. The proceeds will be used for: _____

The rental fee will include custodial or school personnel services, utility costs, and equipment usage fee, if applicable. *NOTE:* Food services charges and technicians are paid separately.

Two (2) people the District may contact, if necessary, are:

Name _____ Address _____

=

~~For lessor: Glendale Elementary~~

Phone: (work) _____ (home) _____

~~For lessee:~~

~~School District No. 40~~

Zip code

Name _____ Address _____

Phone: (work) _____ (home) _____

~~Name of LesseeBy:~~

Zip code

We agree to become familiar with and abide by the printed rules and regulations of the District concerning the public use of school facilities and conduct on school grounds.

This request shall be submitted at least two (2) weeks prior to the requested date(s).

RENTAL IS PAYABLE IN ADVANCE TO _____

Remit to District Office,

~~By:~~

Signatures and titles of organization representatives (2)

~~Principal~~

FOR DISTRICT USE ONLY

LEASE AGREEMENT (where applicable)

It is understood that all rates quoted, as well as other conditions stipulated, are a part of this agreement and that proof of liability insurance is required.

Base charge of facility to be used \$ _____

Additional charges \$ _____

~~Signature and Title Insurance certificate received (expiration date): _____~~

Total \$ _____

Classification of user (circle one)

I II III

Your application for school building usage has been:

Building Action

___ Recommended ___ Not recommended for approval

Date: _____ Principal _____

~~By~~

District Action

___ Denied or altered for the following reason(s): _____

~~Director of Facilities~~

Copy to:

 Lessee

 Support Services

 Principal

 Unit Operations Manager

 Payroll

_____ Approved: _____

Business Administrator

Superintendent

Date _____ 20 _____

Lessee Acknowledgement

Signature _____ Date _____ 20 _____

Note: All requests for use of property and/or equipment must be initiated with the campus principal to be involved in authorizing campus-level approval. The request will be forwarded to the District office for final approval/disapproval. In order to avoid conflict in use, please submit all requests *at least fourteen (14) days* prior to date of requested usage.

Checklist of Needs (part of application)

- Custodial services needed.
- Cook needed.
- Special equipment needed:
 - Audiovisual equipment.
 - Public address system.
 - Scoreboard controls.
 - Kitchen equipment.
 - Concession stand equipment and keys.
 - Stage equipment.
 - Shop equipment.
 - Special school personnel.
- Keys for access to: _____
- Custodial services:

- Open building.
 - Close building.
 - Extra time needed for extra cleanup needed _____
 - Custodial time needed to set up _____
- Estimated number of hours _____
- Total hours _____

Compare KFA © PUBLIC CONDUCT ON SCHOOL PROPERTY

first

(version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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.

A person commits interference with or disruption of an educational institution by doing any of the following:

● ~~Intentionally~~

A. ~~Intentionally~~, knowingly or recklessly interfering with or disruption of the normal operations of an

~~educational institution~~

~~educational institution~~ by either:

■ ~~Threatening~~

1. ~~Threatening~~ to cause physical injury to any employee or student of an educational institution or

~~any person~~

~~any person~~ on the property of an educational institution.

■ ~~Threatening~~

2. ~~Threatening~~ to cause damage to the District, the property of the District, or the property of any

~~person attending~~

~~person attending~~ the District.

● ~~Intentionally~~

B. ~~Intentionally~~ or knowingly entering or remaining on the property of an educational institution for the purpose

~~of interfering~~

of interfering with or denying lawful use of the property to others.

● ~~Intentionally~~

C. **Intentionally** or knowingly refusing to obey a lawful order given by the Superintendent or a person

~~designated to~~

designated to maintain order.

The above identified acts need not be directed at a specific individual, the District, or specific property of the District to constitute a violation of this policy.

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](#).

A person may also interfere with or disrupt the District function by committing any of the following:

● ~~Any~~

A. **Any** conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative,

~~or disciplinary~~

or disciplinary functions or any activity sponsored or approved by the Board.

● ~~Physical~~

B. **Physical** or verbal abuse or threat of harm to any person on property owned or controlled by the District

~~or at supervised~~

or at supervised functions sponsored by the District.

● ~~Forceful~~

C. **Forceful** or unauthorized entry to or occupation of District facilities, including both buildings and grounds.

● ~~Illicit~~

D. **Illicit** use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or

~~other illegal~~

other illegal contraband on District property or at school-sponsored functions.

● ~~Use~~

E. **Use** of speech or language that is offensive or inappropriate to the limited forum of the public

~~school educational~~

school educational environment.

● ~~Failure~~

F. **Failure** to comply with the lawful directions of District officials or of District security officers or other

~~law enforcement~~

law enforcement officers acting in performance of their duties, and failure to identify oneself to such

~~officials or~~

officials or officers when lawfully requested to do so.

● ~~Knowing~~

G. **Knowing** violation of a District rule and regulation. Proof that an alleged violator has a reasonable

~~opportunity to~~

opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.

● ~~Any~~

H. **Any** conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.

● ~~Carrying~~

I. **Carrying** or possessing a weapon on school grounds unless the individual is a peace officer or has

~~obtained specific~~

obtained specific authorization from the appropriate school administrator.

Additional Requirements

of the General Public

The definition

~~of~~

of general public

~~is~~

is anyone who does not come under the definition of student, faculty member, staff member, or employee.

~~● No~~

A. No person shall visit or audit a classroom or other school activity, nor shall any person come upon or

~~remain upon~~

remain upon school premises, without approval by the principal or the principal's authorized representative.

~~Nor shall~~

Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval

~~by the Superintendent~~

by the Superintendent or the Superintendent's authorized representative.

~~● Any~~

B. Any member of the general public considered by the Superintendent, or a person authorized by

~~the Superintendent~~

the Superintendent, to be in violation of these rules shall be instructed to leave the property of the District.

~~Failure~~

Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. [13-2911](#)

~~and~~

and to any other applicable civil or criminal proceedings, or to tribal ordinance.

~~● Persons~~

C. Persons attending special functions shall confine themselves to the specific part of the facility assigned in

~~the permit~~

the permit.

~~● Persons~~

D. Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from

~~the facility~~

the facility.

~~● The~~

E. The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall

~~assume full~~

assume full responsibility for any unlawful act committed during the exercise of the permit.

~~● No person shall, except as authorized by A.R.S. [36-2801 et seq.](#):~~

~~■~~

F. No person shall possess or engage in the use of medical marijuana

~~5~~

~~⇒ on a school bus, or~~

~~⇒ on the grounds of any preschool, elementary or secondary school.~~

~~■ smoke marijuana,~~

~~⇒ on any form of public transportation, or~~

~~⇒ in any public place.~~

~~■ operate, navigate or be in actual physical control of any motor vehicle, aircraft or motorboat while under the influence of marijuana,~~

~~⇒ except that a registered qualifying patient shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment~~

on District property, at a District event, or in a District vehicle.

Adopted: ~~September 22, 2011~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[13-2905](#)

[13-2911](#)

[13-3102](#)

[15-341](#)

[15-507](#)

[36-2801](#) et seq.

[36-2802](#)

CROSS REF.:

[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

~~[KFAA](#) - Smoking on School Premises at Public Functions~~ [KI](#) - Visitors to Schools



KFAA ©
SMOKING ON SCHOOL PREMISES
AT PUBLIC FUNCTIONS

The possession or use of tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products is prohibited in the following locations:

- School grounds.
- School buildings.
- School parking lots.
- School playing fields.
- School buses and other District vehicles.
- Off-campus school-sponsored events.

Under the provisions of A.R.S. [36-798.03](#), a person who violates the prohibition is guilty of committing a petty offense.

The prohibitions do not apply to an adult when possession or use of the tobacco products are for demonstration purposes as a necessary instructional component of a tobacco prevention or cessation program that is:

- Approved by the school.
- Established in accord with Arizona Revised Statute [15-712](#).

No person shall smoke marijuana in any public place.

Adopted: October 22, 2013

LEGAL REF.:

A.R.S.

[13-3622](#)

[15-341](#)

[15-712](#)

[36-798.03](#)

[36-2802](#)

20 U.S.C. 6083

20 U.S.C. 7181

20 U.S.C. 7183

CROSS REF.:

[GBED](#) - Smoking by Staff Members

[JICG](#) - Tobacco Use by Students

[KFA](#) - Public Conduct on School Property



KH ©
PUBLIC SALES ON
SCHOOL PROPERTY

Sales by employees or outside vendors - e.g., Avon Products, Stanley Home Products, men's or women's wear, greeting cards, etc. - shall not be conducted, nor shall deliveries be made, during working hours. Use of District vehicles for this purpose is strictly forbidden.

Employees violating this policy are subject to disciplinary action.

Adopted: date of manual adoption

LEGAL REF.:
A.R.S.
[38-538](#) et seq.



KHA ©
PUBLIC SOLICITATIONS IN SCHOOLS

A school employee's position in the District shall not be used to influence parents or students to purchase books or other merchandise, except for materials approved by the Superintendent for use in the classroom.

Solicitation of employees and/or students by any profit, nonprofit, or charitable groups, institutions, or organizations must have the approval of the Superintendent in advance.

Districts shall not use an automated system that plays recorded messages or sends text messages to solicit persons to purchase goods or services or requests survey information if the results are to be used directly for the purpose of soliciting persons to purchase goods or services unless the message was sent with prior express invitation or permission by the recipient or the recipient has an existing business relationship with the sender.

The District shall strive to safeguard the students and their parents from money-raising plans of outside organizations, commercial enterprises, and individuals. This policy shall apply particularly to ticket sales and sales of articles or services except those directly sponsored by school authorities or school organizations.

Adopted: October 22, 2013

LEGAL REF.:

A.R.S.

[13-2919](#)

Compare KHB © ADVERTISING IN SCHOOLS (version 2 to 1)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

KHB © ADVERTISING IN SCHOOLS

No ~~advertising or materials~~ materials from outside of the school system used for propaganda purposes (ideas, facts, or allegations spread deliberately to further a cause or to damage an opposing cause) shall be permitted to be posted in school buildings or on school grounds or properties ~~.Nothing~~ while students are present for instructional or recreational purposes.

School sponsored student government activities, mock elections and promotions are exempt from the prohibition against propaganda posting.

Unless otherwise prohibited by law nothing herein shall be construed to prevent the District or a District school from the sale of advertising ~~in student publications that are published by student organizations.~~ ~~Solicitation of advertising or use of the school system to~~ space in accordance with A.R.S. 15-342, subject to the following conditions:

A. Such advertisements shall be age appropriate and not contain promotion of any substance that is illegal for minors, such as alcohol, tobacco and drugs, or gambling. Advertisements shall comply with the state sex education policy of abstinence.

B. Advertising approved by the Governing Board for the exterior of school buses may appear only on the sides of the bus in the following areas:

1. The signs shall be below the seat level rub rail and not extend above the bottom of the side windows.
2. The signs shall be at least three (3) inches from any required lettering, lamp, wheel well or reflector behind the service door or stop signal arm.
3. The signs shall not extend from the body of the bus so as to allow a handhold or present a danger to pedestrians.
4. The signs shall not interfere with the operation of any door or window.
5. The signs shall not be placed on any emergency doors.

C. The District shall establish an advertisement fund that is composed of revenues from the sale of advertising. The monies in the advertisement fund are not subject to reversion.

Requests for advertising to promote the merit of any product by brand name or trademark shall ~~not be permitted by~~ submitted to the Board.

The Governing Board has discretion to decline specific advertisements.

Adopted: date of

Manual adoption

LEGAL REF.:

A.R.S.

15-342

CROSS REF.:

DFE - Income from School Sales and Services

Compare KHC © DISTRIBUTION / POSTING OF PROMOTIONAL MATERIALS (version 3 to 1)

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

KHC © DISTRIBUTION / POSTING OF PROMOTIONAL MATERIALS

Non-school promotional material is that material not under the control of the school which may be in a variety of mediums. Without exhaustion this may include but is not limited to pictures, flyers, items with a visual or printed message, electronic representations, and other visual and auditory representations.

~~Non-school promotional material other than that which provides financial benefit to the educational program as determined by the Board will not be allowed on school property during school sessions.~~

Nonprofit organizations providing activities and instruction for school age students shall be permitted limited display or posting of promotional material for those activities at an individual school site within the guidelines indicated. Authorization shall be premised upon a written assurance and confirming material received by the distributing/posting school at least two (2) weeks prior to the instruction/activity that the organization will:

~~• Agree~~

A. ~~Agree~~ that any charges for the instruction/activities will be based on and not exceed the cost of providing

~~the instruction~~

~~the instruction~~/activities;

~~• Not~~

B. ~~Not~~ use fighting words, obscenities, defamatory speech or encourage disruption of the

~~educational environment~~

~~educational environment~~;

~~• Not~~

C. ~~Not~~ provide representations or visuals that are inappropriate as described in The Children's Internet

~~Protection Act~~

~~Protection Act~~;

~~• Label~~

D. Label all material with the name of the organization;

~~● Display~~

E. Display the name, address and telephone number of the local representative for the organization

~~prominently on~~

prominently on the promotional material; and

~~● Have~~

F. Have an authorized representative of the organization sign the written assurances.

The promotional material shall be provided to the school office at the same time as the assurance form to evidence compliance. School personnel shall not use the viewpoint expressed in the material as justification for disallowing the authorization.

Manner of Display/Posting or Stacking

The manner of communication elected by each school shall be either:

~~● display~~

A. display of a representative item (posting on a bulletin board like structure); or

~~● stacking~~

B. stacking flyers or representative materials on a flat surface

;

The material shall be located in an area on the school campus generally accessible to students. Display/posting or stacking will be on a space- available basis.

From a list of signed and dated assurance forms maintained in the school office, the school administrator shall determine the items to be granted permission for posting/displaying or stacking during a prescribed time period, limited to the available space designated for such purposes.

Materials permitted for display/posting or stacking must be delivered to the approving school office by a person properly authorized to represent the entity providing the materials. The material shall not be larger than a standard eight and one-half by eleven inch (8 1/2" x 11") sheet of paper. Where stacking of materials for pick up is permitted, the quantity of materials stacked at the designated location shall not exceed one hundred (100) copies at any given time.

Times and places for display/posting or stacking. Display/posting or stacking of non-school promotional materials is prohibited in any school location except the designated area or surface for such materials. Materials shall be removed on a date certain not more than one (1) month after it has been posted/stacked or five (5) days after the activity begins, whichever is earlier.

The display/posting and/or stacking location shall be available every day without regard to weather, to students who are in attendance. A description and a map of this location will be posted at the administrative office of each school and made available in the District administrative offices.

Any challenge to a denial to distribute/post promotional materials shall utilize a simplified Alternative Dispute Resolution process as referenced in A.R.S. [15-110\(G\)](#), Rights of students at public educational institutions; limitations; definition, which stipulates that a student or a student's parent shall not initiate legal action to enforce this section unless the student or the student's parent has done the following:

● ~~The~~

A. ~~The~~ student or the student's parent shall submit a complaint in writing with the specific facts of the

~~alleged violation~~

~~alleged violation~~ to the principal of the school. The principal shall investigate the complaint and respond in writing,

~~including~~

~~including~~ a description of any action taken to resolve the complaint, within fifteen (15) days of receiving

~~the written~~

~~the written~~ complaint.

● ~~If~~

B. ~~If~~ the complaint is not resolved, the written complaint specifying the facts of the alleged violation

~~may be~~

~~may be~~ submitted by the parent or student to the Superintendent or designated administrator, who

~~shall investigate~~

~~shall investigate~~ the complaint and respond in writing, including a description of any action taken to

~~resolve the~~

~~resolve the~~ complaint, within twenty-five (25) days of receiving the written complaint.

School District legal counsel shall be consulted at any time there is a substantive question or dilemma resulting from a request related to this policy. Challenges originating from a source alleging viewpoint-based denial of authorization shall be referred immediately.

Adopted: ~~October 3, 2012~~ date of Manual adoption

LEGAL REF.:

A.R.S.

[15-110](#)

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)

CROSS REF.:

[KD](#) - Public Information and Communications

Compare KHC-E © (version 2 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk *last*
through the modifications.

Exhibit

KHC-E ©

EXHIBIT

DISTRIBUTION / POSTING OF PROMOTIONAL MATERIALS

REQUEST TO DISPLAY/POST OR STACK MATERIALS

Date _____, 20____

Name of organization / group

We wish to display/post or stack promotional materials on the following dates: (Not to exceed one [1] month.)

Month

Date(s)

Year

There (will) (will not) be a charge for the instruction/activity.

The person who may be contacted, if necessary, about the content of this literature, by the school, parent, or other recipient of information is:

Name _____

Address _____

Zip code

E-mail address _____

Phone: (work) _____ (home) _____

I/We hereby assure the school that the organization will:

A. Agree that any charges for the instruction/activities will be based on and not exceed the cost of providing the instruction/activities;

- B. Not use fighting words, obscenities, defamatory speech or encourage disruption of the educational environment;
- C. Not provide representations or visuals that are inappropriate as described in The Children's Internet Protection Act;
- D. Remove the material on a date certain not more than one (1) month after it has been displayed/posted/stacked or five (5) days after the activity begins, whichever is earlier;
- E. Label all material with the name of the sponsoring organization;
- F. Provide the name, address and telephone number of the local representative for the organization prominently on the promotional material;
- G. Have an authorized representative of the organization sign the written assurances.

The promotional material and assurance form affirming compliance shall be provided to the school office at the same time.

This request must be submitted to the school office at least two (2) weeks prior to the requested date(s).

Signatures and titles of organization representatives

FOR SCHOOL USE ONLY

Date: _____ Principal _____

Action

_____ Denied or requested alteration for the following reason(s):

_____ Approved



KHD BUSINESS SOLICITATIONS IN SCHOOLS

School-business relationships based on sound principles can contribute to high-quality education. However, compulsory attendance confers on educators an obligation to protect the welfare of their students and the integrity of the learning environment. Therefore, when working together, schools and businesses must ensure that educational values are not distorted in the process. Positive school-business relationships should be ethical and structured in accordance with all eight of the following principles:

- Corporate involvement shall not require students to observe, listen to, or read commercial advertising.
- Selling or providing access to a captive audience in the classroom for commercial purposes is exploitation and a violation of the public trust.
- Since school property and time are publicly funded, any type of advertising on school property, selling, or providing free access to advertising involves ethical and legal issues that must be addressed. Corporate involvement must support the goals and objectives of the schools. Curriculum and instruction are within the purview of educators.
- Programs of corporate involvement must be structured to meet an identified need, not a commercial motive, and must be evaluated for effectiveness by the school/District on an ongoing basis.
- Schools and educators should hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials.
- Corporate-involvement programs should not limit the discretion of schools and teachers in the use of sponsored materials.
- Sponsor recognition and corporate logos should be for identification rather than commercial purposes.
- The District shall strive to safeguard the students and their parents from money-raising plans of outside organizations, commercial enterprises, and individuals. This policy shall apply particularly to ticket sales and sales of articles or services except those directly sponsored by school authorities or school organizations.

Adopted: date of manual adoption

CROSS REF.:

[JJE](#) - Student Fund-Raising Activities

[KH](#) - Public Sales on School Property

[KHA](#) - Public Solicitations in the Schools

[KHB](#) - Advertising in the Schools

KHD-R

REGULATION

BUSINESS SOLICITATIONS IN SCHOOLS

The following guidelines should be used when considering and evaluating a school business partnership and/or fundraiser.

- The school-business partnership shall not require students to watch/read advertisements in order to use materials/equipment.
- The school-business partnership shall not require or entice students to purchase a commercial product or require teachers, students, or parents to promote a commercial product.
- The proposed business partnership shall not market products that are detrimental to the health and well-being of students.
- The school-business partnership will not have as a primary objective the marketing and/or promotion of products with students.
- The school-business partnership must promote the development of student learning, skills, interest, or participation in school activities.
- The program must be open to all students who can appropriately participate, without being capped or limited in a manner that discriminates against any student or group of students.
- The school-business partnership shall not disrupt regularly planned instruction.
- The aim of the school-business partnership shall be to benefit youth in educational, civic, social, and ethical development.



KI © VISITORS TO SCHOOLS

The Superintendent shall establish school-visit procedures for the control of persons other than school personnel or students who enter District premises. Such procedures shall permit full use of all legal means to ensure that students, employees, and District property are properly safeguarded. No person, other than one who is a peace officer or one who has obtained specific authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[13-1302](#)

[13-2905](#)

[13-2911](#)

[15-341](#)

[15-507](#)

CROSS REF.:

[AD](#) - Educational Philosophy/School District Mission

[KFA](#) - Public Conduct on School Property



KI-R ©

REGULATION

VISITORS TO SCHOOLS

Parents are encouraged to visit the schools.

All visitors to any school must report to the school office upon arrival.

For those who wish to visit a classroom during the school day, it is preferred that the teacher and the principal be contacted in advance to arrange a day and time for such visit so as to avoid any conflicts with the school schedule.

In visiting a classroom, parents must realize that the teacher's first responsibility is to the class as a whole, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent either before or after school hours.

No person may enter onto school premises, including visits or audits to a classroom or other school activity, without approval by the principal. Neither will any person be allowed to conduct or attempt to conduct any activity on school premises that has not had prior approval by the principal.

Anyone who is not a student or staff member of the District schools, and is in violation of this policy, may be asked to leave the property of the District. Failure to comply with the lawful directions of District officials or of District security officers or any 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, will be against District regulations. Failure to obey such instructions may subject the person to criminal proceedings applicable under law.

Compare KJA © RELATIONS WITH BOOSTER

first

ORGANIZATIONS (version 1 to 2)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

KJA © RELATIONS ~~WITH~~

WITH BOOSTER ORGANIZATIONS

~~Booster clubs shall function as organizations for the purpose of assisting and supporting all athletic activities in the District.~~

~~Membership in a booster club should be based on an interest in a quality sports program and willingness to donate labor or services, or to participate in fund raising.~~

~~Booster clubs will keep accurate and complete records of each fund-raising activity in accord with the Uniform System of Financial Records, recording the net receipts of each activity, keeping a current balance of all monies, and submitting an annual report, through the Superintendent, to the Board on July 1.~~

~~Booster clubs will present to the Superintendent, in writing, the recommended projects in order of priority for the year. Likewise, each term, coaches will submit to the principal and to the Superintendent a list of needs in priority. These will be followed by a meeting of the coaches, principal, and boosters so that a consolidated list is agreed upon.~~

~~The principal will recommend purchases to the Superintendent from the consolidated lists described above.~~

~~All projects involving expenditure of money, matching funds or not, will be submitted to the principal, with a copy to the Superintendent. Board approval will be necessary before any project is undertaken or any purchase orders are written.~~

~~Any and all moneys donated by a booster club to a school will be for a purpose or need on the consolidated lists described above. The principal will have invoices and statements for all expenditures, a copy of which will be provided the booster club before payment is made by the club treasurer.~~

~~Purchases of fifty dollars (\$50) or more shall be approved only on the basis of three (3) or more bids, with one (1) from a local county bidder unless county businesses decline to bid on the items to be purchased.~~

~~Selection of athletic participants is the decision of the coaches who are responsible. Individual or group interference will be considered highly improper by the District.~~

~~The Board has final authority over all phases of school operation and money raised for schools.~~

~~Adopted: date of Manual adoption~~

~~GROSS REF.:~~ Some of the strongest school support comes from parents or organizations having strong interests in specific students or school activities. Support from booster

organizations is encouraged wherever appropriate as a means of involving the public in the activities and goals of the District. School personnel shall seek to strengthen and support booster organizations by cooperating in any way possible to provide assistance, materials, facilities, or other aid to assist them in helping the schools.

Close communication with booster organizations ensures greater harmony with the policies and goals of the District. Each principal shall assume responsibility for the conduct of any organization approved by that principal for interaction with the students, staff, or program of the school.

The Superintendent shall develop procedures as necessary for the guidance of school personnel who are involved with booster organizations.

Adopted: date of manual adoption

CROSS REF.:

JJE - Student Fund-Raising Activities



KL ©
RELATIONS WITH
GOVERNMENT AUTHORITIES

The District shall seek to establish mutually beneficial relations with all local, county, state, and federal governmental agencies. Governmental agencies are an integral part of the community, and their participation shall be sought in matters that affect the educational program and quality of life in the community.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-342](#)

[15-362](#)

[15-363](#)

[15-364](#)



LB ©
RELATIONS WITH OTHER SCHOOLS
AND SCHOOL SYSTEMS

It shall be the policy of the District to cooperate with other schools and local and state regional agencies and organizations in the solution of educational problems of common concern. The District may also cooperate with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.

This cooperation shall extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities, and construction of facilities that may be efficiently utilized on a cooperative basis.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[11-952](#)

[15-141](#)

[15-205](#)

[15-342](#)

[15-365](#)

[15-1371](#)



LBD © RELATIONS WITH CHARTER SCHOOLS

To prepare for the possible receipt of a proposal requesting sponsorship of a charter school, and in order to facilitate the decision to accept or reject sponsorship of a charter application/proposal, the Governing Board establishes the charter school application requirements as set forth in Exhibit LBD-E. In addition to these application requirements, each applicant shall submit a full set of fingerprints to the District for the purpose of obtaining a state and federal criminal records check. The criminal records check shall be completed prior to issuance of a charter [A.R.S. [15-183](#)]. Additional supporting information and data may be required and shall be provided by the applicant if requested by the District or the Superintendent to assist the Board in evaluation of the application for possible sponsorship of the charter school.

The Superintendent is directed to prepare copies of the requirements, together with any instructions deemed appropriate to the distribution or receipt of the applications.

Upon receipt of the application/proposal, the Superintendent shall provide copies to the Board and review the submission for inclusion of the application requirements, reporting the findings to the Board.

The Superintendent may designate personnel to provide liaisons between applicants and the District. If requested, a liaison may also provide technical assistance to improve the application.

Public Meetings

The Board may schedule and hold community meetings in the affected areas or the entire District to obtain information to assist the Board in making a decision about the charter school application. All persons or groups that have an interest in the approval or denial of the charter school application must present their comments or concerns to the Board in writing in a timely manner or in testimony during a public meeting.

Decision on Sponsorship

The Board will make a decision to accept or reject sponsorship of the applicant charter school, in either a regular or special meeting, within ninety (90) days after receipt of the application/proposal. An applicant may submit a revised application for reconsideration by the Board. If the application is rejected, the Board shall notify the applicant in writing of the reasons for the rejection [A.R.S. [15-183](#)].

A Charter Plan

If the District decides to sponsor a charter school, a contract shall be prepared and executed by the charter applicant and the Board, containing at a minimum the following:

- The charter requirements and assurances found in A.R.S. [15-181](#) through A.R.S. [15-189](#).
- All representations contained in the application/proposal and those submitted as additions to the application/proposal.

- A description of all Board policies and rules the charter school will be required to follow.
- Other matters as deemed necessary to the creation of a charter school document.

An approved plan to establish a charter school is effective for fifteen (15) years from the first day of operation [A.R.S. [15-183](#)].

Renewal/Nonrenewal of a Charter

A charter may be renewed for a period of fifteen (15) years [A.R.S. [15-183](#)]. A charter renewal request shall be made at the conclusion of fourteen (14) years of operation in the form of an application, which must contain a report on the progress of the charter school in meeting the obligations of the contract and other terms of the agreement, including the laws applicable to the charter school.

Notice of intent not to renew a charter shall be given at least twelve (12) months prior to the expiration of the approved plan [A.R.S. [15-183](#)]. The Superintendent shall assess the charter school's performance, including compliance with the charter and laws affecting the charter school, and report the findings to the Board in a timely fashion.

A charter renewal request may be denied upon a determination by the Board that the charter school failed to complete the obligations of the contract or to comply with the laws applicable to the charter school.

A charter may be renewed for successive periods of fifteen (15) years.

Revocation of a Charter

The District shall review approved charters at five (5) year intervals and may revoke a charter at any time if the charter school breaches one (1) or more provisions of its charter. The District shall give written notice of intent to revoke a charter at least ninety (90) days before the effective date of the proposed revocation, thereby allowing the charter school at least ninety (90) days to correct the problems associated with the reasons for the proposed revocation. The notice shall be delivered personally to the operator of the charter school, or sent by certified mail, return receipt requested, to the address of the charter school. The notice shall incorporate a statement of reasons for the proposed revocation of the charter.

Final determination of whether to revoke the charter shall be made at a public hearing called for such purpose.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-181](#)

[15-182](#)

[15-183](#)

[15-184](#)

[15-185](#)

[15-187](#)

[15-188](#)

[15-189](#)

[15-741](#)

[15-816](#)



LBD-E ©

EXHIBIT

RELATIONS WITH CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION REQUIREMENTS

REQUIREMENTS

MINIMUM COMPONENTS

Purpose and Need

Purpose consistency of this

State the purpose for this charter school and point out the

purpose with the requirements of statute [A.R.S. [15-181](#) et seq.].

Need established?

Describe the need for the charter school. How was that need

Support school indicated by

Provide any support for the formation of the proposed charter parents, teachers, and students.

Mission and Goals

Mission statement including the

Provide a copy of the mission statement of the charter school,

the proposed

process used to develop this statement. The mission statement of

forth in the

charter school must be consistent with the declared purposes set

Goals of school lines. The

law [A.R.S. [15-183](#)].

State the proposed three-year goals for the school, including time

goals.

applicant also should describe the process used to identify the

Grades Served

Population to be served groupings to be

Describe with specificity the grades, ages, classes, or other

served by the charter school [A.R.S. [15-184](#)].

Student Achievement and Curriculum

Program and student performance performance standards must meet or

Describe the charter school's educational program and the

standards to be achieved by the proposed school. Standards

those adopted by

exceed State Board of Education and statutory standards and

the District [A.R.S. [15-183](#)].

Effectiveness measures charter school

Outline the criteria designed to measure the effectiveness of the

[A.R.S. [15-183](#)].

Objectives and

Provide a description of the curriculum to be used in the school.

It should list the measuring each subject and each performance State Board student outcomes standards Evaluators and student correcting student measure student standards, time lines corrective action in below such standards. Reporting programs, achievement results [15-183](#)].

At-risk student educational opportunities development emotional, school.

Criteria for Enrollment Decisions Enrollment standards decisions, including a academically low-achieving students as well as

Capacity determination purposes of enrollment

Also describe the enrollment [A.R.S.

Limits grade level [A.R.S.

Governance and Decision Making

Governing body and form in which the process

objectives and means of measuring student performance for grade level.

Design a method to measure student progress toward the adopted by the State Board of Education.

Present a description of the charter school's plan for evaluating performance, including types of assessment that will be used to progress toward achievement of the school's performance for achievement of such standards, and procedures for taking the event that student performance at the charter school falls

Detail the plan for academic accountability, including testing distribution of reports, and time lines for these activities [A.R.S.

Describe any objectives and means for increasing the for "at-risk" students, meaning those who because of physical, socioeconomic, or cultural factors are less likely to succeed in

Describe the enrollment policy and the criteria for enrollment description of the proposed school's plans to include students, to promote diversity, and to provide for exceptional students with special needs [A.R.S. [15-183](#) and [15-184](#)].

Define the charter school's determination of capacity for limits and indicate any plans to increase capacity in the future.

equitable-selection process to be used when capacity limits [15-184](#)].

Describe any limits on admission based upon age group or [15-184](#)].

Describe the governing body, the means of selection, and the charter school will do business. This should include a detailed

description of the decisions [A.R.S.

Parent and involvement in the community the charter school involvement following areas will

school community.

with supporting profile

including the school report

District school and the School relations

Expectations of charter school [A.R.S. sponsoring district

Requested rules regulations the charter exceptions

Employment Plan and Practices

Policies and practices personnel policies, a

employees,

procedures, and

Proposed employment include a plan for modifications if who will not attend appropriate

Financial Data, Facilities, and Transportation

Cost-benefit analysis is in conformance

the charter school

rules and procedures followed to arrive at policy and operational [15-183](#)].

Describe the types and extent of parental and community operation of the proposed school. Provide information on how will be accountable to the public. Specifically include how the be addressed:

~ Provisions for charter school accountability to the

~ Development of an annual school improvement plan, information.

~ Reporting to the Board and the school community, card per A.R.S. [15-746](#).

Describe the relationship between the proposed charter school District.

Describe the specific role and duties of the sponsor of the [15-183](#)].

Determine what specific Governing Board policies and school would like waived.

Describe the employment practices of the school, including description of the qualifications for certificated and support staff employee compensation schedules, recruitment and selection plans for resolving employee relations problems [A.R.S. [15-183](#)].

If applicable, in case of a proposal to take over a current school, the displacement of students, teachers, and other employees or be employed in the charter school.

Provide necessary evidence that the plan for the charter school with statutory requirements and is economically sound for both and the District.

Budget, audit, and years of the charter cash management financial and services purchased

Financial responsibility payment of obligations.

Procedures for accountability [183](#)].

Purchased services or the School property purchases, or other

Insurance [15-183](#)]. The legal

Facility analysis they will be obtained

proposed contractor, and

Transportation the contract if arrangements to be provided by

transportation needs students.

Assurances

Statement of assurances that assurances found in A.R.S.

Additional Information

Information requested required or

Supporting data supporting this

Include a proposed budget and financial plan for the first three and a description of the manner in which an annual audit of the administrative operations of the charter school, including any from the District, is to be conducted.

Determine who will be financially responsible for the school's Detail the plan for fiscal accountability, including accountability

student-activity accounts and other nontax funds [A.R.S. [15-](#)

Describe the services the charter school plans to purchase from District or from other sources. Describe any leases, lease-purchases of property contemplated.

Provide a detailed summary of all insurance coverage [A.R.S. liability issues must be fully addressed.

Describe the facilities to be used, their location, and the way and maintained. Include any proposed renovations, the proposed cost [A.R.S. [15-183](#)].

Describe the proposed student transportation system, including services will be provided by a second party. If transportation is the charter school, include a plan for addressing the required of eligible nonresident disabled students and low-income

Provide policies, procedures, and, if none are available, written the charter school will ensure compliance with the requirements [15-181](#), [15-183](#), and [15-184](#).

Provide any additional statements of understanding that may be implied by applicable statutes or rules.

Provide any additional information that might be helpful in request to establish a charter.

Compare LC © RELATIONS WITH EDUCATION RESEARCH

first

AGENCIES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

LC © RELATIONS WITH EDUCATION RESEARCH AGENCIES

The Superintendent is authorized to cooperate with colleges, universities, and other recognized research agencies in promoting potentially useful research. Because of the requirements in the Protection of Pupil Rights Amendment (20 U.S.C. 1232h) it may be necessary to limit the number and establish guidelines for the approval of studies.

The District will comply with all statutes pertaining to surveys including the requirement that notwithstanding *any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district, a charter school or the department of education for longer than one year and that solicits personal information about the pupil regarding a number of characteristics which are listed in the statute A.R.S. [15-117](#).*

Decisions in connection with research involving students, teachers, or other employees will be influenced by the following factors:

- A. The objectives of the research should be clearly stated and the design should produce valid and reliable results that will then be made available to the District.
- B. The research should be expected to contribute to the improvement of education or the general welfare of students.
- C. Data derived from school records, interviews, surveys or questionnaires that have potential for invasion of the privacy of students or their families must have advance written authorization of parents or guardians even though the collecting and reporting of data are to be conducted under conditions of anonymity.
- D. Research proposals should be of sufficient scope and depth to justify the time and effort.
- E. In general, instructional activities will not be interrupted unless there is a clear significance for the educational program of the schools.
- F. Projects involving student researchers must have prior written approval by a faculty member of the institution in which the student is enrolled. This faculty member must have direct responsibility related to the student's research.

The following activities require direct annual notification to parents at the beginning of the school year of the specific or approximate dates when scheduled, if scheduled in accordance with the Protection of Pupil Rights Amendment:

- A. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise

providing that information to others for that purpose).

B. The administration of any survey containing one (1) or more items described below.

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. Any nonemergency, invasive physical examination or screening that is:

1. required as a condition of attendance;
2. administered by the school and scheduled by the school in advance; and
3. not necessary to protect the immediate health and safety of the student, or of other students.

Adopted: ~~date of Manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-104](#)

[15-117](#)

20 U.S.C. 1232h

34 C.F.R. 98

CROSS REF.:

[JRR](#) - Student Surveys

Compare LC-EA © (version 3 to 1)

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk last through the modifications.

Exhibit

LC-EB ©

EXHIBIT

RELATIONS WITH EDUCATION

RESEARCH AGENCIES

CONSENT FORM

Date _____

Dear _____,

(parent or guardian)

This is to advise you that on _____ at the _____

mm/dd/yr

name location

the following program/survey/activity will be conducted: (provide an explanation of the program/survey/activity)

Please be advised that copies of the actual event documents can be inspected at

(enter the location name, address and contact person).

If you will allow your child to participate in the above described program please sign and

return this form to _____.

(insert the name of the person and location for return of the permission form).

I give permission for my child to participate in the above indicated event.

| | | |
|--|--------|-------|
| _____ | _____ | _____ |
| Student's name | School | Grade |
| _____ | _____ | _____ |
| Parent's or Guardian's Signature | Date | |
| _____ | _____ | _____ |
| Student's Signature (if age eighteen or older) | Date | |



LD ©
RELATIONS WITH COLLEGES
AND UNIVERSITIES

In order for staff members and students to benefit from the resources provided by colleges and universities, the Superintendent shall seek out and utilize the services of college and university faculty members or programs when they are compatible with the needs of the District.

Research involving student time shall be of benefit to the District.

Adopted: date of manual adoption



**LDA ©
STUDENT TEACHING AND
INTERNSHIPS**

The Board authorizes the Superintendent to arrange for the supervision and training of a reasonable number of student teachers each year and to establish procedures for such activity.

Before providing services directly to students, a person in a teacher preparation program who participates in a student teaching or other field experience shall obtain a fingerprint clearance card.

Adopted: December 8, 2009

LEGAL REF.:

A.R.S.

[15-534](#)

[15-1640](#)

[15-1651](#)



LF ©
RELATIONS WITH STATE
EDUCATION AGENCIES

It shall be the policy of the District to cooperate with the state educational agencies in the attainment of educational goals and objectives.

Waiver from Administrative Rules

A waiver from any administrative rule may be requested, in accord with A.A.C. [R7-2-801](#), by submitting such request to the State Superintendent of Public Instruction for approval by the State Board of Education. Such request shall include, at a minimum, the following:

- Evidence that the school or the District is currently in compliance with all state laws and State Board of Education rules.
- A statement identifying goals that will be accomplished and how the waiver will assist in enhancing school improvement.
- A three-year plan for school improvement.
- Identification of the specific rules for which the waiver is requested.
- Evidence of a public hearing held by the school or the District that provided for parental and public involvement and input into the proposed three (3) year plan.

A school within the District, as represented by the principal, may request approval of a waiver by submitting to the District Superintendent a proposal containing the minimum requirements as indicated above.

Proposals submitted by a school will be forwarded by the Governing Board to the State Superintendent of Public Instruction within thirty (30) days.

A waiver approved by the State Board of Education may be renewed.

A completed renewal request may be submitted to the Superintendent. The Governing Board will forward such renewal request to the State Superintendent of Public Instruction within thirty (30) days from receipt.

Adopted: date of manual adoption

LEGAL REF.:

A.R.S.

[15-203](#)

[15-239](#)

A.A.C.

[R7-2-801](#)



LF-E ©

EXHIBIT

RELATIONS WITH STATE EDUCATION AGENCIES

Waiver from Administrative Rules

A school or school district with a waiver approved by the State Board of Education shall document progress obtained as a result of the waiver and shall report on or before June 30 of each year to the State Superintendent of Public Instruction.

A school district having a school with an approved waiver may report the effects that such waiver has had on the operation of the school district. Reports shall be submitted on or before June 30 of each year to the State Superintendent of Public Instruction.

Compare LH © RELATIONS WITH EDUCATION

first

ACCREDITATION AGENCIES (version 2 to 1)

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

LH © RELATIONS WITH EDUCATION ACCREDITATION AGENCIES

It shall be the policy of the Board to seek the highest status of membership for its schools in ~~the North Central Association of Colleges and Schools~~ **AdvancEd**, cooperating in the association's evaluations of the school system and considering its recommendations.

Adopted: date of ~~manual~~ **Manual** adoption

GLENDALE ELEMENTARY SCHOOL DISTRICT

INFORMATIONAL AGENDA ITEM

AGENDA NO: 7.A. TOPIC: Future Meetings

SUBMITTED BY: Ms. Cindy Segotta-Jones, Superintendent

RECOMMENDED BY: Ms. Cindy Segotta-Jones, Superintendent

DATE ASSIGNED FOR CONSIDERATION: September 26, 2019

Board Meetings dates for the 2019-2020 school year are listed below with the agenda topics anticipated for each meeting. Routine items, i.e., vouchers, personnel reports, travel, etc., are not included in the list.

| | |
|-------------|--|
| TBD | Annual Financial Report <i>October 15th Deadline</i> |
| October 17 | Board Self Evaluation <i>Annual Board Self-Evaluation deadline October 30</i> ASBA Bylaw Changes |
| November 7 | Strategic Plan Presentation A-F Letter Grade Presentation |
| November 21 | Special Meeting <i>Superintendent Summative Performance Evaluation Deadline November 30</i> |
| December 12 | Revised Budget School Year Calendars |
| January 9 | Organizational Meeting <i>Organizational Meeting deadline January 15</i> Employee and Student Discipline Hearing Procedures Hearing Officer List |
| January 23 | Employment Contracts and Agreements |
| February 6 | Certified Contract Renewals |
| February 20 | Special Meeting |
| March 5 | Meet and Confer/Salary Recommendations Extra Duty Pay Schedule Administrative Contract Renewals |
| March 26 | Special Meeting |
| April 9 | Board Meeting Schedule Classified Employment Renewals Medical, Dental, Vision, Life, Mid-Term and Short-Term Disability Insurance Pay for Performance Plan ASBA Political Agenda Submissions |
| April 23 | Special Meeting |
| May 14 | Authorized Signatories Budget Revision Call for Election Renewal of Sole Source, Cooperative, and Purchasing Contracts Facsimile Signatures Salary Tables, Fringe Benefits and Extra Duty Stipends |
| May 28 | Special Meeting |
| June 11 | Strategic Plan Update/Discussion Employee Garnishments Student Activity Treasurer Execution of Vouchers Workers Compensation, Property, Casualty and Liability Insurance Claims Service Agreement Authorization to Settle Claims Evaluation Handbooks |
| June 25 | Principal and Teacher Evaluation Ratings Proposed Expenditure Budget |

| | |
|--|--|
| | State Assessment Data Extracurricular Fee Schedule SFB Capital Plan Facility Use Fee Schedule and Agreement |
|--|--|

Agenda Item Requests Tracking:

| Agenda Item | Date of Board Request | Board Member Making Request | Date Placed on Agenda | Action Taken |
|---|------------------------------|------------------------------------|------------------------------|---|
| Salary Schedule Study Session | 5/9/19 | Sara Smith | | Request withdrawn |
| Procurement Process Study Session | 7/11/19 | Jamie Aldama | | Information will be provided in Board Update and study session scheduled if necessary |
| Sick Leave Buy Back Policy Study Session | 8/22/19 | Mary Ann Wilson | | |
| SmartSchools Detailed Report on Costs/Savings | 9/12/19 | Jamie Aldama | | Information will go out in Board Update to inform Study Session discussion |
| Census Resolution | 9/12/19 | Brenda Bartels | | |
| ELL Two-Hour Model | | | | |