

VII. Instruction

7.11 Time - School Year

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to maximize academic instructional time, within budget, to ensure students are meeting academic expectations of the community.

A. The school year shall be not less than 180 instructional days.

B. 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.

1)The Superintendent will present to the Board, for approval, forecasted instructional time by program level on an annual basis as part of the budget process.

C. The school district may satisfy any of the time requirements prescribed in statute in any manner prescribed in the district's instructional time model adopted under A.R.S. § 15- 901.08.

D. The Board shall establish the school calendar each year after recommendations from the Superintendent.

E. If the Board determines not to enter into these discussions, or should a tentative agreement with employee groups not be reached, the Board may unilaterally issue contracts with binding salaries and fringe benefits.

LEGAL REF.:

A.R.S.

15-341.01 (Laws 2000, 5th S.S., Ch 1 § 54)

15-801

15-806(B)

15-854

15-855

15-881

15-901

15-901.08

Last Revision Date: June 25, 2022

7.12 Time - School Day

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that the instruction of students is compliant with Arizona Revised Statutes..

A. 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 students.

B. 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.

1. The Superintendent 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 as soon as possible.

C. 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.

LEGAL REF.:

A.R.S.

15-341

15-801

15-806(B)

15-861

15-901

Last Revision Date: June 25, 2022

7.13 Time – Summer School

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that summer school may be held if deemed necessary.

A. If a summer session is deemed necessary, data and input from appropriate stakeholder groups shall be utilized to determine what areas of the curriculum shall be included in the summer session(s).

B. Compensation for teaching during the summer session(s) shall be established by the Board.

LEGAL REF.:

A.R.S.

15-881

15-1141

15-1142

15-1143

Last Revision Date: June 25, 2022

7.14 Time – Holidays

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to be compliant with Arizona Revised Statutes regarding holidays.

A. 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.

B. The Board may declare a recess during the Christmas holiday season of not to exceed two school weeks, and teachers shall receive compensation during the recess.

LEGAL REF.:

A.R.S.

15-801

Last Revision Date: June 25, 2022

7.15 Time – Ceremonies and Observances

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to encourage patriotism and respect for country in the District.

A. The Superintendent shall establish procedures regarding required opening exercises and school programs as they pertain to customs and special events/observances, including but not limited to:

1. Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.
2. 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..."
3. Students whose parents have informed the school that they are not to take part in the patriotic observances will be expected to observe the courtesy of not disturbing others.
4. 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.
5. A teacher or administrator in any school in this District may read or post in any school copies or excerpts of the following materials:
 - a. The national motto "In God We Trust."
 - b. The National Anthem.
 - c. The Pledge of Allegiance.
 - d. The Preamble to the Constitution of this state.
 - e. The Declaration of Independence.
 - f. The Mayflower Compact
 - g. Writings, speeches, documents and proclamations of the founding fathers and the presidents of the United States.
 - h. Published decisions of the United States Supreme Court.
 - i. Acts of the United States Congress.
 - j. The state motto "Ditat Deus," which means "God Enriches."

LEGAL REF.:

A.R.S.

15-203

15-342

15-506

15-717

Last Revision Date: June 25, 2022

7.21 Curriculum - Development

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to select curriculum that furthers the academic achievement of students.

A. The Superintendent shall develop the curriculum for the school system and organize committees to review the curriculum.

1) All advisory committees shall be public committees and meet all requirements of Open Meeting Law and Arizona Revised Statutes.

B. All curriculum changes shall be approved by the Governing Board.

C. Parents will have unfettered access to all proposed curriculum and related resources, including teacher manuals, prior to Board approval.

LEGAL REF.:

A.R.S.

15-102

15-203

15-341

15-701

15-701.01

15-721

15-722

15-730

Last Revision Date: June 25, 2022

7.22 Curriculum - Adoption

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that all proposed curriculum will be subject to parent review for a timeframe of not less than 60 days prior to Board action.

- A. 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.
- B. Curriculum shall not include in its program of instruction any courses or classes that:
1. Promote the overthrow of the United States government.
 2. Promote resentment toward a race or class of people.
 3. Are designed primarily for students of a particular ethnic group.
 4. Advocate ethnic solidarity instead of treatment of students as individuals.
- C. The above restrictions are not to be construed to restrict or prohibit:
1. Courses or classes for Native American Pupils that are required to comply with federal law.
 2. Grouping of students according to academic performance, including capability in the English language that may result in a disparate impact by ethnicity.
 3. 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.
 4. Courses or classes that include the discussion of controversial aspects of history.
 5. 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.

LEGAL REF.:

A.R.S.

15-111

15-112

15-341

15-721

15-722

Last Revision Date: June 25, 2022

7.23 Curriculum - Guides

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that curriculum guides be developed to assist with maximizing the academic achievement of individual students.

A. Curriculum guides shall present at least a minimal outline for instruction and a basis for further development of the particular courses.

B. Curriculum guides to reflect the local needs of the schools.

C. When possible, curriculum guides may suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

D. The Superintendent will formulate procedures for the development and use of curriculum guides.

E. Curriculum guides are also considered a public document.

LEGAL REF.:

A.R.S.

15-341

15-701

15-721

15-722

Last Revision Date: June 25, 2022

7.24 Curriculum - Transparency

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Definitions: “Curriculum” means a course of study for content areas or grade levels, including any supplemental materials required or recommended by the curriculum.

“Learning materials” include, but are not limited to, the following: all textbooks and reading materials, videos, digital materials, websites and other online applications.

“Used for student instruction”

- a. Means assigned, distributed, or otherwise presented to students in any course for which students receive academic credit or in any educational capacity in which participation of the student body is required by the school or in which a majority of students in a given grade level participate.
- b. Applies also to any materials from among which students are required to select one or more, if the available selection is restricted to specific titles.

“Activities” include, but are not limited to assemblies, guest lectures, or other educational events facilitated by school staff, including those conducted by outside individuals or organizations, excluding student presentations.

Policy Objectives: It is the intent of the governing board to ensure that all curriculum meet rigorous expectations of academic quality and political impartiality. Curriculum Policy design should promote transparency in all areas.

Teachers should be encouraged to supplement classroom instruction with effective educational resources, collaborating among its educators. Parental awareness of the materials and activities used in instruction should be prioritized with an adoption of an academic transparency procedures.

The board, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote a curriculum policy for all schools within the district, including the following objectives:

- A. Each school operated by [the district] shall prominently list on a publicly accessible portion of its website:
 1. All learning materials and activities that were used for student instruction at the school during the most recently completed school year, organized at a minimum by subject area and grade.
 2. The procedures in effect for the documentation, review, or approval of learning materials and activities used for student instruction at the school.

B. A school shall be required to list only the information necessary to identify the specific learning materials and activities used for instruction, including the title and the author, organization, or internet address associated with each material and activity. Nothing in this section shall be construed to require either:

1. The digital reproduction of the materials themselves, nor
2. The separate reporting of individual components of materials produced as a single volume, except that for digital volumes containing works by multiple authors, the school shall provide either a table of contents or internet address that discloses the discreet works and authors contained within the volume.

C. For each school, the principal or another site administrator designated in writing by the superintendent shall annually report to the superintendent whether the information listed pursuant to paragraph A accurately reflects the learning materials, activities, and procedures employed at the school.

D. The superintendent shall develop a template, subject to approval by the board, to be available for use at each school to report the information required pursuant to paragraph A. The template may, but is not required to, utilize collaborative online document or spreadsheet software that allows multiple authorized users to update or make additions to posted content on an ongoing basis.

E. The listing of materials for each school year shall remain available via the school website until at least the completion of the following year's listing.

1. The learning materials and activities that were used for student instruction at the school during the most recently completed school year, organized at a minimum by subject area and grade.
2. The procedures in effect for the documentation, review, or approval of learning materials and activities used for student instruction at the school.

Last Revision Date: June 25, 2022

7.31 Instruction - Basic Programs

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that instructional programs maintain a balanced, integrated, and sequential curriculum that will meet the educational and individual needs of all students in the District

A. The first priority of the instructional program will be English language acquisition through a planned sequence of reading skills and language experiences beginning in the kindergarten program.

1. The improvement of reading skills of students should be continuous throughout their education.
2. 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.

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

1) The improvement of math skills of students should be continuous throughout their education.

C. The instructional program will ensure that on or before July 1, 2022, 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.

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

E. The instructional program will include planned sequences in:

1. Language arts - reading, spelling, handwriting, English grammar, composition, literature, and study skills
2. Mathematics
3. Social studies - history including Native American history, geography, civics, economics, world cultures, political science, and other social science disciplines.
4. Science
5. Fine and practical arts
6. Technology
7. Foreign or Native American languages
8. Physical education, health and safety education.

LEGAL REF.:

A.R.S.

1-319

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

15-704

15-710

15-741.01

15-802

A.A.C.

R7-2-301 et seq.

Last Revision Date: June 25, 2022

7.32 Instruction - Special Programs

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to provide special education services for students with exceptional needs and education requirements.

A. Services for students with exceptional needs and requirements include but are not limited to: specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

B. 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.

C. 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.

D. The Superintendent shall 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.

E. The Superintendent shall ensure that procedures related to this policy will be made available to staff members and to parents as necessary to enhance compliance.

LEGAL REF.:

A.R.S.

15-708

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

LEGAL REF.:

A.R.S.

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. 706

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

34 C.F.R. Part 300

Last Revision Date: June 25, 2022

7.33 Instruction - English

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that subject to the exceptions provided in ARS 15-753, all students in the District shall be taught English by being taught in English.

A. 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.

B. 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.

LEGAL REF.:

A.R.S.

15-751

15-752

15-753

15-754

15-755

Last Revision Date: June 25, 2022

7.34 Instruction - Gifted

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes.

A. A program scope and sequence for gifted education including those requirements found in A.R.S. §15-779.02 shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year and by the same date at least every five (5) years if no changes were made.

B. 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.

LEGAL REF.:

A.R.S.

15-203

15-779 et seq.

A.A.C.

R7-2-406

Last Revision Date: June 25, 2022

7.35 Instruction - Bilingual

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to allow for parental waivers in accordance with ARS 15-753.

A. Individual schools in which twenty (20) or more students of a given grade level receive parental exception waivers from ARS 15-752 (being placed in an English language classroom, in accordance with ARS 15-753) shall offer classes teaching English and other subjects through bilingual education techniques.

1. 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.

B. 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.

C. The Superintendent shall develop procedures in accordance with this policy and Arizona Revised Statutes.

LEGAL REF.:

A.R.S.

15-744

15-751

15-752

15-753

15-754

15-755

A.A.C.

R7-2-310

Last Revision Date: June 25, 2022

7.36 Instruction - Homebound

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Definitions: "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 the student is unable to attend regular classes due to risk to the pregnancy or to the student's health.

Policy Objectives: It is the intent of the Board to offer homebound instruction when warranted.

A. Requests for homebound instruction must be made to the school office and shall include medical certification stating the general medical condition, such as illness, disease or chronic health condition that is the reason the student is unable to attend school.

B. Homebound instruction must be provided a minimum of four (4) hours per week by teachers with the same certification as the regular classroom teacher.

C. Full-time attendance may be counted for each day during a week in which the student receives at least four (4) hours of instruction.

D. 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.

LEGAL REF.:

A.R.S.

15-769

15-901

A.A.C.

R7-2-607

Last Revision Date: June 25, 2022

7.37 Instruction – Title I

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

A. All schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable.

B. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools.

C. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

D. 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.

E. The Superintendent shall establish procedures for the development of a District-Level Family Engagement Plan according to Title I requirements.

F. The Superintendent shall ensure procedures are established that provide the Family Engagement Plan is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

G. The Superintendent shall ensure that each school principal shall develop a School-Level Family Engagement Plan and Compact according to Title I requirements.

H. The Superintendent shall ensure the Family Engagement Plan and Compact are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

LEGAL REF.:

A.R.S.

15-341

20 U.S.C. 6301 et seq., No Child Left Behind

Last Revision Date: June 25, 2022

7.38 Instruction – Controversial Topics

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to ensure that controversial topics are dealt with fairly and objectively, with academic achievement as the goal.

A. Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

B. A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not use public monies for instruction that presents any form of blame or judgment on the basis of race, ethnicity, or sex.

C. A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not allow instruction or make part of a course the following concepts:

1. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.
2. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
3. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.
4. An individual's moral character is determined by the individual's race, ethnicity or sex.
5. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.
6. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.
7. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

LEGAL REF.:

A.R.S.

15-717.02

Last Revision Date: June 25, 2022

7.39 Instruction – Wellness

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to ensure that wellness instruction and training are provided to employees and students, per Arizona Revised Statutes.

A. The Superintendent shall ensure students are provided with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

1. The training shall be based on the most current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation.
2. The instruction provided must include the hands-on practicing of cardiopulmonary resuscitation, except for students who are enrolled in an online school as defined in A.R.S.15-808.

B. The Superintendent shall provide training in suicide awareness and prevention for school guidance counselors, teachers, principals and other school personnel who work with pupils in grades six through twelve (6-12). Each person who is required to obtain training shall complete that training at least once every three (3) years.

C. The Superintendent shall include at least one (1) of the following on each new identification card issued to a student in grades nine (9) through twelve (12).

1. The telephone number for a national suicide prevention lifeline.
2. The telephone number for a national network of local crisis centers.
3. A statement describing how to access a text-based emotional support service.
4. The telephone number for a local suicide prevention hotline.

D. The Superintendent shall provide instruction on the nature and harmful effects of alcohol, tobacco, and other dangerous drugs as defined by A.R.S. §15-712 and other relevant statutes on the human system. Instruction will also be provided on the nonuse and prevention of use and abuse of alcohol, tobacco, and other dangerous drugs as defined by A.R.S. §15-712 and other relevant statutes may be included in the courses of study, with emphasis on grades four (4) through nine (9).

1. Instruction on the nature and harmful effects of alcohol, tobacco, and other dangerous drugs as defined by A.R.S. §15-712 and other relevant statutes on a human fetus may be included in the courses of study in grades six (6) through twelve (12).
2. 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.

E. Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.

F. The Superintendent shall establish procedures to ensure that signed, written consent from a student's parent or guardian is obtained before doing either of the following:

1. Using video, audio or electronic materials that may be inappropriate for the age of the student.
2. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

G. The District shall not provide sex education instruction before grade five (5).

H. Parents shall be provided the sex education curricula and all instructional materials for the parent's review online and/or in person pursuant to A.R.S. 15-102(A)(2).

1. The school district or charter school shall notify parents where the sex education curricula are available for review at least two (2) weeks before any instruction is offered pursuant to A.R.S. 15-711.

I. The Superintendent shall ensure that instruction on the laws relating to sexual conduct with a minor for pupils in grades seven (7) through twelve (12) is provided.

J. The Board shall review and approve the sex education course of study that is developed, adopted, revised, or updated.

1. The Board shall provide parents with a meaningful opportunity to participate in, review and provide input on any proposed sex education course of study before it is adopted.
2. The Board may not approve a course of study unless it complies with A.R.S. 15-711.

K. The Superintendent 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.

L. The Superintendent 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.

M. The Superintendent 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.

N. The Superintendent shall establish procedures:

- 1) For students to opt in to sex education instruction.
- 2) For students to opt out of acquired immune deficiency syndrome instruction

LEGAL REF:

A.R.S.

13-3401

15-115

15-120

15-160

15-341

15-345

15-701.01

15-711

15-712

15-716

15-718.01

15-720

15-808

A.A.C.

R7-2-303

Last Revision Date: June 25, 2022

7.41 Academic Achievement – Testing Materials

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to utilize testing programs as one of many components to evaluate the effectiveness of the District's educational offering.

A. The Board authorizes:

1. a testing program as outlined in Arizona Revised Statutes.
2. a District testing program that will be subject to regular review and evaluation.
3. in-service education of teachers and other staff members in the use of tests and interpretation of test results.

B. The instructional programs of the District will be regularly evaluated. The District shall establish procedures for regular evaluation of the educational program and instructional processes that may include evaluations to be conducted by outside agencies within the budgeted funds of the District.

LEGAL REF.:

A.R.S.

15-708

15-741

15-743

15-744

15-745

15-755

Last Revision Date: June 25, 2022

7.42 Academic Achievement – Class Size

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to allow for class sizes to accommodate student needs.

A. The teacher-student ratio for staffing in the District will be determined each year through the District budget setting process.

B. Staffing patterns and student grouping shall be flexible so as to accommodate varied instructional delivery approaches, student needs, curriculum requirements, and fiscal resources.

C. Each year the Superintendent shall make staffing recommendations to the Board during the budgeting review and preparation process.

LEGAL REF.:

A.R.S.

15-341

15-342

15-764

Last Revision Date: June 25, 2022

7.43 Academic Achievement – Course Load

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that all students in high school maintain the number of units necessary to meet the requirements for graduation.

A. The Superintendent shall ensure procedures are developed for staff to assist students in the scheduling of classes.

B. All students in the high school are required to enroll in the District in the number of units necessary to stay on track to meet the requirements for graduation.

1. Exceptions may be made in accordance with procedures established by the District.

LEGAL REF.:

A.R.S.

15-341

Last Revision Date: June 25, 2022

7.44 Academic Achievement – Grading

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that teachers shall report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

- A. The Superintendent shall ensure a District-developed grading system is utilized.
- B. The Superintendent shall develop procedures for grading/assessment systems.
 - 1. Teachers will keep a careful record of the grades assigned to students.
 - 2. Teachers will update grades on a timely and regular basis.
 - 3. Grades will be available and visible to parents at all times.
- C. In addition to parent conferences, teachers will confer with parents when necessary concerning the reporting of academic progress and discipline of students.
- D. Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness.
 - 1. 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.
- E. Each school must distribute copies of an annual report card, containing the descriptions and information required by statute. The annual school 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.

LEGAL REF.:

A.R.S.
15-203
15-341
15-516
15-746
15-767

Last Revision Date: June 25, 2022

7.45 Academic Achievement – Promotion, Acceleration, and Retention

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that teachers shall report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

A. 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.

B. If accelerated promotion is considered in the best interest of the student, close cooperation among the parents and all school personnel involved is imperative.

C. Students must achieve District standards in reading, written communication, mathematics, science, and social studies adopted by the State Board of Education.

D. 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.

1. In addition to these standards, test scores, grades, teacher-principal recommendations, and other pertinent data will be used to determine promotion.

E. Retention of students may be considered at any grade level and 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.

F. Pass or fail grades for students enrolled in secondary school courses will be based upon standards for each subject area as identified in the course of study. Grading guidelines for secondary school courses shall be established by the District.

G. When applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program and in accordance with A.A.C. R7-2-301 and R7-2-401.

H. Pursuant to Arizona Revised Statutes, a parent or student of majority may appeal to the Board for reconsideration on any placement decisions.

I. The Superintendent shall establish procedures consistent with this policy.

LEGAL REF.:

A.R.S.
15-203

LEGAL REF.:

A.R.S.

15-341

15-342

15-701

15-701.01

15-715

15-802

A.A.C.

R7-2-301

R7-2-302

R7-2-401

Last Revision Date: June 25, 2022

7.46 Academic Achievement – Makeup Work

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that procedures be established for students to make up assignments due to approved absences.

A. The Superintendent shall develop procedures that shall apply to requirements for student make up assignments due to approved absences.

LEGAL REF.:

A.R.S.

15-152

15-803

Last Revision Date: June 25, 2022

7.47 Academic Achievement – State Testing

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to be compliant with Arizona Revised Statutes regarding state testing.

A. Employees designated to administer the achievement test adopted by the Arizona State Board of Education shall:

1. keep all test materials in locked storage.
2. not reproduce any test materials in any manner.
3. not disclose any actual test items to students prior to testing.
4. not provide answers of any test items to any students.
5. administer only practice tests provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
6. strictly observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
7. follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
8. not change a student's answer.
9. return all test materials to the designated test coordinator for the District immediately upon completion of testing.

B. 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.

C. The Superintendent 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.

D. The Superintendent will establish procedures for assessing student achievement of standards adopted by the State Board of Education and for reporting and utilizing test results and non-test indicator data, if provided by the State.

E. The Superintendent will provide, if provided by the State, to the parent or guardian of each student who participates the associated grade equivalents, percentiles, and stanines from standardized norm-referenced testing. The Superintendent 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, if provided by the State.

F. The Superintendent will provide to 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, if provided by the State.

LEGAL REF.:

A.R.S.

15-741

15-741.01

15-742

15-743

15-745

15-755

A.A.C.

R7-2-301

R7-2-306

R7-2-310

Last Revision Date: June 25, 2022

7.48 Academic Achievement – Early Graduation

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board to authorize early high school completion for selected students.

A. Students desiring early graduation must submit a written request to the high school principal during the first half of the semester preceding the semester of desired completion. The request must contain the reasons for the request and the written approval of the student's parents or guardian. All graduation requirements must be met by the early completion date.

B. The Superintendent shall establish procedures to evaluate each request and will ensure the parent or guardian(s) are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on co-curricular activities.

C. Diplomas will be awarded only at the completion of the spring semester.

D. Final transcripts may be provided as soon as the high school requirements have been met.

E. The Superintendent shall notify the Arizona Department of Education and the Commission for Postsecondary Education when a student graduates at least one (1) year before the student's scheduled graduation date.

LEGAL REF.:

A.R.S.

15-701.01

15-1821

Last Revision Date: June 25, 2022

7.49 Academic Achievement – Graduation Requirements

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that students strive to exceed the minimum state standards required for graduation.

A. A minimum number of units of credit as required by state statute are required for graduation:

1. English - 4.0 units
2. Math - 4.0 units
 - a. In lieu of one (1) credit of Algebra II or its equivalent course content, a student may request a personal curriculum in mathematics following R7-2-302.03.
3. Science - 3.0 units
4. Social Studies - 3.0 units
 - a. The State Board requirement for economics is at least one-half (.5) of a course credit, which shall include financial literacy and personal financial management.
5. Fine Arts or Career/Technical/Vocational - 1.0 unit
6. Physical Education - 1.0 unit
 - a. One (1) unit of general physical education may be waived if sufficient documentation is provided by a physician that physical education should be waived for medical or psychological reasons.
7. Electives - 6.0 units

B. Graduation requirements may be met as follows:

1. By successful completion of subject area course requirements.
2. By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. R7-2-302 and rules established by the District.
3. By earning credits through correspondence courses from an accredited institution as defined in A.A.C. R7-2-601 (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. §15-701.01.
4. By demonstrating competencies in a particular academic course by subject and obtained academic credit for the course or subject without enrolling in the course or subject in accord with A.R.S. §15-701.01(H).
5. An out-of-state transfer student is not required to pass the competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

C. The minimum course of study and competency requirements for graduation from high

school should be followed for the student with disabilities in accordance to A.R.S. §15-701.01 and A.A.C. R7-2-301.

1. Pupils who receive special education shall not be required to achieve passing scores on the civics test under section 15-701-01 in order to graduate high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on the test is specifically required in a specific academic area by the pupil's individualized education program as mutually agreed on by the pupil's parents and the pupil's individualized education program team or the pupil, if the pupil is at least eighteen (18) years of age.

D. The Superintendent shall provide public students with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

E. Students must pass the civics test required by A.R.S. §15-701.01 and documented on the student's transcript.

F. Any student with an individualized education plan or 504 plan grades nine (9) through twelve (12) is eligible to receive a high school diploma without meeting state competency requirements A.R.S. (§15-701.01 (B)).

LEGAL REF.:

A.R.S.

15-203

15-261

15-341

15-701.01

15-763

A.A.C.

R7-2-302

R7-2-302.03

R7-2-321

R7-2-601

Last Revision Date: June 25, 2022

7.51 Resources – Library

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that library facilities meet the academic achievement needs of students.

- A. Library facilities should be designed, to the extent possible, to accommodate:
 - 1. A comprehensive collection of instructional materials selected to meet the needs of the students.
 - 2. Maximum accessibility to these materials.
 - 3. A place for materials that will support the curriculum, taking into consideration the individual student's needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of all of the students.
 - 4. A place for materials for teachers and students to encourage growth in knowledge, which will develop literary, cultural, and aesthetic appreciation and ethical standards.
- B. The Superintendent shall establish procedures for the:
 - 1. Review and approval of library materials before they are ordered
 - 2. Removal of library materials
 - 3. Control of library materials to ensure that students are accessing only age-appropriate materials
 - 4. Transparency on the school website of materials in the library accessible by students

LEGAL REF.:

A.R.S.

15-341

15-362

15-721

15-722

Last Revision Date: June 25, 2022

7.52 Resources – Volunteers

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Policy Objectives: It is the intent of the Board that volunteers be welcomed into the District and the classroom, subject to the requirements of this policy and Arizona Revised Statutes.

A. The Superintendent shall establish suitable procedures for recruiting, approving and managing school volunteers.

LEGAL REF.:

A.R.S.

13-3716

15-512

Last Revision Date: June 25, 2022

7.53 Resources – Animals

Adopted: (date of adoption)

Revised: (date of latest revision and approval)

Definitions: “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, and intellectual or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

Policy Objectives: It is the intent of the Board that animals be welcomed into the District and the classroom, subject to the requirements of this policy and Arizona Revised Statutes.

A. The Superintendent shall establish procedures for appropriately and humanely bringing live animals into a classroom.

1) Live animals that are not service animals are prohibited on school buses unless the animal is present for an educational purpose by written approval from the Superintendent or school principal.

B. The District 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.

1. 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.

LEGAL REF:

A.R.S.

11-1024

Last Revision Date: June 25, 2022

