ASDB-Policies

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Welcome to the ASDB Policy Manual

WELCOME TO THE ASDB POLICY MANUAL

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SECTION A

ASDB POLICY MANUAL: SECTION A

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A: ASDB Mission and Belief Statement

ASDB MISSION AND BELIEF STATEMENT

The Arizona State Schools for the Deaf and the Blind (ASDB):

- Are committed to excellence in education of all children and youth with sensory impairments throughout Arizona.
- Are committed to partnerships with families, school districts, and others that will enable children and youth with sensory impairments to succeed in adult life.
- Are committed to the respect, support, and well-being of each employee.

Adopted: July 9, 2015

AA: School Legal Status

SCHOOLS LEGAL STATUS

The legally designated name of the School is the Arizona State Schools for the Deaf and the Blind (ASDB).

ASDB shall be a body

corporate. The Corporation

shall:

- Have perpetual succession
- Have a corporate seal
- Be deemed a public corporation and its property shall be exempt from all taxes and assessments.

The corporation may, in the corporate name:

- Sue and be sued
- Contract and be contracted with
- Take and hold by purchase, gift or devise, real and personal property required for its use.
- Convert property received by gift, purchase or device which is not suitable for its use into money or property that is suitable for its use.

Adopted: July 9, 2015

ABA: Community Involvement in Education

COMMUNITY INVOLVEMENT IN EDUCATION

The Board recognizes that the public has substantial resources of training and experience that could be useful to ASDB. The strength of ASDB 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 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 leadership 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: July 9, 2015

ABAA: Parent Involvement

PARENTAL INVOLVEMENT

Based on the philosophy of ASDB, it is the intent of the Board that parental involvement in ASDB be defined in the broadest possible terms.

Further, it is the intent of the Board, under such a definition, that the Superintendent will incorporate to the maximum extent possible, within the capabilities of ASDB staff members and the financial limitations of ASDB, a variety of activities, strategies, and mechanisms 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: July 9, 2015

ABB: Staff Involvement in Decision Making

A-120 **ABB**

Policy A-120 ABB "Staff Involvement in Decision Making" will be recoded to G-0400 GBB "Staff Involvement in Decision Making" and will be placed in the G section of the Policy Manual as soon as it has been updated and revised according to the 2006-2007 Comprehensive Review process.

The current A-120 AB**C** "Staff Involvement in Decision Making" policy can be found in the section of Policies yet to be updated.

AC: Nondiscrimination/Equal Opportunity

NON - DISCRIMINATION / EQUAL OPPORTUNITY

The ASDB 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 all staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Adopted: July 9, 2015

ACA: Sexual Harassment

SEXUAL HARASSMENT

ASDB prohibits harassment, including sexual harassment, on ASDB premises and during ASDB-sponsored activities on or off ASDB premises. All individuals associated with ASDB, including but not necessarily limited to the Board of Directors, staff members, volunteers, students, parents, contractors and vendors are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

The Superintendent shall serve as the compliance officer and shall implement administrative regulations delineating procedures to deal with employee reports of workplace harassment, including but not limited to sexual harassment; to ensure a prompt investigation; and to render a response which is reasonably calculated to end any harassment and to prevent recurrence. The ASDB Board of Directors will serve as the compliance officer if the Superintendent is accused of unlawful harassment.

A substantiated charge of sexual harassment against staff member of ASDB shall subject that staff member to disciplinary action up to and including termination from employment. A substantiated charge of sexual harassment against a student of ASDB shall subject that student to disciplinary action, which may include suspension or placement in an alternative education setting.

Staff member complaints of harassment, including sexual harassment, will be handled pursuant to this policy and administrative regulation ACA-R.

Student complaints of sexual harassment will be handled pursuant to policy and administrative regulation JBB and JBB-R.

Public complaints about personnel will be handled pursuant to policy and administrative regulation KEB and KEB-R.

Adopted: July 9, 2015

ACA-E: Sexual Harassment

SEXUAL HARASSMENT

COMPLAINT FORM
To be filed with the Human Resources Director and Superintendent as provided in ACA-R)

Please print:

Name_____
Date_____

Job Title:_____ School/
Department:_____

Supervisor's Name_____ Supervisor's
Title_____

Work Address_____ Work Days/
Hours_____

Home
Address_____

Work Phone_____ Home Phone_____ Cell
Phone_____

Work E-mail address
_____

Personal E-mail address
_____

1. List the name, job title, school/department/program/location, phone number (if you know) of each individual who allegedly harassed you. State whether each alleged harasser is a co-worker or your supervisor.

2. Describe the alleged harassment. Separately describe each incident of harassment in chronological order, including dates, times, locations, witnesses, background to the incident(s), and any attempts you have made to solve the problem. If you cannot remember exact dates and times, approximate the dates and times to the best of your recollection. Use as many pages as necessary.

3. Provide the names, job titles, school/department/program/locations, phone numbers (if you know) of any witnesses named above.

4. Prior to reporting this complaint, did you describe the harassment to anyone, including co-workers or supervisory personnel?

   If yes, list the name, job title, work location, telephone number of any person to whom you described the incident(s); the date or approximate date you brought the incident to the other individual's attention.

5. Do you know of any other employee who has experienced similar harassment in the same department or from the same individual(s)?

   If yes, list the name, job title, work location, telephone number of the employee(s).

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

7. What is your requested remedy in this complaint? Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is true and correct to the best of my knowledge. I am willing to cooperate fully in the investigation of my complaint and to provide whtever evidence ASDB deems relevant. I understand that in order to investigate my complaint, it will be necessary to interview you, the alleged harasser(s), and any witnesses with knowledge of the allegations or defenses. I further understand that

ASDB will notify all persons and witnesses involved in the investigation that it is confidential and that unauthorized disclosures of information concerning the investigation could result in disciplinary action up to and including discharge from employment.

_____ _____

Signature of Complainant Date

ACA-R: Sexual Harassment

SEXUAL HARASSMENT

I. Prohibited Harassment and Retaliation

Sexual harassment is strictly prohibited on ASDB properties and during ASDB-related activities on or off ASDB premises. ASDB will not tolerate any form of harassment by any individual against any employee, employment applicant, volunteer, student, parent, vendor, or contractor.

ASDB also will not tolerate any form of retaliation directed against any individual who either complains about harassment or who participates in any investigation concerning harassment.

A substantiated charge of harassment or retaliation by an employee against any individual will subject the employee to disciplinary action up to and including termination of employment.

The prohibition against sexual harassment does not include legitimate, nonsexual physical contact, such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student.

II. Definitions and Examples of Harassment

"Workplace harassment" means any unwelcome verbal, nonverbal, electronic written, or physical conduct that either denigrates or shows hostility or aversion towards an employee, applicant for employment, volunteer, vendor or contractor on the basis of race, color, national origin, age, sex, sexual orientation, religion, disability, marital status or pregnancy and that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an employee's work performance; or (3) affects an employee's employment opportunities or compensation. Workplace harassment includes sexual harassment.

"Sexual harassment" at work occurs whenever unwelcome conduct of a sexual nature affects a person's job. Sexual harassment is defined as any unwelcome sexual advance, request for sexual favors or verbal, written or physical conduct of a sexual nature by an employee, volunteer, student, vendor, or contractor when:

- Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
- Submission to or rejction of the conduct by an individual is used as a basis for employment decisions affecting such individual, or
- The conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment.

There are two types of unlawful sexual harassment:

- **"Quid pro quo"** – The first type involves harassment that results in a tangible employment known as "Quid pro quo" or "this for that." This kind of unlawful sexual harassment can be committed only by someone who can make or effectively influence employment actions that will affect the victimized employee. This usually occurs when an administrator or other supervisory employee gives or withholds a work-related benefit in exchange for sexual favors. Typically, the harasser requires sexual favors from the victim, either rewarding or punishing the victim in some way.

  Behaviors may include:

  - 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.
  - 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, et cetera, in exchange for sexual favors.

- **"Hostile Environment"** – The second type of unlawful sexual harassment is referred to as "hostile environment." Unlike a quid pro quo, which only a supervisor can impose, a hostile environment can result from a gender-based unwelcome conduct of supervisors, co-workers, customers, vendors, or anyone else with whom the victimized employee interacts on the job. This occurs when a victim is subjected to unwelcome and repeated sexual comments, innuendoes, touching or other conduct of a sexual nature which creates an intimidating or offensive place for employees to work. To create a sexually hostile environment, unwelcome conduct based on gender must meet two additional requirements:
  1. It must be subjectively abusive to the person(s) affected, and
  2. It must be objectively severe and pervasive enough to create a work environment that a reasonable person would find abusive.

  Behaviors may include:

  - Unfulfilled threats to impose a sexual quid pro quo.

- 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.)
- Discussing sexual activities;
- Telling off-color jokes;
- Unnecessary touching;
- Commenting on physical attributes;
- Displaying sexually suggestive pictures;
- Using demeaning or inappropriate terms, such as “Babe”;
- Using indecent gestures;
- Sabotaging the victim's work;
- Engaging in hostile physical conduct;
- Granting job favors to those who participate in consensual sexual activity;
- Using crude and offensive language.

III. Reporting Harassment

ASDB is obligated to identify, investigate and document incidents and alleged incidents of possible workplace harassment, including sexual harassment, that comes to the attention of school or agency employees with or without a formal complaint. Anyone who is subject to workplace harassment, or who knows of the occurrence of such conduct, should take prompt action. All matters involving harassment complaints will remain confidential to the extent possible.

Any employee who believes they have been harassed by a supervisor, co-employee, student, volunteer, vendor or contractor with whom contact is made during ASDB related activities should promptly take one of the following actions:

- Informal Resolution

  If an employee is offended by what they believe to be gender-based or sexually oriented conduct, or finds any conduct unwelcome, the employee is encouraged, but not required, to make their displeasure clearly and promptly known. Tell the individual that the behavior is not acceptable, is unwelcomed by you, and ask the person to stop the behavior. If the harassment does not end, promptly, write a letter to the individual, asking the harasser to stop, and give a copy to your supervisor and the employee's supervisor. Keep a copy of the letter. The employee is also encouraged to write and keep a statement about the incident of workplace harassment – indicating the date, time, summary of the conversation with the alleged harasser, the reaction of the person when confronted regarding the situation, and the names of any witnesses. If the immediate supervisor is the subject of the report, the employee is encouraged to tell the next highest administrator and/or the Human Resources Director.

- Formal Resolution/Report

  If, for any reason, it is not an acceptable option to the employee to confront the person whose conduct is perceived as workplace harassment, or if the employee believes his or her attempt to informally resolve the situation has failed, the employee should immediately report the harassment directly to the

employee's immediate supervisor, or the next highest administrator if the supervisor is the subject of the report, or directly to the Human Resources Director and/or Superintendent. A complaint of harassment against the Superintendent is to be made to the ASDB Board of Directors by reporting the matter to the Board President.

IV. Administrative Procedure for Dealing with Employee Report of Harassment

- Upon receipt of a report of harassment, the supervisor or administrator is to immediately contact the Superintendent and/or the Human Resources Director. The supervisor may request, but may not insist upon, a written report preferably using form ACA-E. If the report is given verbally, the supervisor will promptly reduce it to writing using form ACA-E and provide a copy to the Principal or Director, the Superintendent, and the HR Director. A complaint of harassment against the Superintendent is to be made to the ASDB Board of Directors by reporting the matter to the Board President.
- The Superintendent will provide for the adequate, reliable, and impartial investigation of all complaints within a reasonably prompt timeframe.
- Pending the outcome of the investigation, the Superintendent and/or the Human Resources Director will take interim preventive measures to ensure the safety of victims and of the larger ASDB community during the investigation, address potential ongoing harassment, and avoid retaliation against the reporting employee. On-going contact with the complainant(s) will be maintained throughout the investigation.
- The investigation will include the opportunity for parties to present witnesses and other evidence. Investigation of a report will normally include interviews of the alleged victim, alleged harasser and any other identified witnesses.
- The determination whether the alleged conduct creates an intimidating, offensive or hostile work environment will be made from the viewpoint of a reasonable person in the position of the alleged victim and will be based on the totality of the circumstances including:
    - Whether the conduct was verbal or physical or both
    - How frequently the conduct was repeated;
    - Whether the conduct was hostile or patently offensive;
    - Whether others joined in perpetrating the harassment; and
    - Whether the harassment was directed at more than one individual.
- The Superintendent may determine that workplace harassment occurred or did not occur, or may find the evidence is inconclusive. If it is found that workplace harassment occurred, immediate and appropriate remedial action will be taken to address and resolve the matter, including, as appropriate, provision of resources that may include counseling to the harasser as a means to prevent recurrence of future harassment, discipline of the harasser up to and including termination of employment, referral of the matter to law enforcement when appropriate, strategies to protect the victim and witnesses from retaliation, counseling for the victim, and any other necessary steps reasonably calculated to prevent future occurrences of harassment.
- Upon conclusion of the investigation, the Superintendent will provide written notice to the complainant of the findings of the investigation and the corrective action(s) taken if any.
- Within a reasonable period of time following conclusion of the investigation, the complainant will be contacted to assess whether there are further concerns of ongoing sexual harassment or retaliation, and to determine whether additional supportive measures are necessary.

If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board of Directors.

AC-E: Nondiscrimination/Equal Opportunity

NON-DISCRIMINATION / 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.

Date of the action against which you are complaining:

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.

AC-R: Nondiscrimination/Equal Opportunity

NON-DISCRIMINATION / 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 ASDB 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

ASDB 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. 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 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. The Superintendent also may impose a suspension without pay, or recommend dismissal, or other appropriate discipline. If there is reason to believe that the Superintendent has violated policy, the complaint shall be made to the President of the Board.

If the person alleged to have violated policy is an employee, the due process provisions of Policy GCQF/GDQF 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 policy GCQF/GDQF may be initiated.

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

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

AD: Educational Philosophy

EDUCATIONAL PHILOSOPHY/ ASDB'S MISSION

Educational Philosophy

ASDB provides a framework for the promotion and maintenance of educational opportunities of adequate scope and quality to meet the diverse needs of the students served by ASDB. The goals for each student are to demonstrate academic

achievement to their fullest potential; develop personal potential for independence and self-sufficiency; develop meaningful relationships with family members, friends, co-workers, and community members; and to function as a contributing member of society.

ASDB subscribes to the following concepts about learning for students:

- Learning occurs within a framework that is student initiated and student centered and where opportunities are provided for practice, application, and the transfer of general skills and knowledge to real life situations.
- Learning occurs in environments where risk taking is encouraged.
- Language and communication skills are central to learning.
- Self-initiated learning results in independent problem-solving and decision-making skills.
- Home-school collaboration is vital to the student's learning, and actually directs the development of the student's individual curriculum.
- Valuing the multiethnic and multicultural background of all students is practiced, modeled, and encouraged.
- Cooperative learning has a profound, positive impact upon students' learning; the classroom becomes a community of learners, actively working together to enhance each person's knowledge, proficiency, enjoyment, and self-esteem.

Teaching is a reciprocal process and as such is a responsibility shared by parents, students, and staff . Knowledge of the learning process and the content of instruction are essential. The components of successful teaching include:

- Ongoing formal and informal assessment of student strengths, knowledges, and needs.
- Selecting effective learning methods and materials for each student, based on individual strengths.
- Using a variety of approaches reflective of individual learning styles and real-life purposes.
- Recognizing all domains in an environment: affective, psychomotor, and cognitive.
- Integrating language and communication skills development into all aspects of instruction.

Student-centered teaching in a multicultural environment that promotes and respects the language and heritage of all students results in:

- Thinking in an organized, focused manner.
- Understanding of interrelationships.
- Risk-taking, creativity, problem solving, and making choices.

- Developing independence and assuming responsibility for learning.
- Learning how to learn.
- Developing social skills and daily living skills in a natural setting.

The educational program reflects the needs of ASDB's diverse population of sensory-impaired students. The program will provide a variety of educational opportunities and, when appropriate, the expectations for hearing and sighted children of a similar age or level will be considered. The program may include formal documents, as well as instructional plans developed by individual departments and/or teachers for specific groups of students. The guidelines for developing a formal or informal educational program will incorporate the concepts within this document. The educational program will be:

- *Developmental.* In early-childhood education the educational program addresses the developmental functioning level of each student in terms of content presented, materials used, teaching and learning styles, and experiential needs.
- *Age appropriate.* The educational program emphasizes that the skills/concepts being taught and the materials used should be selected with consideration of the students' chronological age, learning style, and need for the skills and concepts.
- *Functional.* The educational program addresses the students' need to apply learning to everyday situations.
- *Spiraled.* The educational program is conceptually spiraled so students are able to relate and accommodate new information into previously formed conceptual frameworks.
- *Conceptual.* The educational program provides a strong experiential foundation, coupled with questioning strategies and problem-solving techniques, to ensure concept formation and critical thinking.

The Individual Education Program

The individual education program (IEP) is related to the curriculum in the following ways:

- The educational program determines the context within which each student's IEP skills are taught.
- Teacher plans reflect the infusion of IEP goals and objectives into the educational programs needed by individual students.
- The effectiveness of the educational program for the achievement of a student's IEP goals and objectives is evaluated regularly by the IEP team.

Adopted: July 9, 2015

ADA: School Goals & Objectives (Organization and Program Goals)

SCHOOLS GOALS AND OBJECTIVES

(Organization and Program Goals)

ASDB's organization and program goals are to:

- Maintain and improve model educational programs for students enrolled in ASDB.
- Expand regional, comprehensive preschool and infant services for children with sensory impairment and their families.
- Develop instructional services for children and youth with sensory impairments that will be serviced in regional programs.
- Provide the staff members, facilities, equipment, and specialized materials to maintain optimal educational and living environments.
- Provide specialized and supplemental enrichment programs and services to enhance the educational opportunities for children and youth with sensory impairments throughout Arizona.
- Involve parents, school districts, and communities as partners in the education of their children with sensory impairments.
- Provide statewide leadership toward the improvement of quality education of children and youth with sensory impairments.
- Provide specialized evaluation services and individual program planning necessary to assure that each student with sensory impairment receives the most appropriate education.
- Serve as a statewide resource in technical assistance, public information, staff training, curriculum development, and specialized materials.
- Cooperate with other agencies to provide for the transition of students to postsecondary and adult services.
- Provide ongoing opportunities for staff growth and development.
- Foster effective communication across all levels of and throughout the agency.
- Support pay plans, health, and other benefits that will allow ASDB to recruit and maintain the highest qualified staff possible.

Adopted: July 9, 2015

SECTION B

ASDB POLICY MANUAL: SECTION B

Please Use The Navigation Bar on the left side of page to view policies

CLICK HERE FOR PRINT FRIENDLY PDF DOCUMENT

BAA: Evaluation of School Board/Board Self Evaluation

EVALUATION OF SCHOOL BOARD / BOARD SELF-EVALUATION

The Board may meet at least annually, 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 Board procedures may include, but are not limited to:

- Board meetings/ decision-making process.
- Policy development/ implementation.
- Board/ ASDB goal setting.
- Curriculum and instruction management/ program.
- Fiscal management/ resource allocation.
- Facility 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: July 9, 2015

BAA-E: Evaluation of School Board/Board Self Evaluation

EVALUATION OF SCHOOL BOARD/ BOARD SELF-EVALUATION
(Annual Self-Appraisal of the Board)

The following list of items pertaining to the operation of the 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:

S
_
N
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.

(2) The Board clearly interprets its position on controversial matters pertaining to ASDB, thereby enabling the Superintendent to properly carry out the wishes of the Board.

(3) The Board disregards personalities and considers the recommendations of the Superintendent in an unbiased and objective manner.

(4) The Board communicates views of personnel effectiveness, including views related to the Superintendent, in a confidential and

professional manner.

B. Board Relationship with ASDB Community:

S N U

(1) The Board recognizes that the citizens have entrusted them with the educational development of the children and youth of this state.

(2) The Board recognizes that the community expects 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.

(3) The Board enacts policies supporting the efforts of the administration in helping the people of this state to have the facts about ASDB, 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.

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

(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 employ necessary and qualified personnel.

(2) The Board members make every effort to become acquainted with the personnel program of ASDB.

(3) The Board members' personal friendships with ASDB 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.

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

(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 ASDB:

S N U

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

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

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

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

G. General Statements:

(1) List in order of priority the four (4) major problems identified by this self-evaluation that should be used to develop Board goals for the future:

(a) _____

(b) _____

(c) _____

(d) _____

(2) List any weaknesses you have observed in the operation of ASDB which can be addressed by changes in Board operations and performance:

(3) List any significant accomplishments made by ASDB during the past year as a result of Board operations and performance:

BB: School Board Legal Status

ASDB 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 the education and care of the deaf and blind. It is further provided in statute that under the general supervision of the Board of Directors, the Arizona State Schools for the Deaf and the Blind shall be maintained, developed, and operated. Legally, then, the ASDB Board of Directors is an instrument of the Arizona Legislature and derives their authority from the Arizona Constitution, Arizona statutes, and the Arizona Administrative Code.

Adopted: July 9, 2015

BBA: School Board Powers and Responsibilities

ASDB BOARD POWERS AND RESPONSIBILITIES

The ASDB Board shall act as the general agent of the state of Arizona in carrying out the will of the people of the state in the matter of public education for the deaf and the blind.

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 of ASDB.

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 ASDB. It is the policy of the Board to retain and exercise full legislative authority and control over ASDB 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 ASDB's operations and an evaluation of the educational program of ASDB 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, applicable regulations of the Arizona Administrative Code and ASDB policies and regulations.
- To have a general knowledge of the educational aims and objectives of ASDB.
- 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 ASDB.
- 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 staff members and the divulging of privileged information that could cost ASDB money, support, or public confidence.
- To represent the Board and ASDB 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: July 9, 2015

BBAA: Board Member Authority and Responsibilities

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BBAA

ASDB BOARD MEMBER AUTHORITY AND RESPONSIBILITIES

All powers of the ASDB 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 ASDB 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.

Adopted: July 9, 2015

BBBA: Board Member Qualifications (Board Membership)

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BBBA

ASDB BOARD MEMBER QUALIFICATIONS

(Board Membership)

A person who is a citizen of the United States and of this state and is not less than eighteen (18) years of age is eligible for appointment to the office of the ASDB Board of Directors.

Members of the Board of Directors are designated by statute or appointed by the Governor under the provisions of the Arizona Constitution and A.R.S. 15-1321.

Every Board member shall continue to discharge the duties of the office, although the term has expired, until a successor has qualified.

Adopted: July 9, 2015

BBBB: Board Member Oath of Office

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. The person taking the oath shall file a copy of the acknowledged oath in the Superintendent's office. The Superintendent's office shall keep such copy on file as long as the Board member remains on the Board and for a period of five (5) years after last serving on the Board.

Familiarization with Open Meeting Law

A newly elected or appointed Board member shall, prior to taking office, review the Arizona open meeting law (OML) material prepared by the Attorney General.

Adopted: March 26, 2015

BBBC: Board Member Resignation

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BBBC

ASDB BOARD MEMBER RESIGNATION

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

Adopted: July 9, 2015

BBBD: Board Member Removal from Office (Attendance Expectations)

B-0500 © 2015 by Arizona School Boards Association **BBBD**

ASDB BOARD MEMBER REMOVAL FROM OFFICE

(Attendance Expectations)

The authority for appointing or removing board members is placed with the Governor, however, regular attendance of Board members is necessary if the Board is to be able to carry out its statutory responsibilities.

Toward this end, the ASDB Board of Directors will utilize the following attendance guidelines:

- The Executive Officer, the Superintendent, shall provide each Board member with an annual calendar of meeting dates and locations.
- Each regularly scheduled meeting will generally begin at 4:00 p.m. If a study session is required prior to any meeting, it shall ordinarily begin at 3:00 p.m. unless the nature of the matter requires starting at an earlier time.
- Each Board member will advise the Superintendent's Office of an expected absence with sufficient notice to minimize problems with having a quorum present.
- The Board President shall send a letter to any member who misses two (2) consecutive meetings when the circumstances surrounding the absences raise questions about the interest of the member in the work of the Board.
- When a Board member is absent for three (3) consecutive meetings, the Board President, or the Board Secretary-Treasurer in the event the absent member is the President, shall meet with or write to the Board member for the purpose of determining whether or not a resignation is in order and report to the full Board on this communication.
- The Board President or, if applicable, the Board Secretary-Treasurer shall report to the Governor's office on the results from this communication with the Board member in question.

Adopted: July 9, 2015

BBBE: Unexpired Term Fulfillment

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BBBE

UNEXPIRED TERM FULFILLMENT

Any vacancy of an appointive A S D B Board member, as defined in A.R.S. 38-291, and A.R.S. 15-1321 may be filled by appointment by the Governor as prescribed by state law. Such appointment shall be for the unexpired portion of the term.

If a vacancy occurs, the Board may recommend to the Governor candidates for appointment.

Adopted: July 9, 2015

BCA: Board Member Ethics

B-0750 © 2015 by Arizona School Boards Association **BCA**

ASDB BOARD MEMBER ETHICS

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

- 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, employees, and all elements of the community;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of ASDB 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 staff members;
- Avoid being placed in a position of conflict of interest, and refrain from using their Board position for personal or partisan gain;
- 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: July 9, 2015

BCB: Board Member Conflict of Interest

BOARD MEMBER CONFLICT OF INTEREST

Voting Restrictions

Notwithstanding any other provision of law, an ASDB Board member shall be eligible to vote on any budgetary, staff member, 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.

Employment Limitation

No dependent, as defined in Section 43-1001, of a Board member may be employed by ASDB, except by consent of the Board.

No staff member of ASDB or the spouse of such staff member may hold membership on the Board of ASDB.

Conflict of Interest

Any Board member or staff member of ASDB who has, or whose relative has, a substantial interest in any contract, sale, purchase, or service to ASDB shall make known that interest in the official records of ASDB and shall refrain from voting upon or otherwise participating in any manner as a Board member or staff member in such contract, sale, or purchase.

Any Board member or staff member who has, or whose relative has, a substantial interest in any decision of ASDB shall make known such interest in the official records of ASDB and shall refrain from participating in any

manner as a Board member or staff member in such a decision.

Filing of Disclosures

ASDB 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.

Adopted: September 10, 2015

BCB-E: Board Member Conflict of Interest

BOARD MEMBER CONFLICT OF INTEREST

I, _____, do hereby indicate:

1. That I am presently an officer/employee of the Arizona State Schools for the Deaf and the Blind (ASDB);

2. That I (or my relative[s]: _____ _____) have a substantial interest in the contract, sale, purchase, or service to or decision by the ASDB Board of Directors as described below.

3. That I shall refrain from participating in any manner in my capacity as an employee or officer of ASDB in such contract, sale, purchase, service to, or decision by the Board of Directors unless specifically permitted to do so by law.

_____ _____

Date Signature

Description of Conflict: Additional pages may be attached if more space is needed.

BDA: Board Organizational Meeting

B-0900 © 2015 by Arizona School Boards Association
BDA

ASDB BOARD ORGANIZATIONAL MEETING

The ASDB Board shall be organized at the annual meeting, which shall be held at the first regular meeting of the calendar year, or at the last meeting of the previous calendar year. A President and a Secretary/ Treasurer shall be elected.

The new officers of the Board shall take office immediately following their election.

All officers of the Board shall hold office for a term of one (1) year and until their successors are elected.

Whenever there is a vacancy in the office of President or Secretary/ Treasurer, the Board shall elect a new officer to fill the vacancy during the unexpired term of office.

An officer may be removed from office by unanimous vote of the other Board members.

Adopted: July 9, 2015

BDB: Board Officers

B-0950 **BDB**

BOARD OFFICERS

President

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

- Preside over all meetings and conduct meetings in accordance with Arizona law and policies of ASDB.

- Consult with the Superintendent , on items to be placed on the agenda for each meeting.

- Encourage and maintain orderly and democratic participation.

- Keep all discussions factual and on the subject at hand.

- Allow for full and complete exploration of each item of business.

In the absence of the President of the Board, theBoard members shall select a temporary president, which shall be recorded in the Board meeting minutes.

Secretary/Treasurer

The Secretary/Treasurer of the Board shall perform such duties as are prescribed by the Board.

Adopted: March 26, 2015

BDD: Board-Superintendent Relationship

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BDD

ASDB BOARD - SUPERINTENDENT RELATIONSHIP

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

The Superintendent is the chief executive officer of ASDB 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 ASDB. 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 ASDB.

Adopted: July 9, 2015

BDE: Board Committees

B-1100 © 2015 by Arizona School Boards Association

BDE

ASDB BOARD COMMITTEES

Committee work of the ASDB 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, other than the Finance Committee, 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: July 9, 2015

BDF: Advisory Committees

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BDF

ADVISORY COMMITTEES

The ASDB 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 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 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 written, specific statement of the purpose of the committee.
- The dates on which interim and final reports of the committee are to be rendered.

- The date or event upon which the committee will be terminated.
- The extent to which facilities, supplies, equipment, and clerical support will be provided to each committee.

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

- Each committee member will be briefed on the requirements of the Arizona Open Meeting Law (A.R.S. 38-431) as it applies to committees of the Board.
- Notices and agendas of all meetings of the committee will be posted.
- All meetings will be open for public attendance.
- Minutes will be taken and made available for public inspection three (3) working days after the meeting.

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

Adopted: July 9, 2015

BDG: School Attorney

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BDG

ASDB ATTORNEY

Ordinarily ASDB will use the services of the State Attorney General. The ASDB Board or the Superintendent may request an attorney when, in their discretion, they deem it advisable, with the approval of the Attorney General's Office. The purpose for which an attorney, other than one from the Attorney General's Office, is hired shall be set forth in writing by the Board or the Superintendent.

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 ASDB who may confer with counsel. ASDB will not be responsible for fees that accrue because of unauthorized individual Board member or employee 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 ASDB.

Adopted: July 9, 2015

BDG-R: School Attorney

SCHOOL ATTORNEY

All communication with legal counsel by the staff must have prior approval by the Superintendent.

- Communication includes oral and any written communication.
- The Superintendent may grant blanket approval in certain areas of business that must be conducted by members of the administration. However, *prior* blanket approval is required.

BDH: Board Consultants

BOARD CONSULTANTS

ASDB may employ consultants when appropriate to carry out tasks or projects that enhance the effectiveness of ASDB operations:

1. when ASDB does not have the specialized competency on its staff, or
2. when such assignments would be burdensome to the staff members 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 ASDB will be the responsibility of the Superintendent.

Adopted: July 9, 2015

BE: School Board Meetings

SCHOOL BOARD MEETINGS

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

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

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

Regular Board Meetings

The Board will annually establish a bimonthly meeting schedule for the upcoming calendar year. In addition to the regularly scheduled meetings, the Board may hold special meetings as deemed necessary. A regular meeting may be rescheduled or canceled:

- By majority vote of the Board when noticed as a meeting agenda item.
- By declaration of the Board President, after consultation with the Superintendent, or by declaration of the Superintendent if the President is unavailable, when the absence of a quorum of the Board will render the meeting impermissible.

A meeting of the Board may be scheduled at any time by the Governor, the President, or the Superintendent.

Written notice of the date, hour, place, and subject (agenda) of each regular meeting of the Board shall be given as follows:

- Notice shall be posted at least twenty-four (24) hours preceding the scheduled time of the meeting, with the exception of an actual emergency, in which case such notice as is appropriate to the circumstances shall be given.
- Notice shall be posted pursuant to A.R.S. 38-431.02, Notice of Meetings.

Every regular meeting of the Board shall be open to the public.

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, and written notice shall be posted, 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.

Special meetings shall be open to the public.

Adopted: March 26, 2015

BEC: Executive Sessions/Open Meetings

B-1550 **BEC**

EXECUTIVE SESSIONS / OPEN MEETINGS

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

- The Board has first been convened in open meeting for which notice, stating the specific provision of law authorizing the executive session, has been given.

- The Board President has identified the section or sections of A.R.S. 38-431.03 that authorize the holding of the executive session and has stated the language of the section(s) and a general description of the matters to be considered.

- The executive session is authorized by a vote in open session.

No final action, decision, or vote shall be taken while the Board is in executive session, except as provided by law.

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

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

Adopted: March 26, 2015

BEC-E: Executive Sessions/Open Meetings

EXECUTIVE SESSIONS / OPEN MEETINGS MINUTES

Date Time 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

BEDA: Notification of Board Meetings

B-1650 BEDA

NOTIFICATION OF BOARD MEETINGS

A statement shall be conspicuously posted on the ASDB website specifying where all public notices of Board meetings are posted, including the physical and electronic locations, and give additional public notice as is reasonable and practicable as to all meetings.

ASDB shall post all Board public meeting notices on the ASDB website and give additional public notice as is reasonable and practicable as to all meetings. When ASDB 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:

- prevents the posting of public notice on the ASDB website; or
- temporarily or permanently prevents use of all or part of ASDB's website.

At least twenty-four (24) hours prior to a meeting, a notice shall be given to the members of the Board of Directors and the general public by posting in the designated public locations the time and place, and the meeting agenda. The agenda shall list the specific matters to be discussed, considered or decided at the meeting.

The twenty-four (24) hour notice period:

- May include Saturday when, in addition to any website posting, the

public has twenty-four (24) hour access to the physical posting location.

- Does not include Sundays and other holidays prescribed in A.R.S. 1-301.

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 A.R.S. 38-431.02 as are appropriate to the circumstances.

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
- specifying the method by which such notice shall be publicly given.

Adopted: March 26, 2015

BEDBA: Agenda Preparation and Dissemination

B-1750 **BEDBA**

AGENDA PREPARATION AND DISSEMINATION

Regular Meetings:

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

The Superintendent may place items on the agenda. Any Board member proposing an item for consideration of placement on the agenda will notify the Superintendent of the particular item of business at least ten (10) working days before the meeting.

The agenda and supporting materials shall be disseminated to the Board members not less than twenty-four (24) hours prior to 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 preparing for special meetings.

Adopted: March 26, 2015

BEDBA-E: Agenda Preparation and Dissemination

AGENDA PREPARATION AND DISSEMINATION

All employee generated materials for Board information or action must be received by the Superintendent not less than ten (10) working days prior to a regular Board Meeting. Exceptions to these deadlines will be determined by the Superintendent.

The information indicated by Exhibit BEDBA-E must be used for *action items* submitted by employees.

BEDBA-R: Agenda Preparation and Dissemination

AGENDA PREPARATION AND DISSEMINATION

TOPIC:

BACKGROUND:

RECOMMENDED MOTION/RESOLUTION:

DATE: _____

BEDC: Quorum

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QUORUM

A quorum consisting of a five (5) or more of the ASDB Board membership shall be necessary to conduct any business. In the event that a quorum is not present within forty-five (45) 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.

Efforts shall be made to fill vacancies on the Board by the Governor's Office of Boards and Commissions.

Adopted: July 9, 2015

BEDD: Rules of Order

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RULES OF ORDER

The ASDB Board prescribes rules for its meetings as follows:

- It shall hold a regular meeting at least six times annually 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: July 9, 2015

BEDF: Voting Method

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BEDF

VOTING METHOD

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

At the discretion of the A S D B 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 voice vote, members may request that their own votes be recorded.

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

Adopted: July 9, 2015

BEDG: Minutes

B-2100
BEDG

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MINUTES

Written or recorded minutes shall be taken of all regular and special ASDB Board meetings, including executive sessions and shall include the information required by A.R.S. 38-431.01. The written minutes or recording shall be available for public inspection three (3) working days after the date of the meeting, except for confidential executive session minutes. Written minutes or a recording not yet approved by the 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. The Board will take action at a subsequent meeting to amend and/or approve the written minutes.

The Superintendent shall oversee the preparation of written or recorded minutes of all executive sessions as required by A.R.S. 38-431.01. 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 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: July 9, 2015

BEDH: Public Participation at Board Meetings

PUBLIC PARTICIPATION AT BOARD MEETINGS

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

The Board invites the viewpoints of citizens throughout the state, and considers the responsible presentation of these viewpoints vital to the efficient operation of ASDB. The Board also recognizes its responsibility for the proper governance of ASDB 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:

- Any individual desiring to address the Board shall complete a form (Request to Address Board) and give this form to the Superintendent prior to the start of the Board meeting.

- The Board President shall be responsible for recognizing speakers, maintaining proper order, and 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 requiring investigation shall be referred to the Superintendent for later report to the Board. Questions or comments on matters that are currently under legal review will not receive a response.

- If considered necessary, the President shall set a time limit on the length of the comment period. In order to ensure that each individual has an opportunity to address the Board, the President may also set a time 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 attacks upon Board members, staff members, or other persons in attendance or absent 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 disposition of legitimate complaints, including those involving individuals. Upon conclusion of the open call to the public, individual members of the Board may respond to any criticism made by 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: September 10, 2015

BEDH-EA: Request to Address Board on an Agenda Item

REQUEST TO ADDRESS BOARD ON AN AGENDA ITEM

A citizen wishing to make comments to the Board of Directors on agenda

items must fill out this yellow form and present the completed form to the Board Secretary.

AGENDA ITEM/SUBJECT _____

NAME _____DATE_____

ADDRESS_____TELEPHONE_____

This is a legally convened meeting of the Board of Directors of the Arizona State Schools for the Deaf and the Blind, for which official minutes are kept. Any statements and/or transactions made at this meeting may be made a part of the public record and are subject to uses of such records as authorized by law.

Procedures to follow when appearing before the Board of Directors:

1. State your name and address.
2. Indicate the agenda item you wish to speak about.
3. Limit your presentation to three (3) minutes.

Policy BEDH assigns to the Board President the responsibility for establishing time limits for public participation and for individual speakers. Unless modified by the President at a particular meeting, due to circumstances on that occasion, each speaker is limited to three (3) minutes.

It is the direction of the Governing Board that problems and concerns be first addressed, to the degree practicable, at the school, department, or facility level. If the problem is not satisfactorily resolved at this first level, the concern should be directed to the appropriate administrator or manager/supervisor. If further action is necessary, a problem or concern may be referred to the Superintendent. The Governing Board will not entertain or consider any recommendations, grievance, complaint, or petition from parents, students, employees or patrons of ASDB until such issues have first been pursued through the proper administrative channels without satisfactory resolution. This requirement is intended to help ensure that the Governing Board is fully informed and able to act without prejudice when acting in the role of the hearing body.

Speakers may offer such objective criticisms of ASDB operations and programs as concern them. But, in a public meeting, the Board will not hear personal complaints about ASBD employees nor against any person connected with ASDB. Other channels provide for Board consideration and disposition of legitimate complaints involving individuals.

NOTE: Please give this form to the Board Secretary and wait to be called by the Board to make your presentation.

BEDI: News Media Services at Board Meetings

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BEDI

NEWS MEDIA SERVICES AT BOARD MEETINGS

Local news media representatives shall be welcome to attend all regular or special meetings of the ASDB 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: September 10, 2015

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SCHOOL BOARD POLICY PROCESS

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

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 state. A careful and orderly process shall be used in examining such proposals. The policy proposals shall be referred to the Superintendent 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 Board welcomes suggestions for ongoing policy review and revision.

Adopted: September 10, 2015

BGB: Policy Adoption

B-2600 **BGB**

POLICY ADOPTION

Adoption of new policies or the revision or repeal of existing policies is the responsibility of the ASDB Board of Directors. The Board will adhere to the following procedure in considering and adopting policy proposals:

- Initial Proposal Presentation - the proposal shall be presented for discussion and review.
- Recommendation for Approval – the proposal shall be presented for approval in the consent agenda at a subsequent meeting, unless urgent approval is necessary as discussed below.

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 a second review unless 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 if in the

Board's determination the urgency is necessary to protect the interests of ASDB.

Adopted: February 12, 2015

BGC: Policy Revision and Review

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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 A S D B Board action and administrative decision, the Board authorizes the Superintendent to seek consulting assistance from a source that provides such services. ASDB shall rely on such consulting service as well as the functioning of ASDB as indicated by reactions of the employees, the students, and the community to provide insight into the effect of the policies it has adopted. The Superintendent shall develop procedures to permit ASDB to utilize the policy consulting service in a manner that assures maximization of ASDB'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:
September 10,
2015

BGC-R: Policy Revision and Review

POLICY REVISION AND REVIEW

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

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 master file of policy updates (Policy Services Advisories) will be kept by the Superintendent.
- Upon receipt, a copy of each update will be forwarded to the Superintendent and the appropriate member(s)

of the Superintendent's staff.

- The designated staff member may review and evaluate the update and recommend action to the Superintendent, including any proposed changes needed to adapt the update to specific ASDB circumstances.

- If changes or new policies are recommended to policies with an ASBA copyright, the Superintendent will send a copy of the update to ASBA Policy Services for review or contact ASBA Policy Services by phone to discuss the proposed changes.

- Following review by ASBA Policy Services, the updated policy or any newly proposed policies will be placed on the Board agenda for a first review by the Board.

- Following the first review, if any proposals are made for further changes to policies with an ASBA copyright, such changes will be sent to ASBA Policy Services for review or discussed with them by phone.

- If no changes are proposed, or after any such proposed changes have been reviewed by ASBA Policy Services, the updated policy will be placed on the Board agenda a second time for action by the Board.

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

- ASBA Policy Services will produce the final adopted copy of the policy and return the final copy to ASDB.

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

BGD: Board Review of Regulations

B-2750 **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 ASDB 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.

Adopted: March 26, 2015

BGD-R: Board Review of Regulations

B-2761 © 2004 by Arizona School Boards Association **BGD-R**

BOARD REVIEW OF REGULATIONS

As long as an administrator or manager/supervisor operates within the guidelines of policy and administrative procedures, that administrator or manager/supervisor may issue a school or department rule without prior approval of the Superintendent. The school or department rule shall not infringe on the job description or assignment of another administrator or manager/supervisor, shall apply only to that administrator's or manager/supervisor's school or department, and shall be subject to review by the Superintendent.

BGE: Policy Communication/Review

B-2800 © 2004 by Arizona School Boards Association
BGE

POLICY COMMUNICATION / FEEDBACK

The Superintendent shall develop procedures to ensure that staff members, patrons, and A S D B Board members shall have access to a current policy manual that contains the policies and administrative regulations of ASDB. This policy manual shall be located at ASDB's official website.

The manual is intended both as a tool for ASDB management and as a source of information to patrons, staff members, and others about how ASDB operates. To that end, each Board member, administrator, staff member, student and patron shall have ready access to of the manual.

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 ASDB and shall be subject to recall at any time.

Adopted: September 10, 2015

BGE-R: Policy Communication/Feedback

B-2811 © 2004 by Arizona School Boards Association

BGE-R

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. 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.

BGF: Suspension/Repeal of Policy

B-2850 © 2004 by Arizona School Boards Association

BGF

SUSPENSION / REPEAL OF POLICY

The operation of any section or sections of ASDB 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. Similarly, any section or sections of administrative procedures not established and required by law or vested by contract may be temporarily or permanently suspended by the Superintendent by providing notice that such action is being taken. An action under this policy would not require the two (2) presentations indicated in Policy BGB (Policy Adoption) to reinstate a suspended policy.

Adopted: September 10, 2015

BG-R: School Board Policy Process

B-2461 © 2004 by Arizona School Boards Association

BG-R

SCHOOL BOARD POLICY PROCESS

BOARD POLICY DEVELOPMENT

Suggestions from employees for additional policies or revisions to existing policies are important to the Superintendent.

Employees may forward suggestions for additional policies or revisions of existing policies to the Superintendent at any time.

As necessary and appropriate, the Superintendent may convene ad hoc committees of employees to review and/or discuss policy and procedure issues.

BHC: Board Employee Communications

B-3050 © 2015 by Arizona School Boards Association **BHC**

ASDB BOARD-STAFF COMMUNICATIONS

Official communication between the ASDB Board and staff members will occur as follows:

- A staff member will first communicate on school- or employment-related matters at the administrative level. Any staff member who exhausts the opportunity of discussing a matter at the various administrative levels may then communicate with the Board in writing. No anonymous communication will be considered by the Board.

- Written communications to the Board shall be addressed to the ASDB Board of Directors, in care of the Superintendent's office, at the Tucson campus. All telephone communication to the Board of Directors should be made to the administrative offices at the Tucson campus. Staff members may also contact the Board by email using the Board link on the Agency website. An email sent using the Board link will automatically be forwarded to all Board members with a copy to the Superintendent.

- Any staff member who wishes to address the Board in the staff member's capacity as a parent, state resident, or individual, rather than as a staff member, may do so by following the procedures in Policies BEDH and BHD.

- Official Board communications, Board policies, Board directives, Board concerns, and Board action(s), as appropriate, will be communicated to staff members by the Superintendent.

Adopted: September 10, 2015

BHD: Board-Community Communications

B-3100 © 2015 by Arizona School Boards Association **BHD**

ASDB BOARD-COMMUNITY COMMUNICATIONS

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

- Any community member who exhausts the opportunity of discussing at the administrative level may communicate with the Board in writing. No anonymous communication will be considered by the Board.

  - Written communications to the Board shall be addressed to the ASDB Board of Directors at the Tucson campus, or a community member may contact the Board by email using the Board link on the ASDB website. An email sent using the Board link will automatically be forwarded to all Board members with a copy to the Superintendent.

- A member of the community who wishes to address the Board in person may do so by following the procedures in Policy BEDH. Direct communication with individual Board members is discouraged.

- Official Board communications, Board policies, Board concerns, and Board action, as appropriate, will be imparted to the community by the Superintendent.

  - Policy KEB is provided by the Board for the disposition of legitimate complaints, including those involving individuals.

Adopted: September 10, 2015

BIA: New Board Member Orientation/Handbook

B-3200 © 2015 by Arizona School Boards Association
BIA

NEW ASDB BOARD MEMBER ORIENTATION

A person designated for appointment as a member-elect of the ASDB Board is to be afforded the Board's and staff member's fullest measures of courtesy and cooperation. The Board and staff members 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 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, Administrative Regulations, and Publications of the state and national school boards associations.

The Board President and members of the administration will also confer with the member-elect as arranged by the Superintendent 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 ASDB in accordance with law.

Adopted:
September 10,
2015

BIBA: Board Member Development Opportunities

B-3300 © 2015 by Arizona School Boards Association **BIBA**

ASDB BOARD MEMBER CONFERENCES, CONVENTIONS AND WORKSHOPS

In keeping with the need for continuing in-service training and development for its members, the A S D B 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 ASDB.
- 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: September 10, 2015

BID: Board Member Compensation and Expenses

B-3400 © 2015 by Arizona School Boards Association **BID**

ASDB BOARD MEMBER COMPENSATION AND EXPENSES

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

Reimbursement amounts shall not exceed the maximum amounts established pursuant to A.R.S. 38-624.

Adopted: September 10, 2015

BIE: Board Member Insurance/Liability

B-3450 © 2015 by Arizona School Boards Association
BIE

ASDB BOARD MEMBER INSURANCE/ LIABILITY

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Pursuant to law, ASDB Board members receive protection from personal liability with respect to acts done in good faith within the scope of their authority at a Board meeting. However, the Risk Management Office of the Arizona Department of Administration procures 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 to provide payment of any property loss sustained or lawful claim of liability or fortuitous loss made against ASDB or its employees or officers, if the staff members or officers are acting in the scope of their employment or authority.

Adopted:
September 10,
2015

BJ: School Board Legislative Program

B-3500 © 2015 by Arizona School Boards Association
BJ

ASDB BOARD LEGISLATIVE PROGRAM

The ASDB 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 ASDB.

Adopted:
September 10,
2015

BK: School Board Memberships

B-3650 © 2015 by Arizona School Boards Association

BK

ASDB BOARD MEMBERSHIPS

The ASDB 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.

ASDB 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 10, 2015

BKA: Liaison with School Boards Associations

B-3700 © 2015 by Arizona School Boards Association

BKA

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

In addition to informational liaison between itself and the various school boards associations, the ASDB 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: September 10, 2015

SECTION C

ASDB POLICY MANUAL: SECTION C

Please Use The Navigation Bar on the left side of page to view policies

CLICK HERE FOR PRINT FRIENDLY PDF DOCUMENT

CA: Administration Goals-Priority Objectives

C-0050 © 2015 by Arizona School Boards Association

CA

ADMINISTRATION GOALS / PRIORITY OBJECTIVES

The ASDB 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 ASDB Board.

The Board expects the administration to specialize in:

- the processes of decision making and communication;
- 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 ASDB and ASDB's community;
- the minimization of misunderstandings; and
- the development of cooperation toward attaining the educational goals adopted by the Board.

Adopted: September 10, 2015

CB: Superintendent

C-0100
CB

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SUPERINTENDENT

The ASDB Board shall employ a Superintendent, who shall enforce the applicable laws and codes of the state of Arizona and the federal government, and the policies of the ASDB Board of Directors.

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

The Superintendent may establish regulations for the administration of ASDB that are in compliance with applicable statutes or regulations of the Arizona Administrative Code, and the policies of the Board. These regulations are binding on the staff members of ASDB and students of ASDB.

Adopted: September 10, 2015

CBA: Qualifications and Duties of the Superintendent (Performance Responsibilities)

ASDB QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

(Performance Responsibilities)

The Superintendent shall have appropriate qualifications as determined by the ASDB Board, and as defined by state law, by action taken at a public meeting.

The Superintendent shall supervise, either directly or through delegation, all activities and all staff members of ASDB according to the laws of the state of Arizona, applicable rules of the Arizona State Board of Education, and adopted policies of the Board of Directors.

The Superintendent is ASDB's chief executive officer and the administrative head of all divisions and departments of ASDB. It is the Superintendent's duty to administer the policies of the Board and to provide leadership for the entire agency 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 ASDB. The delegation of authority for the operation of the various functions of the agency system is one of the Superintendent's duties. The Superintendent is, however, responsible to the Board for all functions of ASDB, including those listed below.

Educatio n:

- Administers the development, coordination, maintenance, and evaluation of the educational program.
- Oversees the admission of students to ASDB in accordance with state and federal laws and Board's policies.
- Directs methods of teaching, supervision, and administration in effect at ASDB.
- 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 of ASDB.
- Represents ASDB on state and national commissions, councils, and other representative bodies.
- Promotes parent involvement in the education process.

Management:

- Ensures that all activities of ASDB are conducted in accordance with the laws of the state of Arizona, theregulations of the Arizona Board of Education, and the policies of the Board.
- Assumes responsibility for the overall financial planning for ASDB 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 ASDB funds in accordance with the adopted budget, subject to direction and approval of the Board.
- Maintains or has maintained adequate records for ASDB, including but not limited to:
    - financial accounts;
    - business and property records;
    - staff members;

  - school population;
  - Student records including verifiable documentation of each student's residencu 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 ASDB 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 ASDB.

- 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 ASDB.

ASDB Board of Directors:

- 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 ASDB, 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 ASDB.

- Assumes all other duties and responsibilities delegated to the Superintendent by the Board of Directors.

- Acts on his or her 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.

Staff Members:

- Employs all staff members needed for the operation of ASDB and provides periodic review of appointments to the Board.

- Ensures new staff members serve an acceptable probation as approved by the Board, discharging those unsuited or not qualified for employment and reporting to the Board the reasons for rejection.

- Discharges permanent staff members only for cause reporting in writing to the Board those actions taken.

- In accordance with state regulations and Board policies, sets work schedules for staff members.

- Ensures that all staff members are evaluated in accordance with the schedule established by the Board.

- Determines assignments, defines the duties, and coordinates and directs the work of all staff members of ASDB.

- Insures that requirements and qualifications of each position at ASDB are established and maintained.

- Arranges for studies to determine appropriate classifications and salaries for staff members and recommends all changes to the Board.

- Communicates to all staff members actions of the Board relating to staff matters, and receives from staff members communications to be made to the Board when appropriate.

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

Adopted: September 10, 2015

CBCA: Delegated Authority

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ASDB DELEGATED AUTHORITY

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

- To give notice to an administrator or manager/supervisor, pursuant to A.R.S. 15-1325, of the Board's intention to offer or not to offer a new contract.
- To employ all personnel needed for the operation of ASDB, pursuant to A.R.S. 15-1326.
- To give notice to probationary and permanent staff members, pursuant to A.R.S. 15-1326, of the intention to dismiss the employee.
- To issue to certificated teachers and credentialed specialists, pursuant to A.R.S. 15-1327, notice of a general salary reduction to effectuate economies in the operation of ASDB or to improve the efficient conduct and administration of ASDB.

Adopted: September 10, 2015

CBI: Evaluation of the Superintendent

ASDB EVALUATION OF SUPERINTENDENT

The ASDB 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 at the last scheduled Board meeting of the year.. The Board President shall schedule a meeting no later than the first scheduled meeting of the new year, 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 the Superintendent's second year.

Any meeting of the Board to compile evaluations shall be conducted in executive session, with or without the Superintendent present, unless the Superintendent requests that any such meeting be held in open session. Meetings to discuss the evaluations with the Superintendent shall be held in executive session unless the Superintendent requests that any such meeting be held in open session. Board members shall have the opportunity to discuss with the Superintendent any item(s) on which the Board 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 Board.

Upon the conclusion of the evaluation, the Board may determine whether any changes in the compensation of the Superintendent for the next fiscal year are warranted. The Board may also determine whether it will offer an additional year(s) of employment.

On or before April 15 preceding the expiration of the Superintendent's contract, the board shall give notice to the Superintendent of the Board's intention not to offer a new employment contract.

Any written evaluation and any comments by the Superintendent shall become a part of the Superintendent's confidential employee file.

Adopted: September 10, 2015

CCB: Line and Staff Relations

C-0900
CCB

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LINE AND STAFF RELATIONS

Unless otherwise specifically limited by statute or ASDB 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:
September 10,
2015

CCB-R: Line and Staff Relations (School Administration)

LINE AND STAFF RELATIONS

(School Administration)

The primary duty of a Principal is to administer and supervise ASDB campus-based instructional programs. A Principal, as an educational leader of ASDB, will administer and supervise ASDB educational campus-based programs in accordance with policies and administrative regulations of ASDB and state and federal laws.

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

- A Principal shall be responsible for the operation of the campus-based educational programs of ASDB.
- A Principal shall be responsible for the supervision and evaluation of employees.
- A Principal shall be responsible for discipline of employees and students.
- A Principal shall care for and protect the building, the equipment, the grounds, and other ASDB properties.
- A Principal shall maintain ASDB records and prepare reports.
- A Principal shall take reasonable precautions to safeguard the health and welfare of students and employees, will report accidents to the Superintendent and Assistant Superintendent, will formulate plans for emergencies, and will conduct evacuation drills each school month and keep written records of such drills.
- A Principal shall be responsible for maintaining a close

relationship with ASDB's community and shall interpret the educational program to the public.

- A Principal shall, 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.

CE: Administrative Councils, Cabinets, and Committees

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CE

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

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

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

Adopted: September 10, 2015

CE-RA: Administrative Councils, Cabinets, and Committees

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

ASDB shall provide for parental advisement and program review by establishing a Parent Advisory Council (PAC) for each instructional program or level as identified by the Superintendent.

- Arizona School for the Deaf - Tucson
- Arizona School for the Deaf - Phoenix (Phoenix Day School for the Deaf)
- Arizona School for the Blind - Tucson

The core membership on each PAC shall be limited to five (5) parents. The parent appointed on a PAC does not exclude that person's spouse from participation. All other parents in the department are encouraged to participate.

Membership appointment to a PAC shall be made at the beginning of each school year by the Superintendent upon recommendations of the principals of the respective programs.

Parents serve on a PAC for one (1) school year and may be reappointed for not more than two (2) subsequent school years provided that the parent's child remains enrolled in that particular program or department level.

PAC members will be expected to attend all scheduled PAC meetings. Members who miss two (2) consecutive meetings will be replaced by another parent by the Superintendent.

Each PAC is encouraged to meet a minimum of four (4) times each school year at a time and place scheduled by the principal. The principal shall confer with the PAC members to determine a mutually convenient time and place for such meetings. There will be some meetings of each individual PAC and some of the combined PAC's at the same location for issues that are of mutual interest.

The purpose of the PAC shall be to provide advisement to the principal and instructional staff in areas such as:

- Curriculum
- Instructional methods, techniques, and material
- Enrichment programs
- Extracurricular
- School policies
- Proposed legislation
- Student discipline
- Proposed budget
- Student health and safety related issues
- Parent education needs
- Grading policies and procedures
- Parent-school communications
- Educational equipment needs
- Transportation
- Parent participation in school

Because of statutes, policies, and due process rights, a PAC may not advise or hold discussions in these areas:

- Staff employed at ASDB (named or referenced)
- Individual students (named or referenced)
- Litigation issues
- Student records (which might name or reference)
- Any issue relevant to specific children or families which may compromise rights of confidentiality

The PAC meetings shall be conducted as open meetings and should be conducted to the fullest extent possible to promote an exchange of ideas, open to suggestions and recommendations, response to questions, and mutual problem solving.

Each PAC shall have an agenda mutually determined by the PAC members and the principals which shall be sent to PAC members in advance of each scheduled meeting.

- Principals may request other school staff to participate as may be necessary, with concurrence of committee members.
- The organization and leadership of each PAC shall be determined by the individual groups themselves.

PAC member parents can and are urged to communicate with parents and families of other children in the program through a newsletter, questionnaire, letters, et cetera, provided that such communications represent the consensus of the PAC as an advisory body. (As with most governing or advisory bodies, individual member or several of the members may not act for and in the name of the body.)

The Principals will be responsible for minutes or summaries of proceedings as may be required. As deemed necessary, issues or concerns should be communicated to the Superintendent.

CE-RB: Administrative Councils, Cabinets, and Committees (Regional Executive Councils)

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ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

(Regional Advisory Councils)

There shall be regional advisory councils in each of the ASDB Regional Cooperatives.

These Councils shall serve exclusively in an advisory capacity to the Superintendent, Regional Cooperative Director, or designee.

The duties of the regional advisory councils shall be as follows:

- Identify, review and when possible, confirm needs and recommend programs and services to address such needs within the Regional Cooperative.
- Provide recommendations to the Regional Cooperative Director related to the purpose and mission of regional cooperatives.
- Establishment of membership fees reimbursements, and any other budgetary function remains the sole and exclusive function of ASDB which includes the Regional Cooperatives.

Recommendations of the advisory councils will be communicated to the Superintendent, Regional Cooperative Director, or designee for consideration.

The regional advisory councils shall be comprised of primarily superintendents and special education coordinators/directors of member districts and others who have educational interests in the programs and services provided by the Regional Cooperative. The Superintendent may establish additional regulations to guide the actions of the members of the regional advisory councils.

LEGAL REF.: A.R.S. 15-1302
15-1326

02/13/14

CE-RC: Administrative Councils, Cabinets, and Committees (Regional Executive Councils)

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

(Regional Advisory Councils)

Composition of the Membership

Regional advisory councils will be comprised of superintendents, special education coordinators/directors, including parents of students served by the respective Regional Cooperative, and others having an educational interest in the programs and services provided through the Regional Cooperative. Regional Directors may invite others to participate in the Regional Cooperative advisory functions. These invitations may be for specific ad hoc reasons, or general advisory functions. Staff members from site based campuses may also serve at the invitation of the Superintendent, Regional Director, or designee.

Term of Service on Regional Councils

Members of the Regional Advisory council serve at their pleasure as long as they have an educational interest in the programs and services provided by the Regional Cooperative. All member districts are encouraged to serve on their respective regional advisory council.

Schedule of Regional Advisory Council Meetings

Regional advisory councils will meet a minimum of two (2) times per academic year, once in the Fall

semester and once in the Spring semester. Other meetings may be called at the discretion of the Regional Director. Agenda items and topics for discussion are developed by the Regional director or designee. Records of each meeting, including agenda, written summary and related comments will be on file in each regional cooperative office and available for public review during regular business hours. A written summary of each meeting will be provided to all member districts.

LEGAL REF.: A.R.S. 15-1326

2/13/14

CFD: School-Based Management (Shared Decision Making)

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CFD

ASDB - BASED MANAGEMENT

(Shared Decision Making)

Research has identified characteristics of effective schools.

In response to such research, the Board endorses and supports shared decision making that provides the mechanism whereby the demonstrated characteristics of effective schools can be manifested. The Board approves the implementation of such shared decision making. The Superintendent is authorized to provide for the establishment of an effective plan for shared decision making.

This shared decision making shall not supersede Board/Superintendent decision-making responsibilities unless waived by the Board or Superintendent. The authority extended to ASDB is to design models that promote ASDB's mission statement under direction of the Superintendent.

Adopted:
September 10, 2015

CFD-R: School-Based Management (School Councils)

SCHOOL - BASED MANAGEMENT

(School

Councils)

Research makes it clear that the most influential unit of effective school change or improvement is the individual school demonstrating the following characteristics:

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

ASDB endorses shared decision making contingent upon the following elements:

- ASDB employee visions of excellence and implementation strategies must move toward fulfilling the mission statement and adopted beliefs of ASDB.
- The ASDB decision-making structure must represent a balance of all school and community constituencies.
- ASDB's decision-making structure should carefully follow the processes, including brainstorming, consensus building, and pyramiding. This is a "vision" creation, as opposed to a problem- solving process.

- Curricular and instructional implementation strategies/designs must flow from and support the mission statement and adopted beliefs of ASDB.
- When necessary, school and site training will be made available to all school site employees.
- ASDB's employees must fully analyze and explore current resources and assess options for reaching their vision of excellence.
- ASDB's employees will monitor and evaluate implemented plans on a scheduled basis, based on a written evaluation plan. The evaluation plan must include some demonstrably valid, quantifiable measures of progress.
- ASDB's employees, with support from ASDB's decision-making structure, is responsible for carrying out its own implementation strategies/designs.
- Composition, role, and responsibility of ASDB's decision-making structure:
    - Advisory to ASDB's administration.
    - A representative group that solicits input from parents, community, and employees.
    - The makeup of school teams is to include teachers, community members (parents, patrons), support employees, and administration. Student representation will be included when appropriate.
    - Reviews literature.
    - Makes recommendations for ASDB's direction - goal areas.
    - Monitors implementation structure for new instructional designs.
    - Provides local leadership and representation in ASDB's decision-making structure.

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

- ASDB's employee council shall attempt to design an alternative plan that arrives at the same intended outcomes without violation or conflict with the Board-approved program or policy.
- If this cannot be accomplished, ASDB's employees 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 brought to the Superintendent and the Board for approval.
- Waivers will be granted for temporary and specific periods of time and will be evaluated in light of the plan's ability to better comply with the mission statement and adopted beliefs of ASDB.

CH: Policy Implementation

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CH

POLICY IMPLEMENTATION

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the ASDB Board. The administrative regulations shall specify required actions and reflect the detailed arrangement under which ASDB 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 staff members and students shall comply with Board policies and administrative regulations.

Adopted:
September 10,
2015

CHCA: Handbooks and Directives

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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 ASDB Board policies and administrative regulations.

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

Adopted:
September 10,
2015

CHCA-R: Handbooks and Directives

HANDBOOKS AND DIRECTIVES

All curriculum guides, manuals, handbooks, pamphlets, and similar publications shall be reviewed by the principal/director and forwarded through his/her manager/ supervisor to the Superintendent for approval prior to printing and distribution.

CHD: Administration in the Absence of Policy

C-2200
CHD

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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 ASDB 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: September 10, 2015

CH-R: Policy Implementation

POLICY IMPLEMENTATION

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

As long as a principal/director or manager/supervisor operates within the guidelines of policy and regulations, that principal/director or manager/supervisor may issue a school or department rule without prior approval of their immediate supervisor. The school or department rule shall not infringe on the job description or assignment of another principal/ director or manager/supervisor, shall apply only to the school or department of that principal/director, or manager/supervisor, and shall be subject to review by the Superintendent.

CK: Administrative Consultants

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ADMINISTRATIVE CONSULTANTS

Professional consultants services 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: September 10, 2015

CM: Schools Annual Report

C-2450 © 2015 by Arizona School Boards Association **CM**

ASDB ANNUAL REPORT

The ASDB Board shall prepare and file an annual report to the Governor with a detailed statement of the cost of maintaining ASDB which shows in detail:

- Every financial transaction.
- A complete record of the conditions and work of ASDB, including reports by the Superintendent and chief medical officer, to the extent applicable.
- An estimate for the use of the legislature of appropriation necessary for the support of and for needed improvements to ASDB, and also a report of the operation of ASDB for the preceding year.

Adopted: September 10, 2015

SECTION D

ASDB POLICY MANUAL: SECTION D

Please Use The Navigation Bar on the left side of page to view policies

CLICK HERE FOR PRINT FRIENDLY PDF DOCUMENT

DA: Fiscal Management Goals/Priority Objectives

FISCAL MANAGEMENT GOALS/
PRIORITY OBJECTIVES

The Board recognizes that money and its management constitute the foundation of the entire ASDB programs. 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 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: March 1, 2007

LEGAL REF.: A.R.S. 15-1323
15-13
26

DB: Annual Budget

ANNUAL BUDGET

The purpose of the Departmental Budget is to establish financial responsibility and provide fiscal control of the monies available each year.

At the beginning of each fiscal year the Finance Department develops budgets for each division of each department that requires an individual budget. Each budget is assigned a Budget Supervisor who, in exchange for the primary control of the budget, provides financial responsibility for the expenditure of the funds.

To maintain the integrity of these budgets, no changes can be made to the original budget amounts without the prior approval of the Superintendent and the acknowledgment of the Budget Supervisors.

To assist the Budget Supervisors in maintaining fiscal control of their funds, the Accounting Office issues a monthly budget status report as follows:

- Budget Supervisor: Individual budget activity—detail
- Principal/Department Director: Department budget activity—detail
- Superintendent and Assistant Superintendent: Agency budget activity—summary

The monthly budget status report includes the total funds budgeted, the expenditures to date, and the balance available to date.

Adopted: March 1, 2007

LEGAL REF.: A.R.S. 15-1323
15-1326

DBA: Financial Planning: Preparation: and Supervision (Board Oversight of Funds)

FINANCIAL PLANNING, PREPARATION, AND SUPERVISION

(Board Oversight of Funds)

Backgrou nd

In addition to the other funds of ASDB, a permanent memorial fund ("Trust Funds") is established to receive bequests and other contributions for the general use and support of ASDB.

The Board directs a conservative approach toward the utilization of all funds, and towards the investment and reinvestment of the trust funds. The Board intends:

- That funds available to ASDB shall be prudently managed and that the trust fund investments shall be governed primarily by considerations of safety of principle and dependability of a reasonable return and not by hope or expectation of unusual gain through speculation.

- That trust funds be utilized for purposes which impact to the maximum extent on students. Such activities shall include, but not necessarily be limited to:

  - Assistance devices considered necessary for the students education but not required by law and which may not be affordable by a student's parents and not available through appropriated funds;

  - Activities which will assist students in developing self- confidence and enhance their motivation for learning which are not required by law, which may not be affordable by parents, and are not available through appropriated funds (examples would include, but not be limited to, outdoor activities such as skiing, rafting, hiking, camping, et cetera);

  - Staff development activities which encourage the development of new techniques and strategies which increase the effectiveness

of the schools in educating sensory impaired students including multiply disabled sensory impaired students; and

- Activities for parents which help them to understand and deal with being the parent of a sensory impaired child.

The Board intends to exercise its oversight responsibility as outlined herein and through other means as the Board determines by its motions, resolutions and policies as adopted from time to time.

- That the annual utilization of trust funds shall be not more than six percent (6%) of the principal, calculated annually on June 30.
- That the withdrawal of approved funds each year be done in four (4) equal amounts on the first of the second month of each quarter (August, November, February, May).

Finance Committee

A Finance Committee, appointed annually by the President and approved by a majority vote of the Board, is charged with, among other things, the responsibility for:

- The review of the overall financial operation of ASDB;
- The investment policy and strategy relating to trust funds;
- The review of ASDB's Biennial Budget Request to the Legislature;
- The review of requests for funding from trust funds;
- The recommendations to the Board for funding of such requests from trust funds as appropriate and prudent;
- The review of receipts and expenditures from Student Activity Funds;
- A quarterly report to the Board of the Finance Committee's activities.

The committee will include the following members:

- Two (2) or three (3) members of the Board of Directors selected by the

  President;

  Superintendent;

  Assistant Superintendent;

- Investment Specialist-ex-officio member, for matters pertaining to investment; and,
- Others who may, in the opinion of the President, be helpful with the committee's assignment.

Investment Specialist. The investment specialist serves under contract at the pleasure of the Board of Directors. The specialist is responsible for managing the Trust Fund Portfolio on a daily basis that includes the purchase, sale, or trade of various securities.

Officers Authorized to Act on Behalf of Board. It is necessary that designated ASDB officers be authorized to perform ministerial acts in support of investment decisions made by the Board of Directors and in carrying out banking activities of ASDB. Therefore ASDB Officers approved by the Board of Directors, as designated in policy DGA, shall be authorized and empowered, jointly or severally, for and on behalf of ASDB and/or the ASDB Board of Directors, a body corporate, to purchase, invest in, or otherwise acquire securities through commercial banks or through brokers who are members of recognized securities exchanges, from funds in the accounts of ASDB and by checks drawn on such accounts, and to sell, possess, transfer, exchange or otherwise dispose of or turn to account of, or realize upon and generally deal in and with any and all forms of securities, and to endorse checks, notes, bills, certificates of deposit, or other written instruments, when in accordance with actions of the Board of Directors.

The Investment Objective:

- The long-term investment objective for ASDB trust funds is (1) the attainment of as high a level of total return consistent with proper regard for (2) capital preservation and (3) growth of principal.
- The total return is defined as the sum of interest and dividend income, and capital gains less capital losses.
- Capital preservation is defined as minimizing the risk of capital loss in a period of falling prices.
- Growth of principal is defined as seeking growth in asset values as an offset to rising inflation. Realized gains and losses will be added or subtracted from the principal assets.

Adopted: March 1, 2007

LEGAL REF.: A.R.S. 15-1301
15-1323
15-1326

DBA-E: Financial Planning: Preparation: and Supervision (Board Oversight of Funds)

FINANCIAL PLANNING, PREPARATION, AND SUPERVISION

(Board Oversight of Funds of the Schools)

In performing necessary and authorized ministerial acts in support of investment decisions made by ASDB's Board of Directors and in carrying out banking activities of the school, the following officers of the Arizona State Schools for the Deaf and the Blind are hereby authorized to sign and endorse checks, notes, bills, certificates of deposit, or other written instruments, for and on behalf of the Schools Board of Directors, in accordance with enactments of the Board:

- Superintendent.
- Assistant Superintendent
- Administrators and other staff when designated by the Superintendent.

DDA: Funding Sources Outside the School System

FUNDING SOURCES OUTSIDE THE SCHOOL SYSTEM

ASDB 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.

The Superintendent shall establish administrative guidelines for the submission and receipt of funds from private sources. The Board shall be notified of the available funds from outside sources before they are accepted.

The 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 disposition of funds from such sources shall be in accordance with law and the requirements of the grant.

Adopted: March 1,

2007

LEGAL REF.: A.R.S. 15-1323
15-1326

CROSS REF.: KCD - Public Gifts/Donations to Schools

DDA-R: Funding Sources Outside the School System (Guidelines for Submission of Grant)

FUNDING SOURCES OUTSIDE THE SCHOOL SYSTEM

(Guidelines for Submission of Grant Proposals)

ASDB supports and encourages the design, development, and submission of grants from state, national, and private fund sources. Employees interested in submitting grant applications from ASDB should comply with the following guidelines:

- Consult program principal/director and, if approval is given, notify site administrator of intent to apply. Initial proposal will consider the following:
  - The project, program, or service proposed for funding is directed toward an effort that furthers ASDB mission and program goals; and is appropriate to the department or program.
  - The nature and status of other grant proposals currently in progress.
- The final proposal should be submitted at least ten (10) working days prior to grant deadline to the site administrator, the program principal/director and the Assistant Superintendent. The following items will be evaluated:
  - Scope of proposal is adequate for the agency.
  - Terms of the proposal.
  - Post grant funding obligations.
  - Management and staff feasibility.

- Identification of matching funds, if applicable.
- Recovery of indirect or administrative costs.
- Reporting requirements.
- Disposition of capital equipment.
- Any other obligations required of ASDB.

- Once the final proposal has been submitted, a copy should be forwarded to the program principal/director, the site administrator, and the Assistant Superintendent.
- The program principal/director, the site administrator, and the Assistant Superintendent should be notified of the outcome whether approved or denied.
- Grant proposals which are funded by the granting agency require Board approval before being accepted.

DFB: Revenues from School-Owned Real Estate

REVENUES FROM SCHOOL-OWNED REAL ESTATE

Revenues collected from rental or lease of school-owned real estate shall be deposited in the Enterprise Fund. Monies from rental of school-owned real estate shall be deposited and expended as allowable under state statutes. Monies in the Enterprise Fund may be used to pay costs associated with operating facilities for which the monies were received.

Adopted:
March 1, 2007

LEGAL REF.: A.R.S.
15-1323
15-1326

DFD: Gate Receipts and Admissions

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: March 1, 2007

LEGAL REF.: A.R.S. 15-1323
15-1326
35-151

DFF: Income from School Sales and Services

INCOME FROM SCHOOL SALES AND SERVICES

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.

Monies collected will be deposited and accounted for in accordance with the Arizona Accounting Manual.

Adopted: March 1, 2007

LEGAL REF.: A.R.S. 15-1323
15-1326
35-151

DGA: Authorized Signatures

AUTHORIZED SIGNATURES

In performing necessary and authorized ministerial acts in support of investment decisions made by ASDB Board of Directors and in carrying out banking activities of ASDB, the following officers of ASDB are hereby authorized to sign and endorse checks, notes, bills, certificates of deposit, or other written instruments, for and on behalf of ASDB Board of Directors, in accordance with enactments of the Board:

- Superintendent.
- Assistant Superintendent.
- Other staff when designated by the Superintendent.

Adopted:
March 1, 2007

LEGAL REF.: A.R.S.
15-1323
15-1326

DIA: Accounting System

ACCOUNTING SYSTEM

Records of all phases of the business operation shall be kept in strict accordance with the Arizona Accounting Manual, other applicable laws, and the policies of the Board.

Adopted: March 1, 2007

LEGAL REF.: A.R.S. 15-1323
15-1326
35-151

CROSS REF: DIC Financial Reports and Statements

DIB: Types of Funds/Revolving Funds

TYPES OF FUNDS/REVOLVING FUNDS

General Purpose Revolving Fund

A general purpose revolving fund shall be established at a local bank in the account name of the Arizona State Schools for the Deaf and the Blind. Drafts drawn on the account shall be signed by the employee in charge of the fund or other persons designated by the Superintendent. The fund shall be managed in the manner prescribed by the Arizona Accounting Manual.

Adopted: March 1, 2007

LEGAL REF.: A.R.S. 15-1323

15-1326

CROSS REF.: JJF - Student Activities Funds

DIC: Financial Reports and Statements

FINANCIAL REPORTS AND STATEMENTS

The Superintendent shall cause an annual report of all ASDB revenues and expenditures to be prepared to satisfy the obligation imposed on the Board of Directors by A.R.S. 15-1324.

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

Adopted: March 1, 2007

LEGAL REF.: A.R.S. 15-1324
15-1326

CROSS REF.: JJF - Student Activities Funds

DID: Inventories

INVENTORIES

The Superintendent shall establish a program to implement ASDB's

inventory procedures, which shall include inventory of supplies and fixed assets as required in the Arizona Accounting Manual.

Adopted:
March 1, 2007

LEGAL REF.: A.R.S.
15-1323
15-1326
Arizona Accounting Manual, Section II

DID-R: Inventories

INVENTORIES

The Superintendent has the responsibility to develop procedures for maintaining ASDB inventories. A copy of the complete inventory shall be on file in the office of the Storekeeper. A detailed listing of land, buildings, and equipment 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 five thousand dollars ($5,000) or more will be tagged, marked, and capitalized and included in the general fixed-assets listing unless the Board adopts a lower threshold. Depreciation schedules shall be created for all capital assets items and maintained in accord with GASB requirements.

A stewardship list 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 list must identify each item's description, identification (tag) number, location, and the month and year of acquisition.

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

A comprehensive physical inventory of ASDB property on the capital assets listing shall be conducted at least every two (2) years, and items on the stewardship listing shall be conducted every three (3) years.

Facility administrators shall implement the procedures, providing reports as requested on the contents of their buildings.

Facility administrators shall require any employee who removes an item from one location for use in another to have a written request for such removal signed by the Storekeeper.

Each administrative unit shall assist in completing an annual inventory of all capital furniture and equipment, library media, and textbooks at its location.

Supply records shall be kept, which will show:

- The name of the individual receiving the supplies.
- The date received.
- The disposition of the supplies.

A perpetual inventory shall be maintained for all supplies warehoused by ASDB.

DIE: Audits/Financial Monitoring

AUDITS/ FINANCIAL MONITORING

The Board directs the Superintendent to implement procedures that assure ASDB compliance with all state and federal requirements for financial monitoring and audits, the federal Single Audit Act Amendments of 1996, and the requirements of the State Auditor General for internal control procedures.

The procurement of the necessary services shall be consistent with ASDB and the Arizona Department of Administration policies on bidding and purchasing procedures. Any allocation of costs for the services shall conform to the requirements of the Arizona Accounting Manual.

A final report of each separate fiscal management review shall be presented to the Board for examination and discussion. The audit report shall be 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.

Adopted:
March 1, 2007

LEGAL REF.: A.R.S.
15-1323

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Arizona Accounting
Manual

DIE-R: Audits/Financial Monitoring

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 ASDB 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, ASDB will comply with the minimum requirements to demonstrate proper management of and accountability for its fiscal resources.

The Superintendent shall be promptly informed of any material deficiency that is discovered during a monitoring or auditing process.

DJ: Purchasing (Purchasing Ethics Policy)

**PURCHAS
ING**

**(Purchasing Ethics
Policy)**

The 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 Board members and employees from accepting inexpensive novelty advertising items and holiday gifts or occasional business meals.

Adopted:
March 1, 2007

LEGAL REF.: A.R.S.
15-1326

38-504

DJE: Bidding/Purchasing Procedures

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 Procurement Code, including purchases that do not require bidding and purchases that do require bidding. The Superintendent shall implement administrative regulations to assure ASDB conforms to applicable Board policies, State and Federal laws, rules, regulations and codes.

Contracts

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.

All contracts for ASDB purchase of goods or services shall include a clause that requires the contractor offering the goods or services to certify that the contractor does not have scrutinized business services in Sudan nor in Iran.

ASDB shall:

- Verify that the offeror does not appear on the most recent list prepared by the Arizona Central Procurement Officer of parties excluded from Arizona contracts.
- Notify the State Central Procurement Officer of any contractor ASDB suspects has submitted a false certification.

The Arizona state schools for the deaf and the blind are exempt from the Arizona Procurement Code when purchasing products through a cooperative that is organized and operates in accordance with state law if such products are not available on a statewide contract and are related to the operation of the schools or are products for which special discounts are offered for educational institutions.

Registered Sex Offender Prohibition

All purchase orders, agreements to purchase, and contracts for services to be provided by personnel other than ASDB 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 of the vendor or a subcontractor of the vendor, who has been adjudicated to be a registered sex offender, will perform work on ASDB premises or equipment at any time when ASDB students are, or are reasonably expected to be, present. The vendor further agrees by acceptance of this order that a violation of this condition shall be considered a material breach and may result in a cancellation of the order at ASDB's discretion.*

Online Bidding

ASDB 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.

Adopted: June 14, 2012

LEGAL REF.: A.R.S. 11-952
15-1326
15-765
23-214
35-391 et. seq.
38-511
41-2616
41-2632
41-2671 through 2673
41-4401
45-2501
A.A.C. R2-7-101 *et seq.*

CROSS REF.: JLIF – Sex Offender Notification

DJE-R: Bidding/Purchasing Procedures

BIDDING / PURCHASING PROCEDURES

The Purchasing Manager serves as ASDB's lead procurement authority and is responsible for all purchasing for the Agency. All goods and services (supplies, materials, equipment and contractual services, etc.) shall be purchased in accordance with the Arizona Procurement Code, ASDB policy and regulation, the instructions provided by the Purchasing Manager, and the general instructions listed below:

Employees are required to submit requisitions to the ASDB Purchasing Office in order to purchase goods and/or services. The Purchasing Office will assign a purchase order number and place the order. A purchase order must be in place before goods and/or services are ordered. Employees who have not been delegated procurement authority may not place orders directly with a vendor or submit a requisition after a purchase has been made.

If there is doubt about how to purchase supplies, materials, equipment or services, ask questions before acting or making any commitment. Questions are to be directed to the ASDB Purchasing Manager.

Purchases Made on State Contract

ASDB has unlimited authority to purchase goods/services from existing state contracts. In addition to state contracts, ASDB has a number of agency-specific contracts for a variety of goods/services. Employees are to consult with the ASDB Purchasing Office to determine if goods/services are on contract or if the goods/services must be purchased off contract. Requisitions shall be submitted to the ASDB Purchasing office. State contract orders shall be made by the ASDB Purchasing Office in accordance with the applicable contract.

Purchases Made on Non-State Contract

ASDB has a limited delegated authority of fifty thousand dollars ($50,000) for the procurement of non-state contracted goods/services. If goods/services are not on state contract, the following aggregate dollar thresholds and instructions apply for purchases, and are inclusive of tax, shipping/handling, and any applicable fees.

AGGREGATE $ AMOUNT	INSTRUCTIONS
0 - $4,999	Goods/services not on a state contract of four thousand nine hundred ninety-nine dollars ($4,999) or less per transaction, may be purchased direct from vendor with the requisition being processed by the Purchasing Office. Employees shall seek fair and reasonable pricing with as much competition as

	is practicable. No quotes are required for these purchases; however, obtaining three verbal and/or written quotes is preferable. Under no circumstances can purchases be split to keep the total under four thousand nine hundred ninety- nine dollars ($4,999) to avoid the quotation and/or bidding processes.
$5,000- $49,999	Written price quotations shall be obtained from at least three (3) vendors for a transaction equal to or in excess of five thousand dollars ($5,000) but not more than forty- nine thousand nine hundred ninety-nine dollars ($49,999). A minimum of three small businesses must be solicited. The written price quotations should be attached to the related requisition form. If three (3) written quotations cannot be obtained, documentation must show the vendors contacted who did not offer price quotations, or give an explanation why price quotations were not obtained, and shall be maintained on file in the Purchasing Office.
$50,000&Over	Purchases over fifty thousand dollars ($50,000) must be put out to bidders. The Purchasing Manager is responsible for preparing the appropriate documents to submit to the State Procurement Office (SPO) for bidding goods/services.

Sole Source Procurement

Sole Source Procurement may be necessary when certain materials, services or construction may have only one (1) source. Sole source procurement shall be avoided except when no reasonable alternative sources exist. Sole source procurement shall not be allowed unless there is clear and convincing evidence that there is only a single source. Written evidence to support sole source procurement must be submitted to, and approved by, the ASDB Purchasing Manager for purchases under $50,000. For purchases of $50,000 or more the Purchasing Manager must submit the documentation to the State Procurement Office (SPO) Administrator for review and determination.

Competition Impracticable Procurement

Competition Impracticable Procurement may be necessary when certain materials, services or construction may have multiple sources but for valid reasons only one (1) source is practicable. Competition impracticable procurement shall be avoided except when no reasonable alternative sources exist. Competition impracticable procurement shall not be allowed unless there is clear and convincing evidence that there is only a single source available. Written evidence to support competition impracticable procurement must be submitted to, and approved by, the ASDB Purchasing Manager for purchases under $50,000. For purchases of $50,000 or more the Purchasing Manager must submit the documentation to the State Procurement Office (SPO) Administrator for review and determination.

Emergency Procurements

An emergency condition may arise by reason of flood, epidemic, riot or equipment failure which seriously threatens the functioning of ASDB. In this event, a written request

documenting the existence of the emergency condition and explanation of the procurement need must be prepared.

The request shall be submitted to the ASDB Purchasing Manager for review and determination if the cost is under $50,000. If the nature of the emergency does not permit submission of a written request, the Purchasing Manager may make a verbal determination and delegation. A written request must be submitted to the Purchasing Manager substantiating the verbal request within twenty-four (24) hours following the onset of the emergency.

For purchases of $50,000 or more documentation must be submitted by the Purchasing Manager to the State Procurement Office (SPO) Administrator for review and determination. If the nature of the emergency does not permit submission of a written request, the State Procurement Office (SPO) Administrator may make a verbal determination and delegation. A written request must be submitted by the Purchasing Manager to the State Purchasing Office (SPO) Administrator substantiating the verbal request within twenty-four (24) hours following the onset of the emergency.

6/14/12

DJGA: Sales Calls and Demonstrations

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: March 1, 2007

LEGAL REF.: A.R.S. 15-1325
15-1326

DJGA-R: Sales Calls and Demonstrations

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

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 ASDB 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:
March 1, 2007

LEGAL REF.: A.R.S.
15-1326
15-1329

DKA: Payroll Procedures/Schedules

PAYROLL PROCEDURES / SCHEDULES

Salary checks will be issued biweekly during the term of employment with ASDB.

An employee who quits the service of ASDB 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 ASDB shall be paid all wages due within three (3) working days or the end of the next regular pay period, whichever is sooner.

Adopted:
March 1, 2007

LEGAL REF.:	A.R.S.	15-1326
		15-1329
		23-351
		23-353

CROSS REF.: GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members

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

DKA-R: Payroll Procedures/Schedules (Requests for Payment of Earned Salary from Revolving Fund)

PAYROLL PROCEDURES / SCHEDULES

(Requests for Payment of Earned Salary from Revolving Fund)

This procedure defines the circumstances under which, requests for payments of earned salary are made.

Arizona law allows employers up to five (5) working days from the end of a pay period to pay wages. The Department of Administration (DOA) Revolving Fund operating policies allow an agency to pay an employee a portion of earned salary in advance of the scheduled pay day or when special pay warrants cannot otherwise be prepared. These instances are limited to errors in processing payrolls resulting in an incorrect paycheck and in some emergency situations.

Under no circumstances can an advance be issued as a loan against

wages not yet earned, nor is this policy to be used to pay employees outside of the standard payroll procedures except as noted herein.

If payroll processing errors result in an incorrect paycheck on a normal pay date, a corrected paycheck will be issued on a supplemental payroll one (1) week later. If the employee's circumstances prohibit such a delay, an employee may request payment of earned salary from ASDB Revolving Fund. Handwrites resulting from a missed or incorrect paycheck are authorized by the Payroll Manager and processed directly with Human Resources Information Solutions (HRIS).

An employee may request advance payment of earned salary in emergency situations which are defined as unanticipated and uncontrollable expenses such as medical bills, travel due to family illness, and the like. Cash shortages due to imprudent financial management are not valid reasons for advance payment.

To request the advance payment, an employee must complete an Advanced Payment request indicating the reasons for the request and acknowledging understanding of this policy and the incorporated repayment procedure. The Payroll Office will note on the request the amount that represents the lesser of sixty percent (60%)of the gross wages earned or five hundred dollars ($500).

The Superintendent or Assistant Superintendent must approve all such requests for advance payment.

All requests for advance salary payment that are so approved will then be submitted to the DOA Assistant Director for Finance, or the Assistant Director's delegate, for final approval. No advance payment can be made without the prescribed DOA approval.

Approved payment will be made from ASDB Revolving Fund, and must be repaid *in full* on the same day the employee receives the regular paycheck for the wages advanced. This is accomplished through the employee's endorsement of the paycheck back to ASDB whereupon any amount due over the original amount of the interim paycheck is issued to the employee. Due to audit requirements there can be no exception to this repayment procedure.

DKB: Salary Deductions

SALARY DEDUCTIONS

The Superintendent shall establish procedures that conform to all requirements of the law and all policies of ASDB, and that ensure that employees receive paychecks not later than the stated payroll dates.

Involuntary Deductions (Public Record)

Federal and Arizona income taxes, Social Security (OASI/FICA), and employee contributions to the Arizona Retirement System 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 Redirections (Not Public Record)

The following deductions and redirections have been authorized by the Board:

- Insurance premiums for staff members or dependents who are being covered under Board-approved insurance programs.
- Direct deposits of net payroll with financial institutions.
- Tax-sheltered annuities for companies approved by ASDB.
- Credit union deposits.
- U.S. Savings Bonds.
- Professional Dues.

Adopted:
March 1, 2007

LEGAL REF.:	A.R.S.	15-1326
		15-1329
		23-1323
		23-352

DKC: Expense Authorization/Reimbursement

EXPENSE AUTHORIZATION/REIMBURSEMENT

ASDB employees who incur expenses in carrying out their authorized duties shall be reimbursed by ASDB upon submission of allowable supporting receipts, provided that prior authorization has been granted by the Superintendent.

Reimbursement amounts shall not exceed the maximum established pursuant to A.R.S. 38-624.

Adopted: March 1,

2007

LEGAL REF.: A.R.S. 15-1323
15-1326
38-621 *et seq.*
38-624
Section II, Accounting Manual, Finance Division, Arizona State Department of Administration

CROSS REF.: EEB - Business and Personnel Transportation Services

DM: Cash in School Buildings

CASH IN SCHOOL BUILDINGS

Monies collected by school employees and by student treasurers shall be handled in accordance with prudent business procedures as outlined in the Arizona Accounting Manual. All monies collected shall be receipted, accounted for, and directed without delay to the proper location of deposit.

Adopted:
March 1, 2007

LEGAL REF.: A.R.S.
15-1323
15-1326
Arizona Accounting Manual, Section II-C-1

DN: School Properties Disposition

SCHOOL PROPERTIES DISPOSITION

The Superintendent is authorized to establish procedures, consistent with the Arizona Procurement Code, for the disposal of surplus or unneeded school property.

The Board authorizes the Superintendent to establish procedures 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:
March 1, 2007

LEGAL REF.: A.R.S.
15-1323
15-1326
41-2601 *et seq.*

CROSS REF.: IJJ - Textbook/Supplementary Materials Selection and
Adoption

DN-R: School Properties Disposition

SCHOOL PROPERTIES DISPOSITION

Purpose

The procedure is to establish methods for disposal of surplus material in accordance with state rules and regulations. Equipment acquired with cooperative programs tuition/membership funds or federal funds is covered under separate policy.

Definitions

- *Property* means any tangible supplies, materials, or equipment to which the state has acquired title by means of purchase, donation, dedication, transfer, exchange, or any other lawful means. It is classified as personal property.
- *Surplus* means material that has no known use/value in the operation of a Schools program.

Scope

This procedure shall apply to all surplus/scrap material.

Procedure

The Arizona Procurement Code states that "no agency, except the Department of Public Safety" shall transfer, sell, trade-in, condemn, or otherwise dispose of materials owned by the state without written authorization from the Department of Administration, surplus property manager.

All materials no longer needed by a department shall be reported to the

Assistant Superintendent. The Assistant Superintendent shall determine whether the material is surplus and arrange for material to be collected in a designated area for inspection and disposition.

Dispositi on:

Only the Assistant Superintendent shall determine the exact disposition of the items. Transportation will be arranged to the surplus property department if the property is to be turned in. The Assistant Superintendent shall make the necessary advance arrangements for delivery of all surplus property.

If property has no apparent sales value (e.g., broken chairs) or has no sales value for the basic material content, the surplus property department may authorize destruction and abandonment. This means that ASDB will have the authority to dispose of the property appropriately (haul it to the dump, use it for spare parts, give it away, et cetera).

SECTION E

ASDB POLICY MANUAL: SECTION E

Please Use The Navigation Bar on the left side of page to view policies

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EA: Support Services Goals/Priority Objectives

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SUPPORT SERVICES GOALS / PRIORITY OBJECTIVES

In order to provide services that are supportive of the educational program,

the ASDB Board establishes these broad goals:

- To provide a physical environment for teaching and learning that is safe and pleasant for students, employees, 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: February 11, 2016

EB: Environment & Safety Program

E-0150
EB

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ENVIRONMENTAL AND SAFETY PROGRAM

The Superintendent will establish regulations to protect the safety of all students, staff members, visitors, and others present on ASDB property or at ASDB-sponsored events.

The practice of safety shall also be considered a facet of the instructional plan of ASDB 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, staff members, and the community.

Adopted: February 11, 2016

EBAA: Reporting of Hazards/Warning Systems (Pesticide Application Notice)

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REPORTING OF HAZARDS/ WARNING SYSTEMS

(Pesticide, Herbicide, and Fungicide Application Notice)

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

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

- Provide notice of pesticide application during a regular school session to students, staff members, and parents/guardians, given in a form reasonably calculated to provide a warning at least forty-eight (48) 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 ,herbicide, and/or fungicide application.

Pest and/or weed-control applicator(s) employed by ASDB 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/ herbicide/fungicide label, material safety data sheet, the area or areas where the pesticide/herbicide/fungicide is to be applied, and any use restrictions required by the pesticide/herbicide/fungicide label. Prior to the application, the applicator shall provide the school contact person with a written pre- application notification containing the following information:

- The brand name, concentration, rate of application, and any use restrictions required by the label of the fungicide, herbicide or

specific pesticide.

- The area or areas where the pesticide/herbicide/fungicide is to be applied.
- The date and time the application is to occur.
- The pesticide label and the material safety data sheet.

In case of pesticide/herbicide/fungicide 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 ASDB 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, fungus and/or weed-control applicator to fill out and make all required postings in accord with statute and with ASDB policy and regulation. The name and telephone number of the applicator shall be attached to any posting.

Only a certified applicator may apply pesticides/herbicides/fungicide at a school.

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

Adopted: March 24, 2016

EBAA-R: Reporting of Hazards/Warning Systems (Pesticide Application Notice)

REPORTING OF HAZARDS / WARNING SYSTEMS

(Pesticide Application Notice)

The facilities/operations manager 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 notification to all students and school employees shall be provided by the Principal/Director by means of:
    - School public address systems; *or*
    - Assembly communications; *or*
    - Staff meeting announcements; *or*
    - Any similar means reasonably calculated to provide sufficient notice in advance of pesticide application.
- Written notification to the parents or guardians of enrolled students shall be provided by the Principal/Director by means of:
    - Weekly school lunch menus; *or*
    - Special communications; *or*
    - Newsletters; *or*
    - 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 ½” x 11”) shall be posted to identify pesticide application areas. The signs shall display:

- The words "warning - pesticides."
- The registration number issued by the United States Environmental Protection Agency.
- The date and time of the application.
- A phone number for the school contact person and one (1) for the licensed pesticide applicator.

The signs shall be placed by the facilities/operations department at:

- The main entrance to all buildings where pesticide is to be applied.

- 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

EBBB: Accident Reports

E-0500
EBBB

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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 mandated to meet the requirements of a sound risk management program

Reports shall be filed on accidents that take place on ASDB property or that involve school vehicles, students, or staff members on ASDB-sponsored trips, including staff members on authorized ASDB business trips, as soon as possible, but no later than twenty four (24) hours of the incident's occurrence. Such reports are required whether or not there are any immediately evident injuries or damage to property.

Any staff member of ASDB who suffers a job-related injury/accident must file a report with the ASDB human resources office within twenty-four (24) hours after the date of occurrence. Should circumstances render the individual unable to submit such a report within 24 hours, the time limit may be extended. Injury accidents should be promptly reported to the Arizona Department of Administration's Risk Management Division.

The Superintendent or designee 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 risk management reports, and
3. might be important in case of litigation.

Adopted:
March 24,

2016

EBBB-E: Accident Reports (Student Accidents)

Student Injury/Accident Report

Use this report form when there is an injury to a student. (Use the Incident Report form for reporting student behavior.) Do not complete this form for paper cuts or other minor situations, but for situations that could result in litigation, that point out an environmental hazard that needs attention, when the parent needs to be alerted to bring the child to seek medical attention, or when there is an "ify" situation and documentation is prudent. Additional pages may be attached if more space is needed.

Student Name:_____

DOB: _____

ASB ASD PDSD Preschool Elementary Middle High

Person Completing Report: _____ Date of this report: _____

Title: _____

Date of injury/accident: _____Time of injury/accident: _____ Where did the injury/accident take place?

_____

Was emergency care given? Yes No By whom:

_____ Describe emergency care given:

Describe injury (areas of body, extent, appearance and behavior of student):

Describe the essential facts and student/staff witness names (use initials for all student names):

What are some things that could help in possibly decreasing the risk of reoccurrence?

Who contacted the parent? _____

Date and time of contact:_____phone number: _____

Supervisor Signature Date

Cc: Immediate Supervisor and Superintendent

(Send this form to the Director of the SHC who will keep a central file and inform the Safety Committee.)

Student Health Center Follow-Up_____

revised 2/23/06 L.L.S. *Print on Canary* ASDB Form # 150

EBBB-R: Accident Reports (Student Accidents)

ACCIDENT REPORTS

(Student Accidents)

Employees are to report to the nurse or the Principal/Director's 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 Principal/Director's 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 nurses' office or the Principal/Director's office.

Any special health concern should be reported to the nurse.

A written report of an accident shall be made by the employee to their Principal/ Director and the Assistant Superintendent/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 Principal/Director will forward the report to the school nurse, who will maintain a file of accident reports.

EBC: Emergencies

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EMERGENCIES

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

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

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

Emergency plans developed by the Superintendent or designee will be presented annually to the ASDB Board.

Adopted: March 24, 2016

EBCD: Weather-Related & Emergency Closings

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WEATHER - RELATED AND EMERGENCY CLOSINGS

The decision to delay opening of school or to dismiss school early will be made by the Assistant Superintendent.

If possible, the Board President will be informed of such decision and will be notified when all students have departed from school.

Adopted: February 11, 2016

EBCD-R: Weather-Related & Emergency Closings

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 employees will report as assigned 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/ Director has ascertained that appropriate notice has been given to parents and guardians. Employees may be released by the Principal/Director when they are not longer needed to supervise students.

- The Principal/Director will remain at school until all students have departed.

EBC-RA: Emergencies

EMERGENCIES

The facilities/operations managers will develop emergency plans for fire or other threats. Such plans will be revised and submitted by September of each year. These plans will provide for:

- Inside emergencies, such as a fire, actual or potential explosion, lockdowns, medical emergencies, et cetera.
- Outside emergencies, such as animals, evacuations, et cetera.

The plans will specify the conditions under which evacuation of the building will occur and the procedures therefore. The plans will also designate specific emergency drills to be conducted. A diagram of floor plan will be posted in each room showing emergency exits to be used.

EBC-RB: Emergencies (Emergency Drills)

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 employee direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.

EBC-RC: Emergencies (First Aid)

EMERGENCIES

(First Aid)

If a student is injured or becomes ill during the school day or while attending an ASDB-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:

- ASDB is responsible for the emergency handling of accidents and sudden illness occurring at ASDB or on ASDB property. ASDB is not responsible for subsequent treatment.
- At the time of an emergency, ASDB 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 school 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 ASDB by an adult. If the destination is the student's place of residence, the adult shall have ascertained that a responsible person is at the place of residence 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 ASDB employee, including the nurse/nurse aide, shall be in compliance with JLCD and JLCD-R.
- A written report of an accident shall be made by the school Principal/ Director to the Assistant Superintendent/Superintendent not later than noon of the school day following the incident.

CROSS REF.: JLCD - Administering Medicines to Students

EBC-RD: Emergencies (Bomb Threats)

EMERGENCIES

(Bomb Threats)

In the event of an emergency, ASDB employees are to refer to the ASDB's site specific Emergency Response Plan, which is annually reviewed and updated.

EBC-RE: Emergencies (Suicide Threat or Attempt)

EMERGENCIES

(Suicide Threat or Attempt)

In the event of an emergency, ASDB employees are to refer to the ASDB's site specific Emergency Response Plan, which is annually reviewed and updated.

EBC-RF: Emergencies (Procedures for Aftermath of Suicide, Suicide Attempt or other Tragedy)

EMERGENCIES

(Procedures for Aftermath of Suicide, Suicide Attempt, or Other Tragedy)

In the event of an emergency, ASDB employees are to refer to the ASDB's site specific Emergency Response Plan, which is annually reviewed and updated.

EBC-RG: Emergencies (Life Sustaining Emergency Care)

**EMERGENCI
ES**

**(Life-Sustaining Emergency
Care)**

ASDB employees are authorized and encouraged to provide life-sustaining emergency care to any student on ASDB grounds in need of such care, and shall, as promptly as possible, contact 911 to secure the assistance of emergency medical technicians and the speedy transportation of the student to medical facilities.

It is the policy of ASDB not to comply with prehospital medical care directives authorized by A.R.S. 36-3251 or other directives or requests that life-sustaining emergency care be withheld from a student in need of such care while under the control and supervision of ASDB. Notwithstanding the above, if a student possesses a prehospital medical care directive authorized by A.R.S. 36-3251 (commonly referred to as an "orange card"), ASDB employees shall inform emergency medical employees of this fact both when making a 911 call for that student and when emergency medical employees arrive to assist the student.

For the purposes of this policy, life-sustaining emergency care means any procedure or intervention that is intended to prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death, or reasonably appears to face such a risk. Life-sustaining emergency care procedures may be modified as appropriate to address the unique health and safety needs of particular students. Examples of life-sustaining emergency care include, but are not limited to, the following: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation and cardiopulmonary resuscitation (CPR).

EBC-RH: Emergency Plans (Residential Program)

EMERGENCY PLANS

(Residential Program)

In the event of an emergency, ASDB employees are to refer to the Tucson Campus Residential Handbook, which is annually reviewed and updated.

EBC-RI: Emergency Plans (Handling Transportation Emergencies on Weekends & Evenings)

EMERGENCY PLANS

(Handling Transportation Emergencies on Weekends and Evenings – Tucson Campus)

When a problem arises concerning weekend or evening transportation, the following response will be carried out:

- Calls will be directed to the Student Health Center.
- If the problem deals directly with a student, the Student Health Center will refer the call to the Duty Officer.
- Breakdown:
  - The vehicle should be parked as far to the right of the roadway as practical. The hazard lights should be turned on, and the reflective triangles (found in the emergency kit) should be set out [one (1) at the side of the vehicle, one (1) at approximately one hundred (100) feet to the rear, and one (1) about half way between]. Either raise the hood of the vehicle or tie a white cloth (to be found in emergency kit) to the antenna (if so equipped). If the vehicle is not completely and safely of the roadway, all passengers should be evacuated to a safe location.
  - If the vehicle is equipped with a telephone interconnect radio, instructions will be found on the clipboard.
  - If on-the-scene communication is not available, and the area is isolated, it is generally a better idea to wait for help to arrive rather than walk away from the vehicle. Under no circumstances should students be left unattended.
  - *Out of town.* Call any local repair facility to see if the problem can be corrected. If repair is not possible, have the vehicle towed to the repair facility for temporary storage.
  - *In town.* Call the towing service indicated on the clipboard. The towing service will perform minor repairs or, if necessary, tow the vehicle to ASDB's garage.
- If necessary, the Student Health Center will dispatch the live-in driver To return students/staff to campus. NOTE: If more than eight (8) passengers are in the disabled vehicle, it will be necessary to dispatch two (2) vehicles to return the passengers.

EB-RA: Environment & Safety Program

ENVIRONMENTAL AND SAFETY PROGRAM

Responsibilities of the operations manager:

- Maintain an overall safety program in maintenance and operation of buildings and grounds.

- Provide specialized assistance as requested by ASDB Principals/ Directors.
- Coordinate with the ASDB Indoor Air Quality Coordinator who will:
  - Monitor indoor air quality.
  - Document ASDB responses to the biennial information on improving and maintaining the indoor air quality (IAQ) in school buildings, which is required by A.R.S. 15-2002 (A) (14) to be distributed to school districts by the School Facilities Board.

Responsibilities of ASDB Principals/Directors

- Schedule regular inspections.
- Post required state and federal safety regulations and maintain appropriate safety records.
- Arrange for the correction of defects reported to them by employees in the building by requesting assistance from the maintenance department.
- 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 manager:

- Maintain standards for certification of ASDB bus drivers.
- Maintain standards for periodic inspection and maintenance of ASDB buses.
- Maintain standards for school bus operation and idling procedures for gasoline, diesel, and alternative fuel engines which minimize air pollution by buses.

Responsibilities of other employees:

- Report promptly to the Principal/Director or immediate manager/ supervisor any events or situations which may cause increased air pollution within the school or on the campus and any defects in buildings, grounds, or equipment that might prove injurious to the safety, health, or comfort of students, employees, or other persons.
- Take reasonable precaution for the safe use of buildings, grounds, and equipment by students.

Responsibilities of students:

- Avoid the following behaviors:
  - Setting off a false fire alarm.
  - Misusing the fire alarm system, fire extinguishers, or other fire protection and safety equipment.
  - Setting a fire in the building or on the school grounds.
  - Taking any action or creating any situation which either directly or indirectly affects indoor air quality in an adverse manner.
- Report promptly to the Principal/Director or another appropriate ASDB employee any defects in buildings, grounds, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of employees, students, or other persons.

Responsibilities of other individuals utilizing ASDB buildings:

- Refrain from abusing safety equipment, such as fire extinguishers, alarm systems, et cetera.
- Report promptly to the Principal/Director or another ASDB employee any defects in buildings, grounds, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of students, employees, or other persons.

EB-RB: Environment & Safety Program

ENVIRONMENTAL AND SAFETY PROGRAM

To establish and maintain safe operations for employees and students, the Safety Committee is established as one method for securing continued attention to safety.

The purpose of the committee will be to reduce workplace hazards, strengthen safety training effectiveness, and recommend safety management techniques that will improve injury control for all school employees and students.

Membership:

Manager in charge of campus facilities is to act as permanent Chairperson of the Safety Committee.

The responsibilities of the Chairperson shall be to:

- Convene the Committee quarterly or more frequently if deemed necessary.
- Prepare an agenda to be distributed prior to scheduled meetings.

- Facilitate the Committee meetings.
- Represent the Committee's action on the safety program, when appropriate, to the Superintendent.

Representation of the Committee shall consist of line staff. The facilities manager shall request the department head's recommendation of one (1) representative from the respective programs at each school site.

All line staff representatives shall have a term consisting of two (2) school years. For the purpose of consistency, line staff will serve in alternating two (2) year terms with only one-half (1/2) replaced in any one (1) school year.

Functio
n:

The function of the safety program is to:

- Review accident experience reports.
- Conduct safety inspections of facilities, work processes and job methods and make recommendations for changes that seem necessary.
- Review safety related suggestions from employees and make recommendations for action.
- Initiate and conduct a safety training program which will include safety training on the job, in the classroom, safety suggestions, and safety publicity programs, such as asbestos and driver training.
- Recommend safety policies and procedures for implementation.
- Review and investigate individual accident reports, meet with appropriate staff, and make recommendations.

ECA: Security

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SECURI
TY

The Superintendent or designee will develop plans and procedures that will:

- Enhance the security of ASDB property.
- Minimize fire hazards.
- Provide for the keeping of records and funds in a safe place.
- Protect against vandalism and burglary.

- Provide for the prosecution of vandals.
- Provide for and encourage staff members' responsibility for furniture, text- books, reference material, and other ASDB materials, equipment, and supplies assigned to the staff member's care.

Adopted: February 11, 2016

ECAC: Vandalism

E-1050
ECAC

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VANDALISM

The Superintendent or designee is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against ASDB property.

Persons who destroy ASDB property through vandalism or arson, or who create a hazard to the safety of other people on ASDB property, may be referred to law enforcement authorities. Students who are caught vandalizing ASDB property shall be subject to disciplinary action, including but not limited to suspension or placement in an alternative educational setting. 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.

ASDB may file suit to recover the cost of vandalism from the student and/or parent(s).

Adopted: February 11, 2016

ECAC-R: Vandalism

VANDALISM

The Principal/Director will establish a system through which students and members of the school community can report any instance of vandalism or suspected vandalism. Each employee of ASDB shall report to the Principal/ Director or other administrator every perceived incident of vandalism and, if known, the names of those responsible.

ECAD: School & Personal Property Replacement/ Restitution

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SCHOOL AND PERSONAL PROPERTY REPLACEMENT / RESTITUTION

(Personal Property)

ASDB shall not assume responsibility for the loss of, or damage to, personal property stored, installed, or used on ASDB premises, whether the personal property was to be used for personal or business purposes.

Adopted: February 11, 2016

ECA-R: Security

**SECU
RITY**

Access to school buildings and grounds will be established by the Superintendent in accordance with the following:

- Unlimited access - the Superintendent, Assistant Superintendent, operations manager, security employees, and other employees designated by the Superintendent.

- Limited access – Principals/Directors, teachers, custodians to their assigned buildings, extracurricular sponsors, counselors, supervisors for their respective areas or activities, and other employees designated by the Superintendent.

Possession of Keys

Possession of keys shall be in accordance with the following principles:

- A log of key assignments shall be maintained by the facilities department.

- Unassigned duplicate keys shall be maintained in a safe or a secured box.

- Individuals assigned keys may not duplicate or loan them.

- All keys must be surrendered when no longer needed or upon request by anyone in the employee's supervisory chain of command.

- The loss of a key must be reported to the facilities/operations manager upon discovery of the loss, and the employee may be required to pay for rekeying or replacing all affected locks.

- 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.
- A set of master keys and/or duplicates of keys shall be kept in the custody of the facilities/operations manager.
- The employee will sign a receipt for keys assigned. The receipt will list the applicable rules.

Any person who, for oneself or for another, misuses a key to any building or other area owned, operated, or controlled by ASDB without authorization is guilty of a Class 3 misdemeanor. *Misuse* of such a key, in this regard, includes:

- Manufacturing or causing the manufacture of an ASDB key.
- Duplicating or causing the duplication of an ASDB key.
- Possessing an unauthorized ASDB key.
- Using an unauthorized ASDB key.
- Permitting the use of an ASDB key.

Employees and students who are in violation of the above are subject to disciplinary action.

Identification Badges

Considering the number of employees, volunteers, and visitors on ASDB campuses, some of which are twenty-four (24) hours a day, it is exceedingly difficult to identify the individuals authorized to be on campus. As a result, all employees, volunteers and visitors are required to obtain and display identification badges at all times while on ASDB campuses. The initial badge is issued at the ASDB's expense. Employees are required to pay five dollars ($5.00) per replacement badge.

Failure of employees and volunteers to display the badge will be cause for disciplinary action.

Employees and all others are to surrender their keys and identification badges when they leave ASDB employment.

Visitors are also required to obtain and wear a badge while on campus.

ECB: Building & Grounds Maintenance

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BUILDING AND GROUNDS MAINTENANCE

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

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

The Superintendent or designee shall appoint an ASDB IAQ Coordinator who will develop and implement inspection, maintenance, repair, use, and disposal schedules as applicable for buildings, HVAC systems, new construction and renovations, chemicals and other materials.

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

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

- Plumbing systems,
- Electrical systems,
- Heating, ventilation and air conditioning systems,
- Special equipment and other systems, and
- Roofing systems, including visual inspections performed by ASDB staff members to search for signs of structural stress and weakness.

A roofing inspection is required to be:

- 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.
- Conducted by a registered structural engineer or other professional with appropriate skills, training and certification.

ASDB preventative facilities maintenance guidelines shall be submitted to the Arizona Department of Administration's Risk Management Division or review and approval.

Adopted: February 11, 2016

ECE: Traffic and Parking Procedures

EE-1500 © 2016 by Arizona School Boards Association **ECE**

TRAFFIC AND PARKING PROCEDURES

(Traffic Controls)

The Superintendent or designee shall establish parking and traffic controls that provide for the safety of students.

Adopted: February 11, 2016

ECE-RA: Traffic and Parking Procedures

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TRAFFIC AND PARKING PROCEDURES

(Parking and Inner Campus Traffic - Tucson Campus)

Parking

Parking is designated as follows:

- ASDB vehicles as marked.
- Superintendent as marked.
- Center Lot is designated for Visitors and Disabled parking from 8:00 a.m. to 5:00 p.m. Individuals designated by the Superintendent for having physical or health reasons may also use it.
- No parking in fire lanes (red paint areas, or signed “Fire Lane”).
- No parking in areas that are not designated for parking (i.e., grass, walkways, et cetera).

Inner Campus Traffic

The inner campus roadway is open to ASDB service and emergency vehicles only between 7:00 a.m. and 9:00 p.m. All employees, live-ins, delivery vehicles, et cetera, are to use the entrances designated for deliveries during the identified times. Those ASDB vehicles, which must use the restricted area, must follow these guidelines:

- Observe a five (5) mile per hour speed limit on ASDB grounds at all times except for the east drive that is fifteen (15) mile per hour.
- No parking adjacent to building doorways and normal crosswalks.
- Avoid using reverse.

For the safety of students and employees, the inner campus walkways are only open to emergency vehicles and ASDB service vehicles. Vehicles needing access to these areas must contact Security for an escort and must follow the above guidelines.

At all times, it is expected that drivers use the best judgment regarding the safety of students. Employees who observe visitors and delivery vehicles using the restricted area, are requested to direct them to the appropriate parking area or service entrance.

ECE-RB: Traffic and Parking Procedures

TRAFFIC AND PARKING PROCEDURES
(Parking and Inner Campus Traffic – Tucson and Phoenix Campuses)

ASDB endeavors to provide safe and accessible roadways and parking for students, employees and visitors to ASDB grounds. To that extent provisions include:

- Convenient visitor and disabled parking.
- Sufficient accessible parking spaces in all parking lots.
- Designated parking areas for live-ins and for employees who work evening/night shifts to maximize safety and convenience.
- Sufficient parking for all students/employees to minimize vehicular/pedestrian hazards.
- Issuance of parking stickers to employees at the Tucson Campus to assist security officers in identifying unauthorized vehicles and prompt notification of employees in the unfortunate case of vandalism, flat tire, lights left on, etc.
- No parking in unauthorized areas including fire lanes and roadways to ensure accessibility by emergency vehicles.
- Roadways to provide safe access for delivery vehicles.
- Fire lanes to provide clear accessibility routes to all buildings by emergency vehicles.
- State vehicle parking in designated lots/spaces.
- Employees are encouraged to contact the ASDB site security office if there is a need to be escorted to a vehicle. Every effort will be made to accommodate the request.

Parkin
g

There are adequate spaces to handle parking needs on a daily basis.

- All ASDB employees (including substitutes) are required to obtain parking stickers for vehicles that will be parked on the Tucson Campus only. Failure to do so will be considered a violation of the Rules and Regulations. Vehicles not displaying a sticker or disabled permit, which are parked in spaces other than blue or open parking, will be cited by ASDB security. Stickers are issued by Human Resources Office. Stickers are issued in one (1) of three (3) colors depending on the

employee's work status as described below:

- *Green Sticker* - Issued to all Live-Ins. Entitles Live-Ins to park in spaces identified with a painted green bumper.

- *Yellow Sticker* - Issued to employees whose regular work schedule falls between the hours of 12:00 noon - 6:00 a.m. Entitles holder to park in any space identified with a painted yellow bumper.

- *Blue Sticker* - Issued to employees who are not eligible for a green or yellow sticker (see above). Displaying a blue sticker is mandatory. This entitles employee to park in any designated space not otherwise identified.

- When students are not in residence, i.e., school breaks or summer, yellow spaces are available for blue/open parking.

- Employees on overnight trips may park in yellow spaces or State vehicle parking lot provided they display appropriate placard issued by Transportation Department.

- Vehicles, not displaying stickers, that are parking in restricted areas, yellow, green, et cetera, will be subject to enforcement based upon license plate identification or parking sticker number.

- All stickers must be affixed to the inside of the lower driver's side corner of the windshield or hung from the rear view mirror.
  Employees may be issued as many stickers as necessary to identify all their vehicles, which may be parked on campus.

- Stickers are issued to employees based upon their individual job circumstances. The vehicle serves only as a convenient place to display the sticker for that employee. For example, a yellow permit displayed on a vehicle does not entitle another employee whose hours, or a portion of their hours, of work fall outside of 12:00 noon to 6:00 a.m. timeframe to park in a yellow space.

- Vehicles that display a disabled license plate or placard issued by the State of Arizona, Department of Transportation or Motor Vehicle Division, are authorized to park in any designated disabled parking space on campus.

- Visitors to the ASDB-Tucson Campus are authorized to park in

  “Visitor Only” designated spaces or in any unmarked parking spaces on campus. Visitors to ASDB-Phoenix Campus are authorized to park in the "Visitor Only" lot located at the Hayward Ave. main gate.

- ASDB vehicles are authorized to park in the State vehicle parking lot

or to load and unload in designated State vehicle spaces and in bus loading/unloading zones.

- Parking is expressly prohibited in any roadway, fire lane or undesignated parking area. City of Tucson has authority to ticket and tow vehicles that are inappropriately parked in disabled parking spaces or parked in a fire lane.

- Volunteers to the Tucson Campus are requested to park in the east parking lot next to the gymnasium. Volunteers to the Phoenix Campus are requested to park in the 19th Ave. Staff Parking Lot.

Enforcement

In order to assure compliance with ASDB traffic regulations, it is necessary that ASDB enforce the parking and speed limit provisions. A copy of all parking and speeding warnings/tickets will be sent to employees' managers/supervisors for proper follow-up, including disciplinary actions.

The specific enforcement provisions include:

- *First (1st) Offense* - warning notice with copy to manager/supervisor.

- *Second (2nd) Offense (within the same school year)* - Violation ticket with copy to manager/supervisor.

- *Third 3rd Offense (within the same school year)* – Violation ticket with a copy and a call to manager/supervisor.

Campus Traffic

All deliveries should be made through the entrances to campus designated for deliveries. Please notify vendors to utilize those entrances for the safety and welfare of students and employees.

Observe the maximum five (5) MPH speed limit on ASDB grounds at all times, except for the east drive that is fifteen (15) MPH.

Avoid using
reverse.

Employees are to contact their manager/supervisor with any questions regarding this regulation.

ED: Materials and Equipment Management

E-1600
ED

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MATERIALS AND

EQUIPMENT MANAGEMENT

ASDB shall provide for the central purchasing, receiving, and distribution of supplies, equipment, and materials common to the requirements of all schools, departments, and programs.

Adopted: February 11, 2016

EDB: Maintenance and Control of Materials and Equipment

E-1700
EDB

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MAINTENANCE AND CONTROL OF MATERIALS AND EQUIPMENT

Staff members are responsible for the proper care of all ASDB facilities, equipment, and property in their custody or control.

Control of ASDB property shall be through, but not limited to, an accurate fixed inventory system of all furniture and equipment that exceeds five thousand dollars ($5,000) in value.

The Superintendent or designee may establish procedures for transferring surplus or other materials and equipment.

Preventive Maintenance

The Superintendent or designee shall establish a preventive-maintenance program that will extend the useful life for ASDB equipment.

The Superintendent or designee 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:
February 11, 2016

EDBA: Maintenance and Control of Instructional Materials

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MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS

Students using ASDB-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: February 11, 2016

EDB-RA: Maintenance and Control of Materials and Equipment

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EDB-RA

MAINTENANCE AND CONTROL OF MATERIALS AND EQUIPMENT

Surplus Equipment

Property that is surplus at any unit shall be transferred to the warehouse for reassignment to other ASDB locations where a need may exist for the equipment.

Transfer of Equipment

All transfer of property within a school or other ASDB location must first have the approval of the purchasing agent. A move request shall be submitted to the housekeeping supervisor for all property transfers. Transfers of equipment from one school to another must be approved by the purchasing agent, whether the transfer is temporary or permanent.

EDB-RB: Maintenance and Control of Materials and Equipment

MAINTENANCE AND CONTROL OF MATERIALS AND EQUIPMENT

(Housekeeping Department Move Request and Special Meeting/Setup Request - Tucson Campus)

Due to the large number of moves the Housekeeping staff must make campus wide, the following procedures shall be followed:

Employee procedures for submitting move request and special meeting/setup request forms:

- A written move Request must be completed for all moves. Notes, verbal requests, et cetera, will not be accepted. Moves may only be scheduled from 6:00 a.m. to 2:30 p.m.
- Setups are scheduled as required by a Special Meeting/Setup Request (ASDB No. 167).
- At least three (3) days prior notice must be given on a Move Request except for moves that will be contracted outside.
- Heavy items, such as pool tables, pianos, et cetera, may be contracted out for move by the Housekeeping Department. When requesting a move of such an item, please allow at least ten (10) working days prior to move date so appropriate arrangements can be made.
- The amount, type, and/or number of equipment must be on the Move Request.
- Completed Move Request and Setup Request forms must be submitted to the Housekeeping Department for approval.

Employee procedure for approved move preparation:

- Items such as paper, books, teaching tools, et cetera must be

boxed prior to move.

- Bookcases must be emptied before being moved. Housekeeping will not be responsible for loading and unloading bookcases.

- Equipment such as desks and file cabinets must be emptied unless left unlocked so that drawers may be removed for transfer. If drawers cannot be removed, all items must be removed from drawers and boxed.

- When there are questions about a pending move or need assistance with the Move Request or Setup Request, ask the Facilities Department or Housekeeping Department for assistance.

Employee procedures for office moves:

- Major office moves require the approval of the Assistant Superintendent and the Superintendent.

Housekeeping Department procedures for submitted move requests and setup requests:

- The Housekeeping Department will review Move Requests and Setup Requests. Incomplete requests or those requiring additional information will be returned to the sender with explanation.

- When completed and reviewed by the Housekeeping Department, Move Requests that impact on long-range campus goals, costs, and the rationale of the move in relation to where other people are located on campus will be forwarded to the Superintendent for review. All other requests that do not have operational impacts will be approved and scheduled by the Housekeeping Department.

- Approved office moves will be returned to the Housekeeping Department for scheduling. Denied requests will be returned to the initiator of the Move Request with an explanation regarding the denial.

- Setup Requests will be scheduled as required. If setup is not feasible, the Housekeeping Department will contact the originator and a workable solution will be reached.

EDC: Authorized Use of School-Owned Materials and Equipment

E-1800
EDC

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AUTHORIZED USE OF ASDB -

OWNED MATERIALS AND EQUIPMENT

ASDB equipment may be used by outside agencies and individuals for purposes that are not in conflict with any Arizona Revised Statute(s), federal or state rules or regulations, or ASDB Board policies, subject to the following:

- ASDB shall not incur any expense due to the use of materials or equipment.
- The Superintendent or designee shall establish procedures for approval of the use of materials or equipment, or shall submit requests to the Board for review and action.
- ASDB shall not be in competition with any local business firm that could provide like equipment.
- Rental fees will be charged or waived, as appropriate, by ASDB. Income from charges will be deposited to the enterprise fund.
- Any person or agency using such materials or equipment that is lost or damaged during such period of use shall be required to reimburse ASDB for repair or replacement.

ASDB equipment may be used by ASDB staff members for purposes that are not in conflict with any Arizona Revised Statute, federal or state rules or regulations, or Board policies. The Superintendent or designee shall establish procedures for approval of the use of materials or equipment.

Adopted:
February 11, 2016

EE: Transportation Services

E-1950
EE

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TRANSPORTATION SERVICES

In the budgeting process, the ASDB Board may allocate funds for transportation.

Transportation is extended to all students in center-based programs.

ASDB will provide transportation services identified in a student's Individual Education Program (IEP). In determining the least restrictive environment, the IEP team shall give careful consideration to the effects transportation may have on a student. As a consideration for the IEP team, students who attend the Tucson campus and whose residence is outside reasonable daily bus routes and for whom the daily one-way riding time exceeds a reasonable time, boarding shall be strongly recommended because of the potential harmful effect on the child.

Students who live within one hundred thirty (130) miles of Tucson, but outside the daily service area, will be transported to and from designated regional sites each weekend. Parents of students attending the Tucson campus are responsible for transporting the students at the beginning and the end of the school year.

The residence of a student for purposes of transportation services is the residence of the parent or legal guardian, unless indicated by a court order or placement/oversight by a Department of Economic Security Program.

The Superintendent or designee is responsible for the operation of student transportation services and for necessary procedures for implementing this policy.

Adopted:
February 11, 2016

EEAE: Bus Safety Program

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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 ASDB transportation department staff

members, bus operators, and bus passengers shall comply with therules 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 and adopted as Chapter Nine of A.A.C. Title 17, and shall immediately report to the Superintendent or designee 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 schools and shall include every passenger who rides a school bus and is in school on the day of the evacuation drill. Each bus driver and chaperone 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 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.

Once the route begins, students shall not be put off the bus until reaching their destination, unless alternative arrangements have been made with the student's parents/ guardians/designees, the school Principal, the Transportation Manager.

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, ASDB 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 an ASDB-owned or ASDB-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 the Act and such state statutes, rules and regulations governing the operation of the vehicle.

Adopted:
February 11,
2016

EEAEA: Bus Driver Requirements, Training, and Responsibilities

E-2300
EEAEA

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BUS DRIVER REQUIREMENTS, TRAINING, AND RESPONSIBILITIES

Bus drivers employed by ASDB or employed by contractors who provide transportation services to ASDB shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona.

ASDB will assume the cost of required physical examinations and drug testing. The drivers will assume the cost of obtaining valid commercial driver's licenses as required by law. The drivers will obtain valid commercial driver's licenses, including P and S endorsements and state school certifications as required by law.

Adopted: February 11, 2016

EEAEAA: Drug and Alcohol Testing of Transportation Employees

E-2350
EEAEAA

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DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

ASDB 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 staff member of ASDB who is required to have a commercial driver's license (CDL) for performance of job functions shall be prohibited from:

- Reporting for duty or remaining on duty to perform safety-sensitive functions as defined in 49 CFR 382.107 while having any evidence of alcohol or drug concentration in their system.

- Being on duty or operating a commercial motor vehicle (school bus) while the driver possesses alcohol, unless the alcohol is manifested and transported as part of a shipment. This includes the possession of medicines containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken. [49 CFR 382.204]

- Using alcohol while performing safety-sensitive functions. [49 CFR 382.205]

- Performing safety-sensitive functions within eight (8) hours after using alcohol. [49 CFR 382.207 and R17-9-102]

- Using alcohol or drugs within eight (8) hours following an accident or prior to undergoing a post-accident alcohol or controlled substance test, whichever comes first. [49 CFR 382.299]

- Refusing to submit to an alcohol or controlled substance test as required under postaccident, random, reasonable suspicion or follow- up testing requirements in DOT rules. [49 CFR 382.211]

- Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle. [49 CFR 382.213]

- Reporting for duty, remaining on duty, or performing a safety-sensitive function if the driver tests positive 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 ASDB 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 staff member who refuses to submit to drug and alcohol testing or whose test results are positive may be disciplined in accordance with ASDB 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 advised of resources available to the driver in evaluating and resolving problems associated with drug or alcohol use, including the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs.

- Be evaluated by a substance abuse professional, who shall determine what assistance, if any, the staff member needs to resolve drug or alcohol problems.

- Before returning to duty in a safety-sensitive position, undergo a return-to-duty drug or alcohol test with a result indicating negative results for any level of alcohol or drug in their system.

- If identified as needing assistance by a substance abuse professional, be evaluated by a substance abuse professional to determine if that driver has properly followed any rehabilitation program prescribed, and be subject to unannounced follow-up tests following return to duty in accord

with federal regulations. [49 CFR 382.605]

ASDB shall assume the cost for the initial evaluation by a substance abuse professional to determine what assistance, if any, the staff member needs in resolving problems associated with alcohol misuse and controlled substances use. Evaluation and rehabilitation of the staff member, if the staff member 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 staff member.

ASDB shall assume the costs of the drug and alcohol testing of a transportation staff member. If the results of the test are positive, ASDB may charge the costs of the test to the tested staff member. The cost charged to the staff member is limited to the actual costs incurred as a result of testing. If the results of a test are negative, ASDB shall not charge the costs of testing to the tested staff member. [A.R.S. 15-513]

The Superintendent or designee is responsible for supervision of the ASDB drug and alcohol misuse prevention program. The Superintendent or designee 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:
March 24, 2016

EEAEAA-E: Drug and Alcohol Testing of Transportation Employees

DRUG AND ALCOHOL TESTING OF TRANSPORTATION EMPLOYEES

(Records Retention)

ASDB 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)]

- *Five years:*
  - Records of alcohol test results showing concentrations of 0.02 or more.
  - Records of driver-verified positive controlled substance tests.
  - Documentation of refusals to take required tests.
  - Calibration documentation.
  - Driver evaluation and referrals.
  - A copy of each annual calendar year summary.
- *Two years:*
  - Records related to the alcohol and controlled substance collection process and training.
- *One year:*
  - Records of negative and canceled drug test results and alcohol test results with concentrations of less than 0.02.

What types of records must be kept?

- *Records relating to the collection process, as follows [49 CFR 302.401(c)(1)]:*
  - Collection logbook, if used.
  - Documents relating to the random selection process.
  - Calibration documents for evidential breath testing devices.
  - Documentation of breath alcohol technician training.
  - Documents regarding decisions to administer reasonable-suspicion tests.
  - Documents regarding decisions of post-accident tests.
  - Documents verifying existence of a medical explanation of the inability of a driver to provide an adequate breath or urine specimen for testing.
  - Consolidated annual calendar year summaries as required by 49 CFR 382.403.
- *Records relating to driver's test results [49 CFR 382.401(c)(2)]:*
  - Employer's copy of alcohol test forms, including the results of the test.

- Employer's copy of drug test chain of custody and control form.
- Documents sent by the medical review officer (MRO) to the employer, including those required by 49 CFR 382.407(a).
- Documents related to refusal by any driver to submit to a drug or alcohol test required by the rules.
- Documents presented by a driver to dispute the results of an alcohol or substance abuse test required by the rules.

- *Records related to other violations.*
- *Records related to evaluations:*
  - Records pertaining to a determination by a substance abuse professional (SAP) concerning a driver's need for assistance.
  - Records concerning a driver's compliance with recommendations of the SAP.
- *Records relating to education and training:*
  - Materials on alcohol misuse and drug use awareness, including a copy of the employer's policy on both.
  - Documentation of compliance with the requirements of 49 CFR 382.601, including the driver's signed receipt for materials.
  - Documentation of training provided to supervisors for determining the need for reasonable-suspicion testing for alcohol misuse or use of controlled substances.
  - Certification that any training that has been conducted complies with the requirements for such training.
  - *Records relating to drug testing:*
  - Agreements with the collection site facilities, laboratories, medical review officers, and consortia.
  - Names and positions of officials and their roles in the employer's alcohol and controlled substance testing program.
  - Monthly laboratory statistical summaries of urinalysis required by 49 CFR 40.29(g)(6).
  - 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. ASDB will 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 ($500) for each violation. Other violations can be penalized as high as ten thousand dollars ($10,000) per occurrence and loss of federal funding. [49 U.S.C. 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 at the employer's principal place of business within two (2) business days after a request by an authorized representative of the Federal Highway Administration. [49 CFR 382.401(d)]

What summary records are required?

- ASDB must prepare by March 15th of each year, and maintain, an annual calendar year summary of the results of all controlled substance and alcohol testing performed during the previous calendar year.
- Each summary that contains verified positive controlled substance test results and alcohol screening tests with concentrations of .02 or greater or any other violations or alcohol misuse must include the following elements:
    - The number of drivers subject to 49 CFR 382.
    - The number of drivers subject to testing under the alcohol misuse or drug use rules of more than one DOT Agency – identified by each Agency
    - The number of urine specimens collected, by type of test (e.g., random, reasonable suspicion, etcetera).
    - The number of positives verified by an MRO for type of test and type of drug.
    - The number of negative drug tests verified by an MRO, by type of test.
    - The number of persons denied positions as drivers following pre-employment verified positive drug testing and/or alcohol testing with concentrations of 0.04 or greater.
    - The number of drivers with MRO-verified positive tests for multiple controlled substances.
    - The number of drivers who refused to submit to alcohol or drug tests required by 49 CFR 382.
    - The number of supervisors who have received required alcohol training during the reporting period.

- The number of supervisors who have received required controlled substances training during the reporting period.
- The number of screening alcohol tests, by type of test.
- The number of confirmation alcohol tests, by type of test.
- The number of confirmation alcohol tests with concentrations of 0.02 or greater but less than 0.04, by type of test.
- The number of confirmation alcohol tests with concentrations of 0.04 or greater, by type of test.
- The number of drivers returned to duty, after complying with a SAP's recommendation in this reporting period, who had previously had verified positive drug test results or engaged in prohibited alcohol misuse.
- The number of drivers who were administered drug and alcohol tests at the same time with both verified positive drug test results and alcohol test results with concentrations greater than 0.04.
- The number of drivers who were found to have violated any non-testing prohibition of 49 CFR 382.403(b) and any action taken in response to the violation.
- Each employer with an annual calendar year summary that contains only negative drug test results, alcohol screening test results of less than 0.02, and no other violations may prepare and submit either a standard summary form with information as listed above or an "EZ" report form. The abbreviated "EZ" form requires selected information from the list above. [49 CFR 382.403]

Who may have access to the records?

- The covered employee, to the employee's records, upon written request.
- The employer.
- The Secretary of Transportation, upon request.
- Any DOT agency, upon request.
- Any state or local official with regulatory authority over the employee, upon request.
- Any person or employer, upon the employee's written request
- National Transportation Safety Board may review post-accident test information upon request and as a part 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]

EEAEAA-R: Drug and Alcohol Testing of Transportation Employees

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 minimum of fifty percent (50%) of drivers shall be tested annually for drugs and twenty-five percent (25%) of drivers shall be tested annually for alcohol, subject to the Federal Highway Administration's administrator raising or lowering the annual percentage rate in accordance with regulations. [49 CFR 382.305] Random testing selection shall be as follows:
  - Employees are to be placed in and remain in a pool for random selection.
  - A valid random selection procedure will be used.
  - Tests will be given at least once each quarter.
  - Dates of testing will not be announced.
- Random drug and alcohol testing may be combined. For example, when testing at fifty percent (50%) drug random rate and twenty-five percent (25%) alcohol random rate, half (1/2) of the randomly selected drivers chosen for testing could be tested for both drugs and alcohol, while the rest could be tested only for drugs.

Post accident:

- Drivers are required to submit to drug and alcohol testing as soon as possible following a "Department of Transportation (DOT) accident" that involves the loss of human life or for which the driver receives a

citation under state or local law for a moving traffic violation arising from the accident. [49 CFR 382.303]

- A *DOT accident* is defined as an occurrence involving a commercial motor vehicle operating on a public road that results in:
  - A fatality; *or*
  - Bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; *or*
  - One (1) or more motor vehicles incurring disabling damage as a result of the accident, requiring the vehicle to be transported away from the scene by a tow truck or other vehicle. [49 CFR 390.5]
- If a driver is seriously injured and cannot submit to testing at the time of the accident, the driver shall provide the necessary authorization for obtaining hospital reports and other documents that may indicate whether there were any drugs or alcohol used by the driver prior to the accident. [49 CFR 382.303]
- A driver who is subject to post accident testing shall remain readily available for such testing or may be deemed by ASDB to have refused to submit to testing. Nothing in this section shall be construed to require the delay of necessary medical treatment or to prohibit the driver from leaving the scene of an accident for a period necessary to obtain assistance in responding to the accident, or to obtain necessary medical care. [49 CFR 382.303]
- No driver required to take a post accident alcohol test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post accident alcohol test, whichever occurs first. [49 CFR 382.303]
- The following actions are to be taken in a post accident-testing situation:
  - Treat injuries.
  - Work with law enforcement officials.
  - Explain the need for testing.
  - Obtain the driver's permission for testing, if possible.
  - Work with the medical facility to obtain the necessary documents and test information.
  - Collect specimens promptly.
  - 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 post accident testing if the results are obtained by ASDB. [49 CFR 382.305]

Reasonable suspicion:

- *Reasonable suspicion* is defined to mean that ASDB believes the behavior, speech, body odor, or appearance of a driver while on duty are indicative of the use of alcohol and/or controlled substances.

- Alcohol testing is authorized only if the observations are made during, just before performing, or just after performing a safety-sensitive function. A written record shall be made of the observations leading to an alcohol and/or controlled substance test. This record is to be signed by the supervisor who made the observations.

- If a reasonable suspicion alcohol test is not administered within two (2) hours following the observations, the witness shall prepare and maintain on file a record stating the reasons the alcohol test was not administered promptly. In addition, if not administered within eight (8) hours, all attempts to administer the test shall cease. A record shall be prepared and maintained stating why the alcohol test was not administered. [49 CFR 382.307]

- Reasonable suspicion testing should include the following considerations:

  - Focus on safety.

  - Verify reasonable suspicion if possible.

  - Observe the employee's appearance, behavior, speech, and performance.

  - Inform the employee in private of any suspicion.

  - Inquire in private about any observations or suspicions.

  - Review the findings.

  - Upon concluding that reasonable suspicion exists, transport the employee to a testing site.

  - Document events.

Referral:

- Each driver who engages in conduct prohibited by 49 CFR 382.201 *et seq.* shall be evaluated by a substance abuse professional, who shall

determine what assistance, if any, the employee needs in resolving 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 ASDB'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. ASDB 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 identity of the person designated to answer employee questions about the materials.
- The categories of employees subject to this part of the regulation.
- Sufficient information about safety-sensitive functions performed by such drivers to make clear what part of the work day a driver must be in compliance with the rule.
- Specific information concerning driver conduct that is prohibited by the rule.
- The circumstances under which a driver will be tested for alcohol and/ or controlled substances by rule.
- The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the driver and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that the results are attributed to the correct driver.
- The requirement that the employee submit to alcohol and controlled substance tests administered in accord with Omnibus Act regulations.
- An explanation of what constitutes a refusal to submit to an alcohol or controlled substance test and the attendant consequences.
- The consequences for drivers found to have violated the rule, including requirements for removal from duty.
- Consequences for a driver having a concentration of 0.02 but less than 0.04 in a breath alcohol test.
- Information concerning the effects of alcohol and controlled substance use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver or a co-worker); and available methods of intervention, including confrontation and referral. [49 CFR 382.601]

Policies, regulations, and consequences based on the ASDB'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

Supervisors will receive training on alcohol and substance abuse identification. [49 CFR 382.603]

EEAEB: Bus Purchasing and Maintenance

E-2400
EEAEB

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BUS PURCHASING AND MAINTENANCE

ASDB and all contractors who provide transportation services to ASDB 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:
February 11, 2016

EEAEC: Student Conduct on School Buses

E-2450
EEAEC

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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.

When a student fails to practice proper conduct, the bus driver/ Transportation Manager will inform the Principal/Director of the misconduct, which may then be brought to the attention of the parents.

Students who become serious disciplinary problems related to school transportation are subject to disciplinary action.

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:
February 11,
2016

EEAE-EA: Bus Safety Program

BUS SAFETY PROGRAM

This checklist may be used by ASDB officials as a guide for transportation documents or transportation handbooks.

Arriving at pickup point:

- Be on time. Leave home in good time so that you will arrive at the pickup point before the school bus.
- If you have to walk along the road to reach the bus stop, walk on the left side facing oncoming traffic.

Board the bus:

- Wait until the bus comes to a complete stop before attempting to get on board.
- Board the bus quickly but without crowding or pushing.
- Never run on the bus, as the steps or floor may be slippery, especially in wintertime. Place your foot squarely on the step, not on the edge, and use the handrail.
- Be particularly careful if you are carrying books or parcels, as it is difficult to see the steps and to hold the handrail.

- Go directly to your seat and sit straight, well to the back of the seat, and face the front of the bus. (Always use seatbelts when available)

Conduct on the bus:

- The bus will not move until all passengers are seated with seatbelts fastened (when available).
- Remain seated throughout the trip, and leave your seat only when the bus has reached its destination and comes to a complete stop.
- Keep your books and parcels on your lap or put them under the seat or on the luggage rack.
- Keep the aisle clear.
- Do not talk to the driver except in case of emergency.
- Avoid doing anything that might disturb or interfere with the driver. Refrain from loud or boisterous talking or yelling.
- Never stick hands, arms, head, or feet out of the windows of the bus.
- Do not open windows without the driver's permission.
- Do not throw anything within the bus or out of a window; you might injure a pedestrian or force a motorist to make a dangerous maneuver.
- Do not touch the emergency door or exit controls or any of the bus safety equipment.
- Do not discard refuse in the bus.
- Eat at home or school, but not on the bus.
- Obey promptly the directions and instructions of the school bus driver.

Prohibited items:

- Tobacco is not allowed in a school bus.
- Alcoholic beverages shall not be carried in a school bus.
- Insects, reptiles, or other animals shall not be transported in a school bus. [A.A.C. R17-9-104]
- No weapon, explosive device, harmful drug, or chemical shall be transported in a school bus.

Exit from the bus:

- Remain seated until the bus has reached its destination and comes to a complete stop.

- Do not push or crowd when leaving the bus.

Crossing the highway:

- 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 the driver has indicated that it is safe to do so.
- As you cross the road, look continuously to the right and left. At an intersection, look in all directions.
- Cross at right angles. Never cross the highway diagonally.
- Walk briskly across the road, but do not run.
- Never cross the road behind the bus.

Accident or other emergency:

- In case of an accident or emergency, older students should help the driver to maintain order and assist younger students.
- Stay in the bus unless otherwise directed by the driver.
- If you have to leave the bus, stay in a group and obey the driver's instructions.
- Do not expose yourself or others to needless hazard.

Procedures followed upon student misbehavior on school bus:

- When a student misbehaves on a bus for the first time, the driver will explain to the offender the necessity for good behavior.
- If, after talks and warning, the rider continues to violate the rules, the driver will inform the student that the rule violation will be reported to the principal. This report will include the use of a written form that lists the offense and the action taken by the principal.
- Upon receiving the complaint and discussing it with the driver, the principal will then call the student to the office and warn the student that the parents must be notified that the student will be put off the bus if misbehavior reoccurs.
- If poor conduct continues, the driver will again report the incident to the principal. After discussion it will be decided whether to take disciplinary action against the student.
- When a student is not allowed transportation on an ASDB bus, the principal will inform the parents of the penalty, the reason for it, and how long the penalty will last. When alternative transportation arrangements are necessary, consultation with parents will occur and appropriate due process will be provided.
- 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-EB: Bus Safety Program

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BUS SAFETY PROGRAM

SCHOOL BUS INCIDENT REPORT

Bus No. Driver's Name Date

Type of Incident

Student's Name

Incident:

Failure to remain seated	Throwing objects on bus
Refusing to obey driver	Hanging out of window
Fighting	Spitting
Profanity	Disobeying bus monitor
Lighting matches	Bothering others (see comment)
Smoking on bus	Vandalism
Throwing objects out of bus	Other (see comment)

Comments: Additional pages may be attached if more space is needed.

Signature: _____

Action taken by school:

Signature of School Official

EEAE-EC: Bus Safety Program

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EEAE-EC

BUS SAFETY PROGRAM

EMERGENCY BUS EVACUATION DRILL

1st Run

Driver_____

Date_____

Bus #_____

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, et cetera—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, et cetera.

( ) Yes ( ) No 3. Answered questions.

PLEASE RETURN TO THE SUPERINTENDENT'S OFFICE WHEN COMPLETED

EEAE-R: Bus Safety Program

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EEAE-R

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 non-passenger 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 non-passenger."

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.

The Bus Evacuation Drill form, EEAC-EC, shall be conducted at least twice every school year with a copy sent to the Superintendent's Office when completed.

EEAG: Student Transportation in Private Vehicles

E-2700
EEAG

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STUDENT TRANSPORTATION IN PRIVATE VEHICLES

During ASDB-sponsored functions, students may be transported only in school-approved vehicles operated by ASDB-authorized staff members unless specific approval by the Superintendent has been obtained.

The ASDB Board specifically forbids any staff member to transport students for school purposes without prior authorization by the appropriate administrator.

Each ASDB staff member authorized to use a private vehicle for ASDB purposes shall be notified in writing that the staff member's automobile insurance is the primary coverage and ASDB insurance coverage is secondary.

The Superintendent or designee may develop regulations to govern the use of private vehicles for transporting students.

Adopted: February 11, 2016

EEAG-R: Student Transportation in Private Vehicles

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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 ASDB 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 ASDB and a valid Arizona driver's license.
- Each employee authorized to use a private vehicle for school business purposes will be informed that the individual employee's vehicle insurance will be primary.
- No student will be sent on school errands with the student's own vehicle, an employee's vehicle, or an ASDB-owned vehicle.

EEB: Business and Personnel Transportation Services

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BUSINESS AND PERSONNEL TRANSPORTATION SERVICES

(ASDB Travel Policy)

Administrative Requirements

The Superintendent shall be responsible for making certain that the use of ASDB vehicles is not abused, and it is the responsibility of the Superintendent to assure that all travel has written approval.

Use of School Vehicles

No ASDB vehicle shall be used for personal business. Only ASDB staff members may drive the vehicle. An ASDB vehicle shall not be taken to a staff member's off campus home at night unless the employee has permission from the appropriate administrator.

Use of Private Vehicle

A private vehicle may be used only when authorized by the appropriate administrator at the mileage rate set by the State. A staff member using a private vehicle for an ASDB 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 an ASDB vehicle or in any private vehicle while on ASDB business is to be reported immediately to the driver's immediate supervisor or to an administrator if the accident occurs after school hours. The Superintendent shall require the immediate reporting of accidents to the State Risk Management Division.

Adopted: February 11, 2016

EEB-EA: Business and Personnel Transportation Services

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BUSINESS AND PERSONNEL TRANSPORTATION SERVICES

EMPLOYEE DRIVER'S LICENSE AND INSURANCE CERTIFICATION FORM

Employee Name: _____Department: _____ Date of Birth: __

Private Vehicle License Plate #: _____ _____

Arizona Driver's License Number: _____Class: ____ _____Expires: _____

*

*

*

*

I hereby certify that the above information is correct and that I maintain insurance coverage on any private vehicle I drive on state business. I further certify that if any changes occur which affect my license or insurance, I shall file a new certification.

Employee Signature

Date

*

*

*

*

I hereby certify that I have personally examined the driver's license of the above named employee and that the driver's license information contained in this report is correct.

Person Verifying Information

Date

*

*

*

*

This form is confidential and must be completed and approved prior to utilizing ASDB vehicles or personal vehicles on state business. When this form is completed, return it to the Human Resources Office within 30 days of starting work. A copy of this form will be maintained in the Transportation Office, Operations Division and the original will be kept in the employee's personnel file.

EEB-RA: Business and Personnel Transportation Services

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BUSINESS AND PERSONNEL
TRANSPORTATION SERVICES

(ASDB Travel Policy)

Employee
Travel

This regulation enables ASDB to comply with laws governing travel on state business and provides an opportunity for fiscal planning and control of travel funds.

Travel on ASDB business must be requested and approved in advance. To request permission for in-state travel and reimbursement of expenses, an In-state Travel Approval Request must be completed. The request must be approved by the manager/supervisor of the account that will fund the trip, or the employee supervisor if no funds are requested, and sent to the Accounting office at least fifteen (15) *working* days prior to the requested trip. All out-of- state travel requires the prior approval of the Superintendent, and special circumstances require further approval by the State of Arizona Department of Administration. The approvals for out-of-state travel apply even if the trip is funded through other organizations, or by the employee as a personal expense.

ASDB does not ordinarily issue travel advances. Travelers may apply for a corporate credit card with ATM Access through the purchasing agent. If the credit card contractor is unable to provide a card prior to departure, a one-time-only advance may be requested using the Interim Travel Advance Request. Travel advances are considered loans to the employee, and must be repaid to ASDB within thirty (30) days of completion of the trip.

Limitations and rates for reimbursement of travel expenses are determined by state guidelines. To be reimbursed for travel expenses, an Employee Travel Claim must be completed, approved at the supervisory level, and forwarded to the Accounting Office as soon as possible after the completion of the trip, but no longer than thirty (30) days after the completion of the trip. Travel Claims not submitted within thirty (30) days after the completion of the trip must be submitted to the Superintendent for payment approval.

Once the Travel Claim is received by the Accounting Office, it is checked for compliance and entered into the state system for payment. The reimbursement check is issued by the Finance Division at the state capitol, sent to the Accounting office in Tucson, and then distributed to travelers. This process takes approximately five (5) working days.

EEB-RB: Business and Personnel Transportation Services

BUSINESS AND PERSONNEL
TRANSPORTATION SERVICES

(ASDB Travel Policy)

Use of Vehicles on State Business

General provisions. All ASDB employees who use their personal vehicles or drive ASDB vehicles on ASDB business must comply with the following rules:

- The trip and use of vehicle must first be approved by the employee's manager/supervisor.
- Driver must hold a valid Arizona Driver's License.
- Each employee must complete a Driver's Safety course.
- The employee is responsible to report to the Transportation Manager any traffic citations received, whether in an ASDB vehicle or private vehicle.
- Driver and passengers must always use seat belts and infant car seats when required.
- Driver must not carry more passengers than vehicle has seat belts.
- Driver must not transport passengers in the back of the truck even if vehicle has a camper or shell.
- Driver must not drive when fatigue, illness, injury, medication, or drugs might affect judgment or performance.
- Driver must not drive when reasonable doubt exists about the capability of the vehicle to perform safely.

State vehicles:

- The Transportation Manager will have the responsibility to develop, maintain, and enforce procedures governing the use of vehicles operated on ASDB business.
- All ASDB employees who operate a state vehicle must comply with the agency rules and regulations governing use of ASDB vehicles.
- ASDB vehicles may not be used for the following:

  - Allowing a non-employee, other than a volunteer or agent, to drive an ASDB vehicle.
  - Using an ASDB vehicle for personal or any use other than official ASDB business.

- Transportation of items or cargo having no relationship to the conduct of official business.
- Using the vehicle to commute regularly between an employee's residence and place of business when not specifically authorized by the agency head.
- Extending the length of time or travel beyond that required to complete the official purposes of the trip.
- Use of an ASDB vehicle while on leave.
- Travel to and from social events unless acting as an official representative of ASDB.
- Transporting any person (or persons), not essential to the accomplishment or the purpose for which the vehicle was dispatched. Exceptions are:
    - It is permissible for ASDB to allow private citizens to ride in the ASDB car when that person is going to the same meeting as are staff.
    - It is permissible for employees from other state agencies to ride in the ASDB car when they are on authorized ASDB business.
    - It is permissible for an employee's spouse or other family members to accompany them in an ASDB vehicle when it
      has been determined that they are acting as a representative of ASDB. This determination is made by the Superintendent.
    - If the employees are on official out-of-town travel status, and not within reasonable walking distance from their temporary lodging or place of official business, they may drive to:
        - Places to obtain suitable meals
        - Places to obtain medical assistance, including a drug store
        - Place of worship
        - Barber shops/beauty salons
        - Cleaning establishments
        - Similar places required to sustain health and welfare excluding places of entertainment.

Personal vehicles:

- Employees driving a personal vehicle on ASDB business must have personal vehicle insurance.

- Written permission from each student's parent or guardian must be on file if they are being transported in a private vehicle.

- Reimbursement may be requested for mileage when using a private vehicle on ASDB business.

  - All trips on ASDB business must be approved in advance via a "Travel Request".

  - The deadline for submitting a travel claim is thirty (30) days after travel is completed.

Liability:

- The Arizona Risk Management Division provides that an officer, agent, or employee shall be covered within the limitations of A.R.S. 41-621, *et seq*., while driving a state-owned or a non-state-owned vehicle in the course and scope of his employment. Specifically as follows:

  - Volunteers have been determined by the courts to be "agents of the State."

  - In terms of coverage, no distinction is made between employees and agents of the State.

  - Liability coverage under the Risk Management Program is extremely broad and covers property damage, bodily injury, and punitive damages.

  - Liability coverage applies only if the employee/volunteer is found to be at fault.

  - Liability coverage does not apply in cases of criminal negligence, but as the State is usually held responsible in litigation, it will defend the employee or volunteer.

  - The State is not required to, and does not provide uninsured motorist coverage. Any recovery would have to be provided by the employee's/volunteer's personal insurance carrier.

  - When an employee or volunteer is using a personal vehicle for state business; their personal insurance carrier has primary responsibility. Risk Management will only provide supplemental coverage.

  - The dollar amount of ASDB's liability coverage should be considered unlimited.

EEB-RC: Business and Personnel Transportation Services

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BUSINESS AND PERSONNEL TRANSPORTATION SERVICES

**(ASDB Travel Policy;
Out-of-State Travel)**

Employees who are arranging travel plans as part of their work - attending workshops, training seminars, school visitations, conferences or conventions involving out-of-state travel will follow these steps in planning and securing travel approval:

Travel Budgets

Travel budgets must include those staff members who wish to travel at their own expense with ASDB paying for staff time, registration, or some other form of travel expense.

The Superintendent will develop an annual advanced approved travel plan. The travel plan will include staff representation in Superintendent approved national organizations.

Staff members presenting professional papers may request support for travel and expenses only when the Superintendent has given prior approval of the paper to be submitted. Approval and organizational acceptance of the paper does not guarantee travel support.

Preparation of Travel Request Package

Department travel requests will comply with the state of Arizona travel guidelines. Employees may consult with the ASDB Travel Coordinator.

Out-of-state travel with special circumstances requiring approval by the Arizona Department of Administration will be submitted to Accounting by the Superintendent no later than ten (10) working days prior to the expected departure date. Accounting will not accept travel packages until they are approved by the Superintendent.

Travel requests, which are submitted past planning deadlines, may not be processed except with written authorization of the Superintendent. The Superintendent will not approve late requests except when extenuating circumstances can be demonstrated.

EE-RA: Transportation Services

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TRANSPORTATION SERVICES

(Transportation Arrangements For Day Students – Tucson Campus)

In order to be sure that arrangements for transportation are clearly understood, all such arrangements will be made between the parent or guardian and the ASDB Transportation Department.

- Parents are responsible for making transportation arrangements with the Transportation Office.
- Parents who contact teachers or other staff members will be referred to the Transportation Office.
- The Transportation Office will make the arrangements with the parent and notify other departments.

Procedure in case a child is not picked up or met according to arrangements made with parent:

- If parents arrange to pick up their child at the school and fail to arrive on time, the teacher or aide will take the student to the Transportation Office.
- If a child "who cannot be left unattended" is not met at his or her bus stop, the bus driver will return that child to the Transportation Office.
- The Transportation Office will contact the parent and send the child to the Student Health Center. The Student Health Center will notify the duty person who will make arrangements to care for the child in a residence until the parent arrives.
- If the parent or guardian fails to pick up or meet the child a second time, a letter will be sent to the parents from the Assistant Superintendent advising them of the school's concerns. A copy will go to the appropriate Principal/Director.
- If the child is not picked up or met a third time, the parents will be required to meet with the Superintendent to discuss the consequences in the event the problem continues.
- When a child is not picked up as scheduled or not met at the bus stop, it may be necessary for the school to hire a sitter for the child. The parent will be billed for sitter service at the minimum wage per hour beginning with the time that the child was to have been picked up or met.

EE-RB: Transportation Services

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TRANSPORTATION SERVICES
(After-School Activity Bus - Tucson Campus)

ASDB will provide transportation for day students participating in after- school sports and other regularly scheduled after-school activities.

The program will operate under the following guidelines:

- Activity bus will operate four (4) days per week (Monday through Thursday).
- Departure time will be 5:30 p.m.
- Programs, including lists of students to be transported, must be submitted to the Transportation Department one (1) week in advance.
- Transportation can be provided *only* for regularly scheduled programs.
- In cases where the after-school activity is finished before bus departure time, the sponsor or coach will be responsible for the students until they are all on the bus.
- An attendance roster will be delivered to the Transportation Office no later than 4:00 p.m. on the day of the activity.
- Students scheduled for the early bus may not go home on the late bus.
- Students scheduled for detention hall:
    - If a student participates in an after-school sports activity, and if they have served all of their detention time that *day*, they may return to the activity and ride home on the activity bus.
    - If the student does not completely serve all detention time, they may not go back to the activity or ride the activity bus. Parents must pick them up at 4:30 p.m. at the Student Health Center. They will serve any remaining time the following day, after which they may go to their activity and then ride the activity bus if detention time is completed.

EF: Food Services

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EF

FOOD SERVICES

ASDB Food Services will provide breakfasts and lunches, through participation in the School Breakfast Program (SBP) and the National School Lunch Program (NSLP), which may be made available to all students at no charge. As required for participation in the School Breakfast and National School Lunch Programs, the Board prescribes that a reimbursable school breakfast and lunch be made available to students. Food Services will also participate in the United States Department of Agriculture (USDA) Foods Program.

Dinner on weekdays/weekends, and breakfast and lunch on weekends shall be provided to students who reside in the dormitories.

The Superintendent will approve the prices set for employee meals.

The Superintendent shall develop and implement regulations, as necessary, that are designed to implement necessary food service requirements, including requirements for participation in the SBP, NSLP and USDA Foods Program in compliance with state and federal guidelines.

Adopted: March 26, 2015

EFC: Free and Reduced - Price Food Services

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EFC

FREE AND REDUCED - PRICE FOOD SERVICES

ASDB shall enter into an agreement with the Arizona Department of Education (ADE) to participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), and United States Department of Agriculture (USDA) Foods Program.

The Superintendent shall develop regulations as necessary with respect to determining eligibility of children for free and reduced-price meals, which follow federal regulations and state guidelines.

Adopted: March 26, 2015

EFC-R: Free and Reduced - Price Food Services

FREE AND REDUCED - PRICE FOOD SERVICES

Free and reduced price meals will be provided to all students who are eligible. ASDB shall have an approved free and reduced-

price policy statement on file at the Arizona Department of Education.

The manager/supervisor of the ASDB meal program is designated to determine which individual children are eligible for free or reduced price meals and to ensure compliance with all policies, rules and regulations of the United States Department of Agriculture and the Arizona Department of Education.

In providing free and reduced-price meals, ASDB shall:

Provide for public announcements. Near the beginning of the school year, an announcement must be made to notify the public of the availability of the National School Lunch Program (NSLP), the School Breakfast Program
(SBP), and the Food Distribution Program (FDP). The notice must include the eligibility criteria for reduced price meals and/or milk. The public news release will be provided by the local news media. ASDB shall submit a public/press release to local employment offices and major employers contemplating layoffs in the attendance area of ASDB. Copies of the public release shall be made available upon request to any interested party.

Send notices to households (Parent Letter). A letter or notice informing households about the availability of the school meal program is to be distributed at the beginning of each school year.

The letter must state the option of free and reduced price benefits. An application form must be distributed to all households of children in attendance at ASDB who were not determined eligible through Direct Certification match results or from the migrant/homeless/runaway list. The application should not be distributed earlier than July 1, or no more than thirty (30) days prior to the beginning of the school year, whichever is later. New students enrolling in school after the school year begins must be provided a letter/notice and application form when they enroll.

Applications for free or reduced price meals program shall be available to students at all times during the regular school day.

Provide for Foreign Language translations. In schools where a significant number or proportion of the population eligible to be served needs information in a language other then English, ASDB must make reasonable efforts, considering the size and concentration of such population, to send appropriate non-English language household letters/ notices and application forms to such households. ASDB will provide households with assistance inn completing applications through the use of foreign language employees.

Enforce Confidentiality/Disclosure of Eligibility. All procedures shall insure that names of children eligible to receive free or reduced-price meals shall not be published, posted, or announced in any manner. Information such as family size, income, and social security numbers shall remain confidential and shall not be shared for any purpose. No

individual indicators of participation shall be maintained in the permanent record of any pupil not otherwise allowed by law.

Disclosure may be made of aggregate information, such as the number of children eligible for free or reduced price meals, to any program or individual. Aggregate information shall not identify children.

Ensure Nondiscrimination Practice. There shall be no overt identification of any eligible children by use of special tickets, special tokens, serving lines, separate entrances, separate dining areas, or by any other means. When more than one (1) lunch, breakfast or type of milk is offered, the children shall have the same choice of meals that is available to those children who pay the full price. Children shall not work for their meals unless other children are required to do so as part of their educational training.

No child shall be discriminated against because of race, color, national origin, religion, age, sex or disability.

Parents/guardians who appeal the challenge of decisions on applications and school officials' challenges to the correctness of information contained in an application or of continued eligibility of any students for free or reduced-price meals shall have a fair hearing. During an appeal and hearing, the student will continue to receive free or reduced-price meals.

EF-E: Food Service Code of Standards

FOOD SERVICES

CODE OF

STANDARDS

(Procurement

Procedure)

The duties of any officer, employee, or agent of ASDB 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 or acceptance of gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub- agreements.
- Participation in awards or administration of contracts to firms in which the employee, or any member of the employee's immediate family, has a financial or other interest.

If financial interest is not substantial, or the gift is unsolicited and has nominal intrinsic value, the officer, employee, or agent of ASDB shall conform to the requirements of Policies BCB, DJ, or GBEAA.

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:

- Written disciplinary report filed in the individual's personnel file.
- Suspension of duties.
- Termination of employment.
- Prosecution by legal authorities.

Distribution Instructions

These standards are incorporated into the general operation policy manual of ASDB and are reviewed regularly by the Superintendent or the Board. Copies of these standards are to be distributed to all employees 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/Support Staff Members
GDQD - Discipline, Suspension, and Dismissal of Support Staff Members

EFH: Food Service Sanitation Program

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EFH

FOOD SERVICE SANITATION PROGRAM

ASDB food service programs must meet all health and food safety regulations as required by the county, state, and federal health departments and inspection agencies. Cleanliness and sanitation shall be an integral part of food production, and shall receive the proper emphasis to ensure that food safety standards are high.

Adopted: March 26, 2015

EFI: Food Services Records and Reports

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FOOD SERVICES RECORDS AND REPORTS

The State Board of Education prescribes regulations for keeping food services records and providing annual reports. The accounts and records shall be available at all times for inspection and audit by authorized officials, and must be retained for five (5) years after the fiscal year for which they pertain and/or as required by the Arizona Department of Education Child Nutrition Programs. The School Breakfast Program (SBP), National School Lunch Program NSLP), and United States Department of Agriculture (USDA) Foods Program will be administered according to appropriate state and federal provisions and the regulations made by the State Board. The Arizona Department of Education (ADE) conducts or causes to conduct audits, inspections, and administrative reviews of accounts, records, and operations.

Adopted: March 26, 2015

EF-RA: Food Services

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FOOD SERVICES

Food service procedures will conform to the following guidelines:

- Any enrolled student may eat in the school cafeteria.
- A student may bring a sack lunch; milk will be available.
- Meal prices for adults will be recommended by the food service manager, with approval by the Superintendent, at the beginning of each school year.
- Meal prices will be posted in each cafeteria.
- Under federal law, a school that participates in the Food Distribution Program is prohibited from serving free meals, funded/supported by the commodity program, to adults or employees of ASDB. All meals for adults must be paid for when served.

- Any child, student visiting from another school, or adult guest/ visitor must be cleared through the food service manager by the hosting department to be eligible to eat in the cafeteria. The hosting department must make arrangements ahead of time to pay for the price of the meal.

- Food service employees have the right to refuse to serve anyone who is not either employed by ASDB or cleared through the food service manager.

- Food service facilities used by outside organizations or individuals must have approval from the superintendent.

- If outside organizations or individuals use the food service facilities, an ASDB employee must be on duty.

- Any class, group or department that requires the use of the food service facilities must submit a request to reserve the appropriate area or section.

- The food service manager will develop and conduct in-service training programs for the food service employees that include, but are not limited to, food safety and sanitation requirements, food service operations, procedures and regulations.

EF-RC: Food Services

FOOD SERVICES

Employe e Meals

The Food Service Department prepares and serves meals to ASDB employees when ASDB is in session. All employees may purchase meals from ASDB. The charge per meal is established by the Superintendent per Arizona Department of Education (EDA) guidelines. Additionally, certain employees are provided meals without charge in exchange for services that directly benefit ASDB.

- Employees may purchase meals to be consumed in the food service dining areas or on the school campus.

- The student cafeteria and student dining rooms are learning centers for eating skills, social development, and good nutritional experiences. All employees of the educational department(s) may participate in this learning experience for students. Employee may receive a free meal under the following circumstances:

- The employee will assist and supervise students through the serving line and at the table.
- The employee eats a meal with the students in the student dining areas when at least half of the persons sitting at the table are students.
- The employee will be served the same food items served to the students. Adult portions will be served to the employee.
- The employee will follow the rules of behavior established for the students.

Certain employees are hired to work at ASDB and receive accommodations and meals in lieu of monetary compensation. These employees are called “live ins” and their rights to free meals are contained in the contract each “live in” agrees to and signs.

- Live-ins should eat meals in the food service dining room during designated meal times.
- Live-ins are required to obtain a personal identification number to eat breakfast and lunch in the foodservice dining room.

An employee may be assigned, or otherwise required, to remain in their work area during the meal hour. When such a situation exists, such as the following, the employee may receive a meal without charge:

- The student health center employees assigned to eat in their work area because they are required to treat and receive ill students during meal times.
- The technical mechanical employee assigned to work alone in the powerhouse to monitor mechanical equipment essential to maintaining the physical environment of the school buildings is required to remain in his/her work area during meal times.
- The employee supervising a student who is on restriction due to a behavior problem.
- An emergency or otherwise unusual situation resulting in requiring an employee to remain in their work area during meal hours. The employee is eligible for a free meal if approved by the Superintendent.

The food service department employees are assigned to remain in their work area to serve students and employees during campus designated meal times. Food service employees are subject to call and sometimes receive no reasonable breaks due to fluctuations in the food production demands except during the designated food service employee lunch breaks.

EF-RD: Food Services

FOOD SERVICES

Food Requisitions for Residential Student Programs - Tucson Campus

The food service department provides food for residential student activities during the school year when school is in session. Food required for student activities must be approved by the department directors or their designees. The appropriate food request form must be completed and submitted to the food service department no later than 6:00 p.m. on Wednesday for food needed the following week (Monday through Sunday). The following activities require prior department approval:

- Substitute dinner meals (weekdays).
- Breakfast (weekends).
- Snacks for residential students.
- Birthdays.
- Special projects.

Substitute Meals - Weekdays

Substitute meals for dinner may be requested for Tuesday, Wednesday, Thursday, and Friday only. Substitute meals will be limited to one (1) meal per month per dorm. The Residential Substitute Meal Request Form (Form 191) must be completed and submitted no later than 6:00 p.m. on Wednesday for food needed the following week.

Breakfast - Weekends

The food service department will provide food for preparing breakfast in the dorms. A completed Residential Breakfast Request Form (Form 190) must be submitted no later than 6:00 p.m. Wednesday for pick up Friday the following week.

Snacks

The food service department will provide snacks to residential students. A completed Residential Snack Request Form (Form 189) must be submitted to the food service department no later than 6:00 p.m. on Wednesday for snacks needed Monday the following week. The food service department may restrict quantities requested.

Birthdays

The food service department will provide one (1) birthday cake for students per month per residence. Two (2) or more residential halls may combine birthdays and order a larger-sized cake. Fruit punch or lemonade may be added to the requisition. A completed food Requisition/Request Form (Form 193) must be submitted to the food service department no later than 6:00 p.m. on Wednesday for pick up the following week.

Special Projects

Residential student activities require foods that are not included in this policy. These activities are designated as special projects. Residential staff may request ingredients from recipes they plan to use for learning experiences not normally available. Special projects should be planned in advance. Residential staff should contact the food service manager regarding the possibility of procuring the food item before completing the Food Requisition/ Request Form (Form 193). The requesting residential staff will be notified as soon as it is known when an item is not available.

The food service department will provide items used for consumption based on availability and cost. The cost of food items that will be used for residential activities that will not be consumed, such as, but not limited to, ornaments and play dough, will be charged to the residential department.

EF-RE: Food Services

FOOD SERVICES

(Provision for Special Diets)

The purpose of providing special diets or food substitutions is to meet the nutritional needs of students who require such accommodation.

The food service department shall provide special meals or food substitutions to students who are considered disabled and whose disability restricts their diet. A disabled child has been defined as one who has a physical or mental impairment which substantially limits one (1) or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Students defined as disabled are required to provide a statement from a licensed physician, which shall include:

- The disability and an explanation of why the disability restricts the child's diet.
- The major life activity affected by the disability.
- The food(s) to be omitted and the food or choice of foods that must be substituted. If the disabled child requires only textural

modifications to the regular program meal, the medical statement is recommended, but not required.

Students, who are not disabled but are unable to consume regular program meals because of medical or other special dietary needs such as, but not limited to, food allergies and intolerances, underweight or overweight conditions, are required to provide a statement from a recognized medical authority. A recognized medical authority may include licensed physicians, such as naturopathic, osteopathic and homeopathic; physician assistants, nurse practitioners, registered nurses and registered dietitians. The supporting statement shall include:

- An indication that the medical or dietary need restricts the child's diet; and
- The food(s) to be omitted and the food(s) that may be substituted

The statements from the licensed physicians or recognized medical authority must be sent to the student health center and maintained on file. The student health center must notify the food service department of the students who require special diets.

ASDB, not the food service manager, has the responsibility for providing assistance with feeding if the student cannot feed one's self, and special equipment, such as feeding utensils, as needed.

ASDB employees who restrict or provide foods to students without a statement from a recognized medical authority under this policy are violating the law.

EF-RF: Food Services

FOOD SERVICES

Food Requisitions

The food service department provides food for student activities during the school year when ASDB is in session. Food required for student activities must be approved by the department directors or their designees. The Food Requisition/Request Form must be completed and submitted to the food service department no later than 6:00 p.m. on Wednesday for food needed the following week (Monday through Sunday). PDSD Food Service Department requires the approved requisition form two (2) weeks in advance. The following activities require prior department approval:

- Sack lunches for field trips.
- Classroom snacks for younger students.

- Special events.
- Special projects.

All requisitions are subject to approval based on availability, procurement, and cost. Food items that appear excessive, special ordered, or not routinely served on campus will be charged to the requesting department.

Sack Lunches

The food service department will provide sack lunches for field trips in lieu of the meal served in the cafeteria. The lunch is a reimbursable meal under the National School Lunch Program. Names of student and employees going on the field trip must be provided at pick up for sack lunch requests Monday through Friday to ensure an accurate meal count for reimbursement purposes. A completed Sack Lunch Request Form (Form 188) must be submitted on Wednesday for pick up the following week.

Special Events

The food service department will provide cake and punch for graduation, promotion, prom, and the homecoming dance.The Food Requisition/ Request Form must be completed and submitted to the food service department by Wednesday before the week of the event.

Food requests for other special events for students are subject to approval based on availability and cost will be charged to the requesting department. The Food Requisition/Request Form must be completed and submitted to the food service department by Wednesday before the week of the event. The Requisition for Supplies and Equipment Form must be completed and submitted to the food service department by Wednesday before the week of the event.

Special Projects

Student activities require foods that are not included in this policy. These activities are designated as special projects. Educational staff may request ingredients from recipes they plan to use for learning experiences not normally available. Special projects should be planned in advance. Educational staff should contact the food service manager regarding the possibility of procuring the food item before completing the Food Requisition/Request Form (Form 193). The requesting department, group or class will be notified as soon as it is known when an item is not available.

The food service department may provide items used for consumption

based on availability and cost. The cost of food items that will be used for classroom activities that will not be consumed, such as, but not limited to, ornaments and play dough, will be charged to the requesting department.

Classroom Snacks (Tucson Campus Only)

The food service department may provide snacks to younger students that meet Arizona Nutrition Standards (ANS) requirements. A completed Food Requisition/Request Form (Form 182) must be submitted to the food service department no later than 6:00 p.m. on Wednesday for snacks needed the following week (Monday through Sunday). The food service department may restrict some items and quantities requested.

EF-RG: Food Services

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EF-RG

FOOD SERVICES

(Food Request for Live-In Employees - Tucson Campus)

The Food Service Department provides food for ASDB employees who are provided lodging and meals in lieu of monetary compensation. A limited selection of food items is provided to live-ins in lieu of the regular meals served in the cafeteria if the live-in is unable to be on campus at mealtime.

Live-in employees should use the Live-In Employee Food Request Form. Food request forms must be submitted to the Food Service Department no later than 6:00 p.m. on Wednesday for pick-up the following Wednesday. Food orders that are not picked up will result in forfeiture of the next food request. Arrangements may be made with another employee to pick up the order when the named employee is unable to do so.

EF-RH: Food Services

FOOD SERVICES

The food service department receives reimbursement from the School Breakfast and National School Lunch Programs for each reimbursable meal served to a student.

Family-Style Meal Service Guidelines for Employees
Supervising Students at Breakfast and Lunch

Family style is a type of meal service, which allows children to serve themselves from common platters of food with assistance from a supervising adult setting the example. Family style may be useful when smaller children are being offered a component or when a new food item is being introduced.

In order to qualify for monetary reimbursement, the employee supervising the family style meal service is required to adhere to the following requirements:

- A sufficient amount of prepared food must be placed on each table to provide the full-required portions of each food item for all the children and adults who eat with the children at the table.
- The family style meal service allows children to make choices in selecting foods and the size of initial servings. Children should initially be offered the full-required portion of each menu item.
- During the course of the meal, it is the responsibility of the supervising adult(s) to actively encourage each child to accept the full required portion for each food item.

Offer vs. Serve

The Offer vs. Serve is a serving method designed to reduce plate waste by allowing students to choose only those foods they intend to consume. The following guidelines must be met:

Breakfast

- Offer a minimum of three (3) menu items.
- Students must select at least two (2) items.

- When more than three (3) menu items are offered, students may decline a maximum of one (1) item.

Lunch

- Offer a minimum of three (3) menu items.
- Students must select at least two (2) items.
- One (1) item must be an entree.
- When more than three (3) menu items are offered, students may decline a maximum of two (2) items.

The federal government prohibits any local educational agency from denying any child meals or milk as a method of *disciplinary* action.

USDA's Foods of Minimal Nutritional Value

Appendix C: Current Restricted Items (1977 – 7 CFE 210.11)

Currently schools are required to follow FMNV regulations when participating in the National School Lunch Program. A goal of the FMNV regulation is to limit the amount of competitive foods that can be offered to students during the breakfast and lunch period.

Competitive foods are any foods sold in competition with meals served under the National School Lunch and School Breakfast Programs. Current federal regulations state that FMNV cannot be sold in the food service area where a reimbursable meal is sold or eaten.The list of FMNV includes but is not limited to soda, water ices, chewing gum, and certain candies. The listed products are in no way meant to be all inclusive or definitive, but rather to be used as an example that provides guidance when making determinations on new products or products not specifically listed.

Arizona Revised Statue 15-242 restricts all FMNV for the entire school day. All foods and beverages

served/sold in vending machines, snack bars, a la carte, fundraisers and school events will be subject to the Arizona Nutrition Standards regardless if they are exempt from the FMNV food list by USDA.

Guidelines for Student Behavior

Food service employees view the student dining rooms as classrooms. Proper manners should be taught here as well as language skills. The following are some guidelines:

- Students should not enter the dining room until their adult supervisor is present.
- Students should be required to use the correct utensils for the food served.
- Students who require more supervision should remain seated at their tables until excused or asked by their adult supervisor to leave the table.
- Students should be taught to pick up after themselves: bus their tables, pick up food dropped on the floor and wipe up major spills.
- Student should make an effort to make one (1) trip through the serving line and ensure they get all items they need to avoid cutting in front of other students and interrupting the line.
- Students in high school may ask for double portions. It is required that all students are offered first full servings of a meal. Second servings may be available to all students when there are extra portions.
- Students are limited to taking up to two (2) milks, one (1) dessert if not a fruit, and two (2) juices, when made available.
- Students are required to wash their hands before eating.
- Students should not be rewarded, punished, or pacified with food.
- Students who are on detention should go through the serving line, get their meal and head straight to the detention area.
- Students and employees should remove their hats when dining in the cafeteria.
- Students should show respect and be polite at all times, and especially when going through the serving line.

Stricter rules may be imposed by educational staff members as necessary and appropriate.

Sanitation and health standards prohibit food service employees from cleaning up the dining areas after a child has vomited, urinated or defecated.

EGAD: Copyright Compliance

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COPYRIGHT COMPLIANCE

ASDB equipment and staff members may be used for printing work for official ASDB purposes only. The only exception to this policy is when such request is approved by the Superintendent.

ASDB 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 purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes.
- The nature of the copyrighted work.
- The amount and importance of the portion used in relation to the copyrighted work as a whole.
- 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.

Software Licensing

The ASDB Board is committed to full compliance with all legal provisions governing copyright protection for computer software. In the furtherance of this commitment, only legally acquired software shall be used or installed on ASDB owned, leased, or employed hardware. ASDB shall be in compliance with all applicable software license agreements. The use of any software outside of this policy is strictly prohibited.

Adopted: February 11, 2016

EGAD-E: Copyright Compliance

Specifics **The Fine Print**

Printed Material (Short)

- Poem less than 250 words
- Excerpt of 250 words from a poem greater than 250 words
- Articles, stories, or essays less than 2,500 words
- Excerpt from a longer work (10% of work or 1,000 words, whichever is less—but a minimum of 500 words)
- One chart, picture, diagram, graph, cartoon or picture per book or per periodical issue
- Two pages (max) from an illustrated work less than 2,500 words (like childrens books)
- Teachers may make multiple copies for classroom use and incorporate into multimedia for teaching classes.
- Students may incorporate text into multimedia projects.
- Copies may be made only from legally acquired originals.
- Only one copy allowed per student.
- Teachers may make copies in nine instances per class per term.
- Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district.
- Don't create anthologies.
- "Consumables," such as workbooks, may not be copied.

Printed Material (archives)

- An entire work
- Portions of a work
- A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer
- A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."
- Copies must contain copyright information.
- Archiving rights are designed to allow libraries to share with other libraries one-of-a- kind and out-of- print books

Illustrations and Photographs

- Photograph
- Illustration
- Collections of photographs
- Collections of illustrations
- Single works may be used in their entirety, but no more than five images by a single artist or photographer may
- Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're

		be used.	part of a copyright

		• From a collection, not more than 15 images or 10 percent (whichever is less) may be used.	collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	• Videotapes (purchased) • Videotape (rented) • DVD • Laser Discs	• Teachers may use these materials in the classroom without restrictions of length, percentage, or multiple use • Copies may be copied for archival purposes or to replace lost, damaged, or stolen copies.	• The material must legitimately acquired (a legal copy). • Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction". • The use should be instructional, not for entertainment or reward. • Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	• Videotapes • DVD • LaserdDiscs • QuickTime Movies • Encyclopedias (CD ROM)	• Students "may use portions of lawfully acquired copyrighted works in their academic multimedia", defined as 10% or three minutes (whichever is less) of "motion media"	• The material must be legitimately acquired (a legal copy, not bootleg or home recording). • Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into	• Records • Casette tapes • CDs	Up to 10% of a copyrighted musical composition may be reproduced,	• A maximum of 30 seconds per musical composition may be used.

multimedia or video	• Audio clips on the Web	performed and displayed as part of	• Multimedia program must have

projects		a multimedia program produced by an educator or student for educational purposes.	an educational purpose.
Computer Software	• Software (purchased) • Software (licensed)	• Library may lend software to patrons. • Software may be installed on multiple machines, and distributed to users via a network. • Software may be installed at home and at school. • Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.	• Only one machine at a time may use the program. • The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. • Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	• Internet connections • World Wide Web	• Images may be downloaded for student projects. • Sound files may be downloaded for use in projects *(see portion restrictions above)*	• Resources from the Web may **not** be reposted onto the Internet without permission. However, links to legitimate resources can be posted. • Any resources you download must have been legitimately acquired by the Web site.

Television	• Broadcast (e.g.,ABC,NBC, CBS, UPN, PBS, local television stations) • Cable (e.g., CNN,MTV, HBO) • Videotapes made of broadcast and cable TV programs	• Broadcasts or tapes made from broadcast may be used for instruction. • Cable channel programs may be used with permission. Many programs may be retained by teachers for years — see **Cable in the Classroom** for details.	• Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders,such as PBS's **ReadingRainbow**, allow for much more.) • Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational Multimedia; cable systems (and their associations); and Copyright Policy and Guidelines for California's School Districts,California Department of Education.

Note: Representatives of the institutions and associations who helped to draw up many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

EGAD-R: Copyright Compliance

E-3911 © 2004 by Arizona School Boards Association **EGAD-R**

COPYRIGHT COMPLIANCE
(Printing - Tucson Campus)

The following procedures will be used to obtain printed materials:

- Meet with the media coordinator to initiate a printing job. At that time a decision will be made as to whether the printing needs to be done in media and the copy service or by a commercial printer.

- All requests for printing must be typed exactly as the finished product is to appear.

- The attached form needs to be submitted with each printing request.
- Any request for materials to be distributed to the public requires approval of the Superintendent.
- Printing requests may be denied due to budgetary constraints or inappropriateness as determined by the media coordinator.
- Individual departments may choose to take financial responsibility for outside printing which was denied.

EGAE: Mail and Delivery Services

E-3950
EGAE

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MAIL AND DELIVERY SERVICES

ASDB shall maintain a mail and delivery service system to provide timely internal and external communication and ensure delivery to the intended recipients. The system is restricted to official ASDB business.

The use of ASDB mail facilities and staff members for the distribution of materials and communications shall be restricted to materials and communications that further the official ASDB business.

ASDB 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 or designee may establish procedures for implementation of this policy.

Adopted: February 11, 2016

EGAEA: Electronic Mail

E-4000
EGAEA

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ELECTRONIC MAIL

Electronic communications (including records made with other software and sent in email) which are sent or received by the ASDB Board or ASDB staff members pertaining to the business of ASDB 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 judgement, propriety and ethics as other forms of school business related communications. Board members, officers and staff members may create electronic records through the use of email on their private computers or borrowed computers when communicating about ASDB business-related issues. All business related electronic communications by Board members, officers, and staff members are to be turned over to the ASDB records office to be sorted and have their value as a record determined. For these reasons a record keeping systems for electronic communications and shall be established in which those types of electronic communications:

- Shall be categorized in the same manner as is required for paper records,
- Shall be stored in a way permitting record retrieval,
- 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 repository for electronic communications shall be established at the direction of the Superintendent or his designee.
- All ASDB-related communications, including communications from private computers used by ASDB Board members, officers, and staff members shall be segregated to a file folder and then to a location designated by ASDB so that these records may be maintained and inspected by any person upon request, unless the materials are otherwise made confidential by law.
- The determination of record status shall be on the same basis as is used for paper records.
- Once the communication is transferred to the records maintenance location and into the recordkeeping system the original electronic version may be deleted. The version maintained in the proper recordkeeping system is the official

copy and must be retained for the same period as required for other forms of the same record series.

- A retrieval system for electronic mail and data transmitted with mail shall be established that will permit reasonable access to the records with a minimum of effort, identifying the recipient and the sender.

Adopted:
February 11, 2016

EGAEB: Internet use

E-4050
EGAEB

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ASDB INTERNET USE

The purpose of state-provided information technology resources, including the Internet, is to support ASDB in the achievement of its mission and goals. These resources are intended to facilitate day-to-day operations, including collaboration and information exchange within and between state agencies, branches of government and others. In the provision, exchange and access of information via the Internet, procedures are required to ensure security of data resources and productive use of those resources.

The Internet is a communications tool, which when made available to ASDB staff members, is provided to enhance performance of their duties. Its use is limited to legitimate agency business and managed by rules of conduct applicable to any other information technology resource.

Internet users shall comply with all applicable federal and state laws, regulations, ASDB policies, procedures and guidelines. Internet use is a privilege, not a right. Violation of this policy may result in revocation of the privilege and/or disciplinary action. Internet access is an information technology/computer service and is the property of ASDB and the State of Arizona. ASDB reserves the right to monitor Internet use by any user at any time. ASDB may determine appropriate use and may deny, revoke, suspend or close any user account at any time.

The Superintendent or his designee shall establish procedures necessary to enact this policy.

Adopted: February 11, 2016

EHAA: Computer Security

E-4350
EHAA

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ASDB COMPUTER SECURITY

The intent of this policy is to:

- Prevent loss or misuse of ASDB information assets.
- Maintain user accountability for protection of ASDB information assets.
- Provide a secure framework that facilitates the sharing of information among ASDB programs and its "partners".

Information assets under the stewardship of ASDB are strategic and vital resources belonging to the State of Arizona. Therefore, ASDB shall follow the State of Arizona's Information Technology Policies, Standards and Procedures as set forth by the Arizona Department of Administration, to the extent applicable. These assets shall be available and protected commensurate with the value of the assets. The Superintendent or his designee will establish procedures to protect these assets against accidental or unauthorized access, disclosure, modification, destruction or denial, and to insure recoverability, as well as to assure the availability, integrity, utility, authenticity and confidentiality of information. Access to ASDB information assets shall be appropriately managed.

All ASDB systems and information shall remain the property of ASDB. Consistent with this policy, none of the systems or information shall become the private property of any system user. Except as allowed under this policy, systems and information may be used only for the business of ASDB, as defined by the ASDB Board of Directors, and shall reflect the

image of ASDB.

All authorized users of the ASDB information systems or assets are accountable for their actions relating to information assets. Information assets shall be used only for intended purposes as defined by ASDB and consistent with applicable laws. All authorized users are responsible for using reasonable security measures in the use of such systems or assets and shall report any known or suspected security vulnerabilities or incidents.

Adopted: February 11, 2016

EHB: Data/Records Retention

E-4500
EHB

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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. An administrative records management program approved by the ASDB 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 ASDB'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 Board is the custodian of the official copies of all records, required or optional, and the Superintendent or his designee 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 staff members by naming the staff positions and a general description of the records assigned to their jurisdiction.

Adopted: February 11, 2016

EI: Insurance Programs / Risk Management

E-4550 © 2016 by Arizona School Boards Association **EI**

INSURANCE PROGRAMS / RISK MANAGEMENT

ASDB property loss and liability protection is a function of the Risk Management office of the Arizona Department of Administration.

Adopted: February 11, 2016

SECTION F

ASDB POLICY MANUAL: SECTION F

Please Use The Navigation Bar on the left side of page to view policies

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FA: Facilities Development Goals/Priority Objectives

F-0050 © 2016 by Arizona School Boards Association **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 ASDB Board establishes these broad goals for development:

- To integrate facilities planning with other aspects of planning in a comprehensive educational program.
- To base educational specifications for ASDB buildings on identifiable learner needs.
- To design for sufficient flexibility to permit program modification or the installation of new programs.
- To design ASDB buildings as economically as feasible, providing that learner needs are effectively and adequately met by the design.
- To involve the community, ASDB staff members, available experts, and the latest in related current development and research in building plans and specifications.
- To analyze life-cycle costs as they compare with capital expenditures versus a maintenance and operations expense projection.

- To analyze the core facility as it relates to future expansion.
- To design ASDB buildings for community use when feasible.

Adopted: February 11, 2016

FEA: Educational Specifications for Construction

F-0650 © 2016 by Arizona School Boards Association **FEA**

EDUCATIONAL SPECIFICATIONS FOR CONSTRUCTION

In the construction of new or remodeled educational facilities, the ASDB Board requires the Superintendent or designee 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:

- Information concerning the plan of school organization and estimated enrollment in the proposed building.
- A description of the proposed curriculum and the teaching method and techniques to be employed.
- A schedule of space requirements, including an indication of relative locations of various spaces.
- A desired layout of special areas and the equipment needed for such areas.
- An outline of mechanical features and special finishes desired.
- Standards established by the Arizona Department of Administration's Risk Management Division.

Adopted: February 11, 2016

FF: Naming New Facilities

F-1400
FF

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NAMING ASDB FACILITIES

In naming facilities, the ASDB Board of Directors will consider names derived from significant geographic locations, historical events, names associated with Arizona culture, plants or animals, events of community significance, as well as worthy individuals who have made unique contributions to ASDB. These contributions can be either non-monetary or monetary.

In this policy, the word facility refers to any school and or educational building, administration building, gymnasium, stadium, athletic field, performing arts center, residential building, food service center, or other support service building. Facility also refers to various areas within or surrounding the above-mentioned.

Adopted:
February 11,
2016

FF-R: Naming New Facilities

NAMING FACILITIES

All interested persons may recommend to the Superintendent that facilities be named. At the first Board of Directors meeting following the submission of a recommendation to the Superintendent, the Superintendent shall advise the Board of the recommendation. Any follow-up by the Superintendent will be based upon Board advice and general parameters for the process of naming facilities established by the Board.

If the Board advises that the Superintendent not follow-up on the recommendation, the Superintendent shall notify the interested person(s) of the decision.

If the Board advises the Superintendent to follow-up on the recommendation, the Superintendent shall appoint a representative committee that may include, but not be limited to, alumni, employees (current or retired), parents, students, community leaders, and Board members.

The committee shall assist the Superintendent in gathering the following information, which will be considered in developing the Superintendent's recommendation to the Board:

- Documentation of significance/contribution of the name. If the name is not an individual, then a historical perspective is important. If the name is an individual, then the focus should be on how the individual's contribution has positively impacted ASDB students, and that the individual is held in high esteem. Other factors to consider would be length of service and current employment status.

- The committee may consider other names and may solicit nominations for any individual or group of individuals that are associated with or support the mission of ASDB.

- The Superintendent shall give the following charge to each committee: The dedication of a facility is an honor reserved for those special categories listed in Board Policy FF, and which have resulted in making ASDB a significantly better place for students. The ASDB Board of Directors bestows this honor without discrimination on the basis of disability, race, color, religion, national origin, sex, or age.

- The committee shall provide sufficient information so that the Superintendent can cause to be drafted a specification for the lettering or design to be placed on the building and/or the plaque. The prepared location of the exterior name should be prominent. Plaque information shall be in print and Braille.

- The committee shall not be rigidly bound by tradition, however, they shall be sensitive to the traditions and past practices of ASDB. The committee shall give consideration to the following:
    - Facilities that primarily house classroom activities will be referred to as “schools” (i.e., Kachina Elementary School).
    - Facilities that primarily house residential activities will be referred to as “halls” (i.e., Ocotillo Hall).
    - Facilities or portions of facilities housing a variety of activities or support services will be referred to as “center” (i.e., Performing Arts Center).
    - ASDB facilities may carry Arizona tribal names.
    - Residence halls historically housing students who are blind may carry names of desert plants.
    - Residence halls historically housing students who are deaf may carry Arizona tribal names.

SECTION G

ASDB POLICY MANUAL: SECTION G

Please Use The Navigation Bar on the left side of page to view policies

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GA: Personnel Policies Goals

G-0050 © 2015 by Arizona School Boards Association 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 staff members 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, selecting, and employing the best-qualified personnel to staff ASDB.

- Staff member appraisal program that will contribute to the continuous improvement of staff performance.

- Professional development and in-service training programs for staff members that will improve their rates of performance and retention.

- Classification and assignment of the available staff membersto ensure that they are utilized as effectively as possible within budgetary constraints.

- Human relationships necessary to obtain maximum staff performance and satisfaction.

- A staff compensation program sufficient to attract and retain qualified staff members within the fiscal limitations of ASDB.

Personnel policies adopted by the ASDB Board are to serve as guidelines for the efficient and successful functioning of ASDB. 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 ASDB may result in revisions, additions to the policies. Personnel policies may be modified, amended or repealed at any time the Board determines to be in the best interest of ASDB.

Wherever inconsistencies of interpretation arise, the law and regulations prevail.

Adopted: June 11, 2015

GBA: Equal Employment Opportunity

G-0200 © 2015 by Arizona School Boards Association GBA

EQUAL EMPLOYMENT OPPORTUNITY

Discrimination against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, age, national origin, language of origin, sexual orientation, gender identity or expression, or marital status is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.

Adopted: June 11,2015

GBA-E: Equal Employment Opportunity

EQUAL EMPLOYMENT OPPORTUNITY

COMPL
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FORM
(To be filed with the compliance officer as provided in GBA-R)

Please print:

Name _____Address _____
_____

Date _____Telephone _____
___ During the hours of

Another phone where you can be reached: _____

I wish to complain against:

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

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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.

Date of the action against which you are complaining

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 copy to the complainant and shall retain one copy for the file.

GBA-R: Equal Employment Opportunity

G-0211 © 1992 by Arizona School Boards Association **GBA-R**

EQUAL EMPLOYMENT OPPORTUNITY

**Complia
nce
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 Schools 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 Schools are 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 procedure as soon as reasonable. 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 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 to hold an administrative hearing and/or to recommend bringing the matter before the Board. If there is reason to believe that the Superintendent has violated policy, the complaint shall be made to the President of the Board.

If the person alleged to have violated this procedure is an employee, the due-process provisions of the A.R.S. 1326 and Policy GCQF shall apply insofar as appropriate, 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. 15-1326 may be initiated. The Superintendent also may impose a suspension without pay, or recommend dismissal, or other appropriate discipline.

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

GBAB: Americans with Disabilities Act (ADA)

G-0250 **© 2015 by Arizona Schools for the Deaf and Blind** **GBAB**

AMERICANS WITH DISABILITIES ACT (ADA)

ASDB provides equal employment opportunities, with reasonable accommodations when appropriate, to applicants and qualified employees with disabilities. ASDB also provides employees and members of the general public who have disabilities, equal access with reasonable accommodations and auxiliary aids, when appropriate, to enable them to have equal access to the ASDB's programs, services and activities.

ASDB will not tolerate discrimination against qualified individuals with disabilities with regard to the terms and conditions of employment, including the application process, hiring, promotion/advancement, termination, training, compensation, benefits or any other term or condition of employment. An individual with a disability is considered qualified if the individual has the required skills, experience, education or other job-related qualifications of the position and if, with or without reasonable accommodations, the individual can perform the essential functions of the position.

This document is available in an alternative format upon request.

Adopted: June 11, 2015

GBAB-E: Americans with Disabilities Act

G-0281 © 2001 by Arizona Schools for the Deaf and Blind **GBAB-E**

AMERICANS WITH DISABILITIES ACT

ADA Notice

It is the policy of the Arizona State Schools for the Deaf and the Blind not to discriminate on the basis of disability in admission to, access to, or operation of, its programs, services and activities or in its hiring and employment practices.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter by making a request to the office staff. Requests should be made as early as possible to allow time to arrange the accommodation.

Questions, concerns, complaints, or requests for additional information may be forwarded to the ADA coordinator or his/her designee: The following information is provided:

Name:_____ Voice No._____

Name:_____Voice No._____

Address: _____

TTY Number: Call through the Arizona Relay Service

Equal Opportunity Employer/Program

This document is available in alternative formats by contacting the ADA coordinator at the above number.

3/1/01

GBAB-R: Americans with Disabilities Act (ADA)

AMERICANS WITH DISABILITIES ACT (ADA)

The Arizona State Schools for the Deaf and the Blind provides equal employment opportunities, with reasonable accommodations when appropriate, to applicants and qualified employees with disabilities. The Schools also provide employees and members of the general public who have disabilities equal access, reasonable accommodations, and auxiliary aids, when appropriate, to enable them to have equal access to the Schools' programs, services, and activities.

The Schools prohibit and will not tolerate discrimination against qualified individuals with disabilities with regard to the terms and conditions of employment, including the application process, hiring, promotion/advancement, termination, training, compensation, benefits, or any other term or condition of employment. An individual with a disability is considered qualified if the individual has the required skills, experience, education or other job-related qualifications of the position and if, with or without reasonable accommodations, can perform the essential functions of the position.

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Discrimination because of Disability: Treating an individual with a disability less favorably than a similarly situated person without a disability; favoring a person with one disability over a person with a different disability; and, refusing to provide a reasonable accommodation, which is necessary to enable an individual with a disability to perform the essential functions of the job.

Essential Functions of a Job: The fundamental job duties of a position that employees in that position actually are required to perform and whose removal would fundamentally change the job.

Individual with a Disability: A person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Major Life Activities: Activities such as walking, speaking, breathing, seeing, hearing, sitting, standing, caring for oneself, working.

Medical Information: Information about an employee's health, including diagnosis, test results, interpretations of medical information, job restrictions and required job accommodations.

Qualified Individual With a Disability: A person with a disability who satisfies the requisite skill, experience, education and other job-related requirements of an employment position, and who, with or without reasonable accommodation, can perform the essential functions of the position. Any applicant or employee who is currently engaging in the illegal use of drugs is not a qualified individual with a disability.

Reasonable Accommodation: Any modification or adjustment to the job application process that enables a qualified applicant with a disability to be considered for the position; modifications or adjustments to the work environment or the circumstances under which the position customarily is performed that allow a qualified individual with a disability to perform the essential functions of the position or to enjoy equal benefits and privileges of employment. Any accommodation that would cause undue hardship or would pose an undue risk of harm to the employee or others is not a reasonable accommodation.

Undue Hardship: An accommodation that would be unduly costly, substantial or disruptive, or that would fundamentally alter the nature or operation of a division, section, program, service, or activity.

Obtaining A Reasonable Accommodation

Applicants for Employment

Any applicant for employment who requires a reasonable accommodation in order to apply, interview or otherwise compete for a position with the Schools should inform the hiring supervisor, the ADA Coordinator and/or the Director of Human Resource Management and Development (HRM&D) at the earliest possible time of the need for an accommodation to an applicant when the accommodation sought is reasonably necessary for the applicant to compete for the position on an equal basis with applicants who do not have disabilities. At no time prior to an offer of employment will the applicant be asked whether s/he has a disability, or any questions that would tend to elicit such information. All applicants shall be considered and all hiring decisions will be made on the basis of an applicant's qualifications, and not on the basis of an individual's actual or perceived disability or whether or not the applicant will require an accommodation if hired.

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Any employee who requires a reasonable accommodation in order to perform the essential functions of his or her job may request that accommodation by notifying the employee's supervisor, the ADA Coordinator, and /or the Director of HRM&D of the need for a reasonable accommodation. The employee will be provided a Request for Accommodation form, and should complete Sections A and B. If the employee has a disability that precludes completing the form, it may be completed by providing the required information orally to the supervisor, the ADA Coordinator or the Director of HRM&D, who will transfer the information to the form.

Unless the requesting employee's disability and need for reasonable accommodation are obvious, the employee may be requested to provide reasonable documentation from the employee's physician or other health care provider about the nature of the disability and the functional limitations that require accommodation. If requested, this documentation must be provided to the supervisor, ADA Coordinator or Director of HRM&D before the request for an accommodation will be granted. Any medical documentation provided in response to the request for additional information will be maintained in a confidential file separate from the employee's personnel file, and will not be provided to anyone except in the following situations: (1) First aid and safety personnel may be informed when appropriate if the disability might require emergency treatment; (2) Supervisors and managers may be informed regarding necessary restrictions in the work or duties of the employee and of any reasonable accommodations which are to be provided; and (3) Government officials investigating compliance with the American With Disabilities Act shall be provided relevant information upon request.

After any requested documentation is provided, the supervisor, ADA Coordinator and/or the Director of HRM&D may meet with the employee requesting accommodation to discuss the employee's limitations and what the employee expects to accomplish with the proposed accommodation. The supervisor, in consultation with the ADA Coordinator, Director of HRM&D and/or the Arizona Office for Americans with Disabilities, will determine whether the particular accommodation sought by the employee is reasonable, and/or whether there are other accommodations that the Agency can provide which will allow the employee to perform the essential functions of the job at less cost or burden to the Agency. The supervisor's recommendation will be documented in section C of the Request for Accommodation form.

The Superintendent or designee shall review the request for accommodation and the supervisor's recommendation and shall approve or disapprove the recommended accommodation in Section D of the Request for Accommodation form. The Superintendent or designee shall notify the employee whether an accommodation will be provided, the nature of the accommodation, and (if

appropriate) when the accommodation will be received. If the supervisor, the ADA Coordinator, the Director of HRM&D and/or the Superintendent or designee determine that the accommodation can be provided which would allow the employee to perform the essential functions of the position, the Superintendent or designee shall notify the employee of that determination and shall document all efforts made to find a reasonable accommodation and why the requested accommodations could not be provided. The employee shall receive a copy of the completed Request for Accommodation form and the original shall be retained in a confidential file separate from the official personnel file.

Programmatic Accessibility

Members of the general public and employees seeking accommodations to programs, services or activities of the Schools can make their requests by contacting the Agency's ADA Coordinator within a reasonable time prior to their need. Seventy- two hours advance notice is recommended.

Complaints Of Discrimination Based On Disability

Any person who believes that s/he is or has been discriminated against on the basis of disability or who has concerns about matters, whether alleged, perceived or actual, made unlawful by the Americans With Disabilities Act, is encouraged to promptly report the conduct without fear of retaliation. Reports or complaints of discrimination or violations of this policy may be made to the ADA Coordinator, the Director of HRM&D, or the Superintendent or designee. All complaints or reports of discrimination on the basis of disability shall be promptly and thoroughly investigated.

Management Responsibility For Ensuring Non-Discrimination

Every manager and supervisor in the Agency is responsible for ensuring a discrimination free workplace and must comply with Schools' policies and procedures and the laws dealing with discrimination. Any manager or supervisor who violates any such policy, procedure or law shall be subject to appropriate disciplinary action, up to and including discharge.

Grievance Procedure

The Schools have developed the following internal grievance procedure to assure compliance with the Americans With Disabilities Act and to resolve concerns and complaints at an early stage. This procedure may be used by anyone who wishers to file a complaint alleging discrimination by the Schools on the basis of disability in employment practices and policies or the provision of services, activities, programs or benefits. Use of this procedure does not affect other rights and remedies that may be available under federal and state statues prohibiting discrimination on the basis of disability.

1. Any complaint or report of discrimination should be made in writing and contain information about the alleged discrimination such as name, address, telephone number of complainant and location, date, and description of the problem.

2. The complaint should be submitted by the complainant and/or his/her designee as soon as possible but no later than 60 calendar days after the alleged violation. The complaint should be directed to the ADA Coordinator at the following address:

   Arizona State Schools for the Deaf and the Blind
   Director of Human Resource Management and Development
   P.O. Box 88510
   Tucson, AZ 85754

3. All complaints of discrimination on the basis of disability shall be promptly and thoroughly investigated by the ADA Coordinator or his/her designee.

4. Within 15 calendar days of receipt of the complaint or report, the ADA Coordinator will meet with the complainant to discuss the complaint and possible resolutions.

5. Within 15 calendar days after the meeting, the ADA Coordinator will produce a written determination of the results of the investigation. This determination will explain the position of the Agency and offer options for substantive resolution of the complaint, and make recommendations for disciplinary action as warranted. A copy of the written determination will be provided to the complainant.

6. If the response does not satisfactorily resolve the issue, the complainant or the complainant's representative may appeal the ADA Coordinator's decision to the Superintendent or his/her designee within 15 calendar days after receiving the response.

7. Within 15 calendar days after receipt of the appeal, the Superintendent or his/her designee will respond in writing with a final resolution of the complaint. A copy of the final resolution will be provided to the complainant.

8. Within 15 calendar days after the meeting, the Superintendent or his/her designee will respond in writing with a final resolution of the complaint. A copy of the final resolution will be provided to the complainant.

9. The ADA Coordinator shall maintain the files and records relating to complaints of discrimination on the basis of disability for a period of three years. Such documents shall be maintained as confidential records.

10. The ADA Coordinator will ensure accessibility during the complaint process, including provision of sign language interpreters and print data access (such as large print, Braille, or audio tape).

Other Rights And Remedies

Individuals who believe they have been subjected to discrimination on the basis of disability also may files charges of discrimination with the Arizona Civil Right Division and with the Equal Employment Opportunity Commission. Charges filed with the Arizona Civil Rights Division must be filed within 180 days following the most recent act of discrimination; charges filed with the Equal Employment Opportunity Commission must be filed within 180 days following the most recent act of discrimination; charges filed with the Equal Employment Opportunity Commission must be filed within 300 days following the most recent discrimination, except that allegation of discrimination because of mental disability must be filed within 180 days of the most recent act of discrimination.

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GBB: Staff Involvement in Decision Making

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STAFF INVOLVEMENT IN DECISION MAKING

It shall be the policy of the Board to encourage employee participation in the decision making for ASDB. The Superintendent is authorized to establish such committees as necessary to recommend policies and procedures that will enhance the operation of ASDB.

In recommending policies to the Board and in the development of regulations for the operation of the ASDB, the Superintendent may involve at the planning stage, whenever feasible, any employees who may be affected by such provisions.

The Superintendent shall establish channels for the ready intercommunication of ideas and feelings regarding the operation of ASDB. 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: June 11, 2015

GBEA: Staff Ethics

STAFF ETHICS

(STATEMENT OF ETHICS FOR EMPLOYEES)

All staff members of ASDB 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 staff members acknowledge that ASDB belongs to the public they serve for the purpose of providing educational opportunities to all. However, every staff member assumes responsibility for providing leadership in ASDB and the community. This responsibility requires the staff member to maintain standards of exemplary conduct. It must be recognized that the staff member's actions will be viewed and appraised by the community, associates, and students. To these ends, the Board adopts the following statements of standards.

ASDB's staff member:

• Makes the well-being of students the fundamental value of all decision making and actions.

• Maintains just, courteous, and proper relationships with students, parents, staff members, and others.

• Strives for the maintenance of efficiency and knowledge of developments in the employee's field of work.

• Fulfills job responsibilities with honesty and integrity.

• Directs any criticism of other staff members or of any department of the school system toward improving ASDB. Such constructive criticism is to be made directly to the school administrator who has the responsibility for improving the situation.

• Supports the principle of due process and protects the civil and human rights of all individuals.

• 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 the ASDB Board's policies and administrative rules and regulations.

• Refrains from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

• Pursues appropriate measures to correct any laws, policies, or regulations that are not consistent with sound educational goals.

• Avoids using position for personal gain through political, social, religious, economic, or other influence.

• Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

• Stresses the proper use and protection of all ASDB properties, equipment, and materials.

- Honors all contracts until fulfillment or release.

In the performance of duties, staff members shall keep in confidence such information as they may secure unless disclosure serves ASDB purposes or is required by law. Discussion of students and their problems should be professional - limited to the principals or staff members concerned - not in unrestrained conversation at any time and place. Staff members who fail to observe this principle of ethics may subject themselves to progressive discipline, up to and including termination.

Adopted: June 11,2015

GBEAA: Staff Conflict of Interest

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STAFF CONFLICT OF INTEREST

Employment of Close Relatives

No person employed by ASDB may be directly or indirectly supervised by a close relative (father, mother, son, daughter, brother, sister, spouse, uncle, aunt, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, stepchild, step- brother, step-sister, grandparent, nephew, or niece) except by consent of the Board. 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 by ASDB except by consent of the Board. The spouse of a Board member cannot be employed by ASDB, except with consent by the Board.

Business Relations

Any officer or staff member who has, or whose relative has, a substantial interest in any decision of ASDB shall make known this interest in the official records of the Schools using Form GBEAA-E, and shall refrain from participating in any manner as a staff member in such a decision.

Vendor Relations

No officer or staff member of ASDB will accept gifts from any person, group, or entity doing, or desiring to do, business with ASDB. The acceptance of any business-related gratuity is specifically prohibited, except for widely distributed, advertising items of nominal value.

This policy should not be construed to deem unacceptable inexpensive novelty advertising items of general distribution. Acceptance of business meals and holiday gifts for general consumption are acceptable under this policy.

ASDB Purchases from Staff Members

ASDB must comply with competitive purchasing rules for any acquisition of goods or services from ASDB staff members regardless of the dollar amount. ASDB may acquire equipment, material, supplies, or services from its staff members only under an award or

contract let after public competitive bidding [A.R.S. 38-503; A.G.O. I06-002]. The requirement applies to any purchase using ASDB monies, including Extracurricular activities fees, tax credit contributions, and monies held in trust by ASDB such as student activities monies, when an ASDB staff member acts as the vendor. Oral and written quotations do not satisfy the public competitive bidding requirements.

Adopted: June 11, 2015

GBEAA-E: Staff Conflict of Interest

G-0731 © 1992 by Arizona School Boards Association **GBEAA-E**

STAFF CONFLICT OF INTEREST

I, _____, do hereby indicate:

1. That I am presently an officer/employee of the Arizona Schools for the Deaf and the Blind;

2. That I (or my relative[s]: _____) have a substantial interest in the contract, sale, purchase, or service to or decision by the Board of the Arizona Schools for the Deaf and the Blind as described below.

3. That I shall refrain from participating in any manner in my capacity as an employee or officer of the Arizona Schools for the Deaf and the Blind in such contract, sale, purchase, service to, or decision by the Board.

_____ _____

Date Signature

GBEB: Staff Conduct

STAFF CONDUCT

All staff members of ASDB are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and ASDB property. No staff member shall, by action or inaction, disrupt any ASDB activity or encourage any such disruption. No staff member, other than one who has obtained authorization from the appropriate administrator, shall carry or possess a weapon at any ASDB facility. All staff members shall at all times attempt to maintain order, abide by the policies, rules, and regulations of ASDB, and carry out all applicable orders issued by the Superintendent.

Potential consequences to staff members of ASDB who violate these rules may include, but are not limited to:

- Removal from ASDB grounds.
- Both civil and criminal sanctions, which may include, but are not limited to, criminal proceedings under Title 13, Chapter 29, Arizona Revised Statutes.
- Warning.
- Reprimand.
- Suspension.
- Dismissal.

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 staff members, students or others on ASDB property. All such reports shall be communicated to the Executive Director, Operations who shall be responsible for reporting to local law enforcement.

Use of Physical Force by Supervisory Personnel

Any ASDB staff member 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 ASDB staff member, and to prevent or terminate the commission of theft or criminal damage to the property of ASDB or the property of persons lawfully on the premises of ASDB.

GBEB-R: Staff Conduct

G-0761 **GBEB-R**

STAFF CONDUCT

No employee while on or using Schools property, otherwise acting as an agent, or working in an official capacity for the Schools shall engage in:

- Physical or verbal abuse of, or threat of harm to, anyone.

- Causing damage, or threat of damage, to property of the Schools or property of a member of the community or a visitor to the Schools when the property is located on premises controlled by the Schools.

- Forceful or unauthorized entry to or occupation of Schools facilities, including buildings and grounds.

- Use, possession, distribution, or sale of alcohol or of drugs or other illegal substances.

- Uses of profane or abusive language, symbols, or conduct.

- Failure to comply with lawful direction of Schools 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.

- The carrying or possession of a weapon on Schools grounds without authorization from the appropriate administrator.

- A violation of Schools policies and regulation.

- 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 Schools, or any other activity sponsored or approved by the Board.

- Sexual harassment.

- The admission of, or conviction for, a felony or misdemeanor involving moral turpitude.

- Unprofessional conduct.

- Fraud in securing appointment.

- Incompetence in their work.

- Inefficiency in their work.

- Improper attitudes.
- Neglect of their duties.
- Engaging in acts of insubordination.
- Acts of child abuse or child molestation.
- Acts of dishonesty.
- Absence without leave.
- Discourteous treatment of the public.
- Improper political activity.
- Willful disobedience.
- Misuse or unauthorized use of school property.
- Excessive absenteeism.

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 Schools property.
- Maintain order in a manner consistent with Schools 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 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 300 feet and public property within 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 Schools who violate these rules are subject to disciplinary action.

12/7/00

GBEBB: Staff-Student Relations

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STAFF CONDUCT WITH STUDENTS

Staff members 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 staff members will accord students the dignity and respect that they deserve, and avoid embarrassing any student unnecessarily.

Students are expected to regard all 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 staff members 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 staff member's work activities.

All personnel employed by ASDB are expected to relate to students 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 ASDB 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: June 11, 2015

GBEC: Drug-Free Workplace

DRUG - FREE WORKPLACE

No employee shall violate the law or ASDB 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. 1308.11 through 1308.15.

Workplace includes any ASDB building or premises and any ASDB-owned vehicle or any other ASDB-approved vehicle used to transport employees or students to and from ASDB or ASDB activities or on ASDB business. Off school property, the workplace includes any ASDB- sponsored or ASDB-approved activity, event, or function where students or employees are under the jurisdiction of ASDB. In addition, the workplace shall include all property owned, leased, or used by ASDB for any educational or ASDB 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 their supervisor and the Director of Human Resources within five (5) days thereof that such conviction has occurred.

As a condition of employment, each employee shall abide by the terms of ASDB policy respecting a drug-free workplace.

Any employee who violates this policy in any manner shall be subject to disciplinary action which may include dismissal from employment.

Adopted: February 12, 2015

GBEC-EA: Drug-Free Workplace

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 ASDB 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. 1308.11 through 1308.15.

Workplace includes any ASDB building or premises and any ASDB-owned vehicle or any other ASDB-approved vehicle used to transport employees or students to and from ASDB or ASDB activities or on ASDB business. Off school property, the workplace includes any ASDB-sponsored or ASDB-approved activity, event, or function where students or employees are under the jurisdiction of the ASDB. In addition, the workplace shall include all property owned, leased, or used by ASDB for any educational or ASDB business purpose.

YOU ARE FURTHER NOTIFIED that it is a condition of your employment that you will comply with Policy GBEC, and will notify your immediate manager/supervisor and the director of Human Resources 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 ASDB'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 **Drug Free Workplace Notice to Employees** for my review and signature. I understand that a signed copy will be placed in my official personnel file.

_____ _____

Signature Date

GBEC-EB: Drug-Free Workplace

G-0982 ©1991 by Arizona School Boards Association GBEC-EB

DRUG – FREE WORKPLACE

In order to comply with federal Finding requirements, the Schools 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 to notify employees that compliance with such standards is mandatory.

- The Schools 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: Staff Conduct

STAFF CONDUCT

(NONMEDICAL USE OR ABUSE OF DRUGS AND/OR ALCOHOL)

Staff Member Drug Use, Abuse, or Possession

The nonmedical use, abuse, or possession of drugs and/or use or possession of alcohol is forbidden on ASDB property or at school-sponsored activities away from ASDB property. Staff members determined to be in possession of, using, or abusing drugs or alcohol shall be reported immediately to the staff member's principal or supervisor. The Superintendent shall be notified immediately.

The Superintendent shall conduct an investigation in consultation with legal counsel as necessary. Staff members that violate this policy may be disciplined up to and including termination. If the investigation shows sufficient evidence to suggest that the staff member was involved with distribution or otherwise in violation of the law, law enforcement authorities shall be notified.

Medical Marijuana

ASDB recognized 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 ASDB property, at an ASDB event, or during the hours of the persons regular or extended hours of employment, or as otherwise prescribed by law.

Adopted: June 11, 2015

GBECA-R: Staff Conduct

STAFF CONDUCT

(NONMEDICAL USE OR ABUSE OF DRUGS AND/OR ALCOHOL)

An employee with an alcohol or drug problem may voluntarily seek assistance through the personnel manager. An employee who voluntarily seeks assistance, secures appropriate treatment, and thereafter demonstrates unimpaired job performance, shall not be subject to disciplinary action so long as any drug screen tests which may be required show no violation of school policy. The Schools shall provide assistance to an employee in seeking referral and treatment through local substance abuse programs, available employee assistance program, and/or health care providers. The costs of any treatment shall be the financial responsibility of the employee. Employees may be eligible for medical insurance benefits, depending upon coverage.

Employees voluntarily seeking assistance who require time for treatment and rehabilitation will be granted full consideration by the Superintendent for use of accrued leave time and leave without pay for a period not to exceed 90 days, except under extraordinary circumstances. Employees who have been granted leave time for purposes of treatment and rehabilitation shall be permitted to return to work upon presentation of a written release from the agency operating the treatment program, and upon execution of a written agreement win which the employee agrees to undergo future alcohol and drug screen testing in a manner determined by the Schools and for a duration determined by the Schools. Any subsequent alcohol or drug screen test results which indicate a violation of the prohibitions set out in the Schools policy shall constitute cause for dismissal from employment.

When reasonable suspicion exists that an employee has reported to work in violation of the prohibitions set out in School policy, the supervisor or co-worker shall report the basis for the reasonable suspicion to the Superintendent or designee immediately. Reasonable suspicion shall be based upon some work-related conduct of the employee, or some manifestation of the prohibited conduct in a work-related context. The personnel manager shall investigate the situation, and, if reasonable suspicion exists, the findings shall be immediately reported to the Superintendent. The Superintendent shall make a determination whether the employee shall be removed from the work site by being placed on administrative leave with pay, pend- ing further investigation, and whether the employee shall be required to submit to a drug and/or alcohol screening test.

If it is determined, pursuant to the above paragraph, that a test shall be conducted, the affected employee shall be ordered to accompany the supervisor to the occupational health center or medical facility designated by the Schools for drug testing purposes, and to submit required specimens and to authorize the release of the test results to the Superintendent. Refusal of the employee to accompany the supervisor to the test facility, refusal to submit to the screening test, or refusal to authorize a release of the results shall constitute cause for dismissal of the employee.

The employee shall remain on administrative leave with pay until the investigation is concluded and/or until the alcohol and/or drug screening test results have been provided to the Superintendent. In the event of positive drug screen results the employee shall be notified that the laboratory performing the tests will retain the sample for six months. If the Superintendent determines that cause for dismissal exists, the Superintendent shall notify the employee in writing of the pending charges.

This procedure does not prohibit the use of any drug or substance by any employee pursuant to a lawful order of a licensed medical practitioner, unless such drug or substance impaired the employee's ability to fulfill job responsibilities. This procedure does not prohibit the lawful use of a controlled substance; however, the lawful use of a controlled substance that affects the employee's behavior or ability to perform assigned duties shall be reported to the immediate supervisor upon reporting for work.

GBED: Tobacco Use By Staff Members

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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:

- All buildings occupied by the Arizona State Schools for the Deaf and the Blind.
- ASDB grounds.
- ASDB parking lots.
- ASDB playing fields.
- ASDB buses and other ASDB vehicles.
- Off-campus school-sponsored events.

Under the provisions of A.R.S. 36-798.03, a person who violates the prohibition of tobacco and tobacco products 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 ASDB
- Established in accord with Arizona Revised Statute 15-712.

Adopted: June 11, 2015

GBGB: Staff Protection

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STAFF PROTECTION

Threats

The Superintendent shall establish regulations 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 regulations for every student, teacher, and visitor in ASDB 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.

ASDB may receive and expend federal, state, and local monies to provide eye protective devices.

Adopted:

LEGAL REF.: A.R.S. 13-1203
13-1204
13-2911
15-151
15-507
15-1323

GBGB-R: Staff Protection

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STAFF PROTECTION

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the 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 the 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 metals or other molten materials.
- Cutting, shaping, and grinding of materials.
- Heat treatment, tempering, or kiln firing of any metal or other materials.
- Welding fabrication processes.
- Explosive materials.
- Caustic solutions.
- 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.

GBGC: Staff Health and Safety

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STAFF HEALTH AND SAFETY

All employees shall be eligible for worker's compensation insurance for any accident while on assignment, including an accident on school property or while on official business off school property. An employee must report any such accident immediately, as prescribed by Administrative Procedure EBBB-R, since a report on the time of the accident, persons involved, and how it happened is required.

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 Superintendent, the employee's physical or emotional condition warrants, the Schools may require a complete examination, at the Schools expense, by a licensed physician selected by the Schools.

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 blood- borne pathogens (Hepatitis B/Human Immunodeficiency Virus) are required to report the details of the exposure in writing to the Schools 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: August 25, 1994

LEGAL REF.: A.R.S. 15-505
23-901(5)
23-902
23-906
23-908(D)
23-961

23-962

CROSS REF.: EBBB—Accident Reports

GBGCA: Staff Health and Safety

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STAFF HEALTH AND SAFETY

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 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.

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 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

Exempted employees include those with medical contraindications for receiving vaccines and those who refuse immunization for religious reasons. Such employees shall be excluded should an outbreak occur. During such exclusion, such employees will be on leave without pay unless they have accrued vacation available and elect to use it.

Any other nonimmune employees shall be put on leave without pay during the period when they are excluded from work due to an outbreak.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 36-624
A.A.C. R9-6-729
R9-6-742
A.G.O. I88-037

GBGCB: Staff Health and Safety (Communicable Diseases)

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STAFF HEALTH AND SAFETY
(COMMUNICABLE DISEASES)

Any staff member with, or recovering from, a communicable disease will not be permitted to work until the period of contagion is passed or until a physician recommends a return, in accordance with Arizona law, appropriate regulations of the State Department of Health Services, and policies of the County Health Department.

The Superintendent shall develop procedures to respond to situations involving communicable diseases as they relate to staff members. The Schools will not assume responsibility for notifying any employee of potential health complications due to the presence of communicable diseases in the school setting, unless the at-risk employee has notified the Schools of the conditions that make such notification necessary.

Adopted: August 25, 1994

LEGAL REF.: AR.S. 36-624
AAC. R9-6-101
R9-6-603

GBGCB-E: Staff Health and Safety (Communicable Diseases)

STAFF HEALTH AND SAFETY

(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 body fluids includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (such as nasal discharge), and saliva.

- Whenever possible, avoid direct skin contact with body fluids. Disposable gloves are recommended when direct hand contact with body fluids is anticipated. If extensive contact is made with body fluids, hands must be washed afterwards. Gloves used for this purpose should be put in a plastic bag, secured, and disposed of daily.

- If direct skin contact does occur, hands and other affected skin areas of all exposed people shall be routinely washed with soap and water.

- Proper handwashing requires the use of soap and water and vigorous washing under a stream of running water for approximately 10 seconds.

- Clothing and other nondisposable items that are soaked through with body fluids should be rinsed and placed in plastic bags. If presoaking is required to remove stains, rinse or soak the item in cold water prior to bagging. Clothing should be sent home with the student for washing, with appropriate directions to parents and teachers (see laundry instructions below). Always wear gloves when handling items that have come in contact with body fluids.

- Contaminated disposable items shall be handled with disposable gloves, put in a plastic bag, secured, and disposed of daily.

- Body fluid spills on hard surfaces (i.e., floors, countertops, books, etc.) shall be disinfected with bleach (diluted to ten parts water and one part bleach). Gloves shall always be worn during cleanup.

- Cleaning equipment:

  < Nondisposable cleaning equipment (such as dust pans, brooms, and buckets) shall be disinfected by thoroughly rinsing in diluted bleach (ten parts water and one part bleach). Mops shall be soaked in the disinfectant after use and then rinsed with hot water.The disinfectant solution shall be promptly disposed of down a drain pipe.

  < Disposable cleaning equipment (such as paper towels, the vacuum bag, or sweepings) shall be 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 instructions:

  < Clothing soaked with body fluids shall be washed separately from other items.
  Presoaking may be required for heavily soiled clothing. Otherwise, wash

and dry as usual. If the material can be bleached, add one-half cup of household bleach to the wash cycle. If the material is not colorfast, add one-half cup of all-fabric bleach to the wash cycle.

GBGD: Workers' Compensation

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WORKERS' COMPENSATION

All employees shall be covered by workers' compensation insurance for any accident while on assignment, including an accident on ASDB property or while on official business off ASDB property. An employee must 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: April 5, 2007

LEGAL REF.: A.R.S. 15-505
23-901
23-902
23-906
23-908
23-961
23-962

CROSS REF.: EBBB - Accident Reports
GBGC - Employee Assistance

GBGD-R: Workers' Compensation

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 human resources office.

The human resources office, upon receiving the supervisor's report, shall, within ten (10) days after notification, submit the Report of Industrial Injury to state risk management.

Compensation Claims

When a job-related injury/accident requires medical attention and absence from the workplace, the following conditions shall apply:

- An employee who sustains a job-related injury or disease may see an occupational health physician for diagnosis, treatment, and/or referral or they may see their personal physician. If a personal physician is used, the physician should be told that the injury/

disease is job related so Workman's Compensation Claims can be made. Employees with serious medical emergencies which may be life threatening are to be taken to the emergency room of the nearest hospital by medical personnel trained in emergency procedures (call 911). Employees with medical emergencies that do not appear to be life threatening should be assisted for medical care by a staff person on site or as assigned by a supervisor.

● The physician will be responsible for reporting the circumstances of the injury to ASDB, the Industrial Commission, and state risk management.

● 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 ASDB the payments received from risk management/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 ASDB, the employee's sick leave record will be adjusted for that fraction of the time paid by the insurance carrier (e.g., risk management 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 risk management, provide ASDB 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 risk management.

● An employee who is on leave without pay due to an industrial disability may continue to participate in the Health Benefit Plan as provided by the State of Arizona. The employee will pay only the employee portion of premiums in order to maintain coverage during leave up to six (6) months. Over six (6) months the employee must pay the entire premium, both employee and State portions.

● An employee who is on leave without pay may continue to participate in the Basic Life and Accidental Health and Dismemberment Insurance Plan by paying the state portion of the premium. An employee who elects to continue in the basic plan may also continue any supplemental coverage which is in force at the beginning of the leave without pay by continuing to pay the premium.

● The insurance coverage of an individual on leave without pay who allows payment of the premiums or contributions to become delinquent shall terminate benefits coverage at 11:59 p.m. on the last day of the period covered by the last premium or contribution paid. Insurance coverage cannot be elected again until open enrollment or in the event of qualified life event.

GBJ: Personnel Records

G-1650 © 1993 by Arizona Schools for the Deaf and Blind **GBJ**

PERSONNEL RECORDS

The Schools will maintain a complete and current official personnel file for each employee.

An employee's confidential file will be available only to authorized individuals and to the employee. Individual Board members shall have access to confidential records only when specifically authorized by the Board, as evidenced by action of a quorum of the Board in a legal meeting properly noticed.

The employee's own personnel file may be reviewed by making a written request to the Superintendent. Confidential information obtained prior to employment shall not be available for review by the employee.

Information will not be entered or filed in the employee's personnel folder unless the employee is given notice and an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, and the employee's response, if any, will be included in the folder.

Professional employees will be required to supply current and complete transcripts of credit or evidence of degrees earned as appropriate.

It is the duty and responsibility of each teacher, the superintendent, principal, educational director, assistant educational director, credentialed specialist and any other employee required to have a certificate, as outline in Policy GCBA, to keep such certification current. Teachers must record their certificates with the Schools Superintendent's office.

Adopted: August 25, 1994

LEGAL REF.: ARS. 15-1323
23-1361(B)(C)(D)(E)
38-233(D)
41-1461
41-1482

CROSS REF.: DKA-Payday Schedules

GBJ-R: Personnel Records (Reference Requests)

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PERSONNEL RECORDS

Reference Requests

Requests for references on present or former employees of the Schools addressed to an office of the Schools shall be considered official Schools communications and shall be completed under the following guidelines:

- All such requests shall be forwarded to the personnel office for the official Schools response
- The personal office shall respond in writing to such requests, confirming dates of employment and other factual information.

Requests for references on present or form er em ployees that are addressed to an employee at his personal residence shall be considered unofficial communications unless the employee who receives such request of refe rences chooses to consider it official and forward it to the personnel office as outlined above.

Reference requests that are not handled as official, in accordance with the above, are subject to the following:

- The response to such unofficial request may not be com pleted on an official letterhead, form, or document of the Schools.
- The response to such an unofficial request may not carry reference to the Schools.
- The response to such an unofficial request may not carry any Schools title.
- The response to such an unofficial request shall in every detail be a personal response.

Any employee who responds to a request for a reference on a personal basis shall assum e all liability for the consequences of such response.

GBK: Grievances

G-1800 © 1992 by Arizona School Boards Association **GBK**

GRIEVANCES

Effective communication between Schools employees, the administrative staff, and the Board is essential for proper operation of the schools. The 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 indi- vidual may request that the 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 procedures involved, and the remedy sought. After all earlier levels of seeking administrative relief have been exhausted, the request may, within five (5) days of the Superintendent's decision, be submitted to the Board of Directors through the Superintendent. The Board shall review the grievance or refer it to a hearing

officer who shall hold a hearing if necessary within 10 days and issue a recommendation to the Board 10 days after the hearings or issue a recommendation to the Board within 15 days of the assignment. The Board shall issue a response within forty-five (45) working days of the receipt of the request.

The Board shall adopt, reject, modify the response of the hearing officer, or rehear the grievance and issue a response to the grievant within 45 working days of the receipt of the request.

The decision of the Board is final.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 38-431
38-532

GBK-EA: Formal Grievance (Level One)

G-1831 © 1998 by Arizona Schools for the Deaf and Blind **GBK-EA**

FORMAL GRIEVANCE

(completed by grievant and first reviewer to address issue)
(attach additional pages as needed)

LEVEL ONE

Grievant _____First Reviewer_____

Representative (if elected)_____Date of incident prompting grievance _____

Date of this filing_____Policy or procedure alleged to have been violated (required)_____

STATEMENT OF GRIEVANCE:

ACTION REQUESTED TO RESOLVE GRIEVANCE:

STATEMENT OF FIRST REVIEWER:

RESOLUTION/RECOMMENDATION OF FIRST REVIEWER:

_____ _____

(Grievant) (Date) (First Reviewer) (Date)

ATTACH ALL RELEVANT MATERIAL TO GRIEVANCE

cc: Personnel Manager

GBK-EB: Formal Grievance (Level Two)

G-1832 © 1998 by Arizona Schools for the Deaf and Blind

GBK-EB

FORMAL GRIEVANCE

(completed by grievant and second reviewer) (attach additional pages as needed)

LEVEL TWO

Grievant_____

Date of this filing _____

Representative (if elected) _____

GRIEVANT'S REASON(S) WHY PREVIOUS RESOLUTION IS UNSATISFACTORY:

RESOLUTION/RECOMMENDATION OF SECOND REVIEWER:

_____

(Grievant) (Date) (Second Reviewer) (Date)

cc: First Reviewer
Personnel Manager

GBK-EC: Formal Grievance (Level Three)

G-1833

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GBK-EC

FORMAL GRIEVANCE

(completed by grievant and Superintendent/ designee) (attach additional pages as needed)

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E

Grievant _____ Date of this filing _____ Representative (if elected)

_____

GRIEVANT'S REASON(S) WHY PREVIOUS RESOLUTIONS ARE

UNSATISFACTORY: STATEMENT OF SUPERINTENDENT/

DESIGNEE: RESOLUTION/RECOMMENDATION OF

SUPERINTENDENT/DESIGNEE:

_____

(Grievant) (Date) (Superintendent/Designee) (Date)

cc: First Reviewer

Second Reviewer:

Personnel Manager:

GBK-ED: Formal Grievance (Final Level)

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FORMAL GRIEVANCE

(completed by grievant and Board's designee)
(attach additional pages as needed)

FINAL LEVEL
(Board decision is final and binding)

Grievant _____

Date grievance received by Board

_____

Representative (if elected)

_____

_____

_____

_____

_____

_____

GRIEVANT'S REASON(S) WHY PREVIOUS RESOLUTIONS ARE UNSATISFACTORY:

DECISION BY BOARD OF DIRECTORS:

ACTION TO BE EFFECTED NO LATER THAN:

_____

_____

_____ (Date) (Member Board of Directors/ Designee)
(Grievant) (Date)

cc: All parties to grievance

GBK-R: Grievances

GRIEVANCES

Introduction

Any employee who has a concern that cannot be resolved informally may request in writing within thirty (30) calendar days of the event to have their grievance reviewed administratively.

Grievable Matters

Grievance procedures may be used to resolve any claim that there has been a violation, misinterpretation, or inequitable application of School policies or procedures.

Non-Grievable Matters

Grievances may not be submitted challenging management's right to direct, hire, evaluate, promote, transfer, assign, retain, or set salaries of its employees; to maintain efficiency of operations; or to determine methods, means, and personnel by which these operations are to be conducted, but a complainant may grieve the manner in which these actions are taken if that complainant believes that a violation, misinterpretation or inequitable application of the policy or procedure adversely affects the complainant.

Rights, Options And Requirements

- A grievant may select a representative at any step in this procedure after the informal discussion with the immediate supervisor. Representatives may not participate in any proceeding but may observe and advise the grievant on proceedings. School employees requested to serve as a grievant's representative may not be a party to the grievance or in the grievant's supervisory chain, and must receive approval of vacation or compensatory time to represent the grievant.

- A grievant may have all meetings and hearings under this procedure conducted in private and may include only such parties in interest and/or their designated or selected representatives, heretofore referred to in this procedure. unless such practice adversely affects the statutory rights of another party at interest, however, parties against whom a grievance is filed may be present at all meetings and hearings in the grievance process.

- 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 Board or the Superintendent.

- No reprisals of any kind will be taken by the Board, any member of the administration or any supervisor against any party in interest, or any participant in grievance procedures by reason of such participation.

- Grievants are entitled to a reasonable amount of work time to prepare their grievance. Questions on reasonable time will be resolved by the Superintendent.

- 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 thirty (30) days after the employee knows, or should have known, of the circumstances upon which the grievance is based shall constitute a waiver of that grievance.

- All matters relating to a grievance will be handled confidentially.

- Any additional information/material that does not change the substance of the original grievance or remedy that is added to the grievance package by either the grievant or a reviewer will be considered. This information must be sent to all parties concerned, including prior levels, to keep them informed. If this information brings an idea for resolution to a supervisor/administrator involved in any level of

the grievance, then the grievant may be approached with this possible resolution.

- In the event additional information substantively changes the initial grievance or remedy sought, the grievance will be remanded to Level One and be treated as a new grievance. The Superintendent will resolve any questions of whether such changes warrant the matter being considered a new grievance.

- Decisions rendered at all levels of the formal grievance procedure shall be in writing (or a form understood by the parties), set forth the decision and the reasons therefore and be transmitted promptly to all parties in interest to the grievance.

- All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file, and shall not be kept in the personnel or student file of any participant.

- Forms for filing formal grievances will be available in the Personnel Office.

Formal Grievance Procedures

Level One (1):

- If a grievant is not satisfied with the resolution offered informally, a formal grievance may be filed with the immediate supervisor. Grievances must be filed within thirty (30) calendar days of the event precipitating the complaint. The grievant must describe the remedy sought. Grievances alleging non-compliance with a specific procedure or policy must specify the precise rule alleged to have been violated.

- Within three (3) work days of receipt of the written grievance the immediate supervisor/designee will render a written decision in the matter to the grievant. The reviewer shall include information and any attempt at resolution of the grievance.

Level Two (2):

- If the grievant is not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered, the grievant may, within five (5) work days, refer the written grievance to the next supervisory level. In addition to information submitted at level one, the grievance must include the reasons why the response at the previous step was unsatisfactory.

- If the next supervisory level decides a conference is needed, it will be scheduled within five (5) work days of the grievance referral. A written decision will be rendered within five (5) work days of the conference or five (5) work days of the referral if no conference is held.

Level Three (3):

- If the grievant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered, the grievant may, within five (5) work days, refer the written grievance to the Superintendent. In addition to information submitted at lower levels, the grievance must include the reasons why the response at the

previous step was unsatisfactory.

- If the Superintendent decides a conference is needed, it will be scheduled within five (5) work days of the grievance referral. A written decision will be rendered by the reviewer at this level within five (5) work days of the conference or five (5) work days of the referral if no conference is held.

Final level-the Board*:*

- If the Superintendent's or hearing officer's decision is unsatisfactory to the grievant, or if no decision is given within five (5) work days, the written grievance may be referred by the grievant to the Board. If this action is deemed necessary by the grievant, the grievance is sent to the Board through the Superintendent. Within (5) work days of receipt, the Superintendent will transmit the grievance to the Board for action.

- The Superintendent will arrange for the grievance to be put on the agenda of the next regularly scheduled Board meeting that is scheduled to occur at least 10 days after receipt of the grievance. The Board may at its discretion elect to consider the grievance or refer it to a hearing officer who will (1) review the grievance, (2) hold a hearing on the grievance within 10 days if considered appropriate by the hearing officer and (3) 10 days after the hearing or 15 days after receiving the assignment (whichever is later), issue a recommendation for action by the Board which recommends that the Board deny or uphold the grievance. If the recommendation is that the Board uphold the grievance it shall include recommendations as to what actions by the Board are appropriate and necessary to uphold the grievance. If the recommendation is that the Board deny the grievance it shall include reason for the recommendation. If the hearing officer holds a hearing on the grievance all parties at interest shall be included in such hearings. The Board will issue its decision on the recommendation of the hearing officer not later than 45 days from the initial receipt of the grievance.

- If the Board elects to decide the grievance issue, the Board, at its discretion, may arrange for a special Board meeting to hear the complaint if more than thirty (30) calendar days will elapse before the next regularly scheduled meeting. The Board must have at least ten (l0) work days to review the grievance package.

- The grievant and others involved will be advised when the Board will consider the grievance. The grievant may be requested to present the grievance orally to the Board, and be available to answer any questions that members of the Board may have. If such a request is made, the administrator or supervisor involved will be asked to present a response to the Board.

- The Board shall make their decision to resolve the grievance at the scheduled Board meeting unless further study is needed. If a grievance is tabled to a future date, a decision shall be rendered by the Board at the next regularly scheduled Board meeting or no more than forty-five (45) calendar days from initial receipt of the grievance.

Summary Time Table Of Formal Grievance Process

Formal - Level one	Initiated by grievant to

	supervisor/designee within thirty (30) calendar days of event precipitating the grievance. Written decision by supervisor/ designee within three (3) work days.
Formal - Level two	Initiated by grievant to next supervisory level within five (5) work days of level one decision. Meeting, if needed, between grievant and next supervisory level within five (5) work days of referral. Written decision by next supervisory level within (5) work days of level two meeting if held, or five (5) work days of referral if no meeting held.
Formal - Level three	Initiated by grievant to Superintendent within five (5) days of level two decision. Meeting, if needed, between grievant and Superintendent within five (5) work days of level two filing. Written decision by Superintendent within five (5) work days of level two meeting if held, or five

(5) work days of referral if no meeting held.

Formal - Board	Filed by grievant through the Superintendent to the Board. Superintendent forwards to Board within five (5) work days of receipt. Grievance is placed on the agenda for the next regularly scheduled Board meetingis celled. A minimum of ten (10) work days must be provided for Board review. Board will make decision at scheduled meeting or to refer or hear the grievance. If referred, the hearing officer will hold a hearing if needed and

issue recommendations
15 days after receipt or
10 days after hearing. Not later
than 45 calendar days from
receipt of grievance the Board
issues decision, and timeline.

GBP: Reports To The Board

G-1900 © by Arizona State Schools for the Deaf and the Blind GBP

REPORTS TO THE BOARD

A. An employee is encouraged to report to the Board of Directors a violation of any law, a gross waste of monies or an abuse of authority on the part of the Superintendent at ASDB by sending a letter or email to the Board. The Board will review the letter/email and take appropriate action at the next regular Board meeting, or will schedule a special meeting to review and act in the matter,

If an employee believes there has been a violation of any law, a gross waste of monies or an abuse of authority on the part of any other employee at ASDB, except the Superintendent, the employee is encouraged to use the employee grievance process to report the concerns.

B. It is considered misconduct for any ASDB employee who has control over personnel actions to retaliate against any ASDB employee for sending a letter as allowed by Section A. Any employee who is found to have retaliated will be subject to disciplinary action.

C. An employee who knowingly makes a false accusation that the Superintendent or other employee who has control over personnel actions has engaged in a violation of any law, a gross waste of monies or an abuse of authority is subject to termination from employment.

Adopted: November 2, 2009

LEGAL REF.: A.R.S. 15-1321
15-1323
15-1326

CROSS REF.: GBK - Grievances

GBPD: Drug and Alcohol Testing of Employees

G-265 © 1992 by Arizona School Boards Association **GBPD***

DRUG AND ALCOHOL TESTING OF EMPLOYEES

Under this policy, any employee of the Schools must submit to drug and alcohol testing if the employee's supervisor has reason to believe that the employee is in violation of Schools policy as a result of the use of alcohol or a drug.

In addition to the above, an employee shall voluntarily submit to drug and alcohol testing:

- After being involved in an accident involving a school vehicle; or
- After an accident involving equipment used in the performance of the employee's duties; and
- When, based on knowledge of the events and circumstances of an accident, the supervisor has reason to believe that the employee's involvement in the accident was influenced by the use of alcohol or a drug. When possible, the reason shall be documented by an affidavit signed by the supervisor.

The Superintendent shall develop procedures for drug and alcohol testing of employees subject to the following:

- The Schools shall assume the costs of the drug and alcohol testing of employees.
- An employee who refuses to submit to drug and alcohol testing or whose test results are positive may be terminated from employment.
- An employee who is to be terminated as a result of test findings shall be granted an appeal, upon request, under Policies GCQF, as appropriate, as well as relevant provisions of Arizona law.

Adopted: August 25, 1994

CROSS REF.: GBEC—Staff Conduct
GBECA—Staff Conduct

GBPD-E: Drug and Alcohol Testing of Employees (Other Than Transportation Employees)

G-268 © 1992 by Arizona School Boards Association **GBPD-E**

DRUG AND ALCOHOL TESTING OF EMPLOYEES

(OTHER THAN TRANSPORTATION EMPLOYEES)

STATE OF ARIZONA)

County of) ss
)

I, _____, do hereby swear and affirm:

1. That I am presently an officer/employee of the Arizona State Schools for the Deaf and Blind;

2. That I observed

on_____ at_____ _____
_____
(day, date) (time) (name of employee)

doing the following:

3. Reason(s) exist that indicate that the above observed occurrence was the result of the influence of alcohol and/or a drug, as evidenced by:

Affiant asks that this document be acted upon in accord with Title 13, Chapter 34 and Schools policies GBCB(1), GBCB(2), and GBCB(3).

_____
_____
(date) (affiant signature) (supervisor signature)

Subscribed and sworn to before me this ___day of

My Commission Expires:

_____, 19____.

Notary Public

GBPD-R: Drug and Alcohol Testing of Employees

DRUG AND ALCOHOL TESTING OF EMPLOYEES

Substance use that is in violation of Schools policy will be considered proper cause for disciplinary action up to and including termination, even for a first offense.

The following procedures shall be adhered to in enforcing the policy:

- Responsibility for enforcing these procedures shall be placed with, and shall be considered incumbent on, the Superintendent.

- Drug and alcohol testing shall be required as follows:

  < Testing shall be required whenever an individual charged with enforcing these procedures has reason to suspect that an employee has engaged in the use of alcohol or a drug in violation of school policy.

    ∆ When possible, the reason(s) shall be documented by an affidavit signed by the person who observed the employee and the employee's supervisor.

  < Postaccident testing shall be required whenever the supervisor has reason, based on knowledge of the events and circumstances of the accident, to suspect that the employee's involvement in the accident was influenced by the use of alcohol or a drug.

    ∆ When possible, reason(s) shall be documented by an affidavit signed by the employee's supervisor.

- Procedure for testing:

  < Facilities selected by the Schools shall provide the testing. A list of authorized facilities shall be maintained by the Schools.

  < When reason exists to suspect that an employee engaged in the use of alcohol or a drug in violation of Schools policy contributed to or influenced an accident involving a vehicle used to transport students or equipment used by the employee, the employee shall immediately be transported to an approved testing facility by a member of the staff designated by the Superintendent.

  < Testing may include a preliminary examination by medical personnel. Tests that will detect the use of alcohol or a drug will be administered. The tests that may be administered to detect alcohol or a drug are breath analysis, urinalysis, and blood analysis.

  < A positive test shall be reason to recommend termination.

  < Administrative leave is authorized until the test results are available. The

Schools shall pay the employee for the test day and the time off while awaiting the results.

< An employee who refuses to cooperate in such testing, or who tests positive, shall be directed to take alternate transportation home or to a destination where assistance is available. As a last resort, a staff member may be directed to transport the individual to an appropriate destination using a Schools vehicle. If an employee insists on driving from the premises, local law en- forcement authorities shall be notified.

< The Schools shall assume the costs of the drug and alcohol testing of any employee.

- Appeal of test findings:

  < The Schools, in cooperation with the testing facility, shall develop a procedure for the employee to obtain a second laboratory opinion on the test findings.

  < The employee shall be notified of the procedure for obtaining a second laboratory opinion on the test findings.

- Penalties:

  < Refusal to immediately take a test, or failure to cooperate fully as requested during testing procedures, shall be considered an act of insubordination and is cause for termination.

  < A staff member with the responsibility of enforcing these procedures who has knowledge of a violation and does not act according to the Schools policy and procedures shall have violated Schools policy, and such violation is cause for termination.

  < An employee having a positive test indicating use of alcohol or a drug under the above-described circumstances shall be recommended for termination.

Nothing in this procedure shall in any way limit the authority of the Schools to utilize information other than drug and alcohol testing in the discipline and termination of employees for drug and alcohol use.

GCA: Professional/Support Staff Positions

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PROFESSIONAL/SUPPORT STAFF POSITIONS

Management and supervisory positions under contract are created only with the approval of the Board. All other positions can be established by the Superintendent based upon the needs of the Schools within limitations of the budget and periodic

review and justification to the Board of Directors. The Schools will attempt to activate a sufficient number of positions to accomplish the Schools' goals and objectives.

Before recommending the establishment of any new management or supervisory contract position, the Superintendent will present a description for the position that specifies the qualifications, the performance responsibilities, and the method by which the position will be evaluated. The establishment of any new position will require Board approval.

The Superintendent will maintain a comprehensive and up-to-date set of job descriptions of all positions in the schools.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1301
15-1323
15-1325
15-1329

CROSS REF.: CCB—Line and Staff Relations

GCA-R: Staff Health and Safety

STAFF HEALTH AND SAFETY

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 with Schools policy 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 Personnel Office shall generate a list of all employees born after 1956 to identify those who need proof of immunity to measles, and a list of all employees under age 45 who need proof of immunity to rubella.

The Personnel Office shall distribute information about the Schools' policy on measles and rubella.

The Personnel Office 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.

GCB: Professional / Support Staff Contracts and Compensation Plans

G-2150 © 1992 by Arizona School Boards Association **GCB**

PROFESSIONAL/SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

Salaries in the Schools will be differentiated in relationship to duties and responsibilities.

The Superintendent will provide recommendations on salaries and fringe benefits to the Board each year.

After receipt of the Superintendent's recommendations, the Board will annually establish the salaries and benefits for all employees within the budgetary constraints

of the Schools.

Adopted: August 25, 1994

LEGALREF.: A.R.S. 15-502(A)(B)(H)
15-952

GCBC: Professional/Support Staff Supplementary Pay Plans (Extra-Duty Pay)

G-2400 © 1991 by Arizona School Boards Association **GCBC**

PROFESSIONAL/SUPPORT 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: August 25, 1994

LEGAL REF.: A.R.S. 15-1323
29 C.R.R., Fair Labor Standards Act (FLSA) of 1985

GCBD: Professional/Support Staff Fringe Benefits

G-2450 © 1992 by Arizona School Boards Association **GCBD**

PROFESSIONAL/SUPPORT STAFF FRINGE BENEFITS

The Board will review professional staff fringe benefits each year during the budget process. Staff members must work at least 20 hours per week in a contract, permanent, or limited term appointment of at least 6 months duration (or 1/2 the

school year) to be eligible for fringe benefits.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1323

CROSS REF.: DKB—Salary Deductions

GCC: Professional/Support Staff Leaves and Absences

G-2500 © by Arizona School Boards Association GCC

PROFESSIONAL/SUPPORT STAFF LEAVES AND ABSENCES

(Absent Without Approved Leave)

An employee shall be deemed “absent without approved leave” when absent from work because of:

● A reason that conforms to a policy currently in effect but the maximum days provided for in that policy will be exceeded; or

● A reason that does not conform to any policy currently in effect; or

● Failure to report to work without prior notification to the employee's supervisor.

In no case shall an employee be compensated for time lost due to being absent without approved leave.

An employee who is absent from work without prior approval is subject to disciplinary action up to and including termination from employment, as is one who was unable to obtain prior approval due to unusual circumstances and such approval is denied upon the employee's return. After an absence of three consecutive work days without approval, the Superintendent may separate the employee without prejudice or may terminate the employee for cause pursuant to Board Policy GCQF and Administrative Regulation GCQF- RB. The Superintendent shall provide written notice to the employee's last known address.

Extenuating circumstances beyond the control of the employee and which was the cause of the "absence without approved leave" will be considered prior to any final action by ASDB.

Employees are responsible for execution of the paper reports and documents which verify their duty or leave status in accordance with ASDB Board policies and administrative regulations.

Adopted: April 14, 2011

LEGAL REF.: A.R.S. 15-1326
15-1323

GCC-R: Professional/Support Staff Leaves and Absences

PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(Absent Without Approved Leave) (Attendance Reporting)

Attendance/Leave Reports will be used to report attendance. The Payroll Office, Tucson, will prepare and distribute A/L Reports to each supervisor for recording seven (7) consecutive days of A/L beginning each Saturday. Unless notified by the Payroll Office of a specific schedule change, the supervisor must sign and date the A/L Report upon completing the seven (7) day period, and return it to the Payroll Office in time to reach them by 9:00 a.m. Thursday morning.

The A/L Reports contain the name of every employee for which the supervisor is accountable for leave purposes. Employees eligible for overtime compensation are identified with an asterisk (*). These "non-exempt" employees are eligible for overtime compensation for working in excess of forty (40) hours per week under the Fair Labor Standards Act (FLSA). All other employees are "exempt" from coverage under FLSA and will not receive overtime compensation for working in excess of forty (40) hours per week.

Falsification of attendance documents is a criminal act and cause for disciplinary action up to and including termination.

Failure of an employee to report attendance to their supervisor for work completed each week, by the specified deadline, may result in leave without pay and is cause for disciplinary action up to and including termination.

Attendance and Leave (A/L) reports

<u>Non-Exempt Employees</u>

Non-exempt employees' attendance is recorded by the supervisor each week as follows:

- Record the total number of hours worked each workday in the upper half of the box. Only with approval from the Superintendent may a non-exempt employee work from home.

If any portion of the workday is spent working at home, this shall be noted on the attendance report by footnote.

Example: [8*] with a footnote at bottom of attendance that indicates “*working from home.”

- Record the total number of hours absent from the job each workday in the lower half of the box with the applicable alpha code supporting leave. Defined codes are included on the A/L form.

Example: [6] = Non-exempt employee worked six (6) hours and was absent [2 dt] two (2) hours during the scheduled workday for civic duty leave.

● Non-exempt employees' leaves of absence are to be requested and approved on Leave Request forms.

● Non-exempt employees shall be paid for those approved absences for which they have sufficient leave to cover the event. Absences recorded as Leave Without Pay (W) or Absent Without Approved Leave (X) will not be paid. Absences charged to a leave category, where no leave balance of the type reported is available to the employee, will be charged by payroll to other categories of leave according to the following priority order: SICK LEAVE, then COMPENSATORY LEAVE (if applicable), then VACATION LEAVE (if applicable) Examples: An employee records 40 hours to sick leave, but less than 40 hours of sick leave is available;
therefore, available compensatory leave will be charged. If still insufficient, then any available vacation leave will be charged. If still insufficient, then the remaining absent hours not covered by leave will be charged as LEAVE WITHOUT PAY. Corrections can be made on the following week's A/L report.

● Non-exempt employees should verify that time recorded is correct and must sign below his/her name before the A/L report is submitted to the Payroll Office.

Exempt Employees

Exempt employees' attendance is recorded by the supervisor each week as follows:

● Record a "P" if the employee was present for work in the upper half of the box. If any portion of the workday is spent working at home, this shall be noted on the attendance report by footnote.

Example: [P*] with a footnote at bottom of attendance that indicates “*working from home.”

● Record the total number of hours absent from the job each scheduled workday in the lower half of the box with the applicable alpha code supporting leave. Defined codes are included on the A/L form.

Example: [P] = Exempt employee was present and was absent during the scheduled workday [2 st] two (2) hours for a medical appointment.

● Exempt employees' leaves of absence are to be requested and approved on Leave Request forms.

● Exempt employees' absences shall be charged to the appropriate leave category. Absences charged to sick leave, where no SICK LEAVE balance is available, will be charged by payroll to VACATION LEAVE. Exempt employee absences of less than a full workday, where no leave is available, shall not be subject to deductions in pay. Exempt employee absences of one or more full workday(s), where no leave is available, shall be subject to deductions in pay and shall be recorded as a full day LEAVE WITHOUT PAY or ABSENT WITHOUT APPROVED LEAVE.

Leave Of Absence Categories

All requests for leave are made on Leave Request Forms by the employee and submitted to the supervisor for approval(s) as appropriate. Except in an emergency situation, leave must be requested and approved in advance of use. Scheduled breaks (B) are recorded

on respective calendars, and do not require a leave form.

LEAVE TYPE	CODE	POLICY
Absence Without Approved	X	GCC
Leave	AT	GCCI
Administrative Bereavement	BT	GCCH
Breaks (Scheduled) Civic	B	GCD-R
Duty Compensatory	DT	GCCD
Educational (Professional)	CT	GCCI
	ET	GCCE & R
	FM	GCCC
Family Medical Leave Act (FMLA Family Sick)	FT	GCCA-R
	HT	GCD
	IT	
Holidays		
Industrial Accident/Disease	LW	GCCA-R
	LW	GCCC
Leave Without Pay (and FMLA) Leave Without Pay (excluding F	MT	GCCC-R
	KT	GCCD & R
Military	PT	GCCA & R
MLA	ST	GCCB & R
Maternity (Not FMLA)	SUSP	GCCA & R
Personal (< 12-month employees) Sick	VT	GCQF & R
Suspension (Disciplinary w/o pay)		GCD

4/14/11

GCCA: Professional/Support Staff Leaves and Absences

PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(ILLNESS/SICK LEAVE)

Sick leave for professional and support personnel is a designated amount of compensated leave that is to be granted to an employee who, through personal or family illness, injury, or quarantine, is unable to perform the duties assigned. Family, for purposes of sick leave, shall include:

Spouse
Children (including step and foster children) Parents
Brothers or sisters
Grandparents
Grandchildren

Immediate family shall include those family members who reside in the same residence as the employee.

Family illness, for purposes of sick leave, shall not exceed a period of five (5) days, per year for illness of persons other than those in the immediate family.

Sick leave may include other excused absences, such as medical, dental, or optical examination or treatment impossible to schedule on non-duty days.

Each staff member eligible for sick leave shall be credited with a sick leave allowance equivalent to one day per month regularly scheduled to work.

Less than full-time employeesí sick leave shall be prorated. Sick leave allowance may accumulate without limit.

When a staff member exhausts all days of accumulated sick leave, other available paid leave may be used, or an unpaid leave of absence must be requested, pursuant to Schools policy.

Sick leave may be used for childbirth from the time the physician verifies that the employee is physically unable to perform her normal duties until the time the physician verifies that her condition is satisfactory to resume her normal duties. Sick leave may be used for maternity absence under the FMLA or, if not eligible for FMLA, 45 calendar days of maternity leave commencing on the birth date. Maternity absences beyond 45 calendar days, other than FMLA, require a physician's statement of need. If the employee does not wish to return to her duties, an extended leave of absence must be requested, consistent with existing Schools policy.

Up to 2 days of sick leave may be used each year for non-Christian religious observances. Upon request, the staff member requesting sick leave shall provide the following:

- Purpose for which sick leave is being taken.
- Expected date of return from sick leave.
- Where the staff member may be contacted during the leave.

Sick leave is only for the purpose of recuperative activities, e.g., obtaining medical care or treatment, 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 Schools may, at Schools expense, require the employee to submit to medical or psychiatric examination by a physician or psychiatrist selected

by the Schools to determine (1) whether or not the continued use of sick leave is appropriate or (2) whether return to duty is appropriate.

- Sick leave may NOT be advanced except as designated by the Superintendent.

- All sick leave credits are forfeited upon separation from employment except as otherwise provided by law. If an employee reenters employment within (2) years after separation, all unused sick leave at the time of separation will be credited, provided the separation was not the result of disciplinary action, and provided the employee was not paid for accumulated sick leave pursuant to A.R.S. 38-615.

- Employees on retirement are eligible to be paid for accumulated sick leave or in lieu of cash to receive insurance premium benefits as outlined in the following schedule. The total value of election shall not exceed thirty thousand dollars. Amount due will be made in installments over a three-year period. Election of sick leave payoff is irrevocable.

  Payment Schedule:

  500 to 749 hours of sick leave - payment equal to 25% of employeeís current hourly rate on retirement, excluding overtime pay and pay for unused vacation leave.

  750 to 999 hours of sick leave - payment equal to 33% of employeeís current hourly rate on retirement, excluding overtime pay and pay for unused vacation leave.

  1,000 to 1,500 hours (maximum) of sick leave - payment equal to 50% of employeeís current hourly rate on retirement, excluding overtime pay and pay for unused vacation leave.

Any employee who can be shown to have willfully violated or misused the Schools sick leave policy or misrepresented any statement or condition will be subject to discipline, which may include reprimand, suspension, and/or dismissal.

The Superintendent shall develop any procedures necessary to implement this policy.

Adopted: August 6, 1998

LEGAL REF.: A.R.S. 15-1323
A.R.S. 38-615

GCCA-R: Professional/Support Staff Leaves and Absences (Illness-Sick Leave)

PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(ILLNESS-SICK LEAVE)

Sick leave is accrued bi-weekly according to the following schedule:

	HOURS WORKED PER WEEK		
	1/2 Time 20-26 Hrs	3/4 Time 27-34 Hrs	Full Time 35-40 Hrs
Hours accrued bi-weekly:	1.85	2.77	3.70

Employees in the following groups will be advanced each year's sick leave at the beginning of each school year:

- Teachers/Credentialed Staff
- Instructional Staff
- Nursing Staff
- OT/PT Staff
- Residential Staff

An employee who receives advanced leave credit and who does not complete the school year for any reason, will be subject to a reconciliation of sick leave hours to leave allowable under the monthly accrual schedule. Example: An employee who uses ten days of advanced sick leave at the beginning of a school year and then terminates after completing only six months of work (earning only six days of sick leave) will have four days of pay deducted from the final paycheck.

Sick leave must be requested in advance of use for those occasions within the control of the employee, e.g., dental , doctor appointments. Employees are to notify their supervisors as soon as the need for sick leave is known.

Adequate medical explanation from an attending physician may be requested for sick leave absences. Sick leave will not be approved without adequate documentation when requested.

If an employee does not have sick leave or other leave available for absence, the employee may request approval of leave without pay.

When an employee's performance on the job appears to be adversely affected by his/her mental or physical health, the Schools may place the employee on leave and require the employee to obtain a statement from their physician, subject to confirmation by an agency-selected physician, that the employee can perform the

full range of duties of the job.

- If the condition is determined to be job related, administrative proce- dure EBBB-R will apply.
- If the condition is determined to be non-job-related, the policies and procedures for the appropriate category apply

Short-term accommodations to assist the employee in returning to work after a medical or industrial leave may be approved if the Agency's needs can be met. Light duty or reduced hours on a continuing basis requires pre-approval of the Superintendent.

Abuse of sick leave may result in disciplinary action up to and including termination.

Industrial Accident or Disease

Except for the time lost on the day of injury to obtain initial medical atten- tion which is recorded as work time, employees experiencing an industrial accident or disease will be placed on sick leave until this leave is exhausted. Other available leave may then be used prior to leave without pay.

Sick leave with pay will not be allowed an employee who has rejected or failed to accept compensation available to him/her pursuant to the industrial injury and disease provisions of A.R.S. 23-901 to 23-1091.

If an employee is determined by recognized authority to be able to return to work within 180 days of the on-the-job accident or disease or after exhaustion of available paid leave, whichever occurs first, s/he will be returned to the position occupied at the start of the leave or a position in the same clas- sification if one is available, funded, and for which they are qualified. If the former position has been eliminated or another appropriate position is not available, a reduction in force shall be conducted.

If a decision on an employee's ability to be returned to work is still pending after 180 days and the employee has exhausted all available paid leave, the employee may be given priority consideration for a position when able to re- turn that may be available, funded, and for which they qualify. If no position is available, the employee will be separated.

If an employee is determined to be able to return to work but fails to do so, the employee will be separated for failing to return to work.

If an employee is determined by recognized authority to be physically unable to return to work, the employee may be separated from employment.

12-11-98

GCCB: Professional/Support Staff Personal/Emergency/Religious Leave

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PROFESSIONAL/SUPPORT STAFF PERSONAL / EMERGENCY / RELIGIOUS LEAVE

Personal leave is an approved period of absence with pay which when approved may be used by an eligible employee for personal business matters which cannot be handled at any other non-duty time.

An employee is eligible for personal leave if the employee is scheduled to work less than twelve (12) months and does not accrue vacation leave.

Use of personal leave must be requested and approved six (6) working days in advance of need. Except under extenuating circumstances and with prior approval of the Supervisor, personal leave will not be granted during the following periods:

- On the day immediately preceding or following a holiday or vacation.

- During the first two (2) weeks of school or the last two (2) weeks of school. Eligible employees shall be granted up to sixteen (16) hours of personal leave at the beginning of each school year based on the employee's normal work schedule. Example: An employee normally working forty (40) hours per week will receive sixteen (16) hours of personal leave; an employee normally working twenty (20) hours per week will receive eight (8) hours, et cetera. Personal leave will be prorated if less than full year.
Personal leave is advanced according to the following schedule: HOURS WORKED PER WEEK

Hours advanced each SY: 8.00 12.00 16.00

Any unused personal leave at the end of the school year as of the employee's last scheduled workday will convert to sick leave.

Upon termination of employment, all current year unused personal leave is forfeited and will not be paid to the employee.

Adopted: April 14, 2011

LEGAL REF.: A.R.S. 15-1323
15-1326
15-1329

GCCB-R: Professional/Support Staff Personal/Emergency/Religious Leave

G-2611 © by Arizona Schools for the Deaf and Blind GCCB-R

PROFESSIONAL / SUPPORT STAFF PERSONAL/EMERGENCY/RELIGIOUS LEAVE

An employee need not give a reason for personal leave; however, the Supervisor may request information necessary to determine priorities when ASDB functions may be adversely affected by approval of leave.

Supervisors reserve the right to make leave decisions based on what is necessary to maintain the functioning of ASDB. Personal leave that is denied is to be reported to the Superintendent. These decisions will be reviewed and recommendations made to the Superintendent to assure consistency across ASDB. The Superintendent will make final decisions on personal leave that is denied.

Personal leave is authorized only for those employees scheduled to work less than twelve (12) months and who to not accrue vacation leave.

Personal leave must be requested and approved (6) working days in advance of need. Supervisors may in situations beyond the control of the employee, approve personal leave with less than five (5) days notice if the absence can be accommodated. Except in unusual circumstances personal leave may not be used before or after a school break or holiday.

4/14/11

GCCC: Professional/Support Staff Leaves of Absence Without Pay

PROFESSIONAL/SUPPORT STAFF LEAVES OF ABSENCE WITHOUT PAY

Employees are hired by ASDB because ASDB believes a given individual to be the best-suited candidate for the position. This being the case, it is the intent of ASDB that employees be available for duty as scheduled by ASDBASDB recognizes, however, on occasion extenuating circumstances arise that may necessitate absence from duty that is not covered by other specific leave provisions of ASDB. To address such situations, a leave of absence without pay may be granted to an employee for not longer than one (1) year.

Leave of absence without pay may be requested for, but not limited to, the following purposes:

- For additional education that relates to the employee's primary assignment. A plan of contemplated course work must be presented.

- To provide for an unpaid leave in a situation where the employee will be absent from work because of (1) a reason that conforms to a policy currently in effect but the maximum number of days provided for in that policy will be exceeded, or (2) failure to report to work without prior notification and/or approval of the Superintendent or a manager/supervisor, in which case this leave will be recorded as absence without approved leave and treated as a disciplinary matter.

- For a leave of absence that benefits or is in the best interest of ASDB, as determined by the Superintendent upon review of the application.

- For leave under the Family and Medical Leave Act.

Leave of absence without pay requested pursuant to this policy may be:

- Approved by the Superintendent if the leave period does not exceed twelve (12) weeks subject to the requirements of the Family Medical Leave Act and administrative regulation established by the Superintendent; or

- Approved by the Superintendent if the leave period exceeds five (5) work days per year pursuant to administrative regulation GCCC-R established by the Superintendent.

The Superintendent shall not deny a request for leave of absence without pay if the employee is entitled to the leave under the Family and Medical Leave Act. All other applications for leave of absence without pay may be granted or denied at the discretion of the Superintendent pursuant to administrative regulation GCCC-R. All accrued sick, vacation, personal, and other paid leave shall be applied to the leave period unless otherwise approved by the Superintendent or prohibited by the Family and Medical Leave Act.

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 approved purpose and duration, and may not be extended without written approval by ASDB.

After 10 consecutive workdays of approved leave without pay, an employee is returned to a position only if one is available, funded, and the employee is qualified and physically able to do the work.

Family and Medical Leave Act (FMLA)

ASDB 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 ASDB may take up to twelve (12) weeks of leave (FMLA leave) during any twelve (12) month period, without pay, for any one (1) or more of the following reasons or as noted coverage under the FMLA:

- Because of the birth of a child of the employee and in order to care for such child.

- Because of the placement of a child with the employee for adoption or foster care.

- In order to care for the spouse or a son, daughter, or parent of the employee, if such person has a serious health condition.

- Because of a serious health condition that makes the employee unable to perform the functions of the position of such employee.

- Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty in support of a contingency operation.

- To care for a covered service member (spouse, son, daughter, or parent, or next of kin) with a serious injury or illness for up to a total of 26 weeks in a single 12-month period.

Serious medical 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 is scheduled to work a year-round calendar, who has been employed byASDB at least twelve

(12) months, and who has completed at least six hundred twenty-five (625) hours (employees less than full time) or one thousand two hundred fifty (1,250) hours (full-time employees) of service immediately prior to the time the leave is to commence, shall be eligible for FMLA leave. Any employee who is scheduled to work a school-year calendar (less than year-round), and who has been employed by ASDB at least twelve (12) months, must complete a prorated number of scheduled work hours within the 12-month employment period to be eligible for FMLA. This proration will be based upon the number of hours the employee is scheduled to work during the school year.

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-month period, beginning on the date of the event.

A husband and wife working for ASDB may be limited to a total of twelve (12) weeks of leave duringeach 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.

ASDB 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 be required to 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 approved by the Superintendent. 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 approved by the Superintendent.

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, or planned medical treatment for a serious health condition 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. ASDB may deny FMLA leave to any eligible employee until such time as the employee has provided the required notice.

Medical certification. All FMLA leave shall be supported by medical certificate (Exhibit GCCC-EA) completed by the employee's health provider.

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.

Upon notice from ASDB, the employee may be requested to provide recertification of medical conditions in support of leave if ASDB feels that the circumstances so warrant. Recertification shall not be required for intervals shorter than thirty (30) days.

Whenever a medical certification or recertification is required of an employee, notice shall be provided to the employee describing such requirement and providing the form for certification or recertification (Exhibit GCCC-EA). 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.

Intermittent or reduced time (IRT) leave. FMLA leave may be taken intermittently or on a

reduced leave schedule only (1) if medically necessary to care for a family member or for the employee's own serious health condition or (2) if approved by the Superintendent. The Superintendent 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), ASDB 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 to care for a qualifying family member or as a result of the employee's serious health condition preventing job performance;

- Foreseeable, based upon planned medical treatment; and

- 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 begins more than five (5) weeks before the end of the semester, leave is for at least three (3) weeks, and return to employment would occur during the last three (3) weeks of the semester.

- Leave other than for the employee's serious health condition begins within the last five (5) weeks of the semester, leave is for greater than two (2) weeks' duration, and return to employment would occur during the last two (2) weeks of the semester.

- Leave other than for the employee's serious health condition begins within the last three (3) weeks of the semester and leave exceeds five (5) working days.

Employee notification. With each request for FMLA leave, the employee shall be notified:

- About FMLA by provision of the FMLA fact sheet (Exhibit GCCC-EB).

- As appropriate concerning the expectations, obligations, and consequences of taking FMLA leave per 29 C.F.R. 825.301 of FMLA.

- That FMLA leave may be withheld until a requested notice is provided or the time frame is met.

- That if leave is granted to an employee who is unable to perform the work required, restoration may be denied until the employee has complied with the request to provide medical certification of ability to return to work.

The Superintendent will post notices in conspicuous places on ASDB 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. ASDB shall require the repayment of any health care premiums paid by ASDB 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.

ASDB 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 Superintendent may delay the return of an instructional employee from FMLA leave at the end of a semester, in accordance with Section 108(d) of FMLA. The Superintendent 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 ASDB), in accordance with Section 104(b) of FMLA.

Adopted: December 2, 2010

LEGAL REF.: A.R.S. 15-1323
15-1326
Family and Medical Leave Act of 199329 C.F.R. Part 825

GCCC-R: Professional/Support Staff Leaves of Absence Without Pay

PROFESSIONAL / SUPPORT STAFF LEAVES OF ABSENCE WITHOUT PAY

Leave Without Pay (Excluding FMLA Leave)

Leave without pay is any period of time without pay for which an employee has made application and received approval by the supervisor as applicable. Leave without pay will not be approved unless the absence is fully justifiable and can be reasonably accommodated. A supervisor may approve zero (0) to five (5) days per year of leave without pay. Requests for periods of leave without pay longer than 5 days require approval of the Superintendent.

Any period of less than ten (10) consecutive workdays of leave without pay is considered a short-term leave of absence. More than ten (10) consecutive days is considered a long-term leave of absence.

Long-term leave without pay may be requested and approved if the absence is fully justified and can reasonably be accommodated for any period up to thirty (30) days. If leave is needed beyond this period, ASDB may consider further requests in 30-day increments. Up to ninety (90) days leave may be approved.

Except for employees returning to work from leave without pay granted for military service, industrial disability, or educational development for the good of the agency, an employee on long-term leave without pay may be returned to work only if a position is available, funded, and they are qualified and physically able to perform the duties of the job.

- Prior to the expiration of an employee's long-term leave without pay, the employee will be notified to advise ASDB of his/her interest in being considered for available positions not later than the leave expiration date. If there will be a delay in the start date of work in the new position, the employee will be continued on leave without pay until the effective date to start work in the new position. Example: Teacher on a year's leave of absence that expires the end of the school year who has been selected for a teaching position to begin at the start of the new school year will be continued on leave without pay during the interim period.

- If an employee fails to return to an appropriate available position, the employee will be separated for failing to return to work. If no appropriate position is available to offer the employee, the employee will be separated without prejudice.

Except in situations beyond the employee's control leave without pay must be requested in advance of use.

If returned to work after a medical absence, an employee may be required to provide a physician's certificate of ability to perform the full range of duties of the position.

Teachers on extended or educational leave without pay may intermittently work as substitute teachers while retaining their extended leave without pay status when there is a bona fide need for this assistance. Teachers on extended leave without pay for medical reasons may not work during the period of leave without pay.

In the event of a measles and/or rubella outbreak at ASDB, employees who exercised an exemption under the current policy will be placed on leave without pay unless they request and have available some other leave that could be used. In the event of an outbreak, employees who are not immunized and have not requested an exemption shall be put on leave without pay. Employees who have waived immunization are required to be absent from work until any outbreak has ended determined by the Superintendent.

Prior to the expiration of an approved long-term leave of absence, the Superintendent may cancel the leave and return the employee to a position that must be filled due to an insufficient number of employees being available to provide services. The Superintendent shall provide notice of such rescission of leave in writing prior to the date the employee is required to return to work, or as soon as ASDB is aware of the need for the employee to return to work. If the employee refuses to return to the offered position, the employee will be separated for failing to return to work.

Positions which are exempt from FLSA will not be subject to deductions in pay for absences of less than one (1) day.

10/7/10

GCCD: Professional/Support Staff Military/Legal Leave

PROFESSIONAL / SUPPORT STAFF MILITARY / LEGAL LEAVE

The Board recognizes the fact that ASDB employees have citizenship responsibilities; and, in order to make it possible for employees to carry out their responsibilities to the city, county, state, or nation, the Superintendent shall grant leaves of absence with pay in

accordance with this policy, and applicable state and federal laws. Leave granted per this policy shall not count as experience to advance in salary except as required by law.

Legal and Civic Duties

Upon approval of a substantiated application, an employee shall receive a leave of absence with pay for legal and civic duty, including voting, serving as a juror, material witness services to comply with a subpoena, and/or serving as a member on a public service body.

Voting

Employees shall be granted leave with pay sufficient for voting purposes pursuant to A.R.S. 16-401 (primary elections) or A.R.S. 16-402 (general elections).

Jury Duty

Employees shall be granted leave with pay sufficient to provide the subject service. Any employee who receives a fee as a juror in accordance with A.R.S. 21-221 shall either remit such fee to ASDB, except for mileage allowance; or, have an equal amount deducted from pay due to the employee.

Witness Services

An employee who is subpoenaed by any court or administrative, executive, or judicial body in this state, as a witness in a job-related matter, may be granted leave of absence with pay sufficient to provide the subject service.

An employee shall not be granted a leave of absence with pay if the testimony or evidence to be given relates to the employee's commercial business or a personal matter.

Membership on a Public Service Body

An employee serving as a member of a governmental board, commission, or similarly constituted governmental body may be absent with pay while performing official duties with the body.

Victim Leave

A leave of absence shall be granted when an employee is a victim of a juvenile or adult crime 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 employee's accrued vacation, personal, sick or other applicable leave shall be used only to the extent available by policy. Victim leave may be limited if the leave creates an undue hardship to ASDB business.

Military Leave

An employee who is a member of the National Guard or United States Armed Forces Reserves shall be entitled to leave of absence without loss of pay, time, or efficiency rating when engaged in active duty, or to attend camps, maneuvers, formations or drills under orders with any branch, reserve or auxiliary of the armed forces of the United states for a period not to exceed thirty days in any two consecutive years pursuant to A.R.S. 26-168

and 38-610.

Employees who enter into active duty for extended periods with any component of the U.S. Armed Forces will be placed on extended military leave as required by law, and under such conditions as may be provided by law.

Persons volunteering for military service, except in time of declared war, will not be considered for long-term military leave.

After a military leave, employees are returned to the position held at the start of the leave.

Adopted: April 14, 2011

LEGAL REF.:
A.R.S.
15-1323
8-386
8-420
13-4405
13-4439
21-236
26-168
38-610

A.G.O.
I80-177

GCCE: Professional/Support Staff Conferences/Visitations/Workshops

G-3000 © by Arizona School Boards Association GCCE

PROFESSIONAL / SUPPORT STAFF CONFERENCES / VISITATIONS / WORKSHOPS

To attend training, meetings, workshops, and/or conferences, employees must complete appropriate paperwork and obtain proper approval(s) at least twenty (20) days prior to the training, meeting, or conference dates whenever such advance request is possible).

The following guides will be used in granting released time and/or travel expense to attend training, meetings, workshops and/or conferences:

● Value of the training, meeting or conference.

● Funds available in the appropriate budgets.

● Availability of a substitute, if one is necessary.

A per diem subsistence allowance, and/or mileage, for private automobiles may be paid as provided in state law or Board policies. Expenses associated with authorized employee business may be eligible for compensation in accordance with ASDB Policy DKC.

Adopted: April 14, 2011

LEGAL REF.: A.R.S. 15-1323
15-1326

CROSS REF.: GCCC–Professional/Support Staff Leaves of Absence Without Pay
DKC – Expense Authorization/Reimbursement
GCFCA – Professional Staff Hiring
GCI – Professional Staff Development Opportunities

GCCE-R: Professional/Support Staff Conferences/Visitations/Workshops

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PROFESSIONAL / SUPPORT STAFF CONFERENCES / VISITATIONS / WORKSHOPS

(Educational Leave)

Educational leave is defined as any work-related education or training that is granted with pay, pertains to the employee's position with ASDB, and requires a substitute be employed during the employee's absence. Principals/ Directors may approve up to three (3) educational leave days per event. Educational leave beyond three (3) days per event requires the Superintendent's approval.

Employees who do not require a substitute may be permitted release time with or without pay to attend work-related education or training programs, such as areas in which they teach, counsel, etc., and/or any type of training program required by the Superintendent. Release time with pay will be recorded as work time. Release time without pay will be recorded as leave without pay and/or unused accumulated compensated leave if proper paperwork and approvals have been received.

An employee may not be granted educational or other release time with pay if the education or training is to clear a deficiency in the requirements of their position and/or if the education or training is to qualify for grade advancement.

4/14/11

GCCG: Professional/Support Staff Leaves and Absences (Voluntary Transfer of Accrued Sick Leave)

PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE)

The Schools recognize the existence of circumstances under which non-job-related, seriously incapacitating, and extended illnesses or injury may exhaust accrued

sick leave of employees. To provide some measure of relief in such situations, a limited mechanism, based upon voluntary transfer of accrued sick leave, is established. The mechanism will be termed *banked sick leave,* or a *leave bank.* It is considered of benefit to the Schools to establish this mechanism because it will reduce the annual accrued sick leave and promote efficiency by ensuring constant service.

In this document, the term "days" refers to the normal number of hours an individual is regularly scheduled to work each day in a normal 5 day week. For full-time exempt and non-exempt classified and certificated employees except teachers that would be 8 hours per day for a five day week. For full- time exempt teachers that would be 7.5 hours per day for a five day week. For part-time employees it would be less than 8 hours per day unless the schedule is 8 hours a day for less than 5 days per week. The benefit in this policy is stated as it applies to full-time employees and would be reduced appropriately and proportionately for part-time employees. If accrued sick leave is recorded in hours, a day is equivalent to the number of hours an individual is regularly scheduled to work each work day in a normal 5 day week.

Certificated and Credentialed Staff

Limits:

- The value of banked sick leave will be limited to the equivalent of the number of scheduled days multiplied by the daily base salary of a teacher with a B.S. degree and no experience, or less, depending on contributions. For less than full-time staff the value would proportionately reduced. This value has nothing to do with the administration of the benefit for the employee.

- No employee shall be entitled to receive banked sick leave by reason of contribution or employment.

- Each approved applicant is limited to the one-time use of no more than 60 consecutive days of the available limited sick leave from the sick leave bank in any school year.

- Additional leave will not be earned/accrued during use of banked sick leave.

- All unused banked sick leave will expire at the end of each work year.

Voluntary Contributions:

- Certificated and Credentialed staff members, who have 30 or more days of accumulated sick leave may voluntarily contribute a maximum of 3 days of earned/accrued sick leave to the sick leave bank annually. Such contribution must be from the current year's sick leave *earned/accrued,* the value of which will be determined by the number of days multiplied by the daily base teacher salary or defined elsewhere herein.

- Each certificated and credentialed staff member contributing leave to the sick leave bank must acknowledge an uncoerced, voluntary release of the leave, the value it represents, and that it will not be returned but will expire at

the end of the fiscal year in which it is contributed.

- In case of contributions exceeding the value of the sick leave bank limit, each contribution will be accepted on a first-served basis by date of signature.

Eligibility (for use of sick leave bank).

The approved applicant shall:

- Be a full-time certificated or credentialed employee or permanent part- time employee earning leave.
- Have a non-job-related, seriously incapacitating, extended illness or injury that is expected to require absence from the workplace for four or more weeks.
- Be on unpaid leave status before drawing on the bank.
- Be an employee otherwise eligible and approved for sick leave from the bank, and remain eligible, until covered by:

  The short-term disability program

  The long-term disability program

  Disability benefits provided by no-fault insurance

  Social security disability benefits

  Rehabilitation income

  Any salary, wage, commission or similar compensation plans

  Loss of time benefits provided by any other insurance

- Be one whose return to work is projected to occur within a period no longer than six (6) months.

Support Staff

Limits:

- The value of banked sick leave will be limited to the equivalent of the number of scheduled work days multiplied by the federal minimum wage rate times eight hours, or less, depending on contributions. for less than full time staff, the value would be proportionately reduced. The value of this leave has nothing to do with the administration of the benefit.
- No employee shall be entitled to receive banked sick leave by reason of contribution or employment.
- Each approved applicant is limited to the one-time use of no more than 60 consecutive days of the available limited sick leave from the sick leave

bank in any school year.

- Additional leave will not be earned/accrued during use of banked sick leave.
- All unused banked sick leave will expire at the end of each work year.

Voluntary Contributions:

- Support staff members, who have 30 or more days of accumulated sick leave may voluntarily contribute a maximum of 3 days of earned/accrued sick leave to the sick leave bank annually. Such contribution must be from the current year's sick leave *earned/accrued,* the value of which will be determined by the number of scheduled work days multiplied by the federal minimum wage time eight hours (or less if the employee is regularly scheduled to work less than eight hours per day).
- Each support staff member contributing leave to the sick leave bank must acknowledge an uncoerced, voluntary release of the leave, the value it represents, and that it will not be returned but will expire at the end of the work year in which it is contributed.
- In case of contributions exceeding the value of the sick leave bank limit, each contribution will be accepted on a first-come, first-served basis by date of signature.

Eligibility (for use of sick leave bank).

The approved applicant shall:

- Be a full-time support employee or permanent part-time employee earning leave.
- Have a non-job-related, seriously incapacitating, extended illness or injury that is expected to require absence from the workplace for four or more weeks.
- Be on unpaid leave status before drawing on the bank.
- Be an employee otherwise eligible and approved for sick leave from the bank, and remain eligible, until covered by:

  The short-term disability program

  The long-term disability program

  Disability benefits provided by no-fault insurance

  Social security disability benefits

  Rehabilitation income

  Any salary, wage, commission or similar compensation plans

Loss of time benefits provided by any other insurance

- Be presently on unpaid leave status with the Schools.
- Be one whose return to work is projected to occur within a period no longer than six (6) months.

Determining Eligibility/Approval of Applications

- The Superintendent shall receive the applications and shall screen for and determine eligibility in accordance with procedures established for the implementation of this policy.

No continuing rights are established by this policy. In compliance with established procedure, the Board reserves the right to modify, change, or delete any policy in accord with its own guidelines.

Adopted: June 4, 1998

LEGAL REF.: A.G.O. I 91-027

GCCG-R: Professional/Support Staff Leaves and Absences (Voluntary Transfer of Accrued Sick Leave)

PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(VOLUNTARY TRANSFER OF ACCRUED SICK LEAVE)

Application Screening and Review

- 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.
- The application shall include the nature of the illness, diagnosis, and prognosis for return to duty.
- The application shall be received by the immediate supervisor not later than ten days following the beginning of the applicant's unpaid-leave status. Supervisors shall forward the application to the agency Personnel Office without delay.

Approval Process

For approval the employee shall:

- Be a full-time certificated or credentialed employee, OR permanent full-time or part-time employee earning leave.
- Have a non-job-related, seriously incapacitating, and extended illness or injury that is expected to require absence from the workplace for four or more weeks.
- Be presently on unpaid-leave status before drawing on bank.
- Be eligible for sick leave from bank as outlined in policy.
- Be one whose return to work is projected to occur within a period no longer than six (6) months.
- Submit an application, which shall be received by the immediate supervisor not later than ten days following the beginning of the applicant's unpaid-leave status.

Solicitation of and Use of Leave Contributions

Employees who qualify may contribute up to three days of accrued sick leave annually. Such contributions will not be credited to the sick leave bank until a request is approved for use of leave from the sick leave bank.

Leave will be credited to the sick leave bank in the order in which the contributions are received and in blocks of 50 days. Contributions to the sick leave bank will not be charged to contributors until they are credited to the sick leave bank. Unused accumulations of leave credited to the sick leave bank will expire at the end of each work year. The purpose of this is to minimize the unused balance at the end of each year.

Employees receiving leave from the bank will be paid their regular rate of pay for hours received from the bank.

Reports

Reports will be made from time to time, as appropriate, on the operation and management of the sick leave bank.

6/4/98

GCCH: Professional/Support Staff Leaves and Absences (Bereavement Leave)

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PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(BEREAVEMENT LEAVE)

An employee may be granted, upon request to the Superintendent, up to three (3) days of leave per year, with pay, to be used in the event of death within the employee's family defined as spouse, child, stepchild, natural parent, stepparent, adoptive parent, grandparent, grandchild, brother, sister, mother-in-law or father-in-law, adopted child, foster child, one who functioned "in loco parentis", brother-in-law, sister-in-law, son-in-law, and daughter-in-law.

In those situations where unusually long travel time may be involved in or out of state, the Superintendent may approve up to two (2) additional days of bereavement 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 be- reavement leave used.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1323

GCCI: Professional/Support Staff Leaves and Absences (Other Leave)

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PROFESSIONAL / SUPPORT STAFF LEAVES AND ABSENCES

(OTHER LEAVE)

Administrative Leave

Administrative leave includes temporary periods of absence with pay approved by the Superintendent not covered by other leave, such as in, but not limited to, the following situations:

- Extreme weather conditions, fire, or malfunction of publicly owned transportation.
- Relieving an employee of assigned duties temporarily during the active investigation of alleged wrong doing by the employee.
- Executive declaration by the Governor that a state of emergency, disaster or grief exists.

Compensatory Leave

Non-exempt employees who work in excess of forty (40) hours/week shall be compensated either by compensatory leave or by payment as prescribed under the Fair Labor Standards Act and ASDB Regulation GCL-RB.

Exempt employees do not accrue compensatory leave.

Adopted: November 1, 2001

LEGAL REF.: A.R.S. 15-1323

CROSS REF.: GCC - Professional/Support Staff Leaves and Absences
GCL - Professional/Support Staff Time Schedules

GCD: Prof-Support Staff-Vacation & Holidays

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PROFESSIONAL / SUPPORT STAFF ANNUAL LEAVE AND HOLIDAYS

Leave

Annual leave is accrued only by twelve (12) month staff members. A twelve-month staff member is a staff member who works a year-round schedule or 260 days per year. Annual leave shall be used with proper approvals for vacation time and all other periods of approved absences with pay from regularly scheduled work which are not properly chargeable to some other category of leave accrued by staff members.

Annual leave is accrued based on years of service, position, and FLSA status, and is prorated on scheduled daily work hours. Leave is credited biweekly.

Years of service is determined by the number of complete calendar months of service to the state from the staff member's original start date of work unless there are interruptions in continuous service that affect the start date count for accrual.

The maximum amount of unused vacation leave that may be accumulated by a twelve-month staff member is 320 hours. Unused annual leave projected to be in excess of the maximum amount by the end of December shall be paid to the staff member by the second pay period of December, unless an exception is approved by the Superintendent or designee in the form of a written plan to use the

excess annual leave.

Annual leave shall *not* be advanced to staff members.

With approval of the Superintendent or designee, annual leave may be used prior to retirement or resignation. If not used, the annual leave balance will be paid upon termination of employment.

Holiday Leave

Staff members who work a twelve-month schedule (year round), shall receive thirteen (13) paid holidays per year. The 13 paid holidays shall be prorated based upon daily work hours and will include five (5) required state and national holidays and 8 days to be determined by the Superintendent.

A twelve-month staff member who is on leave without pay status on the staff member's scheduled work days immediately preceding or following the day on which the holiday is observed will not receive holiday compensation.

A twelve-month staff member may be absent with pay for any holiday provided in the appropriate holiday schedule unless the staff member is required to work in order to maintain essential services.

Any twelve-month staff member who is required to work on a holiday who has not been in a leave without pay status the day before or the day after the holiday, will be compensated for such holiday worked on one of the following bases:

- Hour for hour of additional pay (not to exceed eight (8) hours per day) at the staff member's current hourly rate; or
- Hour for hour of an altered holiday schedule. Altered holiday schedules may be required for exempt employee classifications and certain non- exempt employee classifications, such as Facilities Maintenance staff and Security Officers. Altered holiday leave must be used in the fiscal year in which the altered scheduled holidays occur.

Maximum amount of compensation: A staff member may not receive more than eight (8) hours of holiday compensation for any holiday. Other holidays will be established by the school calendar.

Adopted: June 9, 2016

GCD-EA: Professional/Support Staff Vacations And Holidays

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PROFESSIONAL/SUPPORT STAFF VACATIONS AND HOLIDAYS

ASDB - TUCSON CAMPUS: ACADEMIC & OPERATIONS

2015-2016

Holiday	Dates	Number of Days
Independence Day	July 3, 2015	1
Thanksgiving Winter Holidays	November 26-27, 2015 Thursday & Friday	2
	December 23-25, 2015	3
Spring Break	Wednesday, Thursday, Friday December 28-31 2015 - January 1, 2016	5
	March 21, 2016 Monday	1
Memorial Day	May 30, 2016 Monday	1
	TOTAL	13

GCD-EB: Professional/Support Staff Vacations And Holidays

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PROFESSIONAL/SUPPORT STAFF VACATIONS AND HOLIDAYS

ASDB-AGENCY ADMINISTRATION & STATEWIDE PROGRAMS

2015-2016

Holiday	Dates	Number of Days
Independence Day	July 3, 2015	1
Thanksgiving Winter Holidays	November 26-27, 2015 Thursday & Friday	2
	December 23-25, 2015	3
Spring Break	Wednesday, Thursday, Friday December 28-31 2015 - January 1, 2016	5
	March 21, 2016 Monday	1
Memorial Day	May 30, 2016 Monday	1

	TOTAL	13

6/2015

GCD-EC:: Professional/Support Staff Vacations And Holidays

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PROFESSIONAL/SUPPORT STAFF VACATIONS AND HOLIDAYS

ASDB - PHOENIX CAMPUS

2015-2016

Holiday	Dates	Number of Days
Independence Day	July 3, 2015	1
Thanksgiving Winter Holidays	November 26-27, 2015 Thursday & Friday	2
	December 23-25, 2015	3
Spring Break	Wednesday, Thursday, Friday December 28-31 2015 - January 1, 2016	5
	March 21, 2016 Monday	1
Memorial Day	May 30, 2016 Monday	1
	TOTAL	13

6/2015

GCD-R: Professional/Support Staff Vacations and Holidays

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GCD-R

PROFESSIONAL/SUPPORT STAFF VACATIONS AND HOLIDAYS

Vacation Leave

Vacation leave is accrued based on hours worked per week, years of service, and position. Leave hours are credited bi-weekly based on the schedule below:

Positions Scheduled For

POSITION/YEARS OF SERVICE			
Non-exempt employees	Earn:	Earn:	Earn:
Less than 3 years	1.85	2.77	3.70
More than 3 years but less than 7 years	2.31	3.47	4.62
More than 7 years but less than 15 years	2.77	4.16	5.54
More than 15 years	3.24	4.85	6.47
Exempt employees	n/a	n/a	6.00
More than 15 years	n/a	n/a	6.47

12/1/05

GCF: Professional/Support Staff Hiring

PROFESSIONAL / SUPPORT STAFF HIRING

It shall be the policy of the Schools to recruit and employ the best qualified personnel. This will be accomplished by giving careful consideration to qualifications and by providing competitive salary schedules within the financial capabilities of the Schools, adequate facilities, and good working conditions.

The Superintendent is responsible for establishing an effective process of recruiting staff members. To provide guidance aid in recruiting staff members, the Board adopts the following general criteria, which shall be utilized in the recruiting and hiring process:

- There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, and handicap.
- All state and federal requirements shall be met.
- All positions filled will have on record a clear statement of position title, position goal, delineation of qualifications, duties and responsibilities, designation of immediate supervisor, method of position performance evaluation, and terms of employment including salary; workday hours and annual work days.
- Terms of employment (salary, number of annual work days, daily work hours) shall be specified pursuant to established salary schedules adopted by the Board of Directors. Except as amended by workload adjustment or special projects approved by the Superintendent, personnel in similar work classifications shall have equitable terms of employment.

- The Superintendent shall prepare a summary report of Personnel Transactions on a quarterly basis for Board review.

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.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-504

15-505
13-904(E)
13-3716(A)
15-1326
38-201 (B)

GCF-ED: Professional/Support/Support Staff Hiring

PROFESSIONAL/SUPPORT /SUPPORT STAFF HIRING

The Immigration Reform and Control Act requires all employees hired to supply original documents to employers establishing their identity and U.S. Citizenship or alien's work authorization for employment in the United States.

All employees of the Schools are required to produce these records. The original documents will be reviewed in the employee's presence and returned to the employee.

To establish proof of identity and citizenship, each new employee must be prepared to provide either one (1) document from list A or one (1) document from each of lists B and C. (The list of acceptable documents is on the reverse of this communication.)

LIST AOR=>

Documents that Establish Both Identity and Employment Eligibility

1. U.S. Passport (unexpired)

2. Certificate of U.S. Citizenship (INS Form N-560 or N-561)

2. Certificate of Naturalization (INS Form N-550 or N-570)

4. Unexpired foreign passport, with I-551 stamp or attached unexpired employment authorization.

5. Alien Registration Receipt Card with photograph (INS Form I-151 or I-551)

6. Unexpired Temporary Resident Card (INS Form I-688)

7. Unexpired Employment Authorization Card (INS Form I-688A)
8. Unexpired Reentry Permit (INS Form I-327)
9. Unexpired Refugee Travel Document (INS Form I-571)
10. Unexpired Employment Authorization Document issued by the INS which contains a photograph (INS Form I-688B)

LIST BAND =>

Documents that Establish Identity

1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address.
2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex height, eye color, and address.
3. School ID card with a photograph.
4. Voter's registration card.
5. U.S. Military card or draft record.
6. Military dependent's ID card.
7. U.S. Coast Guard Merchant Mariner Card.
8. Native American tribal document.
9. Driver's license issued by a Canadian government authority.
10. School record or report card.
11. Clinic, doctor, or hospital record.
12. Day-care or nursery school record.

LIST C

Documents that Establish Employment Eligibility

1. U.S. social security card issued by the Social Security Administration (other than a card stating it is not valid for employment).
2. Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350).
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority, or outlying possession of the United States bearing an official seal.
4. Native American tribal document.

5. U.S. Citizen ID Card (INS Form I-197).

6. ID Card for use of Resident Citizen in the United States (INS Form I-179).

7. Unexpired employment authorization document issued by the INS (other than those listed under List A).

GCF-RB: Professional/Support/Support Staff Hiring

PROFESSIONAL/SUPPORT /SUPPORT STAFF HIRING

General

Principals and supervisors who are arranging the announcement, recruitment and recommendation for hire of a vacant position, or any other personnel/payroll action will utilize the following steps for approval.

The Principal/Supervisor has designated a coordinator (usually the Secretary) to be responsible for developing or coordinating the development of recruitment requests (RAI) and personnel/payroll actions (PPA).

- The Principal/Supervisor will complete the RAI or PPA package (see attached checklists). The appropriate checklist must be attached to the package to assist department coordinators in reviewing and routing RAI and PPA packages.

- After Principal/Supervisor approval, the RAI or PPA will be submitted to the department coordinator for checklist completion review.

- The department coordinator will submit the RAI or PPA to the follow- ing for review and approval.

  < Personnel (RAI package only)

  < Payroll/Position Control

  < Personnel Manager

  < Superintendent

  NOTE: RAI and PPA packages *will not* be accepted by Payroll/Position Control Without approval of the Principal/Supervisor and the signature of the coordinator.

- After Superintendent approval, RAI and PPA packages will be routed to the following for processing:

  < RAI (Recruitment Authorization Information) = Personnel

  < PPA)Personnel/Payroll Action) = Payroll

- If for some reason the RAI or PPA must be held for more than *one working day* at any of the approval offices, that office will notify the department coordinator of the delay.

- It is the responsibility of the department coordinator to walk through priority or late RAI and PPA packages. (A.R.S. 15-1326 requires approval for hire before a person may be placed on the job.)

RAI (Recruitment Authorization Information)

All announcements will be advertised in the journals, newspapers, etc., as indicated as well (newspaper announcements are typically published in Sunday editions).

Prior to submission of RAI for a vacated position, a terminating PPA must be submitted to Payroll.

In order to assure that requested newspaper publishing dates can be met, RAI packages must be submitted to Personnel no later than: (1) the Wednesday of the week prior to the publishing date for display ads, (2) the Thursday of the week prior to the publishing date for single column ads (both above, approximately *five working days*).

Personnel will notify the department coordinator if the publishing date cannot be met.

PPA (Personnel/Payroll Action)

Immediately upon approval for hire, the Superintendent's Office will send a copy of the approved PPA to the respective Director. (Approval for hire means that the Superintendent has signed the PPA)

New department coordinators will receive in service concerning this policy by Personnel and payroll no later than thirty (30) days after date of hire.

GCF-RC: Professional/SUpport Staff Hiring (Compensation Criteria) (Classified Staff)

PROFESSIONAL/SUPPORT STAFF HIRING

(COMPENSATION CRITERIA)
(CLASSIFIED STAFF)

Qualifications

Persons selected for classified positions must meet minimum qualifications requirements of the position for which selected in order to be assigned to the approved grade. If there are no qualified applicants for a position and the needs of the agency can be met by filling the position at a lower grade, qualification requirements may be reduced. In such instances the position requirements and grade of the position must be reviewed to determine whether or not to continue the

position at a lower grade or to under fill the position.

Requests to continue a position at a lower grade or to under fill a position must be approved by the Superintendent. Staff members under filling positions must meet the minimum qualifications of the position within a timeframe set by the program manager and approved by the Superintendent. A plan to reach the target grade must be prepared and included in the employee's personnel file to document the conditions that must be met for placement at the target grade.

Step placement

Classified employees are normally placed on the salary scale at step one (1) when hired unless expressly stated on the Special Recruitment Pay Plan. Exceptions, if made, require the express approval of the Superintendent.

Exceptions to step one (1) entry of the grade may be requested for shortage category positions, exceptional qualifications, or other reasons that would serve the best interest of the agency. Justification for higher than minimum is required with the recommendation for hire. Such exceptions shall be approved prior to discussion with a prospective employee.

Grade advancement

Classified employees advance in grade by a reclassification and/or re-grading of their position, or promotion to a higher graded position.

Positions may be proposed for reclassification and/or re-graded if it is in the best interest of the agency, and there are sufficient monies available within the program budget to fund a higher grade. Reclassification of positions and grade changes require approval of the Superintendent.

The salary of an employee in a position that is reclassified to a higher grade, or in a class which is changed to a higher grade, shall be increased by at least 2.75%, provided the employee is paid within the salary range of the new grade. If establishing the salary of an employee whose position is reclassified, would result in a salary level that would be lower than the entrance salary or would exceed the maximum salary of the grade, the employee's salary shall be established at the entrance salary or at the maximum salary of the grade, respectively.

Legislative Appropriated Step Increases:

Employees will be granted a step increase if employed with ASDB on or before the effective date of the increase as appropriated by the legislature.

Step increases are subject to availability/appropriation of funds.

Other career opportunities:

Classified employees may be considered for promotion or selection to any other position in the agency by meeting the qualifications for the vacant position, applying, and being selected for the position through the competitive process.

Lead Worker Supplement:

An incumbent classified employee identified as the lead worker in a classification of positions may receive a salary supplement of 5% of the base salary. This supplement is not a part of the base and will be removed if and when the employee is no longer functioning as the lead worker. This supplement requires the approval of the Superintendent. The following criterion will apply when identifying an incumbent employee for duties as a lead worker within a class:

1. Must be a lead worker of at least two employees in the class.

2. Must have been employed at ASDB for two years.

Justification for consideration of waivers to these requirements may be submitted to the Superintendent for approval.

6/25/01

GCFC: Professional/Support Staff Hiring (Fingerprinting Requirements)

PROFESSIONAL / SUPPORT STAFF HIRING

(FINGERPRINTING REQUIREMENTS)

New Hires

All personnel hired by the Schools shall be fingerprinted as a condition of employment. The candidate's fingerprints shall be submitted, along with the form prescribed in GCFC-EA, im mediately upon being notified of pending employment and not more than seven days after beginning work.

Offers of employment can be extended to any candidate pending completion of the fingerprint check. The Schools will assume the cost of fingerprint checks but will assess the employee for charges incurred.

The candidate shall certify on the prescribed notarized form s whether they are awaiting trial on or have ever been convicted of or adm itted in open court pursuant to a plea agreement com mitting any of the following crim inal of fenses in Arizona or similar offenses in any other jurisdiction:

- 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, distributi on, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.
- Felony offenses involving the possession or use of m arijuana, dangerous drugs, or narcotic drugs.
- Misdemeanor offenses involving the posse ssion or use of m arijuana or dangerous drugs.
- Burglary in the first degree.
- Burglary in the second or third degree.
- Aggravated armed robbery.
- Robbery.
- A dangerous crime against children as defined in A.R.S. 13-604.01.
- Child abuse.
- Sexual conduct with a minor.
- Molestation of a child.
- Voluntary manslaughter.
- Aggravated assault.
- Assault
- Exploitation of minors involving drug offenses.

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

- Documented, good-faith efforts to contact previous employers of a person to obtain information and recom mendations that m ay be relevant to the person's fitness for employment.
- For certificated personnel the Schools are required to contact the Department of Education to obtain inform ation contained in the person's certif ication record that may be relevant to the person's fitness for employment.

- Provide for fingerprinting of employees covered under this policy.
- Provide for fingerprint checks pursuant to A.R.S. 41-1750(G).
- The Schools shall assume the cost of fingerprint checks and will charge those costs to fingerprinted employees.

Adopted: September 7, 2000

LEGAL REF.: A.R.S. 15-512
15-534
15-1330
41-1750

GCFC-EA: Professional/Support Staff Hiring (Fingerprinting Requirements)

PROFESSIONAL / SUPPORT STAFF HIRING

(FINGERPRINTING REQUIREMENTS)

All persons employed by the Schools are subject to employment requirements A.R.S. 15-1330. To implement this policy, the following procedures will be followed:

- All application packets will provide a one-page insert that explains the requirement for security/background investigations for all persons employed at the Schools. The applicant will be advised that completing and signing the application will be understood to authorize the fingerprint investigation.
- Applicants will complete a notarized certificate attesting that they are not awaiting trial, have never been convicted of or admitted committing offenses as set forth in A.R.S. 15-1330.
- Persons offered employment will be fingerprinted on forms provided to the Schools by the Arizona Department of Public Safety *within seven days* after the first day of work.
- New employees, when fingerprinted, will pay a fingerprint fee to allow the Schools to be reimbursed for costs associated with the criminal history record check by the Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI), and the provision of reports to the Schools from the Arizona Crime Information Center (ACIC) and the National Crime Information Center (NCIC).
- Use of information supplied to the Schools from the Arizona Department of Public Safety and the Federal Bureau of Investigation shall be *only* for the purpose of determining suitability of employment as specified in A.R.S. 15-1330.
- Pursuant to all rules and regulation adopted by the Arizona Criminal Justice Information System Policy Board and subject to A.R.S. 41-1750(G), the

Superintendent designated as the executive officer, responsible as the system security officer. The Superintendent m ay only designate the Director of Human Resource Management and Developm ent (HRM&D) as a employee authorized to have access to criminal history record information.

- Storage and retention of crim inal history information, records, or reports shall be kept under lock and key at all times. Ke y access to records and reports shall be available only to the Superintendent and Director, HRM&D.

- Employees m ay have access to their crim inal investigation file by requesting an appointment with the Director, HRM&D. Personal records m ay be reviewed in the presence of the Director, HRM&D, but under no circum stances may personal records be removed from the office or duplicated in any manner.

- Guilty persons of unlawful disclosure of any Schools confidential employee personnel file information are subject to administrative and disciplinary action that may include dismissal from employment; and in addition, such persons are subject to penalties provided by law.

- Employees shall be furnished with the rules and regulations adopted by the Policy Board for the Arizona Criminal Justice Information System.

9/7/00

GCFC-EB: Professional/Support Staff Hiring (Criminal Offenses Certification)

PROFESSIONAL / SUPPORT STAFF HIRING

Criminal Offenses Certification

See Exhibit GCFC-EB in "Recoded and Adopted Section G" (Personnel).

GCFCA: Professional/Support Staff Hiring (Compensation Criteria-Incentive Pay) (Certificated, Credentialed, and Licensed Employees)

PROFESSIONAL/SUPPORT STAFF HIRING

(COMPENSATION CRITERIA-INCENTIVE PAY) (CERTIFICATED, CREDENTIALED, AND LICENSED EMPLOYEES)

Salaries for specified certificated, credentialed or licensed employees are based on academic coursework and experience. Once employed, experience, performance,

professional activity, certification, and other factors contribute to movement between grades and steps.

School-year employees' salaries are based on a specified number of days of employment as set forth as follows:

School Year(s)	Days of employment
2001-2002	182
2002-2003	183
2003-2004	184
2004-2005	185
2005-2006 and beyond	186

The schedule as specified above may be adjusted due to requirements of selected positions. During the first year of employment new employees are required to participate in up to an additional 3 days of orientation as a part of their first work year and scheduled at the discretion of the Schools.

All salary adjustments are contingent on funds being appropriated for the purpose requested and available in the year of distribution. If funds are not available at the time of approved change, salary adjustments will be effective in the fiscal year when funds have been appropriated and are available for the intended purpose. When funds become available, salary adjustments will be made in order of eligibility dates. Salary adjustments are not retroactive to the eligibility date of a previous fiscal year unless so stated in the appropriation or funding source.

The Board recognizing the efforts of staff who deliver quality education to our children and youth throughout the state as evidenced by student improvement personally and academically, establishes a program to provide performance based incentive pay to professional staff on the certificated salary schedule. This program is subject to continuing legislative appropriation.

Incentive pay for certificated and credentialed staff shall be tied to group performance since the education of students is a team effort. Objective measures approved by the Superintendent will be used to determine the level of satisfaction with the quality of education delivered to students.

The Superintendent is authorized to develop and implement the terms and conditions of participation in the program, the measures by which staff will be evaluated to determine eligibility for incentive pay and the distribution of funds.

Certification

Upon entry, employees for whom certification is offered by the Arizona Department of Education are required to secure such certification. Persons employed for positions for which state certification is not offered, are required on entry to secure the appropriate license or credential offered by the State of Arizona or a national certification body. Both state and national certificates will be required when appropriate.mSuch additional certificates, credentials or licenses, as appropriate, may be required as provided by procedures established by the Superintendent and

job descriptions.mCertificates, credentials or licenses shall be required upon employment. The Superintendent may approve extensions when circumstances warrant. Such extensions shall be made only after careful consideration of the effects on the welfare of students.

Employees are required to maintain their certificates, credentials, or licenses. Employees are considered eligible for salary advancement if they hold a valid certificate, credential, or license required for their position on July 1 of the new school year. Employees without the required certificate, credential, or license may be terminated.

Adopted: June 26, 2002

LEGAL REF.: A.R.S. 15-1323
15-1326
15-1329
15-1331

GCFCA-RA: Staff Certification and Credentialing Requirements)

STAFF CERTIFICATION AND
CREDENTIALING REQUIREMENTS

**(Compensation Criteria-Incentive Pay:
Certificated, Credentialed, and Licensed Employees)**

See Administrative Regulation GCFCA-RA in "Recoded and Adopted Section G" (Personnel).

GCFCA-RB: Professional Staff Hiring (Grade and Step Advancement)

PROFESSIONAL STAFF HIRING

**(GRADE AND STEP
ADVANCEMENT)**

Advancing in Grade

Grade advancement will be contingent on funds being appropriated and available for professional growth. Staff on the certificated pay scale may receive credit for completion of professional development activities toward grade advancement. The purpose of giving credit on the salary schedule for completion of educational units is to promote professional growth and to contribute to overall development of knowledge and skills applicable to the specific assignment.

Salary credit for graduate study above the Bachelor's or Master's Degree may be obtained in a job-related field through recognized and accredited institutions offering graduate level training. The Superintendent may approve training, i.e., classes, workshops, seminars and other professional development activities, of value to the teacher and the Schools.

To advance in grade a Personnel/Payroll Action request and all required documentation must be submitted to the HRM&D office. All requirements must be met and official transcripts or certification of completed work must be on file in the HRM&D office prior to advancement in grade.

Salary adjustments will be made effective upon receipt of official transcripts or certification of completed work in the HRM&D office providing funds are appropriated for this purpose.

Advancing in Step

On July 1, or on a later date in fiscal year determined by appropriation, one additional step will be granted to eligible employees, as provided by the salary schedule, if funds have been appropriated and if an employee was employed by ASDB on or before the effective date of the increase as appropriated by the legislature. Step increases are limited to one per year.

Coursework and Training Requirements for Grade Advancement

Applications for Salary Grade Advancement Credit must be filled out and approved by the employee's Principal/Administrator and HRM&D Director or designee PRIOR to coursework or training being taken. (Pre-Course forms are available in HRM&D.) This form is required to ensure the course, workshop, or seminar qualifies to be counted towards salary advancement. All courses in a degree program may be submitted for approval at one time.

Coursework and training taken to clear deficiencies identified for certification will not be approved for grade advancement, including but not limited to Arizona and United States Constitution, Reading Practicum and Decoding.

To be considered for advancement, coursework and training must:

- Be taken on personal time at the expense of the employee.
- Be taken after the date the employee's last degree was awarded.
- Be related to deaf or blind education or part of an approved degree program or an approved area related to education, special education or special subject matter.
- Be in the field of work assigned and as required by policy.

A minimum of a "C" grade or "Pass" if taken for "Pass/Fail" must be earned to apply for credit toward grade advancement.

An official transcript for university/college work is required to document successful completion of coursework. A certificate or letter on letterhead signed by the instructor or trainer is required to document successful completion of requirements for Schools-

sponsored classes, workshops or seminars and other professional development activities if a transcript is not provided.

Credit for training offered by the Schools will be earned at the rate of one (1) point per hour of inservice time. Fifteen (15) points will equal one (1) semester credit hour.

Instructors and presenters of Schools-sponsored training and activities must have the approval of the Principal/Administrator and Superintendent prior to offering such training for grade advancement. The training must correspond to the established instructional priorities established by the Superintendent. Instructors and presenters may obtain forms for the approval of ASDB Training for Credit Toward Salary Advancement in the HRM&D office.

Approval for training to be offered by the Schools requires a course outline that meets the following minimum requirements:

- Fifteen hours of training experience.
- Demonstrate knowledge of current trends in materials and content of grade level and subject area for program participants.
- Ability to evaluate inservice participants and their individual outcomes for program.
- Recommendation of the principal(s) involved.

HRM&D Requirements

- Transcripts must be on official college or university forms appropriately signed and bearing the seal of the institution.
- Credit for inservice training must be on form or letterhead of sponsoring organization, verified by the approved instructor, and approved by the Superintendent, principal and supervisor.
- Departmental approvals and comments must appear on Personnel/Payroll Actions attached to documentation supporting the request for action.
- Administrative errors will be corrected as identified and effected to a date approved by the Superintendent.
- All documents in support of grade advancement under this policy must be in the employees official personnel file in the Schools HRM&D office before such action is taken.

6/25/01

GCFCA-RC: Professional/Support/Staff Hiring

PROFESSIONAL/SUPPORT/STAFF HIRING

(COMPENSATION CRITERIA-INCENTIVE PAY) (CERTIFICATED, CREDENTIALED, AND LICENSED EMPLOYEES)

Certificated and credentialed staff on the certificated salary schedule are eligible for incentive pay under the following conditions.

Eligibility

- Employees, including those hired after the start of the school year, must be in a permanent full or part time position on the certificated salary schedule. Staff in limited time and temporary appointments or employed under other unusual circumstances on the certificated salary schedule may be included on the written recommendation of the employee's immediate supervisor and approval of the Superintendent.

- Employees must meet all of the performance expectations of their position in the year in which incentive pay is a consideration. An employee who has an inadequate performance rating (unsatisfactory in one or more areas, needs improvement in three or more areas) or has a disciplinary action resulting in suspension anytime during the school year is not eligible for incentive pay. Employees must be on the payroll in a certificated position at the end of the school year in which the incentive pay is to be paid.

Working Groups

The following working groups are approved for the incentive pay program.

1. Arizona School for the Blind - Tucson
2. Arizona School for the Deaf - Tucson
3. Arizona School for the Deaf - Phoenix
4. Statewide Programs

- Employees who transfer between working groups during the year will be considered to belong to the group where he/she spent the majority of the year.

- Credentialed specialists who serve more than one working group will be considered to belong to the group where they spend the majority of their time. Credentialed specialists who spend time equally between groups will be considered to be a half-time member of each group.

- Working groups will have access to their survey data through principals or team leaders to develop plans for strengthening areas identified as problematic by parents.

Criteria for Earning Incentive Pay

Incentive pay will be determined by responses to a survey distributed to all parents in April of each year.

Responses to survey questions must show at least a 3.0 average in order to meet the criteria for an acceptable high quality performance and eligibility for incentive pay.

Distribution of Incentive Pay

Seventy percent (70%) of the available monies will be distributed based on individual working groups achieving criteria. Thirty percent (30%) of the money will be considered an agency-wide incentive and distributed dependent on an average of the agency as a whole achieving criteria.

Monies will be distributed among eligible staff that will have met performance criteria as follows:

1. **OVERALL.** If the mathematical average of all returned responses is 3.0 or greater, all eligible staff will be considered to have earned the agency- wide incentive pay.

    - 30% of the total incentive pay allotment will be divided equally among eligible staff. Part time employees and those hired after the start of the school year will receive a prorated amount of award.

    - After the overall incentive pay has been calculated, the remainder of the incentive pay allotment is available for working groups that have met achievement criteria.

2. **WITHIN A WORKING GROUP.** If the mathematical average of all returned responses within a working group Is 3.0 or greater, all eligible members of the group(s) will receive an equal proportion of the remaining incentive pay money. Part time employees and those hired after the start of the school year will receive a prorated amount of award.

Incentive compensation shall not be added to an employee's salary base.

Monies will be distributed to the extent appropriated by the legislature and if authorized matched by agency excess vacancy savings, general fund or other sources.

5/6/99

GCFE: Professional/Support Staff Hiring (Oath of Office)

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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 Schools office. The Schools office shall keep such copy on file as long as the employee remains employed by the Schools and for a period of five (5) years after termination of employment with the Schools.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-504
38-231

GCFE-E: (Oath of Office)

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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

GCG: Part-Time and Substitute Professional/Support Staff Employment (Substitute Teachers/Support Staff)

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PART-TIME AND SUBSTITUTE
PROFESSIONAL / SUPPORT STAFF
EMPLOYMENT

(SUBSTITUTE TEACHERS / SUPPORT STAFF)

The Board will establish the pay rate for substitutes.

The Superintendent will screen all applicants for substitute positions and hire substitutes as needed. The Superintendent will establish procedures to (1) ensure that all substitutes used in the Schools meet all state and Schools requirements; (2) define

levels of preparation for substitutes; (3) define short and long term assignments; (4) provide a plan for paying substitutes who work less than a full day; and (5) address other details related to pay for substitutes in non-certificated positions.

Adopted: December 4, 1997

LEGAL REF.: AR.S. 15-502
15- 1326(A)

GCG-E: Part-Time and Substitute Professional/Support (Substitute Teachers/Support Staff)

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PART–TIME AND SUBSTITUTE PROFESSIONAL/SUPPORT

(SUBSTITUTE TEACHERS / SUPPORT STAFF)

Compensation for Substitute Teachers

LEVEL	SHORT TERM Full Day	LONG TERM Full Day
1	$51.90	$69.20
2	$69.42	$124.77
3	$86.77	$131.63

Less than full day substitutes. Substitute teachers who work less than a full day will be paid on an hourly basis for that portion of the normal teacher work day of 7.5 hours per day which is worked.

12/04/97

GCG-R: Part-Time and Substitute Professional/Support Staff Employment (Substitute Teachers/Support Staff)

PART–TIME AND SUBSTITUTE PROFESSIONAL/SUPPORT STAFF EMPLOYMENT

(SUBSTITUTE TEACHERS / SUPPORT

STAFF)

This substitute procedure has been developed to assure consistency in the selection and assignment of substitute instructional and secretarial staff. Substitutes for instructional staff are employed to maintain the quality of instructional programming and alternative arrangements are not to be made if it adversely affects instructional integrity. Other coverage arrangements may be made if necessary or possible at the discretion of principals, deans, or the Supervisor of Aides. The intent is to maintain staffing ratios to assure safe and effective conditions for students.

Instructional Substitutes

Definition. Instructional in this procedure means teacher, teaching parent, instructional aide. Pay levels for substitute teachers are defined as follows:

Level 1 - Noncertificated. Persons with or without a bachelor's degree and without a current Arizona teaching certificate.

Level 2 - Persons with a bachelor's or higher level degree and a current Arizona teaching certificate.

Level 3 - Persons with a bachelor's or higher degree and a current Arizona teaching certificate and either (1) a current or expired national or other appropriate certificate, or (2) university or college level coursework in education of HI, VI, OR MDSSI students.

Selection. Each department will be responsible for recruitment and selec- tion of substitutes, with the exception of substitute instructional aides on the Tucson Campus who will be recruited by the Supervisor of Instructional Aides, contingent upon meeting specific position requirements. When selected, the new substitute employee will be given an opportunity to be on the substitute list for other departments provided they meet the qualifications and upon approval by the department's administration. The originating department, or the Supervisor of Instructional Aides, will complete the required paperwork and indicate the positions for which the new employee is interested and qualifies as a substitute. Only one PPA is required for substitutes who qualify and are interested in substituting in multiple departments or in multiple categories.

For special events. Instructional substitutes will be obtained only with authorization from the Superintendent when a number of staff have been assigned to attend or participate in a major workshop for more than one day or when there is an agency-sponsored weekend event requiring a number of residential students to stay for the weekend who otherwise would go home.

Short term substitutes.

- Short term substitutes for teachers (not more than 10 days) will be paid the short term rate for the first ten days. If work is extended in the same position beyond the ten days, the substitute will be paid the long term rate to the end of the assignment.

Long-term substitutes.

- Long-term substitutes for teachers (more than ten days) may be ex- pected to provide ongoing planning and shall be paid for a preparation period.

- In the event that there is a shortage of substitutes on a given day, and there are requests for both partial and full day substitutes, the longer assignment will have priority in the selection of available substitutes. Supervisors are encouraged to arrange for internal coverage when the need for a substitute is less than 1/2 day (three periods) except under emergency conditions.

Substitute Secretaries

Substitute secretaries will be recruited by the secretarial coordinator or site personnel office contingent upon meeting specific position requirements. Only one PPA, completed by the recruiter, is required for multiple assignments.

The recruiter will provide a substitute list to supervisors of clerical staff in each department. Selection and assignment from this list is at the discretion of clerical supervisors.

The recruiter *must* be notified of substitute secretary assignments of ten (10) working days or more in order to monitor substitute recruitment.

Responsibilities

Substitute. To maintain a record of hours worked so that the 40 hour per week maximum is not exceeded. Teachers and teaching parents are exempt from the overtime rule and may work more than 40 hours per week. Instructional aides, live-ins, and secretaries are non-exempt and cannot exceed 40 hours per week.

Supervisors. To maintain an awareness of budget constraints and substitutes are to be obtained only when the work of the agency or department is otherwise in jeopardy or student safety and/or learning conditions are a concern.

OTHER CONDITIONS

Employees in noncertificated positions who also work as substitute teachers will be paid on the salary schedule that is most advantageous to them.

Certificated staff working less than full time in their primary position and employed as substitutes, and certificated staff providing substitute services while on approved leave will be paid on the above scale.

To advance in pay for obtaining a teaching or higher level certificate, notice must be provided to the personnel office through the principal not later than August 1 of the SY in which the certificate is expected to be obtained. Pay adjustments will be made the following fiscal year if monies have been appropriated and are available for this purpose.

The rate of pay for substitute teachers is based on current certification. If the certificate lapses, pay will be rescinded to "non-certificated" rate (Level 1) until the certificate renewal is on file in the personnel office.

12/04/97

GCH: Professional/Support Staff Orientation

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PROFESSIONAL / SUPPORT STAFF ORIENTATION

The Superintendent will establish a program to provide orientation for all new Schools employees. At a minimum, this program will cover the following items:

- Goals, objectives, and programs of the Schools.
- Personnel policies.
- Sexual harassment.
- Terms of employment.
- General disciplinary rules and procedures.
- Salary and fringe-benefit plans.
- Self-improvement opportunities.
- The evaluation program and name(s) of evaluator(s).
- Handling of body fluids.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1323

GCH-EA: All New Professional/Support Staff Orientation Record

ALL NEW PROFESSIONAL/SUPPORT STAFF ORIENTATION RECORD

Employee Name:_____Title:_____Supervisor Name:_____

All new employees are required to attend new employee orientation and are provided a copy of the Employee Handbook. Electronic copies of the handbook are also available to all employees on the R drive. All the policies referred to during orientation are also available in electronic format on the agency's website: www.asdb.az.gov.

Employee should initial each area reviewed below.

Agency Policies & Forms

_____Mission and Vision Statement
_____Welcome and About Us
_____Equal Employment Opportunity/Non-discrimination
_____Official Personnel File (OPF)
_____Fingerprints and E-verify
_____ID Badge and Parking Permit Form
_____Driver's License Form
_____Selective Service Form
_____IT Affirmation Form
_____MMR Immunization Form
_____Child Support/Spousal Maintenance Form
_____Universal Precautions and School Safety Video
_____State of Arizona YES website
_____ASDB Policy Manual
_____Handbook Acknowledgement Form
_____Criminal Offenses Certification Form
_____Loyalty Oath Form
_____Staff/Student Relations
_____Staff Conduct & Ethics

Agency Policies & Forms (continued)
_____Confidentiality
_____Child Abuse Prevention and Reporting
_____ Staff Conduct Form (Drug Free Workplace)
_____Smoke Free Workplace
_____Non-Medical Drug Free Workplace
_____Employment Status and Probationary Period
_____Employee Performance Evaluations
_____Certification
_____Employee Conduct & Discipline
_____Grievances
_____Sexual Harassment
_____Attendance and Leave
_____Safety/Worker's Compensation

Employee Benefits
_____Elective Benefits/YES
(Medical/Dental/Vision/Life/Disability)
_____Employee Assistance Program & Other Benefits
_____State-mandated Retirement Information
_____Deferred Compensation (Investments)

I certify that I have received the information above and read the materials in the packet, including referenced policies and handbook outlined above, and agree to abide by State and federal laws, agency policies, and department rules and procedures.

Employee Signature:_____
Date:_____

HR Representative Signature:_____

Date:_____

HR Representative Signature:_____
Date:_____

Rev. 9/2012

GCH-EB: All New Professional/Support Staff Orientation Record

ALL NEW PREFESSIONAL/SUPPORT STAFF SUPERVISOR ORIENTATION RECORD

Employee Name_____ Position Title_____

Department Introduction (Employee should initial each area reviewed below)
_____Tour/Introductions/Organizational Chart
_____Leaves of Absence/Overtime/Compensatory Time/Breaks
_____Attendance Reporting/Pay Dates/Leave Accruals/Work Schedule
_____Building and Staff Safety/Emergency Procedures/Reporting on-the-Job Injuries
_____Work Schedule (days/hours)
_____Personnel Payroll Action (PPA) (i.e. employee status/probationary period)
_____Dress Code
_____Department Rules and Operating Procedures (i.e. call-in, equipment, department handbook)
_____Staff/Student Relations

Job Introduction
_____Complete and submit IT user permissions form
_____Phone/E-mail/Computer/Passwords
_____Job Operating Procedure Manual (written instructions for job duties)
_____Position Description Questionnaire (PDQ) (sign and submit with this form)
_____Certification/License Requirements
_____Confidentiality
_____Employee Performance Evaluations
_____Professional Development Plan
_____Salary Grade Advancement

Organization Introduction
_____Y.E.S. (Your Employee Services - www.yes.az.gov)
_____AZSTATEJOBS.GOV/Career/Staff Development
_____Agency Intranet (R Drive – internal shared electronic folder)
_____ www.asdb.az.gov (Policies/Agency/Board/School information)
I certify that I have received the information outlined above, and agree to abide by State and federal laws, agency policies, regulations, department rules and procedures.

Employee Signature:_____ Date:_____ Supervisor Signature:_____

Date:_____

Supervisor: Return this form and signed PDQ within 7 work days of hire. Maintain a copy for your files. A copy shall be given to the employee.

GCI: Professional Staff Development Opportunities

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PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The Board recognizes its particular responsibility to provide opportunity for the continuing professional growth of its staff. Such opportunities include, within budgetary limitations, continuing education units, special in-service training courses, workshops, 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.

Continuing Education Units and In-Service Training Courses

The Superintendent may approve continuing education units and may establish in-service training courses for employees in the schools, credit for which may be granted in the manner that 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 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 attendance of employees in in-service courses shall be recorded, and no credit shall be allowed unless the employee has successfully completed the work of the course.

If the Schools compensate the staff member for earning continuing education units or attending in-service courses, no credit shall be allowed for salary purposes.

Other Professional Staff Development

The Superintendent may approve workshops and conferences within the limitations of appropriations and policies related to travel by professional staff.

Adopted:
12/05/96

LEGAL REF.: A.R.S. 15-1323
15-1341

GCI-R: Professional Staff Development Opportunities

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Certificated, credentialed and licensed staff may receive credit toward grade advancement for completion of professional development activities, including coursework at colleges or universities; participation in in-depth workshops, short-courses and symposia that provide continuing education units; and inservice training sessions offered by the Schools.

Professional development activities must be related to employment at the Schools. Units must be earned on the employee's own time and expense.

Credit for approved inservices offered by the Schools and continuing education units will be earned at the rate of one (1) point per hour of inservice time. Fifteen (15) points will equal one (1) semester credit hour.

Employees are responsible for tracking their cumulative contact hours and converting them to semester credits. These hours will be accepted in a minimum of 3 semester credit increments.

All professional development activities must be successfully completed for credit.

Units for coursework from a college or university must be documented on an official transcript for credit. Credit for continuing education units or inservices approved by the Schools must be documented by a notice of completion on the sponsor's letterhead that includes the number of contact hours, semester units, or continuing education units awarded.

5-6-99

GCJ: Professional/Support Staff Probationary and Permanent Status

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PROFESSIONAL / SUPPORT STAFF PROBATIONARY AND PERMANENT STATUS

This policy does not apply to employees hired into contract, temporary, hourly, or substitute positions.

For the purposes of this policy:

“Certificated” employees means employees who work less than 12 months and who are paid from the following salary schedules: Teacher, Psychologist, and Certificated Salary Schedules

“Non-Certificated” employees means employees who are NOT paid from the Teacher, Psychologist, and Certificated Salary Schedules.

Employees hired into non-contract permanently budgeted or limited term positions on a

part-time or full-time basis shall be required to serve a probationary period. The probationary period shall constitute an orientation and adjustment period and an opportunity for supervisors to determine if an employee is suited and qualified for a position. During the probation period, employees work at the will of ASDB without rights of continued employment.

The probationary period for non-certificated employees shall be one year from the date of employment. The probationary period for certificated employees shall be two years from the date of employment. The probationary period may be extended one year by the Superintendent for certificated employees to meet the performance and certification requirements for employment.

This policy will be implemented effective July 1, 2009 to allow time for the Superintendent to: (1) Establish procedures necessary for the implementation of this policy including, but not limited to, determining the crediting of time to employees currently serving the previously required three-year probationary period, and (2) Recommend policy revisions to the Board including, but not limited to, the evaluation of probationary employees.

Adopted: July 1, 2009

LEGAL REF.: A.R.S. 15-1326

GCJ-R: Professional/Support Staff Probationary and Permanent Status

PROFESSIONAL / SUPPORT STAFF PROBATIONARY AND PERMANENT STATUS

Definitions

A. Certificated employees mean employees who are paid from the following salary schedules: Teacher, Psychologist, and Certificated Salary Schedules.

B. Non-Certificated employees mean employees who are NOT paid from the Teacher, Psychologist, and Certificated Salary Schedules.

Original Probation

To ensure that persons hired at ASDB meet the requirements and needs of the agency, employees shall complete a probationary period to provide the employee an opportunity to assess their interest in the work of the agency and to provide management staff the time to determine if the employee is suited for the position for which employed.

Original probation is required on starting work in a permanently budgeted or a limited term position.

Upon successful completion of original probation, the employee will be assigned "permanent status."

Upon successful completion of original probation in a limited term position, the employee will be assigned "limited permanent status." Limited permanent employees have the same rights as permanent employees except in a reduction in force.

A former employee who is reinstated or re-employed may be required to complete another original probation.

An employee who is still serving an original probation and who is selected for another position shall serve an original probation in the new position.

Duration

A. The original probation for certificated employees shall be two (2) years from the date of employment.

B. The original probation for non-certificated employees shall be one (1) year from the date of employment.

A Supervisor shall evaluate a probationary employee pursuant to ASDB policies and regulation, and submit an evaluation to Human Resources before expiration of the original probation. If the employee successfully completes the original probation, the Supervisor shall also submit a Personnel/Payroll Action (PPA) to Human Resources prior to the completion of original probation period with the recommendation to assign permanent or limited permanent status.

If the Supervisor's recommendation is to discharge an employee from original probation at anytime during the original probation or to extend the original probation at the end of the original probation, the Supervisor shall contact
the Human Resources Director prior to taking any action.

If the Supervisor takes no action prior to the end of an employee's original probation, the Superintendent shall grant permanent or limited permanent status to the employee upon completion of the original probation.

If the Superintendent determines at any time during an original probation that the services of a probationary employee are no longer required in that position for any reason, the Superintendent may:

- Offer the employee another position for which the employee possesses the criteria; or

- Discharge the employee without stated reason and without the right of appeal, providing the employee a letter of discharge.

Extension

A. The original probation for certificated employees may be extended by the Superintendent for employment-related reasons including but not limited to meeting the performance and certification requirements of the position, as follows:

- A one-year extension when the extension is for any employment- related reason.

If certificates/licenses are not on file in ASDB Human Resources within the required timelines per ASDB policy, the employee may be discharged from original probation

- When there was any period during the original probation for which a probationary employee is on leave without pay for more than 80 consecutive working hours.

B. The original probation for non-certificated employees may be extended by the Superintendent for employment-related reasons including but not limited to meeting the

performance and certification requirements of the position, as follows:

- A six-month extension when the extension is for any employment- related reason, except for meeting certification/licensure requirements of the position.

- Up to a one-year if the extension is to meet the certification /licensure of the position.

If certificates/licenses are not on file in ASDB Human Resources within the required timelines per ASDB policy, the employee may be discharged from original probation.

- When there is any period for which a probationary employee is on leave without pay for more than 80 consecutive working hours.

Promotional Probation

Promotional probation is a specified period of employment following promotion of a permanent or limited permanent status employee to a higher graded/paid position to allow for evaluation of the employee's work in the higher-level position.

An employee who has been assigned permanent or limited permanent status and who is promoted, shall serve a promotional probationary period as follows:

A. One year for promotion into a certificated position.

B. Six months for promotion into a non-certificated position.

If a permanent status employee or limited permanent status employee fails to successfully complete a promotional probation, the Superintendent may:

- Revert the employee to a vacant position in the class in which the employee held permanent or limited permanent status immediately prior to promotion; or transfer the employee to a vacant position in another class at the same grade as the class the employee holds permanent or limited permanent status if the employee meets the minimum qualifications of that position. The employee shall not have the right to appeal this action.

- If a vacancy does not exist in the agency to be able to revert or transfer the employee, the rules governing reduction in force shall apply.

- Terminate the employee for cause.

Implementation Guidelines

All employees who were hired prior to July 1, 2009 and who are serving an original probation as of July 1, 2009, shall serve their original probation as follows:

A. *Certificated* Employees on Original Three-Year Probation

- If a certificated employee has served two or more years of the original probation as of July 1, 2009, the employee will continue serving original probation until October 1, 2009. Upon successful completion of original probation ending October 1, 2009, the employee shall be awarded permanent or limited permanent status. The probationary period may be extended due to employment related reasons.

- If a certificated employee has served less than two years of the original probation as of July 1, 2009, the employee will serve a two-year original probation beginning July 1, 2009.

B) *Non-Certificated* Employees on Original Three-Year Probation

- Effective July 1, 2009, if a non-certificated employee has served one or more years of their original three-year probation, the employee will continue serving original probation until October 1, 2009. Upon successful completion of the original probation ending October 1, 2009, the employee shall be awarded permanent or limited permanent status. The original probation may be extended beyond October 1, 2009 due to employment related reasons.

- If a non-certificated employee has served less than one year of their original three-year probationary period as of July 1, 2009, the employee will serve a one-year original probation beginning July 1, 2009.

C. Employees, Certificated and Non-Certificated, on Promotional Probation

- Any employee on a one-year promotional probation as of July 1, 2009 will be required to complete their one-year promotional probation as established.

July 1, 2009

GCK: Professional/Support Staff Assignments and Transfers

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PROFESSIONAL / SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

Assignments

The Superintendent shall be responsible for establishing an effective process for determining all professional staff assignments. Such assignments shall be based on the needs of the Schools. In addition, no right to school/program, grade, or subject assignment shall be inferred from the personnel action.

Transfers

The procedure(s) for assignment and transfer of professional staff members will be based on the needs of the instructional program. Assignments may be changed to serve the best interests of the Schools and students.

Professional staff members may apply for transfer or reassignment, whether or not a vacancy exists. Generally, transfers will not be approved during the school year unless the needs of the Schools dictate such approval.

It shall be the policy of the Board that professional personnel be assigned on the basis of their qualifications, the needs of the Schools, and their expressed desires. When it is not possible to meet all three conditions, personnel shall be assigned first in accordance with the needs of the Schools, second where the employee is considered most qualified to serve, and third as to expressed preference of the employees.

In the case of vacancies in new or existing positions, first consideration may 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 Schools as defined by the Superintendent.

Adopted: November 1, 2001

GCK-RA: Professional/Support Staff Assignments and Transfers

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PROFESSIONAL/SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

If a transfer is to meet the needs of the Schools, the superintendent will consult with the affected department head(s) and others who may be affected by a transfer to identify employees (s) who can best meet the special needs of the agency. Affected employee(s) interest in the transfer will be considered to the fullest extent possible.

If a transfer is requested by an employee, the department heads of the losing and gaining school/program will consult and determine if the request is in the best interest of the Schools and make a recommendation to the su- perintendent on the employee's request.

- Employee requests are made to the department head and should be in writing and include the reasons for requesting a transfer.

Employees will be notified of the superintendent's decision through the de- partment head that a transfer has or has not been approved. If approved a personnel/payroll action will be prepared documenting the transfer. The employee will receive a copy of this action.

There will be no change in pay as the result of a transfer for permanent employee or during the term of an employment contract employees.

GCK-RB: Professional/Support Staff Assignments and Transfers (Special

Duty Assignment)

PROFESSIONAL / SUPPORT STAFF
ASSIGNMENTS AND TRANSFERS

(SPECIAL DUTY ASSIGNMENT)

When the services of an employee are needed temporarily for more than thirty working days in a position within the Schools other than the position to which regularly assigned, the employee may be detailed with the approval of the superintendent to that position for up to one year. At the discretion of the superintendent a detail may be extended beyond one year.

Detail assignments will typically be used to fill temporary vacancies or under exceptional conditions other positions as determined by the superintendent.

If the detail to special duty assignment is expected to last for more than four months, the detail assignment shall be done competitively by announcing the position internally and accepting applications from employees. Employees who wish to be considered for detail shall file a short form application by the closing date of the announcement for consideration describing their qualifications for the detail.

The term of the detail may be applied toward probationary requirements of a higher classification if recommended by the head of the school/program and approved by the superintendent.

An employee shall have the right to return to the position from which detailed at the conclusion of the assignment. In the event of a reduction in force during the detail of an employee to an "acting" capacity, the employee is considered to encumber the position held prior to the detail. If the position is no longer available on the conclusion of the detail a reduction in force will be conducted to provide a position for the employee.

Detail pay will be a minimum of a 5% increase for the term of the detail, including extensions. In no instance may the employee be paid less than the entry if moved to higher grade or more than the maximum of the grade. The superintendent may adjust this rate of increase under exceptional circumstances for the good of the agency.

There are two types of detail:

- *"Acting" Position.* This detail requires the employee be fully qualified to assume and perform all of the requirements of the position.

  Employees detailed to "acting" positions are placed in the grade and the FLSA designation of the detailed position at a salary that provides at least 5 percent increase in pay.

  Employees detailed for 30 days, or fewer if detail interrupted prematurely, will earn benefits as accrued in the position held prior to the detail.

  Employees detailed for 31 or more days will accrue benefits of the detailed position.

- *"Additional Duties."* This detail does not require the em ployee be fully qualified for the position since the employee will not be required to perform all of the duties of the detail position.

  Employees assuming some but not all of the duties of the detailed position rem ain in the grade and FLSA designation of the position held prior to the detail at a salary that provides at least a 5 percent increase in pay.

  Employees assuming som e but not all of the duties of the detailed position will continue to accrue benefits earned in their continuing positions.

8/3/2000

GCL: Professional/Support Staff Time Schedules

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PROFESSIONAL/SUPPORT STAFF TIME SCHEDULES

Certificated and Credentialed Staff

All certificated and credentialed 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.

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 work areas during scheduled duty hours except with supervisory approval.

In order to ensure the safety of students and the security of school campuses, staff members may be assigned supervisory duty during the work day. These duty assignments shall be considered a regular part of an employee's duties and shall be fulfilled accordingly.

Classified/Support Staff

The regular basic work week for full-time classified/support Schools employees is forty (40) hours, normally consisting of eight (8) hours per day, Saturday through Friday. Some modification of this provision may be made by the Superintendent, subject to Federal and State limitations relating to hours of work, in order to provide essential services.

Adopted: August 3, 1995

LEGAL REF.: 15-1323
15-1326
23-391
Arizona Constitution Article 18, Section 1

GCL-R: Professional Staff Development Opportunities

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PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Certificated, credentialed and licensed staff may receive credit toward grade advancement for completion of professional development activities, including coursework at colleges or universities; participation in in-depth workshops, short-courses and symposia that provide continuing education units; and inservice training sessions offered by the Schools.

Professional development activities must be related to employment at the Schools. Units must be earned on the employee's own time and expense.

Credit for approved inservices offered by the Schools and continuing education units will be earned at the rate of one (1) point per hour of inservice time. Fifteen (15) points will equal one (1) semester credit hour.

Employees are responsible for tracking their cumulative contact hours and converting them to semester credits. These hours will be accepted in a minimum of 3 semester credit increments.

All professional development activities must be successfully completed for credit.

Units for coursework from a college or university must be documented on an official transcript for credit. Credit for continuing education units or inservices approved by the Schools must be documented by a notice of completion on the sponsor's letterhead that includes the number of contact hours, semester units, or continuing education units awarded.

5-6-99

CROSS REF.: GCD(4)-R(1)
GCD(4)-R(2)

GCL-RA: Professional/Support Staff Time Schedules

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PROFESSIONAL/SUPPORT STAFF TIME SCHEDULES

Certificated and Credentialed Staff

The typical scheduled day including lunch shall not exceed 8 hours. Teachers are expected to be scheduled for a sufficient period before and after the student's school day to attend to those matters which properly require attention. Certificated and credentialed staff members are exempt employees under the Fair Labor Standards Act.

Normally, certificated and credentialed staff members shall be scheduled for no less than a 30 minute, uninterrupted, duty-free lunch period.

All teachers shall be allowed one class period as a preparation period during the scheduled day. This period is to be used for class planning, report writing and when necessary, IEP conferences; ordinarily, no regular mandatory meeting shall be scheduled during this period.

A period of time may be scheduled during the teachers' work week for the purpose of mandatory teachers' meetings, special assignments, special school committee meetings, additional class preparation or report writing.

Parent-teacher conferences are considered a part of the regular schedule for certificated and credentialed staff members.

Work schedules shall be arranged to ensure that state minimum time requirements for students are met and to ensure that staff members are available for parent conferences, staff meetings, and similar professional activities.

All teachers shall be allowed a period of time during the teachers' school day for the purpose of mandatory teacher's meetings, special assignments, special school committee meetings, additional class preparation or report writing.

Certificated and credentialed staff members shall be assigned duties commensurate with their training and experience whenever possible. Certificated and credentialed staff member's assignments shall be based upon possession of the appropriate specialized credentials for hearing impaired, blindness, multiply handicapped and/or vocational certifications. Certificated and credentialed staff members may be transferred to a different assignment if the Superintendent in consultation with the principal (supervisor) determines that the transfer is for the good of the Schools and/or to meet special needs of the Schools.

8/7/95

GCL-RB: Professional/Support Staff Time Schedules (Overtime Pay and Compensatory Leave for NonExempt Employees)

PROFESSIONAL / SUPPORT STAFF TIME SCHEDULES

(OVERTIME PAY AND COMPENSATORY LEAVE FOR NONEXEMPT EMPLOYEES)

The Fair Labor Standards Act (FLSA) prescribes overtime compensation for nonexempt employees. Employees covered (that is, nonexempt) by the FLSA shall be paid overtime in the form of pay or compensatory leave when work is performed in excess of 40 hours in one workweek. Overtime shall be compensated as compensatory leave at the rate of 1-1/2 times the number of excess hours worked over 40 per workweek; or, as pay at 1-1/2 time the hourly rate of pay for each excess hour worked over 40 per workweek. A workweek is defined as 12:01 a.m. Saturday to midnight the following Friday.

An employee's supervisor must approve in advance all work in excess of 40 hours per workweek. Nonexempt employees may not work beyond 40 hours per workweek or take work home to do on their own time unless specifically approved by management. Work over 40 hours must still be compensated if prior approval is not granted. Absence of prior approval becomes a supervisory matter involving employee corrective action.

Eligible nonexempt employees may choose to be compensated by pay or compensatory time for approved overtime work. If an agreement regarding the method of compensation cannot be reached, management may seek other means to complete the needed work. If no prior agreement is reached with the employee prior to working the excess time, management has the right to designate the overtime as pay or compensatory leave.

Nonexempt employees may accrue up to 240 hours of compensatory time (160 hours of actual work time). Hours accrued in excess of this maximum will be compensated by pay. Upon termination of employment, employees will be paid for unused compensatory time.

Absences from work while on leave are not counted in determining overtime entitlement; for example, if an employee works 30 hours and has taken 12 hours of leave in the same work week, there is no entitlement to overtime since the actual number of hours worked was 30.

The averaging of work weeks is expressly prohibited; for example, if an employee works 30 hours during week one and 50 hours during week two even though on the average s/he has worked only 40 hours per week, entitlement to overtime is only for the extra 10 hours over 40 worked in week two.

Requests to use accrued compensatory time will be honored at the earliest opportunity unless to do so would unduly disrupt the Agency's own work. Should this occur, some other mutually acceptable date will be arranged.

Compensatory leave must be used before using annual leave, preferably within 90 days of accrual unless emergency or exceptional circumstances occur.

Directors and administrators are responsible for the management of compensatory leave in order to discourage excessive compensatory leave accruals that could result in financial hardship for the Schools.

8/6/01

GCL-RC: Professional/Support Staff Time Schedules (Standby and On-Call Duty Pay for NonExempt Employees)

PROFESSIONAL / SUPPORT STAFF TIME SCHEDULES

(STANDBY AND ON-CALL DUTY PAY FOR NONEXEMPT EMPLOYEES)

Standby Duty

Standby duty is considered the agency's requirement to remain at the employee's duty station or designated location when the employee is not scheduled to work.

Employees may be placed on standby duty upon written request of the immediate supervisor and with the Superintendent's approval when such action is in the best interest of the agency. Employees on standby duty will receive the regular rate of pay, and all periods of standby duty will be counted in determining eligibility for overtime compensation.

On Call Duty

On-call duty requires employees be available by pager, telephone or other notification method to answer calls and/or report to work at times when the employee is not regularly scheduled to work. On-call assignments requiring the employee to carry a pager will be rotated weekly among designated staff as determined by the supervisor. On call duty pay is terminated in accordance with the standards set forth below and shall resume upon completion of the work assignment if returning to on call status.

Upon reporting to work as a result of a call to duty, an employee shall be paid at the regular rate of pay if the employee has worked fewer than 40 hours during the normal workweek. If the employee has worked 40 hours during the normal workweek, the employee shall receive, as appropriate, payment or compensatory leave if the employee's position is eligible for overtime compensation.

- Regular rate of pay will begin at the time the employee reports to the regular work site and will continue through completion of the work assignment.
- If the employee is ordered to report to a location other than the regular work site, regular rate of pay will begin at the time the employee is ordered to report to work and will continue through completion of the work assignment and a reasonable return transit time as determined by the supervisor.
- If the employee conducts business via telephone, etc., without reporting to a work site, regular rate of pay will begin at the time the employee begins the work assignment and will continue through completion of the work assignment. Time will be documented by records of supervisor, security officer, or other person with authority to place calls for assistance.

Time on call shall not be used to determine eligibility for overtime compensation.

In addition to compensation for hours worked, employee's carrying a pager will be compensated $1/hour for the time period that the employee is not working but is available and awaiting a possible call to work.

On-call duty shall be reported on attendance report in the pay period in which it is earned.

8/6/01

GCMF: Professional Staff Duties and Responsibilities (Duties of Teachers; Failure to Comply is UnProfessional Conduct; Penalty)

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PROFESSIONAL STAFF DUTIES AND RESPONSIBILITIES

(DUTIES OF TEACHERS; FAILURE TO COMPLY IS UNPROFESSIONAL CONDUCT; PENALTY)

Every teacher shall:

- Present a valid certificate to the Superintendent, who shall record it.
- Enforce the course of study, the use of adopted textbooks, and the rules and procedures prescribed for schools.
- Hold students to strict account for disorderly conduct.
- Exercise supervision over students on the playgrounds and during recess if assigned to such duty.
- Keep a school register, which the Board shall carefully preserve as one of the records of the school.
- Make such reports as may be required by the Superintendent of Public Instruction, Superintendent, or Board.
- Comply with all rules, procedures, and policies of the 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 fails to comply with the above is guilty of unprofessional conduct and is subject to disciplinary action pursuant to A.R.S. 15-1326(D).

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-521
15-535
15-1326(D)

GCO: Evaluation of Employees

EVALUATION OF EMPLOYEES

Purpose

This policy applies to certificated, credentialed and support employees who are employed on a limited time, probationary or permanent basis, (part-time or full-time), and staff members on contract, except live-ins. The employees and staff members on contract to which this policy applies are hereinafter referred to as "employee(s)."

A formal process of evaluating employees will be implemented. The purpose of evaluation for employees shall lead to the improvement of the quality of Schools' operational support and instructional programs, as well as the strengthening of the abilities of employee to carry out the mission of the Schools.

The following elements in effective evaluation shall be emphasized:

- Evaluation shall be a cooperative endeavor between evaluator and evaluatee
- Open communication shall be considered essential.
- The agreed-upon purpose of evaluation shall be to work toward common goals to carry out the mission of the Schools.
- Evaluation shall be continuous, flexible, and sensitive to need for revision.
- The result of evaluation(s) shall be courses of action for the improvement of operational support and instructional programs to meet the mission of the Schools.
- Evaluations shall be considered one aspect of effective management, rather than a discrete entity.
- Effective evaluation depends on accurate information; therefore, input from all appropriate sources shall be used.
- Evaluations provide the basis for motivation and for self-improvement, permitting employee to be aware of their strengths and weaknesses in order to improve.

Evaluation of Employee.

The Schools shall involve its employee in the development and the periodic evaluation of the performance evaluation system. The following elements will be a part of the evaluation system:

- A copy of the evaluation system shall be given to each employee of the Schools.
- The Board shall receive from the Superintendent recommendations for qualified evaluators and shall designate qualified evaluators by name or position as appropriate.

Inadequate Performance

Employee whose performance is inadequate will be notified in accordance with procedures established by the Superintendent. An employee's performance is Inadequate if the employee receives a rating of Unsatisfactory in one or more of the responsibilities/competencies set forth in the Schools performance evaluation system. A employee performance is also inadequate if the employee received a rating of Needs

Improvement in three or more of the responsibilities/competencies set forth in the Schools performance evaluation system.

Adopted: August 7, 2003

LEGAL REF: A.R.S. 15-1325
A.A.C. R7-2-605

CROSS REF: GCQF

GCO-RA: Evaluation of Employees (Non-Contract)

EVALUATION OF EMPLOYEES

(Non-Contract)

Purpose

This regulation applies to certificated (Psychologists, Teachers & staff paid on the certified pay scale) and non-certificated employees who are employed on a limited term, probationary, or permanent basis, (part-time or full-time), hereinafter referred to as "employee(s)."

A formal process of evaluating all employees is required. The purpose of evaluation shall be the improvement of the quality of ASDB's operational support an instructional programs. Such a process, to achieve the greater measure of success, shall be predicated on the assumption that the evaluation will be a cooperative procedure, with the evaluator and the employee having full knowledge of the criteria, process, and results.

The following statements give more specific purposes for evaluation:

- Evaluations determine how well the objectives held by ASDB are being carried out.
- Evaluations provide the basis for motivation and for self-improvement, permitting employees to be aware of their strengths and weaknesses in order to improve.
- Evaluations provide a basis for planning in-service training and supervisory activities. Such activities can be most effective when they are based upon clear evidence of need as shown by evaluation studies.
- Evaluations provide the basis for administrative decisions. Such decisions may include the employment of personnel, their assignment, the granting of permanent status, promotion, transfer, demotion, or termination.
- Evaluations aid in determining the adequacy or inadequacy of performance.

Evaluation of Employee

Evaluation shall include all probationary, permanent, and limited term employees. Such evaluation shall be based on Policy GCO and the procedures outlined as follows:

Evaluators. The evaluator shall be responsible for the final and official statement of evaluation, which shall be in writing, contain the required signatures, and a copy transmitted to the employee and Human Resources after completion of the evaluation. A copy of the completed evaluation shall also be retained in the supervisor's file.

The administration is responsible for any in-service training program for evaluators. Any such program shall incorporate a philosophy, procedures, and techniques that ensure effective implementation and consistency within the performance evaluation system.

Observations/Visitations by Evaluator. Formal observations/visitations shall be spaced and of sufficient duration (minimum of thirty uninterrupted minutes for classroom certificated and credentialed employees) so as to ensure that the evaluators have an opportunity to grasp an overall concept of a person's performance over a full schedule.

Formal observations/visitations may be prearranged through initiation by either the observer or the employee or they may be unannounced. Formal observations/ visitations shall be defined as those that are written and provide an opportunity for a follow-up conference.

Casual and informal evaluation or observations that occur throughout the year at the discretion of the evaluator may be included in the evaluation process. Information from relevant third parties may also be included.

Procedural Steps in the Process of Evaluation:

- At the beginning of the rating period, the evaluator shall meet with the employee for the purpose of orienting the employee to the total evaluation system. This shall include whether the evaluation is used as a criterion for establishing an employee's compensation.

- Self-evaluation for the employee shall be encouraged. An employee may suggest additional criteria for evaluation and it may be included if mutually agreeable to the evaluator and the employee.

- Evaluation/observation(s) shall be completed as appropriate to the duties of the employee being evaluated.

- An opportunity for a conference shall follow each formal observation/visitation.

- A written record shall be made of each formal evaluation/observation, with a copy to the employee being observed/evaluated. Any third party, casual, or informal evaluation that is the basis for comments on the written record shall be so identified.

- The official evaluation shall be reduced to writing and signed by both the

employee and the evaluator. The employee's signature shall not mean concurrence. An evaluation is considered completed/finalized when all required signatures are obtained, and a copy is provided to the employee. Upon receipt of the completed evaluation, the employee shall be allowed ten (10) days to write and submit any comments, which shall be attached to the evaluation.

- In addition to providing a copy of the completed evaluation to the employee, a copy shall be retained for the evaluator's file. A third copy shall be placed in the employee's official personnel file in Human Resources, and made available to authorized ASDB officers and employees.

- If the employee submits any written comments, the comments will be attached to the evaluation, retained in the evaluator's file and in the official personnel file in Human Resources.

- All evaluations shall remain confidential.

Inadequate Performance. An employee whose performance is inadequate will be notified in accordance with the contents of this procedure. An employee's performance is inadequate if the employee receives a rating of *unsatisfactory* in one or more of the responsibilities/competencies set forth in the ASDB performance evaluation system. An employee's performance is also inadequate if the employee receives a rating of *needs improvement* in three or more of the responsibilities/ competencies set forth in the ASDB performance evaluation system.

Evaluation Schedule. Evaluations shall be made at least two (2) times per year for probationary employees, and at least once per year for permanent employees.

<u>Probationary Employee:</u>

- Employees in their original probation shall be evaluated a minimum of two times per year.

- During the first month of work, evaluation procedures shall be reviewed at each school/work site. Any employee who is hired after orientation week shall be individually oriented by the evaluator. The first evaluation, including observation of instructional staff, written report and conference shall be made as follows:

  < Within the first four to five months for employees who are hired on less than a 12-month basis/school-year basis.

  < Within the first five to six months for employees who are hired on a 12-month basis.

- A probationary employee whose performance is inadequate following evaluation, shall be given a preliminary notice of intention to discharge them from original probation. This notice will provide the probationary employee at least ninety (90) days in which to overcome the inadequacies. Violations of

ASDB conduct policies and regulations, separate from the formal evaluation process, are the basis for immediate discharge from probation.

- An additional evaluation shall be made if notice of inadequate performance has been given as a result of any evaluation.
- Only the Superintendent may discharge an employee from probation. Discharge from probation may occur at the recommendation of the supervisor with or without a completed performance evaluation. Written notice from the Superintendent of discharge from probation shall be hand delivered or sent by registered or certified mail, to the employee's place of residence, as recorded in the ASDB records.

Permanent Status and Limited Permanent Status Employees:

- Permanent status and limited permanent status employees shall be evaluated at least once each year.
- The annual evaluation for less than 12-month employees must be completed/finalized prior to April 1st of each year.
- The annual evaluation for 12-month employees must be completed/finalized prior to June 30th of each year.
- A permanent or limited permanent status employee whose performance is inadequate shall be given a preliminary notice of intention to terminate their employment unless an Improvement Plan is developed, implemented, and successfully completed. This notice and any Improvement Plan will provide an employee at least ninety (90) days in which to overcome the inadequacies. A copy of any evaluation(s) pertinent to the notice to terminate employment will be included with the written notice.

Evaluation Program. The specific format for the employee performance evaluation system will be developed in compliance with Policy GCO and this regulation.

July 1, 2009

GCO-RB: Evaluation of Employees (Contract Employees)

EVALUATION OF EMPLOYEES

(Contract Employees)

Purpose

A formal process of evaluating contract employees will be implemented. The purpose of evaluation shall be the improvement of the quality of Schools' operational and instructional programs. Such a process, to achieve the greater measure of success, shall be predicated on the assumption that the evaluation will be a

cooperative procedure, with the evaluator and the evaluatee having full knowledge of the criteria, process, and results.

The following statements give more specific purposes for evaluation:

- Evaluations determine how well the objectives held by the Schools are being carried out. The success of the Schools' programs is dependent upon the quality of Schools' operations and instruction.

- Evaluations provide the basis for motivation and for self-improvement, permitting employees to be aware of their strengths and weaknesses in order to improve.

- Evaluations provide a basis for planning in-service training and supervisory activities. Such activities can be most effective when they are based upon clear evidence of need as shown by evaluation studies.

- Evaluations provide the basis for administrative decisions. Such decisions may include the renewal of contracts and non-renewal of contracts.

- Evaluations aid in determining the adequacy or inadequacy of performance.

Evaluation of Employee

The administration is responsible for any in-service training program for evaluators. Any such program shall incorporate a philosophy, procedure, and techniques that ensure effective implementation and consistency within the performance evaluation system.

Observations/Meetings by Evaluator. Formal observations/meetings shall be spaced and of sufficient duration so as to ensure that the evaluators have an opportunity to discuss the overall concept of a person's performance.

Formal observations/meetings may be prearranged through initiation by either the evaluator or the employee or they may be unannounced. Formal observations/ meetings shall be defined as those that are written and provide an opportunity for a follow-up conference.

Casual and informal evaluation or meetings which occur throughout the year at the discretion of the evaluator may be included in the evaluation process. Information from relevant third parties may also be included.

Procedural Steps in the Process of Evaluation:

- Supervisors of contract employee shall be responsible for the final and official statement of evaluation, which shall be in writing, and a copy shall be transmitted to the contract employee within five (5) days after completion of the evaluation.

- Self-evaluation for contract employee shall be encouraged. A contract

employee may suggest additional criteria for evaluation and it may be included if mutually agreeable.

- An evaluation/meeting shall be completed as appropriate to the duties of the contract employee being evaluated.

- An opportunity for a conference shall follow each formal evaluation/meeting.

- A written record shall be made of each formal evaluation/meeting, with a copy to the contract employee. Any third party, casual, or informal evaluation which is the basis for comments on the written record shall be so identified.

- The official evaluation shall be reduced to writing and signed by both the contract employee and the evaluator. The contract employee's signature shall not mean concurrence. The contract employee shall be allowed ten (10) days to write and submit any comments, which shall be attached to the evaluation.

- A copy of the written evaluation shall be given to the contract employee, and a copy shall be retained for the evaluator's file. A third copy shall be placed in the contract employee's personnel file and made available to authorized Schools' officers and employees.

- All evaluations shall remain confidential.

Inadequate Performance.

- A contract employee's performance is inadequate if the employee receives a rating of *unsatisfactory* in one or more of the responsibilities/ competencies statements set forth in the Schools' performance evaluation system. A contract employee's performance is also inadequate if the employee receives a rating of *needs improvement* in three or more of the responsibilities/ competencies set forth in the Schools' performance evaluation system.

- Contract employee whose performance is inadequate shall be given an Improvement Plan. This Improvement Plan may provide a contract employee up to ninety (90) days in which to overcome the inadequacies. A contract employee who does not successfully overcome the inadequacies may be recommended for non-renewal of contract or an extension of their contract to allow further time to overcome the inadequacies. Being placed on an improvement plan does not prohibit action on the employee's contract even if a full 90 days has not passed by the date contract recommendations are required to go to the Board for action.

Evaluation Schedule:

- *NewContract Employees*

  < For new contract employee, the evaluator shall meet with the contract employee at the beginning of the contract period for the purpose of orienting the employee to the total evaluation system. This shall include whether the evaluation is used as a criterion for establishing a contract

employee compensation.

< During the first month of employment, evaluations procedures shall be reviewed with the new contract employee.

< A contract employee hired after the start of the fiscal year, July 1, but with at least 6 months of service prior to the end of the evaluation period, January 30, shall have a written evaluation completed.

< A contract employee with less than 6 months of service will have an evaluative statement written summarizing the overall performance and appropriate action will follow.

- *Contract Employee Renewed*

< A contract employee whose contract is renewed shall be evaluated at least 1 time per evaluation period and not later than January 30.

Evaluation Program.

The specific format for the contract employee performance evaluation system will be developed in compliance with Policy GCO and this regulation.

Contract Renewal

On or before April 15 the Superintendent shall offer a contract for the next school year to each administrator or supervisory employee whose contract is in its last year, unless on or before April 15 the Superintendent gives notice to the administrator or supervisory employee of the Board's intention not to offer a new contract.

8/7/03

GCP: Professional/Support Staff Promotions

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PROFESSIONAL / SUPPORT STAFF PROMOTIONS

The Schools encourage promotion of qualified classified and administrative pay scale employees to higher graded and pay positions and qualified certificated employees to higher pay positions when selection is in the best interest of the agency 90 days after starting work and first performance review. Promotions will be nondiscriminatory. All promotions except for grade advancement of certificated staff shall be competitive unless excepted by the Superintendent. Certificated staff grade advancements are non- competitive. All employees considered for promotion must meet the minimum qualifications of the higher graded or pay position. An employee promoted to a higher graded or pay position shall fulfill promotion probation requirements as described in the probation policy. The Superintendent is authorized to establish procedures for promotions.

Adopted: March 4, 1999

CROSS REF.: GCF & GCO

GCP-R: Professional/Support Staff Promotions

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PROFESSIONAL/SUPPORT STAFF PROMOTIONS

The salary of an employee advanced to higher pay or grade shall be established within the range of the assigned pay grade as follows:

Certificated Pay Scale

- Daily rate of current grade and step based on a salary of 181 days plus daily rate of additional days authorized for the new position. Additional days are compensated at the rate of 1/181 times the 181 day salary times the number of authorized extra days.

- If the new position includes a salary supplement approved by the Board of Directors, the supplement is added at the grade and step of the employee selected for promotion. This supplement is not part of base pay and applies only as long as the employee is assigned to a position which qualifies for the supplement. The supplement is limited to the amount approved by the Board.

Classified and Administrative Pay Scales

- An employee who is promoted shall receive a minimum of a 5% increase in salary. Increases of up to 15% may be approved by the Superintendent if i is in the best interest of the agency subject to the availability of funds in the operating budget of the designated cost center for individuals whose experience, education, and skills specifically relate to the classification and exceed the minimum qualifications and skills required for the position.

- Increases shall not result in a new salary that is lower than the entrance salary or higher than the maximum salary of the new grade. If establishing the promotional salary would result in a salary level that would be lower than the entrance salary or higher than the maximum salary of the grade, the employee's salary shall be established at the entrance salary or at the maximum salary of the grade, respectively.

- Recommendations for promotion increases above minimum in higher grade must include a justification for the increase and a statement that money is available to cover the cost.

3-4-99

GCQA: Reduction in Professional Staff Work Force

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REDUCTION IN PROFESSIONAL STAFF WORK FORCE

The number and type of staff positions required to implement the Schools mission and educational program will be determined annually by the Board after recommendation from the Superintendent. In the event the Board decides to eliminate positions, the following guidelines will be in effect. The Superintendent shall submit recommendations to the Board for the elimination of positions. Such recommendations shall be based on procedures which reflect:

- Number and types of positions needed to accomplish the Schools mis- sion including qualifications and certifications of personnel filling positions.
- Overall experience, training, and abilities needed to accomplish the Schools mission.
- Relationship of positions to the mission and program of the School. Criteria for selection of staff members to be released will be applied separately to employees within specialty categories and employment classifica- tions.

Personnel to be laid off shall be notified of such layoff as soon as practical.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1326.01

GCQA-R: Reduction in Professional/Support Staff Work Force

REDUCTION IN PROFESSIONAL / SUPPORT STAFF WORK FORCE

DEFINITIONS

"Permanent Status" means the standing achieved by an employee who is hired into a legislatively appropriated/funded position and who has completed an original probation. An employee who has achieved permanent status is afforded certain rights in employment including but not limited to certain rights in a reduction in force. All other employees are not afforded the same rights in a reduction in force.

“Limited Permanent Status” means the standing achieved by an em ployee who is hired on a limited time appointment (LTA) into a non-legislatively appropriated/funded position and who has completed an original probation. An employee who has achieved limited permanent status has limited rights in employment that does not include rights in a reduction in force.

“Seniority” means the length of service with ASDB. Periods of service prior to a

separation will not be counted towards seniority except when the separation was of less than two years duration and the separation was not the result of disciplinary action or retirement. When the separation is of greater than two years in duration, the employee shall be considered a new hire. Periods of ASDB service as a seasonal, temporary, live- in, or substitute will not count towards seniority unless the period was credited toward satisfying a subsequent original probationary requirement. Periods of military leave with or without pay shall be counted toward seniority.

“Class Specification” means the position titles and/or position series that have been established by the Superintendent based upon job qualifications, duties and responsibilities. Class specifications fall within one of the four employee classifications and contain a statement of the education experience, knowledge, skills, abilities and other qualifications required to perform the work, and a description of the type and level of duties and responsibilities of the positions assigned to a class.

“Employee classification” means:

- Management and supervisory staff on a twelve-month schedule.
- Teachers, credentialed and non credentialed specialists, on an academic schedule
- Clerical, accounting, maintenance workers and others on a twelve-month schedule.
- Food service and bus drivers and others on an academic schedule.

“Academic schedule” means any work schedule that is less than a 12-month schedule.

“Geographical areas” are defined as follows:

- Tucson Area Programs/Departments
- Phoenix Area Programs/Departments
- DVR Cooperative Programs
- EHR Cooperative Programs
- NCR Cooperative Programs
- SER Cooperative Programs
- SWR Cooperative Programs

ELIMINATING/REDUCING POSITIONS

If deemed necessary by the Superintendent, the Superintendent will designate positions to be eliminated/reduced by geographic area and class specification.

Affected Employees

Upon the designation of positions to be eliminated/reduced, the Superintendent will separate employees from employment in the affected positions and in the following order before any reduction-in-force action is taken with an employee who has achieved permanent status:

1. Employees hired on a temporary basis.
2. Employees hired on a limited-time appointment (LTAs) and serving an original probation.
3. Employees hired into legislatively appropriated positions and serving an original probation.
4. Employees hired on a limited-time appointment (LTAs) who have achieved limited permanent status.

Employees who achieved permanent status prior to being voluntarily demoted, transferred or promoted into an LTA position will maintain their permanent status rights in a reduction in force.

REDUCTION IN FORCE OF PERMANENT STATUS EMPLOYEES

Justification

The employment separation of a permanent status employee in a reduction in force is legitimate only when justified by:

- declining enrollment,
- reasons of economy
- lack of funding
- improved efficiency of operations/organization

The Superintendent shall submit recommendations to the Board for the reduction/ elimination of legislatively appropriated/funded positions, by class specification and by geographical area, that will affect employees who have achieved permanent status. Such recommendations will include:

- The justification for the reduction in force;
- The proposed scope of the reduction in force;
- The legislatively appropriated/funded positions proposed for elimination/reduction; and
- The proposed effective date of any layoffs if layoffs are necessary.

Permanent status employees in positions designated for elimination will be identified for transfer, demotion, or layoff by seniority.

Employees who have achieved permanent status and whose positions have been identified for elimination will be referred to the Human Resources Office to review their qualifications for other positions.

The Superintendent shall provide written notice to each permanent status employee impacted by the Board-approved reduction in force at the earliest opportunity prior to the effective date of the action. The notice will include the reasons for the reduction in force, a copy of this regulation, an explanation of the impact to the employee, the effective date of action(s) to be taken, and the applicable rights of the employee.

Position Offers

If a position offer is made, the notice from the Superintendent to the employee will include the salary, the class specification, location/program, and supervisor's name.

A permanent status employee affected by a reduction in force may be offered (1) a position within the same geographic area of the position affected and the same class specification of a person who has the least seniority, or (2) a vacant position within any geographic area (agencywide) in the same or a different class specification for which qualified.

Permanent status employees whose positions are eliminated do not have a preferred right to employment in a same or different employee classification in a different geographic area from the eliminated position.

A permanent status employee in a management or supervisory position that is eliminated has a preferred right to employment as a teacher within the same geographic area of the eliminated position, provided that the person is qualified for the teaching position.

Setting of Pay for Offered Positions

- “Non-Certificated” Employees (employees who are NOT paid from the Teacher, Psychologist, and Certificated Salary Schedules)

  A permanent status employee whose position has been eliminated has no preferred right to a continued salary based on the former position.

  An employee who is offered and accepts a different position in a lower grade does not have a preferred right to a continued salary based on the former position or to any particular salary level in the lower grade, and shall not be paid more than the rate of pay received in the higher graded position

  If decreasing an employee's pay will result in a new salary level that is lower than the entrance salary or higher than the maximum salary of the lower grade, the employee will receive the entrance salaryor the maximum salary of the grade respectively.

  If the position offered is in the same or a different class specification, in the same grade for the same numbers of workdays/work year, current pay will be retained. If the number of workdays/work year changes in the new position, an appropriate adjustment in pay will be made.

- “Certificated” Employees (Employees who work less than 12 months and who are paid from the following salary schedules: Teacher, Psychologist, and Certificated Salary Schedules)

  If the numbers of work days/year changes for newly offered position an appropriate adjustment in pay will be made.

  No reduction in the salary of a certificated teacher or credentialed specialist who has been employed by the schools for more than one year shall be made except in accordance with a general salary reduction approved by the Board of Directors and applied equitably among all permanent employees.

Layoffs and Recall/Reappointment

Employees who have achieved perm anent status and who are laid off from em ployment due to a reduction in force will be placed and will remain on a recall list for three years.

An employee in layoff status shall have a preferred right of reappointment to a position of equal or lower pay/grade in the geographic area from which laid off before other persons are considered.

In the event of an increase in the number of positions or reestablishment of services within the geographical area from which laid off and within three years from the date of the reduction, reappointments shall be made in the order of seniority.

An employee in layoff status m ay accept a vacant position in a lower graded employee classification (full or part-time), temporary or substitute, without jeopardizing the employee's right to recall to the position a nd geographic area from which the employee was laid off.

Employees in layoff status who reject an offer of recall to a position for which qualified of equal pay/grade to the position from which the em ployee was laid off shall relinquish all further recall rights.

Employees in layoff status who competitively apply and are hired for a higher paid/graded position than the position from which laid off shall relinquish all further recall rights.

Employees on layoff do not accrue any leave or retirement service credit during the layoff period. Any personal leave balance at the time of layoff will be converted to sick leave. Any annual leave balance will be paid out at the time of layoff.

Employees in layoff status will retain sick leave credit accrued at the time of layoff for two years of the layoff period unless the employee was paid for accumulated sick leave pursuant to A.R.S. 38-615. If recalled within two years and sick leave is creditable, employees will be credited with balance held at time of layoff. Sick leave that has been quarterly allotted and used in excess of what would have been allowable under the accrual schedule will be deducted from the employee's last paycheck.

Employees in layoff status may continue their group insurance as permitted by COBRA provided they pay the employee and the state share of the monthly premium at the beginning of each month for the maximum period allowed by law.

Employees in layoff status may be eligible to receive unemployment benefits. Employees who are laid off should contact the Arizona State Department of Economic Security, Unemployment Insurance Office, for information on possible benefits.

July 1, 2009

GCQAA: Professional/Support Staff Consulting Activities

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PROFESSIONAL / SUPPORT STAFF CONSULTING ACTIVITIES

The Superintendent shall establish procedures governing staff consulting activities. No staff member may be permitted to draw their regular salary and pay for consulting activities outside the Schools unless they are using accumulated vacation time or compensatory time. Within the Schools no staff member is permitted to receive compensation for consulting services.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-132

GCQAA-R: Professional/Support Staff Consulting Activities (Schools Employees Serving in a Consultant Role/Teaching College Courses

PROFESSIONAL / SUPPORT STAFF CONSULTING ACTIVITIES

(SCHOOLS EMPLOYEES SERVING IN A CONSULTANT ROLE/TEACHING COLLEGE COURSES)

Staff may serve as consultants within the Schools whenever approved by the employee's immediate supervisor and program director.

- Request for consultation is approved by the program director of the program requesting service.
- Request for consultation is approved by the program director of the program for which consultant services will be provided.

Under no circumstances may a staff person receive compensation for pro- viding consultation services to a program within the Schools. Such consultant services should be viewed as a mutual need of the agency and for the benefit of students.

Staff may be asked to consult with school districts, other agencies, commu- nity agencies, special interest groups, or projects. When an employee is asked to serve in a consulting role with or without compensation, approval by the program director must be secured in writing *before* a commitment for consulting service is made to an outside agency or group.

To the extent appropriate and feasible, the Schools staff should be available to assist outside entities within Arizona _*at no charge;* especially if such consultant services promote the role of the Schools as a Resource Center or when such services may be considered consistent with the community edu- cation services responsibility of the Schools.

- Staff may be granted time within their regular work schedule for out- side consulting services when it is determined regular work load will allow the time and when it is determined such consulting services would promote

the Schools program goals/objectives. Whenever an employee is granted time from their normal work schedule to consult with an outside agency, group, or project, the employee must not accept compensation for such service. To do so would be a conflict of duty and incompatible with public service rules.

- Staff are allowed to provide consultant services to outside agencies, groups, or projects outside of their normal working hours. Such consulting services may be for compensation; however, staff should ask the immediate supervisor and director to review and approve what consulting service is to be provided to determine if there is a potential incompatible/conflict of duty.

Under no circumstances may a staff person use any Schools materials, supplies, equipment, or facilities when private consulting service is being provided for compensation.

Employees of the Schools may accept teaching positions at private or public colleges or universities, or on a private tutorial basis, only when such an assignment does not interfere with the employee's regular duties to the Schools. If such teaching assignments provide compensation to the employee, no Schools equipment, supplies, materials, or facilities may be used. Exception to this policy may be made by the Superintendent in cases when- ever the Schools is cooperative program for practicum experience with the University of Arizona, Northern Arizona, or Arizona State University, or other approved professional preparation programs.

An employee ma not engage in private practice with any student during the school year who is enrolled in a Schools program unless first securing written approval by the immediate supervisor and upon review and approval of the program director.

A program sponsored by the Schools, such as sign language classes, con- tinuing education or evening electives are not considered as "private em- ployment" or private enterprise. A person teaching in these circumstances on the school campus may be appropriately compensated if not done on a volunteer basis or if apart from a person's regular work assignment.

GCQF: Suspension and Dismissal of Professional/Support Staff Members (Due Process)

SUSPENSION AND DISMISSAL OF PROFESSIONAL / SUPPORT STAFF MEMBERS

(DUE PROCESS IN THE DISCIPLINE OF PERSONNEL)

This policy and the regulations implementing this policy apply to permanent employees and staff members on contract, except live-ins. The employees and staff members on contract to which this policy and regulations apply are hereinafter referred to as “employee(s)."

Success in carrying out the mission of the Schools depends primarily on successful performance of employees in the course of their employment. The Schools recognize that the achievement of such success is derived by employees who accept the obligation for patterns of behavior that are professionally acceptable and conform to the requirements of Policy GBEB and other appropriate policies of the Schools included in Schools policy manuals available at each work site. Although the patterns of behavior exhibited by most employees typically conform to, or exceed, the requirements established by policy, there are occasions when it is necessary in every organization to deal with inappropriate behavior of some employees.

This policy describes the due process that is to be followed in responding to violations of policy when such violations are of sufficient magnitude and frequency to require disciplinary action. Each employee is expected to review handbooks and the Schools policy manual and participate in staff meetings and orientation in order to ensure compliance with regulations, policies, and statutes that apply.

The superintendent is authorized to develop regulations for implementing this policy.

Progressive Discipline

The Schools will generally use a progressive discipline approach although progressive discipline is not legally required. Progressive discipline will not be used in cases involving severe misconduct or when it is in the best interest of the Schools not to use progressive discipline. Progressive discipline involves increasingly more severe action(s) to respond to repeated violations by an employee. The concept of progressive discipline provides employees opportunity to correct inappropriate behavior and recognizes the value of correcting behavior as an alternative to termination when appropriate. The disciplinary action taken will depend on the circumstances of each case.

Repeated violations normally will carry more severe corrective action than first violations.

Disciplinary Action Not Including Termination

Employees who violate the provisions of Policy GBEB and who are disciplined under A.R.S. 15-1326, or other applicable statutes, in addition to the provisions of this policy:

- May not be suspended without pay for a period exceeding thirty (30) working days.
- Shall be provided a notice of intent to discipline, a meeting with the supervisor initiating discipline to respond to notice letter, and a request for review by the next higher supervisory level in the organization.

Termination

This action is taken by the Superintendent in accordance with the provisions of A.R.S. 15-1326. The Superintendent may dismiss any employee of the Schools; however, employees may be terminated only for cause. Employees terminated for

cause shall be separated from payroll at the close of day on the effective date of the superintendent's decision.

Pre-Termination

- Prior to an employee being terminated the employee shall receive a formal notice in writing of the Superintendent's intent to terminate employment. The notice shall include:

  < The conduct or omission on the part of the employee that constitutes the reason(s) for termination.

  < Notice that the employee may submit a written response to the charges no later than three (3) working days after receipt of the notice. The superintendent, in his discretion, may extend the time to respond.

  < Notice that the employee may request a meeting with the superintendent. The request for a meeting shall be filed with the written response.

Post Termination

- If the Superintendent's decision is to terminate an employee's employment, the employee shall receive the decision in writing including:

  < The conduct or omission on the part of the employee that constitutes the reason(s) for termination.

  < The effective date of the termination and separation from payroll.

  < The right to appeal the decision to the Board of Directors and the timeline to file an appeal of termination.

- On appeal of termination to the Board of Directors, the Board may conduct the appeal hearing or may appoint a hearing officer to conduct the appeal hearing. The appeal hearing shall be limited to consideration of the following:

  < Determination was unsupported by any evidence as disclosed by the entire record.

  < Determination was based on violation of any statutory or constitutional right.

  < Determination was arbitrary and capricious.

  < The penalty was excessive.

General Provisions and Conditions

Not all administrative actions regarding an employee are considered discipline. The following are examples of actions that are not considered to be disciplinary actions:

- The employee evaluation procedure or the resulting evaluations as they

pertain to the adequacy of the employee's performance.

- Letters of memorandum directed to an employee containing directives or instructions for future conduct.
- Counseling of an employee concerning expectations of future conduct.
- The decision to conduct an investigation and the resulting investigation.
- Non-Renewal of a contract for an employee who is employed by the Schools under an employment contract.

Adopted: August 2, 2001

LEGAL REF.: A.R.S. 15-1326

CROSS REF.: DKA—Payday Schedules
GBEB—Staff Conduct

GCQF-RA: Suspension and Dismissal of Professional/Support Staff Members (Disciplinary Action)

SUSPENSION AND DISMISSAL OF PROFESSIONAL / SUPPORT STAFF MEMBERS

(DUE PROCESS IN THE DISCIPLINE OF PERSONNEL)

(DISCIPLINARY ACTION NOT INCLUDING TERMINATION)

For purposes of this regulation, all approved supervisors of employees will hereinafter be referred to as supervisors.

The following procedures will be used to impose any discipline that:

- Shall become a part of the employee's official personnel record; *and*
- Includes (but is not limited to) written warnings, letters of reprimand, involuntary demotions, suspensions with and without pay up to thirty (30) working days.

Supervisors are authorized to impose discipline as follows:

- 1st level supervisors may impose written warnings, reprimands, or suspensions without pay of no more than 5 working days.
- 2nd level supervisors and higher-level administrators may impose written warnings, reprimands, or suspensions without pay of no more than 15

working days.

- The Superintendent may impose written warnings, reprimands, involuntary demotions, and any suspension permitted by this regulation.

It is advisable that supervisors consult the Human Resources Director prior to initiating discipline pursuant to this regulation.

Step 1—Notice:

- Upon the supervisor's determination of the existence of cause to impose discipline [see Policy GBEB], the supervisor shall notify the employee of intent to impose discipline.

- The notice shall be in writing and shall be delivered by hand or mail to the employee.

- The notice shall include the following:

  € The misconduct or omission on the part of the employee that constitutes the reason(s) for discipline.

  € A scheduled meeting, including date, time, and location, between the supervisor and the employee. Such meeting shall be scheduled not less than 2 or more than 10 working days after the date the employee receives the notice.

  € A statement of the disciplinary action the supervisor intends to impose, including, if applicable, the number of working days of suspension with or without pay.

Step 2—Meeting:

- At the meeting, the supervisor initiating the action shall discuss with the employee the misconduct that warrants disciplinary action.

- The meeting shall be conducted in an informal manner.

- Meetings conducted by the Superintendent for suspensions with or without pay of 15 working days or more, and involuntary demotions shall be recorded by a mechanical device.

- In meetings for suspensions with or without pay over 10 working days, or an involuntary demotion, the employee may have an advisor present. The employee shall notify the supervisor initiating the action, at least 24 hours prior to the scheduled meeting, if an advisor will be present and who the advisor will be. One employee shall not serve as an advisor to another, except on the advising employee's own time. Advisors shall be present solely to advise the employee and shall not speak for the employee or participate in any way in the meeting. The meeting is a matter between the employee and the supervisor initiating the action.

Step 3—Decision (in writing):

- Within 10 working days following the meeting, the supervisor shall inform the employee, in writing, of the supervisor's decision. The written notice of the decision shall include:

  € A description of the misconduct or omission on the part of the employee that constitutes the reason(s) for discipline.

  € The type of discipline to be imposed.

  € The date the discipline shall be imposed if action is a suspension with or without pay or an involuntary demotion.

  € Notification that a copy of the notice, discipline and the record of disciplinary action shall be placed in the employee's official personnel file if the final decision is to take disciplinary action.

  € The employee's right to request a review by the next higher level in the organization, as appropriate, and the timeline for filing a request for review. If the decision is not to impose discipline, no record of the proposed disciplinary action shall be placed in the employee's personnel file.

Step 4—Review:

- An employee may request a review meeting or may request a review to be made without a review meeting for all disciplinary actions permitted by this regulation.

- The request for review must be in writing and made within 5 days after the supervisor's decision is delivered to the employee.

- A review is limited to the next higher supervisory level above the level of the supervisor or administrator who imposed the discipline.

- When discipline is imposed by the Superintendent, the review shall be by the Board of Directors. The Board may conduct the review or appoint one Board member or another person to conduct the review.

- The person conducting the review is the reviewing authority.

- A request for review shall contain a brief statement of the reasons why the employee believes the supervisor's decision is incorrect and shall provide evidence or information directed to the issues described below.

- In review meetings of suspensions with or without pay over 10 working days, or involuntary demotions, the employee may have an advisor present. The employee shall notify the reviewing authority at least 24 hours priorto the scheduled review meeting if an advisor will be present and who the advisor will be. One employee shall not serve as an advisor to another, except on the advising employee's own time. Advisors shall be present solely to advise the

employee and shall not speak for the employee or participate in any way in the review meeting. The review meeting is a matter between the employee and the reviewing authority.

- During the review meeting the employee shall specifically describe and limit discussion to the part of the determination with which the employee disagrees in accordance with the following:

  € Determination was unsupported by any evidence as disclosed by the entire record.

  € Determination was based on violation of any statutory or constitutional right.

  € Determination was arbitrary and capricious.

  € The penalty was excessive.

- The only issue in a review will be whether or not one or more of the four statements outlined above is true. The reviewing authority may, at the conclusion of the review, uphold the discipline or refer the matter back to the supervisor who administered the discipline for reconsideration and/or additional information. If no review meeting is requested, the reviewing authority shall review all relevant documents and information, and shall render a decision solely from the documents provided.

- Such decision of the reviewing authority, along with specific direction as to the effective date of any discipline, shall be communicated to the employee by the reviewing authority within 7 working days.

General Provisions and Conditions

- While the review and decision are pending or in process, no contact shall be made by the employee or anyone acting on behalf of the employee with the reviewing authority or any member of the reviewing authority's staff to discuss the merits of the recommendation or charges and proposed discipline except as provided by this regulation.

- Not all administrative actions regarding an employee are considered “discipline,” even though they may involve alleged or possible violations by the employee. This regulation addresses only discipline and has no application to any of the following:

  € The employee evaluation procedure or the resulting evaluations as they pertain to the adequacy of the employee's performance.

  € Letters or memorandums directed to an employee containing directives or instructions for future conduct.

  € Counseling of an employee concerning expectations of future conduct.

  € The decision to conduct an investigation and the resulting investigation.

€ Non-renewal of a contract for an employee who is employed by the Schools under an employment contract.

- Any person who is required by this regulation to give written notice to any other person affected by this regulation shall do so by hand or mail. 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 five calendar days after it is placed in the mail.
- The Schools reserve the right not to discipline an employee for conduct that violates Policy GCQF.
- For the purposes of this regulation, a working day is any day that the Agency administrative office is open for business.
- An employee may be disciplined for other conduct that occurred and was not the original subject or identified as the original reason for corrective action or discipline.
- Aggregated instances of inappropriate work behavior can lead to more serious levels of discipline.
- An employee may request that a disciplinary action taken pursuant to this regulation be removed from the employee's official personnel record after three years from the date of discipline if no further disciplinary infractions have occurred within the three-year period; however, this does not preclude the disciplinary action from being addressed in the future to establish a pattern of inappropriate work behavior.
- The Schools reserve the right to amend this regulation in any way at any time. Any amendment shall have prospective application only.
- If any provision of this regulation is held to be invalid for any reason, such action shall not invalidate the remainder of this regulation. If any provision of this regulation conflicts with any provisions in any other policies or regulations adopted by the Schools, the provisions of this policy and regulation shall prevail.

10/2/01

GCQF-RB: Suspension and Dismissal of Professional/Support Staff Members (Termination)

SUSPENSION AND DISMISSAL OF PROFESSIONAL / SUPPORT

STAFF MEMBERS

(DUE PROCESS IN THE DISCIPLINE OF PERSONNEL)
(TERMINATIONS)

This regulation and the procedures enacted to implement this regulation apply only to permanent employees who have successfully completed probation and staff members on contract, except Live-Ins. The employees and staff members to which this regulation and procedures apply are hereinafter referred to as employee(s).

Termination actions are taken by the Superintendent. The following procedures will be followed to terminate the employment of employees for cause. If termination is effected, the notices and letters shall become a part of the employee's personnel file.

Step 1—Investigation and Recommendation:

- Misconduct that may be cause for termination may be investigated and a report provided through the agency administrator to the Superintendent. The report shall include statements of witnesses and relevant documentation.

- The Superintendent may request a recommendation for action from the supervisor and/or the agency administrator.

- Employees being considered for termination may be placed on administrative leave with pay or reassigned to other duties during an investigation if it is in the best interest of the Schools. This action may be taken by the agency administrator in the absence of the Superintendent and post-approved by the Superintendent.

Step 2—Notice (Pre-Termination):

- Upon the Superintendent's determination of the existence of cause to terminate employment [see policy GBEB], the Superintendent shall notify the employee of intent to terminate employment.

- The notice shall be in writing and shall be delivered by hand or by mail to the employee.

- The notice shall include the following:

  - € A statement that the Superintendent is considering terminating the employment of the employee.

  - € The misconduct or omission on the part of the employee that constitutes the reason(s) for termination.

- € Notice that the employee may submit a written response to the charges no later than three (3) working days after receipt of the notice. The Superintendent, in his/her discretion, may extend the time to respond.

- € Notice that the employee may request a meeting with the Superintendent. The request for a meeting shall be submitted with the written response.

Step 3—Meeting with Superintendent:

- The meeting may not be scheduled less than five (5) working days after being requested. If the employee is at work, the meeting may be scheduled by the Superintendent in accordance with the employee's work schedule.

- The meeting shall be conducted in an informal manner.

- At such meeting, the employee shall have the opportunity to:

  - € Address all charges that are the basis for termination.

  - € Present documents and information in response to the charges.

  - € Be accompanied by a third–party advisor of the employee's choosing. The employee shall notify the Superintendent at least 24 hours prior to the meeting if an advisor will be present and who the advisor will be. An employee may not appear as an advisor for another employee, except on the advising employee's own time. Advisors shall be present solely to advise the employee and shall not speak for the employee or participate in any way in the meeting.

- A mechanical device shall be used to make a record of the meeting with the Superintendent.

Step 4—Decision of Superintendent:

- In the event that the Superintendent's decision, following the meeting, is to terminate the employee, the Superintendent shall inform the employee in writing of the decision to terminate employment. The Superintendent shall file with the Board a copy of the termination letter. The decision letter shall include:

  - € The misconduct or omission on the part of the employee that constitutes the reason for termination.

  - € The date of termination and notice that on this date the employee will be taken off payroll.

  - € The right to appeal the decision to the Board of Directors and the

timeline to file an appeal. Appeals, if filed, must be made in writing to the Board of Directors within ten (10) working days of receiving the decision of the Superintendent.

- If the Superintendent's decision is not to separate the employee from employment but to take some other or no other disciplinary action, the employee will be notified in writing of the decision and action will be taken as appropriate.

- If disciplinary action less than termination is taken, the employee may file a request for a review as provided for in GCQF-RA.

Step 5—Appeal to Board of Directors (Post-Termination):

- An appeal from termination of employment shall be made in writing to the Board of Directors within ten (10) working days of receiving the Superintendent's decision.

- The Board shall conduct an appeal hearing or appoint a hearing officer to conduct such an appeal hearing.

- Parties shall be given notice of the hearing date at least 30 days before the hearing.

- At the hearing both parties shall have the opportunity to present evidence, present argument and cross-examine witnesses. Either party may be represented by a representative of their choosing as authorized by law. The rule excluding witnesses may be invoked by either party.

- If confidential information will be presented at the hearing, the hearing may be closed to the public.

- All relevant evidence is admissible but the Board or hearing officer may exclude evidence if its prohibitive value is outweighed by unfair prejudice, by confusion of the issues or by consideration of undue delay, waste of time or needless presentation of cumulative evidence.

- The hearing shall be recorded. The hearing shall be conducted in an informal manner and without adherence to the rules of evidence required in a judicial proceeding. Each party introducing exhibits shall furnish the Board or the hearing officer and opposing party a copy of exhibits at the commencement of or during the hearing.

- The Board or hearing officer may issue subpoenas to compel the attendance of witnesses and the production of documents. If enforcement of a subpoena is necessary, enforcement proceedings shall be taken to superior court. Enforcement shall be determined by Superior Court, either party may request that a witness' deposition be taken, in the manner and on the terms designated by the Board or hearing officer, of a witness who cannot be subpoenaed or who is unable to attend the hearing.

- Witnesses, other than state employees, when subpoenaed to attend the hearing may be paid the same fee as witnesses in civil cases in Superior Court. The party subpoenaing the witness is responsible for payment of the witness fee and mileage.

- The Board or hearing officer may continue the date of the hearing on the agreement of the parties or upon a showing of good cause.

- The hearing officer shall write findings of fact, conclusions of law, and a recommendation, as well as a statement of reasons for the recommendation.

- If a hearing officer employed by the Office of Administrative Hearings is appointed to preside over the hearing, the procedures in A.R.S. 41-1092 et. seq. shall apply.

- Whether the appeal hearing is conducted by the Board or a hearing officer, the appeal shall be limited to consideration of the following:

  € Determination was unsupported by any evidence as disclosed by the entire record.

  € Determination was based on violation of any statutory or constitutional right.

  € Determination was arbitrary and capricious.

  € The penalty was excessive.

- Should the Board-appointed hearing officer find none of the above to be true, the termination shall be upheld and so recommended to the Board.

- Should the hearing officer find one or more of the above to be true, the hearing officer may recommend that the Board:

  € Uphold the termination.

  € Reinstate the employee without penalty.

  € Reinstate the employee with a lesser penalty.

  € Recommend some other action supported by the evidence presented in the appeal.

- The Board shall act on the recommendation of the hearing officer within twenty (20) days of the date of the recommendation. The Board may accept, reject or modify the decision of the hearing officer.

- Should the Board uphold the termination, the termination shall be upheld to the date as effected by the Superintendent.

- Should the Board find one or more of the appeal issues to be true, the Board may:

  € Uphold the termination, or

  € Reinstate the employee without penalty, or

  € Reinstate the employee with a lesser penalty.

- Should the Board determine that some action other than termination is appropriate, the following will apply:

  € If reinstated, the employee will be paid any wages lost since termination.

  € If reinstated and a lesser penalty are to be imposed, the employee will be paid any wages lost since termination, and an appropriate disciplinary action taken.

- The decision of the Board shall be final. The decision shall inform the employee of the right to obtain judicial review as provided by A.R.S. 12-901.

- A copy of the Board's decision shall be delivered or mailed to the employee, the Superintendent, the Human Resources Director, the Attorney General's Office, and the hearing officer if one was appointed.

General Provisions and Conditions:

- While an appeal hearing is pending or in process, no contact may be made by the employee or anyone acting on behalf of the employee with the Board of Directors or hearing officer, if one has been appointed by the Board, to discuss the merits of the charges and discipline or action taken except as provided by this regulation.

- A record of the appeal hearing shall be made by use of a mechanical device, which will be available for use if needed in further appeal.

- Not all administrative actions regarding an employee are considered “discipline” and possible cause for termination even though they may involve alleged or possible violations by the employee. This regulation addresses only termination for misconduct and has no application to any of the following:

  € The employee evaluation procedure or the resulting evaluations as they pertain to the adequacy of employee's performance.

  € Nonrenewal of a contract of an employee employed by the Schools under an employment contract.

- Any person who is required by this policy to give written notice to any

other person affected by this policy may do so by hand or by mail. 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 five calendar days after it is placed in the mail.

- The schools reserve the right not to terminate an employee for conduct that violates this policy.
- For the purposes of this policy, a working day is any day that the schools agency administrative office is open for business.
- An employee may be terminated for conduct that has occurred but that at or near the time of other misconduct was not the subject of or identified as a reason for termination under this policy.
- The Schools reserve the right to amend this regulation in any way at any time. Any amendment shall have prospective application only.
- If any provision of this regulation is held to be invalid for any reason, such action shall not invalidate the remainder of this regulation. If any provision of this regulation conflicts with any provisions in any other policies or regulations adopted by the Schools, the provisions of this policy and regulation shall prevail.

8/2/01

GCR: NonSchool Employment by Professional/Support Staff Members

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NONSCHOOL EMPLOYMENT BY PROFESSIONAL/SUPPORT STAFF MEMBERS

The position for which a person has been employed 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 Schools facilities, equipment, or buildings are used, except as provided by policy, and the outside work or self-employment does not interfere with the employees' performance of Schools-assigned duties.

The outside work or self-employment by a staff member is of concern to the Schools 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 Schools.
- Raise a question of conflict of interest—for example, where the em- ployee's

position in the Schools 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 Schools working hours or during the additional time that is needed to fulfill the responsibilities of the Schools position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1323
15-1326
15-1341

CROSS REF.: EDB—Maintenance and Control of Materials
KF—Community Use of School Facilities

GCRD: Tutoring for Pay

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TUTORING FOR PAY

School buildings are not to be used for private tutoring or classes for which students pay a fee to staff members unless a rental contract has been entered into with the Schools.

Staff members are not permitted to provide tutoring for pay to any students who attend or are registered in any of their own classes.

Adopted: August 25, 1994

GCS: Professional Research and Publishing

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PROFESSIONAL RESEARCH AND PUBLISHING

The Schools have 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 Superintendent is required to review material prepared by staff members prior to copyright or patent for subsequent publication or distribution. Following such review the Superintendent shall rec- ommend to the Board whether not all or part of the Board's proprietary rights should be waived in favor of the employees preparing such materials.

- Any staff member who submits professional materials for publication in which the Schools are mentioned will submit all such material to the Superintendent prior to release for publication, including materials developed on the employee's own time.

Adopted: August 25, 1994

LEGAL REF.: A.R.S. 15-1323

SECTION I

ASDB POLICY MANUAL: SECTION I

Please Use The Navigation Bar on the left side of page to view policies

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IC: School Year

SCHOOL YEAR

The school year shall be not less than one hundred eighty (180) instructional days.

Each instructional day shall consist of not less than the minimum amount of time prescribed in A.R.S. 15-901 for each respective program level. Variance from this requirement may be sought under A.R.S. 15-861.

The Superintendent shall establish the ASDB calendars and advise the Board.

Adopted: September 6, 2007

LEGAL REF.: A.R.S. 15-341.01 (Laws 2000,5th S.S., Ch 1 § 54)
15-801
15-861
15-881
15-901
15-1323
15-1326

ID: School Day

I-0400
ID

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SCHOOL DAY

The normal school day for the instruction of the students of ASDB shall be in accordance with Arizona Revised Statutes.

The Superintendent may temporarily alter the regular school session when such alteration is in the best interest of ASDB.

The Superintendent or designee 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 or designee shall develop guidelines that allow students to enter school and to leave school 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: March 24, 2016

IGA: Curriculum Development

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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 ASDB continually develops and modifies its curriculum to meet changing needs. The A S D B Board authorizes the Superintendent or designee to develop the curriculum for ASDB and to organize committees to review the curriculum. The Superintendent may review curriculum changes with the Board.

It shall be the responsibility of the Superintendent or designee 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 birth through twenty-one (21).

Certificated staff members will be assigned to work on curriculum committees as part of their professional obligations expected in addition to regular classroom duties.

Adopted: March 24, 2016

IGA-R: Curriculum Development

CURRICULUM DEVELOPMENT

The curriculum reflects the needs of ASDB's diverse population of students. The multi-based curriculum will provide a variety of educational opportunities and, where appropriate, the expectations for hearing and sighted students of a similar age or level will be considered. The curriculum will be:

- *Functional*. A student's functional levels will be assessed and these levels will be used in designing individual learning objectives for work skills and activities of daily living.
- *Age Appropriate.* The skills/concepts being taught and the materials used will be selected with consideration of the student's chronological age and the individual's need for the skills/concepts.
- *Developmental.* Addressing the development functioning level of each student in terms of content presented, materials used, teaching/learning styles, and experiential need will be addressed.
- *Spiraled.* Courses of student will be conceptually spiraled so

students are able to relate and accommodate new information into previously formed conceptual frameworks.

- *Conceptual.* Concept formation and critical thinking will be ensured by providing a strong experiential foundation coupled with questioning strategies and problem-solving techniques.

- *Integrated.* Expressly designed to help the learner generalize knowledge and transfer content information and concepts from one structure or setting to another.

- *Individualized.* Student's unique educational needs will be outlined and addressed through an Individualized Education Program (IEP) or the Individualized Family Service Plan (IFSP) to ensure each student has access to appropriate curriculum.

IGE: Curriculum Guides & Course Outlines

I-1100
IGE

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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, ASDB will develop its own curriculum guides to reflect local needs. The guides shall be designed to assist users in implementing ASDB 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 or designee will formulate regulations for the development and use of curriculum guides.

Adopted: June 9, 2016

IGE-R: Curriculum Guides & Course Outlines

CURRICULUM GUIDES AND COURSE OUTLINES

Development of Curriculum Guides

Curriculum guides will be developed by employees 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/Director, department heads, or other managers/supervisors shall see that optimum use is made of available curriculum guides. Teachers will adhere to the guides.

IHA: Basic Instructional Program

I-1250
IHA

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BASIC INSTRUCTIONAL PROGRAM

The various instructional programs will be developed to maintain a balanced, integrated, and sequential curriculum that will serve the educational needs of all school-aged children attending ASDB's campus based programs. 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 preschool level. The improvement of specific reading skills of students will be continuous throughout their education.

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

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

The instructional program will include planned sequences, based on assessment, in:

- Language arts – reading, spelling, handwriting, English grammar, composition, literature, and study skills.
- Mathematics experiences.
- Social studies – history including Native American history, geography, civics, economics, world cultures, political science, and other social science disciplines.
- Science experiences.
- Fine and practical arts experience – art education and vocal and instrumental music.
- Career and Technical Education (CTE) experiences.
- Technology skills.
- Health and safety education.
- The Expanded Core Curriculum (for students with visual impairments).
- Physical education.
- Foreign or Native American language.
- As applicable, all areas of the Expanded Core Curriculum, for students with visual loss.

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 24, 2016

IHAMA: Teaching about Drugs, Alcohol & tobacco

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TEACHING ABOUT DRUGS, ALCOHOL, TOBACCO AND OTHER DANGEROUS SUSBSTANCES

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 substances on human health and instruction on the prevention of abuse of alcohol, tobacco, narcotic drugs, marijuana, and other dangerous substances may be included in the courses of study. Instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, and other dangerous substances on a human fetus may be included in the courses of study in grades six (6) through twelve (12). The instruction may be integrated into existing health, science, citizenship, and similar studies and shall meet the criteria for chemical abuse prevention education programs. The program should also emphasize the therapeutic benefit derived from the use of drugs prescribed by a health professional. The program will conform to all applicable Arizona Revised Statutes and Arizona Administrative Codes.

Objectives of the substance abuse program:

- To create an awareness of the total drug problem: prevention; education; treatment; rehabilitation; and law enforcement on the local, state, national, and international levels.
- To inform the students of the effect on the body of narcotics, sedatives, hallucinogens, and stimulants through the appropriate classes.
- To relate the use of drugs and alcohol to physical, mental, social, and emotional consequences.

- To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
- To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
- To understand the personal, social, and economic problems caused by the misuse of drugs and alcohol.

Adopted: March 24, 2016

IHAMB: Family Life Education

I-2050
IHAMB

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FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K – 8:

- Instruction in sex education may be offered in ASDB in conformity with the requirements of Arizona law.
- Prior to offering sex education, the ASDB Board shall establish an *ad hoc* advisory committee with membership representative of ASDB's size and the racial and ethnic composition of the community to assist in the development of lessons and advise the Board on an ongoing basis.
- The Board shall review the total instructional materials for lessons presented for approval.
- The Board shall publicize and hold at least two (2) public hearings for the purpose of receiving public input at least one (1) week prior to the Board meeting at which sex education lessons will be considered for approval.
- The Board shall maintain for viewing by the public the total instructional materials to be used in approved sex education lessons within ASDB.
- The Superintendent shall, before recommending the offering of instruction in sex education, develop and implement regulations that meet the requirements of Arizona regulatory and statutory law.
- If sex education is offered in grades seven (7) and eight (8) the

curricula shall include instruction on the laws relating to sexual conduct with a minor.

Grades 9-12:

- Instruction in sex education may be offered in ASDB in conformity with the requirements of Arizona law.
- The Board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.
- 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.
- If sex education is offered, the curricula shall include instruction on the laws relating to sexual conduct with a minor.

Certification of Compliance

ASDB shall certify, under the notarized signatures of both the 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

ASDB 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

ASDB shall not endorse or provide financial or instructional support to any program that does not present childbirth and adoption as preferred options to abortion.

ASDB 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: March 24, 2016

IHAMB- RA: Family Life Education

FAMILY LIFE EDUCATION

Instruction in Sex Education

Grades K - 8:

- *Elective lessons.* ASDB may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.
    - Such supplement may be taken by the student only upon the written request of the student's parent or guardian.
    - Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
    - 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).
    - 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).
- *Board approval.* All elective sex education lessons to be offered must have prior approval from the Board.
- *Format of instruction:*
    - Lessons shall be taught to boys and girls separately.
    - 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.
    - 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.
    - Lessons for grades seven (7) and eight (8) shall include

instruction on the laws relating to sexual conduct with a minor.

Grades 9 - 12:

- A course in sex education may be provided in the high schools of Arizona.
- 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.

Content of instruction (Grades K – 12):

- All sex education materials and instruction shall be age appropriate, shall recognize the needs of exceptional students, shall meet the needs of ASDB, 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:
  - Emphasis upon the power of individuals to control their own personal behavior.
    - Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.
  - Instruction on how to say “no” to unwanted sexual advances and to resist negative peer pressure.
    - Students shall be taught that it is wrong to take advantage of, or to exploit, another person.
  - Instruction on the laws relating to sexual conduct with a minor.
- All sex education materials and instruction that discuss sexual intercourse shall:
  - Stress that students should abstain from sexual intercourse until they are mature adults.
  - Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.
  - Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.
  - Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse

and the consequences of preadolescent and adolescent pregnancy.

- Promote honor and respect for monogamous heterosexual marriage.
- 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

ASDB will develop its own course of study for each grade. At a minimum instruction shall:

- Be appropriate to the grade level in which it is offered.
- Be medically accurate.
- Promote abstinence.
- Discourage drug abuse.
- 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.

ASDB may request that the Department of Health Services, in conjunction with the Department of Education, review instruction materials to determine their medical accuracy.

ASDB may request that the Department of Education provide the following assistance:

- A suggested course of study.
- Teacher training.
- 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. ASDB shall notify all parents of their ability to withdraw their children from the instruction.

IHAMB- RB: Family Life Education

FAMILY LIFE EDUCATION

Introduction

ASDB may maintain a comprehensive Human Development Program to support parents in providing knowledge about human development to their children and to support ASDB students in their need for special approaches and materials required for learning. In this process, Arizona State Schools for the Deaf and the Blind is joining other Arizona schools in developing a comprehensive Human Development Program for students. The goal of this program is to increase knowledge about human development; to facilitate insight into varying values; to develop an understanding of physical self; to improve decision-making and communication skills; to enhance self-esteem; to reduce sexual exploitation; and to reduce sexually transmitted diseases and unintended pregnancy.

The following factors are important to the success of a human development program in schools.

- Parental involvement and support
- Administrative involvement and support
- Effective curriculum
- Comprehensive teacher training

Beliefs About Teaching Human Development

Human development includes developing a positive self-concept, supportive family relationships, healthy social relationships, and an understanding of physical self.

The following beliefs are the basis for the Human Development Program:

- Each individual is an important and worthwhile person. Individuals must have respect for themselves if they are to have the respect of others. Individuals can accept the reality of their disability, learn to live with that disability, and continue to grow.
- Within the framework of the family, children develop a sense of self, the importance of being part of a larger unit, the ability to cooperate with others, and the basis for future relationships.
- All people seek social relationships to satisfy physical, social, and intellectual needs. At any given time an individual is a member of a variety of groups such as family, school, and friends. Continuation of relationships in these

groups may depend on learning how to express both positive and negative feelings.

- Changes occur in the body as children grow and develop from infancy through adulthood and old age. Preparation for these changes can facilitate understanding the transition from one stage to another, and the acceptance of oneself.
- Students need to know that they control who touches them, and that they are entitled to privacy and safety.
- Students need to know the risks of sexually transmitted diseases.
- The student needs to know the adverse effects of an unintended pregnancy.

The Role of Parents

Parents are partners in the education of children at ASDB, particularly in a Human Development Program. In order to ensure parental participation in this program, the following will occur:

- Parents will be a source of information for their children. Parent meetings will be held where parents are given an opportunity to review curricular materials and plans for the program prior to their child's enrollment in the program.
- Parents will participate on the advisory committee for the Human Development Program. This committee will meet once a year and give input into the program and suggest needed changes.
- Parents will give written permission for their child to participate in the physical awareness part of the Human Development Program.
- Parents will have the right to review instructional materials in the program at any time.

The Role of the Staff

Each employee participates in the Human Development Program as a role model. Specific people will be selected and trained to teach The Human Development Curriculum. All teaching parents will be trained to support the curriculum. Employees will assist students in identifying the appropriate time and place to ask questions.

Impleme ntation

The implementation of Human Development Programs includes the following steps:

- Develop a plan with the involvement of parents for the introduction and the ongoing Human Development Program in order to ensure that students have opportunities to acquire information relevant to each of the four major program components: self-awareness, family relationships, social relationships, and physical awareness at the appropriate time in their school years.

- Implement a staff development program to train the employees with the content of the curriculum, the language and sign language to be used with students, medical issues, strategies for answering student questions, and the age-appropriate information. A core group of teachers and teaching parents will emerge from this training to provide leadership for the program implementation.

- A parent-training program will be offered including signs that are being used with students who are deaf or hard of hearing. An annual meeting will be held with parents to review materials to be used.

- Provide an integrated model for all ASDB students. Instruction will be provided by the classroom teacher when structured activities are presented. Most of the teaching will occur when a natural learning opportunity presents itself.

Permissions

Prior to instruction in the Physical Awareness section, parents have the opportunity to review the materials and give written permission for their child's participation. Principals will cosign the permission forms completed by teachers.

IHB: Special Instructional Programs

I-2350
IHB

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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 Assistant Superintendent shall develop procedures that provide educational

opportunities for individuals with disabilities and that accomplish ASDB compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona Constitution, the Arizona revised statutes, and the lawful regulations of the State Board of Education. ASDB shall also comply with federal law included in the Rehabilitation Act of 1973 (Section 504) to the extent applicable to any student. Such procedures shall include, but not be limited to, the following provision:

- All children referred to ASDB for evaluation for disabilities shall be evaluated for early intervention and/or eligibility for special education or family services as appropriate.

- ASDB shall work, together with any referring school district or other school, to provide students participating in programming offered by the ASDB a Free Appropriate Public Education (FAPE) and appropriate individual evaluations and IEPs as required under the IDEA. Students may be entitled to accommodations and a plan pursuant to Section 504 if they have a disability which does not require special education and an IEP.

- A full individual evaluation encompassing existing and additional data shall be conducted for each child to determine if the child is a child with a disability and the educational needs of the child before the initial provision of special education and related services. A reevaluation of each child shall be conducted at least every third year.

- 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.

- To the maximum extent appropriate, opportunities for the least restrictive setting, 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.

- All required procedural safeguards must be guaranteed to the exceptional students and their parents. The 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.

- ASDB shall follow the established state and federal standards to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.

- 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.

- Criteria for graduation of exceptional students, shall be equivalent to or greater than those established by the State Board of Education.

- 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 the IDEA.

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 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 or designee is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document ASDB 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: March 24, 2016

IHBA: Special Instructional Prog. & Accommodations – Reading/Writing Literacy Policy for Students Who Are Blind or Visually Impaired.

SPECIAL INSTRUCTIONAL PROGRAMS

(Reading and Writing Literacy Policy for Students Who Are Blind or Visually Impaired)

The first value statement of ASDB mission is: "We are committed to excellence in education of all children and youth with sensory impairments throughout Arizona". In order for students who are blind or visually impaired to successfully integrate into society, they need to be able to read and write efficiently and effectively.

Reading And Writing

The Board expects students who are blind or visually impaired (and who have no other mental, learning, or sensory impairments) to become as literate as they would if they were not blind nor visually impaired. This means that those

students are expected to learn to read and write within the same range of proficiency as their sighted peers in general education.

For nearly all students who are blind or visually impaired to become as proficient at reading and writing as their sighted peers, Braille is essential and should be either the primary or strong secondary method of reading and writing. When properly taught and emphasized at the earliest possible age, Braille is just as efficient and effective for the student who is blind or visually impaired as print is for the sighted student.

Students with residual vision should use that vision to the greatest extent practical and may be able to function at some level of proficiency using print. However, if these students are unable to read and write within the same range of proficiency as their sighted peers (as would be indicated by a negative response to any of the practical assessment questions listed below), then these students must become proficient at reading and writing through the medium of Braille and use Braille as either their primary or strong secondary method of reading and writing in order to become truly literate.

The determination of which students should learn to use Braille for reading and writing should be based upon functional and practical considerations, rather than technical or legal definitions, such as "totally blind", "legally blind" or "visually impaired".

The practical assessment should examine the following questions:

- Can the student, functioning visually:
    - Read and write print for an extended period of time without fatigue or eyestrain?
    - Read printed materials within the same range of rate proficiency as sighted peers?
    - Compete with sighted peers in quality and quantity of reading and writing?
    - Efficiently read back his or her own handwriting?
    - Comprehend the material he or she reads?
- Does the student, functioning visually:
    - Often read books or magazines for pleasure?
    - Rely on print rather than tape-recorded materials and readers?
    - Have and demonstrate a basic understanding of English skills, namely, spelling, punctuation, paragraphing, sentence construction, capitalization, etc.

A negative response to any of the above questions indicates that the student should learn Braille as either the primary or strong secondary method of reading and writing in order to become fully literate. Students,

who are too young or immature to determine a primary medium, should be taught both print and Braille until a decision can be made.

Additionally, the following factors should be considered:

- Does the student's visual acuity fluctuate?
- Does the student have a significantly restricted visual field which limits the usefulness of some visual aids?

Employees shall encourage students who are blind or visually impaired, their parents and other members of the Individualized Education Program (IEP) or the Individualized Family Service Plan (IFSP) team to:

- Have the expectation that these students will become as proficient at reading and writing as their sighted peers; and
- Understand and recognize the essential role of Braille in helping these students to become fully literate.

Assessment

The decision regarding the primary method of reading and writing will be made on an individual basis and is the role of the IEP team, which includes the parent and/or student. The decision will be based on appropriate as- sessment procedures and may include any or all of the following team members:

- Psychologist
- Occupational/Physical Therapist
- Reading Specialist
- Ophthalmologist and/or Optometrist
- Low Vision Specialist
- Communication/Language Specialist
- Classroom Teacher(s)
- Parent
- Student

The initial decision shall consider the lifelong needs of the student and shall be re-evaluated as a part of the three (3)-year evaluation process or more often if the situation warrants.

Assessment regarding the primary reading medium should include: visual etiology and prognosis; efficiency as determined by reading rate;

effectiveness as determined by an analysis of miscues; achievement; distance from the page if a print reader; fatigue; learning style; cognitive level; portability of medium or device; and student and parent preference.

Other Communication Skills

The mastery and application of communication skills include the acquisition, organization, retrieval and communication of information. Such mastery allows for the student's efficient functioning and maximum independence in current and future life situations. Communication skills other than reading and writing should be addressed for all students who are blind or visually impaired.

- Communication skills for all students who are blind or visually impaired will include consideration of skills in accessing, processing and transmitting information in the most effective medium (a) for each individual student. A variety of communication skills are needed by each student so that he or she can be flexible and use the medium (a) that is best suited to the task and to the individual.

- Communication skills include reading, writing, listening, speaking and use of slate and stylus, computer, electronic communication devices and other specialized equipment. Specialized communication skills must be developed, according to the needs of the individual, to maximize their independence.

- The use of specialized communication modes and equipment should be taught throughout the program and students should be encouraged to utilize the skills in all aspects of their lives.

Support Services

Students who experience a sudden or gradual loss of vision will receive counseling regarding the use of new reading, writing or communication modes.

ASDB will support this policy by providing ongoing in-service opportunities for employees and parents to maintain skills so that they can promote literacy for the students, and learn about new methods and equipment.

Information and equipment available in ASDB programs will be made accessible to all students and employees who use Braille, print, augmentative communication devices or auditory modes.

School staff will foster a positive attitude toward all communication modes through instruction of students, staff development and support services programs.

Adopted: September 6, 2007

LEGAL REF.: A.R.S. 15-1326
15-1341

IHBAA: Special Instructional Prog. & Accommodations – Access to Learning & Recognition of Amer. Sign Language

I-2410
IHBAA

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SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(Access to Learning; Recognition of American Sign Language)

All students will have access to learning based on their linguistic strengths and needs, as referenced in Arizona Revised Statute 15-1302 (E). American Sign Language (ASL) and English are both recognized as languages.

Adopted: March 24, 2016

IHBAA-R: Special Instructional Prog. & Accommodations – Access to Learning & Recognition of Amer. Sign Language

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(Access to Learning and Recognition of American Sign Language)

* This policy applies to the site-based programs*

All students will have access to learning based on their linguistic strengths and needs. American Sign Language (ASL) and English are recognized as separate languages but of equal importance. We are committed to ASL and English excellence for students and staff.

ASDB strives to develop effective communication skills in our students through the proficient use of American Sign Language (ASL) and English to ensure that our students reach their maximum linguistic potential. The acquisition of ASL is expected to be facilitated in order to foster a visual language.

Any level of communication from the child is accepted. American Sign Language and English are used at all instructional levels in order for learning to be accessible. Reading and writing are implemented across the curriculum.

Oral/aural abilities in English are fostered for students on an individual and group basis based on Individualized Education Program (IEP) and Individual Family Service Plan (IFSP). These skills are taught to complement the overall development and fluency of language.

Students may require augmentative/alternative systems of communication that allow them to understand and be understood in a meaningful manner and in a variety of settings.

Students have full access to communication inside and outside the classroom. Administrators, faculty, and staff sign when individuals who are deaf or hard of hearing are around.

ASL classes are provided to families of children of all ages so that family members can enrich their children's learning and foster a language rich environment.

Parents, Deaf and Hearing community members and staff form a partnership to ensure that all staff who have direct contact with students who are deaf or hard of hearing, meet the established ASL level of competency.

Assessment of the students' ASL and English occurs at all levels to ensure that appropriate programs can be planned and effective instructional strategies be implemented through the IEP/IFSP process.

ASDB encourages the hiring of Deaf/underrepresented people in all positions, including non-instructional support, to provide children with appropriate language and role models.

IHBB: Gifted and Talented Education

I-2450
IHBB

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GIFTED AND TALENTED EDUCATION

The Board requires that appropriate instructional campus based programs be conducted to meet the needs of exceptionally gifted students of school age, in keeping with ASDB's goal of developing the special abilities of each student. Expanded academic course offerings, programs and supplemental services shall be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. A program scope and sequence for gifted education including those requirements found in A.R.S. 15-779.02 shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year and by the same date at least every five (5) years if no changes were made.

The framework for said programs shall encompass the following objectives:

ó Expansion of academic attainments and intellectual skills.
ó Stimulation of intellectual curiosity, independence, and responsibility.
ó Development of originality and creativity.
ó Development of positive attitude toward self and others.
ó Development of desirable social and leadership skills.
ó Career exploration and awareness.

Ability of candidates for this program shall be evidenced by:
ó Achievement in schoolwork.
ó Scores on tests measuring intellectual ability and aptitude.
ó The judgments of teachers, psychologists, administrators, and supervisors familiar with the demonstrated abilities of the students.
Procedures shall be established by the Superintendent for identifying students of demonstrated achievement or potential ability.

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 ASDB and if so have the program provided without unreasonable delay.

Adopted: March 24, 2016

IHBCA: Programs for Pregnant/Parenting Students

I-2550 © 2016 by Arizona School Boards Association **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.

Pregnant students shall notify school authorities of their status as soon as it is ascertained. The Superintendent or designee will establish regulations as necessary to implement this policy.

Adopted: March 24, 2016

IHBCA-R: Programs for Pregnant/Parenting Students

PROGRAMS FOR PREGNANT / PARENTING STUDENTS

ASDB 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 consult with a member of the counseling staff or the Principal/Director for the purpose of planning her educational program.

The student may be eligible for the following educational plans or may suggest alternatives:

- She may remain in her present school program, with modifications as

necessary, until the birth of her baby is imminent or until her physician states that continued participation would be detrimental to her health.

- If eligible for homebound or chronic illness status, in accord with A.R.S. 15-901, she may temporarily withdraw from school at the direction of her physician and may receive homebound instruction from the date of her withdrawal until her physician states that she is physically able to return to school.

Efforts will be made to see that the educational program of the student is disrupted as little as possible; that she receives information on available health and counseling services, as well as instruction; and that she is encouraged to return to school after delivery.

IHBD: Compensatory Education (Title I)

I-2650
IHBD

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COMPENSATORY EDUCATION

(Title I)

The Superintendent shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All campus based programs, 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 in ASDB schools in a manner that ensures equivalency. . Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among campus based programs.

Title I Parental Involvement

ASDB maintains programs, activities, and regulations for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and regulations are described in Agency-Level and School-level compacts.

ASDB-Level Parental Involvement Compact. The Superintendent or designee shall develop an ASDB-Level Parental Involvement Compact according to Title I requirements. The ASDB-Level Parental Involvement Compact shall contain:

- ASDB's expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
- Other provisions as required by federal law.

The ASDB Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Schools-Level Parental Involvement Compact. Each school Principal shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:

- A process for continually involving parents/guardians in its development and implementation;
- How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
- The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
- Other provisions as required by federal law.

Each school Principal shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Adopted: March 24, 2016

IHBD-R: Compensatory Education (Title I)

COMPENSATORY EDUCATION

(Title I)

Agency-Level Parental Involvement Compact

The Agency-level compact shall provide an understanding of the joint responsibility of the Agency and parents/guardians to improve students' academic achievement and school performance.

To that end, the Agency provides opportunities for parents/guardians involvement at the Agency level, and the Agency involves parents/guardians in the joint development of the Agency'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 an Agency-level committee with parents/

guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.

- Establishing meaningful, ongoing two-way communication between the Agency, staff and parent/guardians.
- Developing a medium to communicate to parents/guardians about the plan and seek their input and participation.
- Training employees on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation (e.g. illiteracy or language difficulty).

The Agency provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:

- Providing ongoing Agency-level workshops to assist schools in planning and implementing improvement strategies.
- Establishing training programs for school liaisons to bring the communication and facilitation skills to the schools they represent.
- Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
- Seeking input from parents/guardians in developing workshops.

The Agency builds the capacity of schools and parents/guardians for strong parental involvement by:

- Providing ongoing communication about the Agency-wide committee through Agency newsletters or other written or electronically communicated means.
- Engaging the school parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- Utilizing parent organizations to assist in identifying effective communication strategies based on their members' needs.
- Involving Agency and building representatives from other programs to assist in identifying specific population needs.
- Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.

The Agency conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/ guardians involvement policy in improving the academic quality of the schools served under Title I including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/ guardians involvement policies described in this section by:

- Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with Agency and school administrative staff, parents/ guardians, and teachers.

- Identifying barriers to effective evaluation by language support or other assistance as needed.

- Identifying potential policy and compact changes to revise and improve program(s).

The Agency involves parents/guardians in the activities of the schools served under Title I by:

- Providing communication and calendar information to parents/ guardians of upcoming meetings, discussions or events and encouraging their participation.

- Providing Principal and parent organizations with information of events.

School-Level Parental Involvement Compact

The school-level parent involvement compact provides an understanding of the joint responsibility of the school and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by:

- Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Principal shall:

    - Invite all parents/guardians of participating children to the annual meeting at school.

- Explain the rights of parents/guardians to be involved in establishing this compact.
- Introduce and involve the school representatives on the Agency- level committee.
- Provide an overview of Title I and give parents/ guardians an opportunity to express questions and concerns.
- Indicate the mechanisms by which the committee work will be communicated.
- Seek the involvement and input of parents/guardians.
- Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.

- Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The Principal shall:

  - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage school-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.

- Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school- wide program plan (under 20 U.S.C. 1114). The Principal shall:

  - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the school-based committee to plan, review, and recommend improvements to the Agency Parent Involvement Compact.

- The Principal shall:

  - Provide parents/guardians of participating children timely information about programs.

- Communicate updates through use of school newsletters, the Agency web site, e-mail and telephone contact, and home visits if needed.

The 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 Principal shall:

- Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

- Develop a feedback loop for parents/guardians to ask questions and receive follow-up information.

If the school-wide plan is not satisfactory to the parents/guardians of participating children, the Principal shall:

- Submit any comments when the school makes the plan available to the Board.

- Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student academic achievement standards.

Each parent/guardian is responsible for supporting their children's learning by:

- Monitoring attendance, homework, and attention to academic tasks/progress..

- Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

- Parent-teacher conferences in elementary schools, at least

annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.

- Frequent reports to parents/guardians on their children's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity For Involvement.

To ensure effective involvement of parents/guardians and to support a partnership among the schools' involved, each school shall:

- Provide assistance to parents/guardians of children served in understanding the state's academic content standards and state student academic achievement standards, state and local assessments, monitoring a child's progress, and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy, technology, et cetera) to help parents/guardians work with their children.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/ guardians can understand.
- Involve parents/guardians in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this part if the Agency has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Provide opportunities for involvement of parents/guardians.

- Use outreach programs to involve community groups and organizations.
- Arrange meetings at a variety of times in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a school-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the schools, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/ guardians understand.

IHBE: Bilingual Instruction/Native Lang. Instruction

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 provided a full description of the educational materials to be used in the different educational program choices, and

- Be provided all the educational opportunities available to the child.

Parental Exception Waiver

A parental exception waiver may be applied for if the above prerequisites have been met and at least one (1) of the following applies:

- The student already possesses good English language skills, as measured by:
  - Oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores:
    - Approximately at or above the state average for the student's grade level, or
    - At or above the 5th grade average, whichever is lower
- The student is age ten (10) or older, and:
  - It is the informed belief of the Principal/Director and educational staff that an alternate course of educational study would be better suited to the student's overall educational progress and rapid acquisition of basic English language skills.
- The student has special individual needs (physical and psychological needs above and beyond the lack of English proficiency).
  - Any decision to issue a waiver based on special individual need is to be made subject to the examination, approval and authorizing signature of the Superintendent within, but not limited to, the following guidelines:
    - The student has already been placed in an English language classroom for not less than thirty (30) calendar days during that school year.
    - It is subsequently the informed belief of the Principal/Director and educational staff that the child has such special and individual physical or psychological needs, above and beyond the lack of English proficiency, and an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English.
      - A written description of not less than two hundred fifty (250) words documenting these special individual needs for the specific student must be provided and permanently added to the student's official school record after,
      - A special needs review has been completed by persons knowledgeable about the student, the student's school history, the student's special individual needs, the meaning of evaluation data, and the placement options. The review shall

be based upon the student's existing records, including academic, social, and behavioral records.

- The waiver application must contain the original authorizing signature of the Principal/Director.

- If the student has been determined to be a student with a disability under the Individuals with Disabilities Improvement Education Act (IDEA, 2004) then all procedural safeguards including those relative to evaluation and the provision of free appropriate public education (FAPE) must be followed.

- If the student has been determined to be a student with a disability under Section 504 of the Rehabilitation Act of 1973, evaluation and such accommodations as are necessary to provide a free appropriate public education shall be provided in accord with the act.

- Teachers and local school districts may reject waiver requests without explanation or legal consequence. The existence of such special individual needs shall not compel issuance of a waiver.

- The parents shall be fully informed of their right to refuse to agree to a waiver for special individual needs.

The Superintendent shall develop regulations as necessary for implementation of this policy.

Adopted: November 1, 2007

LEGAL REF.:	A.R.S.	15-744
		15-751
		15-752
		15-753
		15-754
		15-755
		15-1326
	A.A.C.	R7-2-310

CROSS REF.: IHAA - English Instruction
IHB - Special Instructional Programs

IHB-EA: Special Instructional Programs

SPECIAL INSTRUCTIONAL PROGRAMS

(Procedural Safeguards Notice)

A sample of the procedural safeguards notice is available from the

Arizona Department of Education. It is titled “SPECIAL EDUCATION RIGHTS OF PARENTS AND CHILDREN UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA AMENDED 2004)”. If ASDB chooses to modify these sample procedures, it is suggested that a comparison to the citations in the information below be reviewed.

The Federal Regulations at 34 C.F.R. 300.504 on Procedural safeguards notice read as follows:

"§ 300.504 Procedural safeguards notice.

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

(1) Upon initial referral or parent request for evaluation;

(2) Upon receipt of the first State complaint under § § 300.151 through 300.153 and upon receipt of the first due process complaint under § 300.507 in a school year;

(3) In accordance with the discipline procedures in §300.530(h); and

(4) Upon request by a parent.

(b) Internet Web site. A public agency may place a current copy of the procedural safeguards notice on its Internet Web site if a Web site exists.

(c) Contents. The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under § 300.148, § § 300.151 through 300.153, § 300.300, § § 300.502 through 300.503, § § 300.505 through 300.518, § 300.520, § § 300.530 through 300.536 and § § 300.610 through 300.625 relating to--

(1) Independent educational evaluations; (2) Prior written notice;

(3) Parental consent;

(4) Access to educational records;

(5) Opportunity to present and resolve complaints through the due process complaint and State complaint procedures, including--

(i) The time period in which to file a complaint;

(ii) The opportunity for the agency to resolve the

complaints; and

(iii) The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;

(6) The availability of mediation;

(7) The child's placement during the pendency of any due process complaint;

(8) Procedures for students who are subject to placement in an interim alternative educational setting;

(9) Requirements for unilateral placement by parents of children in private schools at public expense;

(10) Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;

(11) State-level appeals (if applicable in the State);

(12) Civil actions, including the time period in which to file those actions; and;

(13) Attorneys' fees.

(d) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of § 300.503(c)." (approved by the Office of Management and budget under control Number 1820-0600) [Authority:20 U.S.C. 1415(d)]

The following is a summary of sources for procedures that may be found in law, regulation, and ASDB policy other than the A.D.E. sample:

- An opportunity for a parent of an ASDB student to examine all records as pursuant to § 34 C.F..R. 300.501, Policy JR and Regulation JR-R (Student Records).

- Procedures to protect the rights of the child whenever the parents of the child are not known as pursuant to § 34 C.F.R. 300.519 and A.R.S. 15-763.01.

- Prior written notice to the parents is to be provided upon specific instances as pursuant to § 34 C.F.R. 300.503.

- Procedures designed to ensure the prior written notice is in the native language of the parents, unless it clearly is not feasible to do so. See § 34 C.F.R. 300.503.

- Procedures for mediation shall be provided. Contact the A.D.E. for a list of mediators. See § 34 C.F.R. 300.506 et seq and A.A.C.

R7-2-401.

- An explanation of the State complaint procedure shall be provided as pursuant to § 34 C.F.R. 300.507 et seq and A.A.C. R7-2-405.

- Due process procedures are to be included as pursuant to § 34 C.F.R. 300.508 and A.A.C. R7-2-405.

- Procedures that require the parent of an ASDB student, or the attorney representing the student, to provide notice within certain guidelines (it shall remain confidential) as pursuant to § 34 C.F.R. 300.508.

- Discipline procedures should be explained as pursuant to § 34 C.F.R.300.530 and Policy JKD (Student Suspension).

IHB-EB: Interpreter Request Form

I-2382 © 2004 by Arizona Schools for the Deaf and Blind **IHB-EB**

INTERPRETER REQUEST FORM

Check appropriate need:

Sign Spanish Describer Audio

Provide **all** information for activity:

Date of activity:

Location:

Time Needed, from start to finish

Please give name(s) of person(s) requiring interpreting/description service:

Written Spanish Translation Request

Description of document:

Number of pages: Specific Date needed:

Comments:

Date Supervisor (if necessary)

Interpreter Coordinator Use Only

Interpreter(s) will be:

ASDB Form 224 Rev. 12/15/00

IHBE-EA: Bilingual Instruction / Native Language Instruction

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IHBE-EA

BILINGUAL INSTRUCTION / NATIVE LANGUAGE INSTRUCTION

(Limited English Proficient Students Required Notice)

Those eligible entities using funds provided under Chapter 70 - STRENGTHENING AND IMPROVEMENT OF ELEMENTARY AND SECONDARY SCHOOLS - Subchapter III - Language Instruction for Limited English Proficient and Immigrant Students shall provide the following notice.

- As required by 20 U.S.C 7012(a): The school or ASDB must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements or expected rate of transition, and information regarding parental rights.

- As required by 20 U.S.C 7012(b): Each school or ASDB using funds

provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than thirty (30) days after such failure occurs.

- As required by 20 U.S.C 7012(e): Each school or ASDB shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic achievement standards and state academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

IHBE-EB: Bilingual Instruction / Nativr Language Instruction

BILINGUAL INSTRUCTION / NATIVE LANGUAGE INSTRUCTION

(Request for Parental Exception Waiver)

Student's name _____
_____ Last First M.I.

School _____
Current grade _____
Birth date_____

Home phone_____

Work phone_____Message phone_____
_____

Parent or guardian's name_____
_____ Last, First, M.I.

Home address _____
_____ Street, City, Zip

E-mail address _____

I, _____

the undersigned parent/legal guardian of the above student, visited the school and while present was provided with a full description of the education materials to be used in different educational program choices, and a full description of all the educational opportunities available to my child. I herein request a waiver from the application of A.R.S. 15-752 - being placed in an English language classroom and consent to placement in a bilingual education/native language instruction program.

The reason for the request is that
the above-named student:

- ☐ Possesses good English language skills.
- ☐ Is age ten (10) or older
- ☐ Has special individual needs

The following (or attached) information is provided to assist in making a determination as to the granting of the waiver.

Signature of Parent or Legal Guardian Date

FOR ASDB USE ONLY * DO NOT WRITE BELOW THIS LINE

Date stamp _____

_____
Filing Date

☐ Approved ☐ Denied

Principal _____

Date _____

Superintendent _____
Date _____

(Only required for special individual needs)

IHBE-R: Bilingual Instruction/Native Lang. Instruction

BILINGUAL INSTRUCTION / NATIVE LANGUAGE INSTRUCTION

Bilingual education will be implemented as an integral part of the total curriculum, preschool through high school, in order to assist in achieving the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) of each child.

ASDB recognizes the inherent linguistic and cultural diversity of its students. Within this context, bilingual education is incorporated as a sound program- matic response to equal education opportunity.

Bilingual education incorporates each student's linguistic and cultural attributes into a total learning experience producing individuals who will be full participants in our pluralistic society while continuing to preserve, manifest and enjoy their own cultural uniqueness.

Bilingual education recognizes the uniqueness of the learning process of disabled children, the communication modes of deaf or hard of hearing children, and the need for individual assessments and educational plans for each child. Each child will be assessed according to the Arizona Administrative Code regulations for the English Language Learner Programs. This assessment shall include an evaluation of the student's bilingual status and, where appropriate, the multidisciplinary staffing shall recommend an appropriate program.

The implementation of the bilingual policy shall include the following for students in Special Education Programs and served by ASDB:

- ***Identification.*** The primary home language of all students shall be identified as a part of the intake process. The primary home language of the student shall be considered to be other than English in any of the following cases:

  - The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

  - The language most often spoken by the student is other than English.

  - The student's first acquired language is other than English.

- ***Assessment.*** If Non-English is specified as the primary home language, an oral language proficiency assessment test will be administered to determine English proficiency. The oral language assessment used will be one of the three tests approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English

proficient.

If the multidisciplinary evaluation or IEP team find the procedures to be inappropriate for a particular special education student, the evaluators shall employ alternate procedures for identifying such students or assessing/ reassessing their English language proficiency. Persons conducting the English language assessment shall participate with the special education multidisciplinary evaluation or IEP team in the determination of the student's English language proficiency designation.

- ***Program Plan.*** The Multidisciplinary staffing, which includes evaluators, educators, and parents, shall develop a plan that provides for the most appropriate, effective and efficient program designed to meet the individual needs the student has to achieve the curricular goals established by ASDB.

  - Non-lingual children shall be placed in a language development program to develop the most effective English competency possible.

  - Children whose primary language is other than English shall be provided bilingual support according to the established IEP by a qualified teacher.

  - Children whose English competency is equal to or superior to the Non-English language shall be provided bilingual support if they are underachieving due to their bilingual status.

  - The annual review of placement shall consider the need for continued bilingual support.

ASDB shall maintain a bilingual instructor for purposes of serving bilingual children as determined by the IEP. ASDB shall contract, where necessary, to obtain the expertise necessary to help assess, diagnose, and plan the child's program,

IHBF: Homebound Instruction

I-3000
IHBF

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HOMEBOUND INSTRUCTION

"Homebound" 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 includes a student who is unable to attend school for a period of less than three (3) months due to a pregnancy if a competent medical doctor, after an examination, certifies that the student is unable to attend regular classes due to risk to the pregnancy or to the student's health.

Requests for homebound instruction must be made to the school office, coordinated with the Special Education Department of the school district of residence, 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, and in coordination with services provided by the district of residence. Full-time attendance may be counted for each day during a week in which the student receives at least four (4) hours of instruction. Campus based 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: June 9, 2016

IHB-R: Special Instructional Programs

REGULATION **REGULATION**

SPECIAL INSTRUCTIONAL PROGRAMS

(Identification and Placement of Exceptional Students)

This detailed administrative regulation is issued to:

- Accomplish the requirements of the Governing Board set out in policy IHB Special Instructional Programs.
- Assure District compliance with the requirements of applicable federal and state laws and the lawful regulations of the State Board of Education.
- 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:

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

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

- 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.)

- 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 forcovered 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

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:

- Homeless;

- Highly mobile, including migrant children;

- Wards of the state; and,

- Attending private schools or who are homeschooled.

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

- Advancing from grade to grade

- Highly mobile, including a migrant student. [34 C.F.R. 300.111]

The District will inform the general public and parents within its boundaries of the responsibility for 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 will require all school-based staff members to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review. [A.A.C. R7-2-401.D]

Identification screening for possible disabilities shall be completed within forty-five (45) calendar days after:

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

- Parent notification of developmental or educational concerns.

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

- Cognitive or academic;

- Communication;

- Motor;

- Social or behavioral; and

- Adaptive development.

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 dates shall be maintained in the student's permanent records. [A.A.C. R7-2-401.D]

If the screening 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 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) days after the request has been made, and before:

- Any individualized education program (IEP) meeting;
- Any hearing involving a due process complaint or disciplinary hearing;
- Any resolution session. [34 C.F.R. 300.613]

The right to inspect and review education records includes:

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

- The name of the party;
- The date access was given; and
- The purpose for which the party is authorized to use the records. [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. [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. [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. [C.F.R 300.617]

The District will not charge a fee to search for or to retrieve information. [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. [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. [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 C.F.R 300.619. [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. [C.F.R 300.618]

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. [C.F.R 300.618]

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. [C.F.R 300.618]

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). [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. [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. [C.F.R 300.622]

The District will protect the confidentiality of personally identifiable information at

collection, storage, disclosure, and destruction stages. [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). [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. [C.F.R 300.623]

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. [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. [C.F.R 300.624]

The rights of the parents regarding educational records are transferred to the student at age eighteen (18) under FERPA. [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. [C.F.R 300.625]

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:

- 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

- 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 willreview all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:

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

- 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:

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

- 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:

- 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;

- 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

- 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 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 §§300.310 through 300.314 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 §§300.310 through 300.314 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. 300.532]

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:

- 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;

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

- 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:

- Has not allowed an IDEA evaluation of the child;

- Has refused special education services for the child; or

- 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.

- 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.

- 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:

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

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

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

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

  - 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.

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

- 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:

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

- The rights of the parents of the child have been terminated by the court;

- The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. 300.536]

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 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:

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

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

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

- 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.

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

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

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

Parental consent is not required before:

- Reviewing existing data as part of an evaluation or reevaluation;

or

- 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]

The initial evaluation will:

- Be completed within sixty (60) days of receiving parental consent for the evaluation, unless:
  - the parents and the District agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) days; or;
  - 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.
  - the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
- 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]

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

- The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- If the child's parents or teacher requests a reevaluation; except
- 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, unless the parent and the District agree that a reevaluation is unnecessary. [34 C.F.R. 300.303]

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:

- 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;

  - whether the child is a child with a disability; and

  - 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).

- 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

- 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]

The District ensures that evaluation materials and strategies:

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

- 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;

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

- Are administered by trained and knowledgeable personnel;

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

- 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).

- 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

- 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.

- 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:

- Review existing evaluation data on the child including:

  - evaluations and information provided by the parents;

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

  - observations by teachers, and related services providers.

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

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

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

  - 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.

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

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:

- The determination and the reasons for the determination; and

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

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

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

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

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

  - if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and

  - if so, the educational needs of the child.

- 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:

- 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]);

- Lack of appropriate instruction in math; or

- 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:

- Option 1:

  - The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the

child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

- Option 2:
  - The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]
- Option 3:
  - The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA Regulations §300.307-311:
    - The state-adopted criteria based on a child's response to scientific, research-based intervention;
    - 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:

- The child's regular education teacher; or
- If the child does not have a regular education teacher, then a regular education teacher qualified to teach children of that age;
- For a child of less than school age, an individual qualified by the state to teach children of his/her age;
- 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:

- 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:
  - oral expression
  - listening comprehension
  - written expression

- § basic reading skill
- § reading fluency skills
- § reading comprehension
- § mathematics calculation
- § mathematics problem solving

- ó 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

- ó 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:

- ó A visual, hearing or motor disability;
- ó Mental retardation;
- ó Emotional disturbance;
- ó Cultural factors;
- ó Environmental or economic disadvantage; or
- ó 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:

- ó 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

- ó Data-based documentationmof 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:

- Whether the child has a specific learning disability;
- The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
- The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
- The educationally relevant medical findings, if any;
- 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
- 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.
- The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; 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 instructional strategies used and the student-centered data collected; and
- 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;
- Strategies for increasing the rate of learning; and
- 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]

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:
  - Refer any children who are suspected of having a disability to the appropriate Unified District or Elementary District for evaluation and, if appropriate, for services.

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]

The special education programs and services provided 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]

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:

- special education;
- related services;
- 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.

- 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.

- Services will not be:

  - limited to a particular category of disability; or, 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:

- Be provided beyond the normal school year of the District;
- Be provided in accordance with the child's IEP;
- Be provided at no cost to the parents of the child; and
- 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:

- The child is enrolled full time in a separate facility; or
- 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:

- The hearing aids worn in school by children with hearing impairments are

functioning properly; and

- 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:

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

- 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;

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

    - decrease lifetime benefits;

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

    - increase premiums or lead to discontinuation of benefits; or

    - 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 parent consent consistent with §300.09 each time that access to public benefits are sought. [34 C.F.R. 300.154]

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 in15-763, shall not be required to achieve passing scores on competency tests (AIMS) 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

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

- The child's present levels of academic achievement and functional performance, including:
  - how the child's disability affects the child's involvement and progress in the general curriculum; or
  - for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- Measurable annual goals, including academic and functional goals designed to:
  - 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
  - meet each of the child's other educational needs that result from the child's disability;
  - for children with disabilities who take alternate assessments (AIMS A)

aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

- 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;

- 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:

  - to advance appropriately toward attaining the annual goals;

  - 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.

- 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;

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

- 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:

  - the child cannot participate in the regular assessment; and

  - the particular alternate assessment selected is appropriate for the child;

- 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:

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

- 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:

- The parents of the child;
- Not less than one (1) regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one (1) special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the District who:
  - is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - is knowledgeable about the general education curriculum; and
  - is knowledgeable about the availability of resources of the District;
  - 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.
- 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, with the exception of the parents.
- 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
- Whenever appropriate, the child with a disability.
- 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;
- 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.
- 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.

A member of the District IEP team described above, and including a person who can interpret the results, 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]

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:

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

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

The meeting notice will:

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

- Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child. [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:

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

- Indicate that the District will invite the student

- 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:

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

- Copies of correspondence sent to the parents' and any responses received; and

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

- 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]

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.

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

- 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:

- Reviews and adopts the child's IEP from the previous District, or

- 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:

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

- 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 stepsto 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:

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

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

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

In consideration of special factors, the IEP team will:

- 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;

- 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;

- 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;

- 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;

- 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:

- Appropriate positive behavioral interventions and strategies for the child; and

- 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:

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

- 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:

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

- the results of any reevaluation;

- information about the child provided to, or by the parents;

- 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:

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

- 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]

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:

- Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;
- 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:

- 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;
- In conformity with the least restrictive environment (LRE) provisions of the IDEA regulations;
- Determined at least annually;
- Based on the child's IEP; and,
- 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 will establish, maintain, and implement procedural safeguards that meet the requirements of §300.500 through 300.536 of the IDEA Regulations.

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:

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

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

- 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:

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

- 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:

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

- 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:

- 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

- 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 before the District:

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

- 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]

The notice must include:

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

- An explanation of why the District proposes or refuses to take the action;
- A description of each evaluation procedure, assessment, record or report the District used as a basis for the proposed or refused action;
- 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;
- Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- A description of other options that the IEP team considered and the reasons why those options were rejected;
- 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:

- the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- That the parent understands the content of the notice;
- 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:

- Upon initial referral or parent request for evaluation;
- Upon receipt of a first complaint to the state or first request for a due process hearing in a school year;
- When a disciplinary change of placement /removal has been initiated;
- 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:

- Independent educational evaluations;

- Prior written notice;
- Parental consent;
- Access to education records;
- Opportunity to present and resolve complaints through the due process hearing and state complaint procedures, including;
  - The time period in which to file a complaint;
  - The opportunity for the District to resolve the complaint;
  - The difference between due process hearing and state complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
- The availability of mediation;
- The child's placement during the due process hearing;
- Procedures for students subject to placement in an interim alternative educational setting
- Requirements for unilateral placements by parents of children in private schools at public expense;
- Due process hearings including requirements for disclosure of evaluation results and recommendations;
- Civil actions, including timelines;
- 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:

- Is voluntary on the part of the parties;
- Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;
- 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:

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

- 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:

- The name of the child;

- The residential address of the child;

- The school of attendance;

- 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

- 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:

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

- 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:

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

- 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:

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

- 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:

- Both parties agree in writing to waive the resolution meeting; *or*

- 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*

- 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:

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

- 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:

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

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

- 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 if 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:

- No parent can be identified;
- After reasonable efforts are made, no parent can be located;
- The child is a ward of the state (with no foster parent);
- 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:

- Is not an employee of the state, the District, or any other agency that is involved in the education or care of the child;
- Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
- 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:

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

IHB-RC: Special Instructional Programs & Accommodations Interpreting

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(INTERPRETING)

Both state and federal law mandates that student assessments as well as meetings regarding assessments, Individual Education Programs (IEP) and placement in special education programs are to be interpreted in the language of the home in order for the student and the student's parents to fully participate.

Some educational field trips, special parent or student conferences, and other meetings require the use of an interpreter in sign language in order to accommodate full participation of staff and students who are deaf or hard of hearing as well as others in a variety of communication situations. All employees are expected to acquire a basic skill in sign language.

The employment of trained and certified interpreters is intended to ensure clarity and completeness of information as well as participation of all persons in those communication situations.

The following guidelines will be used in securing interpreters and translators.

- *Spanish.* The following situations will be considered as a priority for employing translators:
    - Educational Meetings mandated by law, including disciplinary conferences for the purposes of reviewing assessment results, developing of Individual Education Programs, placement in special education programs, and third-year evaluations.
    - Parent meetings in groups such as the Parent Advisory Committee, Open House, and other general school meetings.
    - Counseling sessions, special staffings, and parent conferences on urgent topics relevant to students.
    - Written translations of school-wide policies, forms, parent communications, health care issues, and legal documents.

Bilingual employees ACCOMPANIED BY THE EMPLOYEE COMMUNICATING THE INFORMATION will interpret the following situations in Spanish

- Telephone calls.
- Progress reports and assessment results.
- Routine parent conferences and contracts.
- Schedules of departmental activities.
- Departmental letters regarding general information, health care, school events, and individual health care issues.
- Interdepartmental documents and meetings that are not legally mandated but are part of the ongoing educational programs.
- Emergency translating when a translator cannot be obtained.

- *Sign Language.* The following situation will be considered as a priority for employing a sign language interpreter:
    - Educational meetings mandated by law, including multidisciplinary conferences for the purpose of reviewing assessment results, developing of Individual Education Programs, placement in programs, and third-year evaluations when parents or students of a legal age are deaf or hard of hearing.
    - Parent meetings in groups such as the Parent Advisory Committee as needed.
    - Legal/employee situations as needed for school staff.
    - Board meetings as needed.
    - Parent conferences on urgent, specific topic relevant to student performance as needed.
    - Workshops, large group in-service training, all school staff meetings of technical nature.
    - Field trips with teachers who are deaf or hard of hearing.
    - Off campus meetings attended only by a staff person who is deaf or hard of hearing.

Certified interpreters are recommended and will be secured first, particularly if they have specific training for a particular situation. An example is getting a legal interpreter for situations relevant to explanation or discussion of current statues.

Employees will be expected to communicate in sign language in the following situations:

- Routine parent conferences with parents who are deaf or hard of hearing.

- Departmental meetings.
- Individual contact with students or parents who are deaf or hard of hearing.
- Small group meetings.

Procedure to Obtain an Interpreter:

- An interpreter is to be obtained by completing form IHB-EB.
- Principal and director approves request.
- Form is sent to the department of instructional support services at least five (5) working days prior to the activity.
- Emergency situations require completion of a form after the use of an interpreter if it cannot be accomplished prior to the activity.
- The department of instructional support services will locate and employ an interpreter according to established guidelines and priorities.
- Employee requesting interpreter will be notified one (1) working day prior to needed time as to the disposition of the request.

IHB-RD: Special Instructional Programs & Accommodations Procedures for Mainstreaming Students to Public Schools.

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(Procedures for Mainstreaming Students Into Public Schools)

Parent(s) of the student, school district of residence, and ASDB personnel may participate in the Individualized Education Program (IEP) or IEP review where general options for class(es) and schools are discussed. A decision to mainstream is made as a part of the IEP process.

The ASDB Principal notifies the public school district of the potential placement of the ASDB student.

The team, including at least the parent, Principal/Director (instructional leader) and public school representative, reviews the options and decides whether to proceed with the program as outlined.

The ASDB Principal coordinates registration with the parents, student and the public school.

Once registration is complete, ASDB principal sends the public school contact person, ASDB staff and parents a finalized schedule.

IHBHD: Online/Concurrent/Correspondence Courses

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ONLINE / CONCURRENT / CORRESPONDENCE COURSES

Online Instruction

Online instruction is a learning option for meeting the needs of students in the information age. The ASDB Board may authorize student enrollment in online courses for credit to fulfill the academic requirements of the ASDB 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 ASDB class and course standards, the course offerings and content must:

- meet ASDB and SBE academic standards for the identified student population,
- provide at least the minimum course of study and competency

requirements for graduation from high school, based on the current cohort year requirements, and

- prepare students for post-secondary success in the world of work, technical school, or college.

To receive credit towards promotion or graduation, a student participating in online instruction shall:

- satisfactorily complete the course requirements, and

- participate in the testing requirements prescribed by A.R.S. 15-741 *et seq*.

Students will not be allowed to participate if the student fails to comply with the testing requirements and the online instruction provider fails to administer the tests to at least ninety-five percent (95%) of the students participating in the provider school's online instruction.

Upon the student's enrollment in online instruction, the student's parents or guardians shall be notified of the state testing requirements.

ASDB shall coordinate with the online instruction provider the gathering, recording, maintenance and reporting of applicable information to the student's parents or guardians, campus officials, and the appropriate agencies, including the district of residence.

If a student's academic achievement declines while the student is participating in online instruction, the student's parents or guardians, teachers and instructors, and the school's Principal or designee shall confer to evaluate whether the student's continued participation in online instruction should be allowed.

Whenever a student becomes ineligible for continuation in an online course or program, for whatever reason, the student shall be enrolled in an ASDB equivalent course or courses appropriate to the student's academic qualifications.

Adopted: March 24, 2016

IIB: Class Size

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CLASS SIZE

The teacher-student ratio for staffing in ASDB 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.

It is the intent of ASDB 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.

Adopted: March 24, 2016

IIB-R: Class Size

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IIB-R

CLASS SIZE

(Special Education)

Student-teacher ratios and student-staff ratios. Specific decisions regarding class size shall be made after considering several factors that impact the quality of such services:

- The number of identified students receiving direct special education services and the average number of hours such services are provided each week.
- The number of identified students receiving indirect (consultative) special education services and the average number of hours such services are provided each week.
- The average number of hours per week the special education teacher spends providing indirect services to nonplaced students. This item includes collaborative planning and instructional/behavioral program consultation with classroom teachers and other members of the school-based team, regular class instruction provided by the special education teacher to nonplaced students (e.g., co teaching), and all assessment/evaluation/conference functions associated with such students.
- Special conditions of individual students (e.g., physical, sensory, medical, technology needs).

- Travel time involved, when appropriate.

The following goals for pupil:teacher ratios serve as a guide for the provision of services. Aides in the classroom will be based on the individual needs of the students. The final decision regarding a student's placement will be based on the student's needs, however, not on ratios. These goals apply only to programs located on the ASDB campuses.

CATEGORY		Pupil:Teacher Goal	
1.	Preschool Age 3 – 5; Half Day	VI & D/HH	6:1
2.	Elementary through Jr. High School	VI DHH	8:1 10:1
3.	High School Grades 9-12	VI D/ HH	8:1 10:1
4.	Multiply Disabled Preschool, Full Day Elementary through Jr. High School	MD	6:1
5.	Multiply Disabled High School	MD	8:1
6.	Multiply Disabled Severe Sensory Impairment	MDSSI	6:1

IJ: Instructional Resources and Materials

I-5250
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INSTRUCTIONAL RESOURCES AND MATERIALS

Supplies

At the beginning of each school year, all students in the elementary [pre-kindergarten (pre-K) through grade eight (8)] schools will have required textbooks in an accessible format, and supplies furnished by ASDB when appropriate.

At the beginning of each school year, ASDB shall furnish free required textbooks and related subject matter materials in accessible formats for high school students in grades nine (9) through twelve (12).

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

of campus-based students may be required to pay for any damage to ASDB property, as noted in the Student Handbook.

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 responsibility upon enrollment or at the beginning of each school year.

ASDB 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 regulations that permit parents or guardians of students enrolled in ASDB campus based programs access to the instructional materials, learning materials and activities currently used by, or being considered for use by, ASDB in accordance with the terms of this policy. A parent who objects to any learning material or activity on the basis that the materials 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 campus materials in an accessible format for review by the parents or guardians. Textbooks, supplementary books, and subject-matter materials in accessible formats may be checked out from ASDB premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films, may be reviewed only on ASDB's 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: March 24, 2016

IJJ: Textbook / Supplementary Materials Selection and Adoption

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TEXTBOOK/SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The ASDB Board will approve and adopt all new textbooks and instructional materials for campus based programs. The Superintendent or designee shall establish textbook selection procedures that provide appropriate involvement of staff members, students, and community members. These procedures will include the deletion of previously approved textbooks and instructional materials. These procedures may provide for the establishment of textbook selection committees. Recommendations from textbook selection committees will be forwarded to the Superintendent or designee.

Textbooks and supplementary books recommended by textbook selection committees will be placed on display in the ASDB 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 committee to:

- Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served.

- Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.

- Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest

quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

The Superintendent or designee 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 or designee that certain previously adopted textbooks or supplementary materials be deleted from the board-approved list. Textbooks and instructional materials will not be deleted without the Superintendent's or designee's approval.

Disposal of Learning Materials

The Board authorizes the Superintendent to establish procedures 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: March 24, 2016

IJJ-R: Textbook / Supplementary Materials Selection and Adoption

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TEXTBOOK / SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

(Criteria for Selection)

Textbook selection committees shall be guided by the following:

- Resources shall be recommended to support and enrich the school curriculum and to meet the personal needs of the students.
- Resources that are recommended shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for

whom the materials are selected.

- Resources that are recommended shall provide a background of information that will motivate students to examine their own attitudes and behaviors, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- Resources that are recommended shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- Resources shall be recommended for the atypical student as well as for the average student.
- Resources shall be recommended for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.
- Recommendations shall support and be consistent with general education goals of ASDB and goals and objectives of specific courses.

IJL: Library Materials Selection and Adoption

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LIBRARY MATERIALS SELECTION AND ADOPTION

The Superintendent or designee shall annually recommend to the ASDB Board an expenditure level for the purchase of library books, library materials and electronic media. The Superintendent shall approve the purchase of library materials that:

- Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

- Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- Assure a comprehensive collection appropriate for the users of the library.
- Address the reading and media needs of students with visual impairment, blindness, hearing loss, and deafness.
- Provide a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Superintendent or designee is authorized to establish a professional library for the use of ASDB staff.

The Superintendent or designee will establish procedures for the removal of the following categories of books and other material from the library:

- Damaged materials.
- Materials that no longer present current information.
- Materials that no longer support the goals of ASDB.
- Materials that have not been used frequently enough to justify the use of library space.

Adopted: March 24, 2016

IJL-R: Library Materials Selection and Adoption

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LIBRARY MATERIALS SELECTION AND ADOPTION

The following standards shall be used in the selection of library books and materials:

- Materials that widen the boundaries of the students' thinking, that

enrich their lives and help them fulfill their recreational and emotional needs.

- Materials that have imaginative appeal and a style that is interesting and free from monotony.
- Materials that stimulate the imagination, provide for mental growth, develop a taste for good writing, and draw attention to the beautiful and artistic.
- Books that provide pleasurable reading for the reader's sake.
- Books that are illustrated in a manner that complements the text, have quality art, and are suitable for the intended readers.
- Materials that adequately cover a wide range of reading ability.

IJM: Special Interest Materials Selection and Adoption

I-6000
IJM

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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, etc.) from non-school sources should have approval by the Principal and Superintendent or his/her designee. 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.

Students may not be used as the agents for distributing non-school materials to the homes. The Superintendent or designee shall be the final judge of whether or not such materials shall be utilized with students and will establish necessary regulations for their evaluation, approval, and use.

Adopted: March 24, 2016

IJNC: Resource Centers / Media Centers / School Libraries

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RESOURCE CENTERS / MEDIA CENTERS / SCHOOL LIBRARIES

Library facilities are considered of the utmost importance to the students and are designed, to the extent possible, to accommodate:

- A comprehensive collection of instructional materials selected to meet the needs of the students.
- Maximum accessibility to these materials.
- 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.
- A place for materials for teachers and students to encourage

growth in knowledge, which will develop literary, cultural, and aesthetic appreciation and ethical standards.

- The allotment of space for an adequate professional library.

Adopted: March 24, 2016

IJND: Technology Resources

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IJND

TECHNOLOGY RESOURCES

(Movies/ Videos)

It is the policy of ASDB 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.

The Superintendent shall develop regulations governing the use of movies/videos in the classroom.

Adopted:
November 1, 2007

LEGAL REFS: A.R.S. 15-1326

IJNDB

I-6400
IJNDB

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USE OF TECHNOLOGY RESOURCES IN INSTRUCTION

Appropriate Use of Electronic Information Services

ASDB may provide electronic information services (EIS) to qualified students, teachers, and other staff members who attend or who are employed by ASDB. 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), solid state drives or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of ASDB. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, ASDB 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 ASDB's EIS and may be subject to disciplinary action and/or legal action.

The Superintendent or designee shall determine steps, including the use of an Internet usage control that may be taken to promote the safety and security of the use of ASDB's online computer network when using electronic mail, chat rooms, instant messaging, social media, peer to peer services and other forms of direct electronic communications. Technology protection measures shall protect against Internet access by both adults and minors to visual/auditory 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 ASDB Board to:

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

- provide for the use of EIS to support the mission and goals of ASDB.
- prevent user access over ASDB's computer network, or transmissions of inappropriate material via Internet, electronic mail or other forms of direct electronic communications;
- prevent unauthorized access and other unlawful online activity;
- prevent unauthorized online disclosure, use. or dissemination of personal identification information of minors; and
- prevent misuse of ASDB network resources that may violate 18 U.S.C. 1030 (Computer Fraud and Abuse Act)

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

ASDB 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 ASDB shall provide for technology protection measures that protect against Internet access by both adults and minors to visual/auditory 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:

- Access to inappropriate matter.
- Safety and security in direct electronic communications.
- Unauthorized online access or activities.
- Unauthorized disclosure, use and dissemination of personal information.

Monitoring and Online Behavior

The Superintendent or designee shall monitor online behaviors and provide all students with instruction related to appropriate online behaviors including

interacting with other individuals on social networks and in chat rooms and cyber bullying awareness and response. The Superintendent or designee shall develop and implement ASDB's instructional program and shall develop and implement ASDB's program for monitoring the use of ASDB technologies.

Education, Supervision and Monitoring

It shall be the responsibility of all ASDB staff members to be knowledgeable of the ASDB Board's policies and administrative guidelines and procedures. Further; it shall be the responsibility of all staff members, 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 or his designee shall provide for appropriate training for ASDB staff members and for students who use ASDB's computer network and have access to the internet. Training provided shall be designed to promote ASDB's commitment to:

- the standards and acceptable use of ASDB's network and Internet services as set forth in ASDB policy;
- 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 cyber bullying awareness and response; and compliance with E-rate requirements of the Children's Internet Protection Act.

While training will be subsequently provided to staff members under this policy the requirements of the policy are effective immediately. Staff members 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 or his designee is responsible for the implementation of this policy and for establishing and enforcing ASDB's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

Adopted: June 9, 2016

IJNDB-E: Use of Technology resources in Instruction

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 ASDB, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of ASDB.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated ASDB authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by ASDB employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow ASDB's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action.

In addition, acceptable use for ASDB employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use ASDB accounts.

- Take responsibility for assigned personal and ASDB accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and ASDB 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 ASDB authorization*.

Network etiquette. I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- *Be polite and use appropriate language.* I will not send, or encourage others to send, abusive messages.
- *Respect privacy.* I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- *Avoid disruptions.* I will not use the network in any way that would disrupt use of the systems by others.
- *Observe the following considerations:*
  - Be brief.
  - Strive to use correct spelling and make messages easy to understand.
  - Use short and descriptive titles for articles.
  - Post only to known groups or persons.

Serv ices.

ASDB specifically denies any responsibility for the accuracy of information. While ASDB will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service (EIS) is used and bears the risk of reliance on the information obtained.

I have read and agree to abide by ASDB 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 _____
(Student or employee)
Date_____

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 ASDB to restrict access to all controversial materials, and I will not hold ASDB responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to an ASDB 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 _____

IJND-R: Technology Resources

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IJND-R

TECHNOLOGY RESOURCES

(Movies/Videos)

Movies and videos with ratings other than for general audiences of all ages are not to be shown in classrooms or at any ASDB facility (this includes buses and motels where students are present except when:

- The movie or video has been previewed by the teacher or other certificated employee.
- The movie or video has been determined to not contain material that is objectionable or inappropriate for the age group to which it is intended to be shown.
- The responsible site administrator has approved the use of the movie or video prior to its showing.
- The teacher or other certificated employee has provided advance notification to each student's parent(s), or other responsible adult, of the title of the movie or video and the date on which it will be shown.
- A student whose parent(s) or other responsible adult has provided notice of their disapproval will not be permitted to view the movie or video.

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.

IJOA: Field Trips

I-6500
IJOA

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FIELD TRIPS

In general, field trips shall be conducted within the normal school day. 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 or designee. All field trips must be specifically approved by the Principal or designee long enough in advance so that arrangements can be made prior to the trip. Before any student is taken from the school grounds on a field trip, written permission must be obtained from the parents or legal guardians. Transportation shall be provided only by ASDB vehicles, driven by authorized employees.

Out-of-state trips require approval of the Superintendent only before planning activities involving students, fund raising, or commitments to any other organization or agency is undertaken.

ASDB 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.

ASDB also recognizes that Community Based Instruction (CBI) is a valuable and integral part of on-going learning. CBI is considered an extension of the classroom/instructional setting and is not subject to provisions associated with field trips. CBI requires planning related to specific student needs and is also subject to Principal approval before instruction begins.

The Superintendent shall develop procedures as necessary for the implementation of this policy.

Adopted: June 9, 2016

IJOA-R: Field Trips

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IJOA-R

FIELD TRIPS

Field trips 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, employees, weather, risks, and distance, as well as educational objectives.

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. ASDB 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

I-6550
IJOB

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COMMUNITY RESOURCE PERSONS / SPEAKERS

ASDB 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 will study the needs of their respective schools, survey the resources available in the ASDB community, weigh their probable usefulness, and then present to the Principal for approval any staff-developed plans for using those community resources. The Principal shall then submit this plan to the Superintendent or designee. The Superintendent or designee will consider all such plans, on both their merit and their implications, as if they were to be carried out throughout ASDB.

Adopted: June 9, 2016

IJOC: School Volunteers

I-6600
IJOC

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SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to the students and educational programs of ASDB. A volunteer program is approved subject to suitable rules, safeguards, and regulations as developed by the Superintendent or designee.

The Superintendent or designee shall promote appropriate annual recognition of volunteer services.

Adopted: June 9, 2016

IJOC-E: School Volunteers

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SCHOOL VOLUNTEERS

(Parent Volunteer Agreement)

PARENT NAME: _____

DATE: _____

VOLUNTEER TASKS: _____

DAYS OF THE WEEK/TIMES: _____

Parent Signature

Teacher Signature

Principal Signature

IJOC-R: School Volunteers

SCHOOL VOLUNTEERS

ASDB has a Volunteer Program to provide direct assistance or service to ASDB employees and students. Parents who volunteer on a weekly basis will also follow these procedures.

The Principal develops volunteer projects and individual placements in accordance with ASDB needs.

The Principal is responsible for recruitment, placement, and monitoring all volunteers, and in addition, provides ongoing supervision and evaluation of volunteers including training in policies on confidentiality. As part of the placement process, potential volunteers are assessed individually and campus needs are matched with volunteers' skills and interests.The Principal shall also be responsible to provide ongoing recognition and awards to volunteers, as well as letters of recommendation where appropriate.

The Principal will serve as a schools liaison with local educational institutions, other volunteer agencies, and the community in order to assure continuity of the volunteer program. Campus training opportunities (sign language, Braille, in-services) are arranged by the Principal for volunteers desiring to learn or improve skills.

Volunteers are required to complete an application form and conviction report. Volunteers must be fingerprinted and pay a background processing fee. Background process must be completed prior to placement and the beginning of their volunteer duties. If a volunteer should take a leave of absence for a period of six (6) months or longer, fingerprinting will be required upon return. Confidential fingerprint-background check records will be maintained in accordance with ASDB policy in the Human Resources Office.

Volunteers are required to wear identification badges whenever on the campus.

Volunteers must work under the supervision of an ASDB employee. ASDB employees shall inform the Principal of the volunteer's status, progress, et cetera.

Volunteers who contribute ten (10) hours per week or a full workday may receive free noon meals on days worked. Volunteers who eat lunch with students may also receive a free noon meal.

Volunteers are required to report accidents immediately to the Principal. In addition, behavioral problems with students or related concerns shall be

communicated to the Principal for investigation and appropriate referral if necessary.

Volunteer records shall be maintained by the Principal in accordance with ASDB policy. Volunteer records include applications, reference checks and any other pertinent background information. The Principal will compile an annual report consisting of volunteer's names and assignments and will submit this report to the Superintendent.

Volunteers who are parents working in their own child's classroom on a regular basis will meet with the Principal and the teacher to complete the attached form. If at anytime any of the three parties signing the agreement feel that the parent volunteer placement is not successful or the child's response warrants it, the parent volunteer work will be terminated or reassigned by the Principal.

Volunteers may not be transferred to a paid position; however, volunteers are encouraged to apply for vacant positions for which they qualify. Volunteer experience in ASDB may be considered when applying for positions.

Volunteers serve at the pleasure of ASDB. A volunteer may be asked to discontinue voluntary services at the discretion of the Superintendent. With the concurrence of the Superintendent, the Principal may also discontinue services.

The State of Arizona, Risk Management Division's Liability Insurance Program provides necessary liability coverage for volunteers under direct supervision of ASDB employees within the scope of the volunteer activities performed. The Principal is required to maintain a perpetual roster of volunteers, including names, dates of service and the program for which they volunteered.

IJ-R: Instructional Resources and Materials

INSTRUCTIONAL RESOURCES AND MATERIALS

Availability of and Access to Instructional Materials by Parents or Guardians

Parents or guardians of students enrolled in ASDB shall have access to instructional materials currently in use, or being considered for use, in ASDB. Such access shall be governed by the following:

- Requests must be in writing and must specify the materials that the parents or guardians want to review.
- Requests shall be submitted to the office of the Principal.

- At least one (1) copy of such instructional materials shall be available for parent or guardian review.

- Printed textbooks, supplementary books, and other printed subject matter may be checked out for removal from ASDB premises for up to forty-eight (48) hours. All other materials, including films, may be reviewed only on ASDB premises.

- ASDB employees involved in handling requests to review materials will notify the parents or guardians as to when and where such materials may be picked up or reviewed.

- Materials will be made 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 objection is in writing and is specific in its description of the activity or learning material to which the parent or guardian objects.

- The objection includes a statement that the parent or guardian understands that the educational information and concepts covered in the activity or material may not be covered in any other manner or form and that the parent or guardian understands that the student may not be able to make up the material or activity in any other way.

- Although the student may be unable to make up for the missed activity or material, no penalty will accrue to the student in grades or credit, with the exception that, if the objection removes a student from a substantial portion of a class, promotion and credit decisions will be based on applicable ASDB policies.

- All such objections shall be directed to the Principal of the school in which the student is enrolled, who shall forward a copy of the written objection to the Superintendent, indicating that the student has been removed from the activity or stating the reason for nonremoval.

- Upon receiving a Principal's recommendation for removal or nonremoval, the Superintendent will review the situation and make a decision regarding the matter and communicate that decision to the parent or guardian and the Principal.

- Within ten (10) days after receiving notification of such decision from the Superintendent, the parent or guardian may request an appeal to the Board.

IKA: Grading / Assessment Systems

I-6700
IKA

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GRADING / ASSESSMENT SYSTEMS

An ASDB developed grading system will be utilized for campus based programs.

Teachers will keep a careful record of the grades assigned to students, including daily attendance.

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. For students in regional cooperative programs, progress reports will be made based on district of residence requirements.

Campus based 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

Parents shall be counseled regarding the significance of the IEP based grading system in order to avoid misinterpretation of the achievement grade.

Through the student handbook for campus based students, parents shall be informed of the grading system utilized in relation to their child' goals, objectives, and classes. Teachers in regional cooperative programs will explain the process of determination of achievement of IEP goals during the IEP meeting, and at any time as requested by the parent/guardian and/or the district of residence.

Adopted: June 9, 2016

IKAA: Tests and Examinations

I-6750
IKAA

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TESTS AND

EXAMINATIONS

For campus based classes, final examinations are used as evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives on which learning activities have been based.

Adopted: June 9, 2016

IKAA-R: Tests and Examinations

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TESTS AND EXAMINATIONS

Principals will develop testing schedules for their schools. Such schedules will then be reported to the Superintendent.

IKAB: Report Cards / Progress Reports

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IKAB

ASDB REPORT CARDS / PROGRESS REPORTS

School Report Cards

ASDB will comply with the State Department of Education requirements to complete an annual report card containing the descriptions and information required by statute.

Student Progress Reports

It is essential that students' progress be fully communicated to their parents.

Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (IDEA) shall be based on their progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's individualized education program (IEP) by the end of the school year.

Each teacher 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. For campus based programs, the Superintendent or designee will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established for campus based students:

- Parents/guardians will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- Parents/guardians 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.
- Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- When grades are given, ASDB staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.

Adopted: June 9, 2016

IKA-R: Grading / Assessment Systems

GRADING/ASSESSMENT SYSTEMS

Subject Grade

The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable standard for average achievement in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the Principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages, which are then transferred to letter equivalents.The following scale will serve as a guide for the distribution of grades but reasonable alternative letter grades may be approved at ASDB:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
below 60%	=	F

The following should be observed in implementing a grading system:

- The grading system should be consistent within the class for the entire year.
- The student should understand the system thoroughly, such as, the content on which the grade for the course depends, the weight attached to various phases of the material, the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent
home as a report to the parents.
- If a teacher from year to year consistently promotes classes with predominantly high or low scores for the majority of the pupils in each class, then such practice causes parental and pupil difficulties for the succeeding teacher. If a teacher consistently finds the grades high or low for a large percent of the class, then

the teacher should evaluate their established standards of average achievement on grading.

- Work habits and conduct are two (2) areas that will be marked individually. Grades on basic subjects must not be awarded or upheld based upon disciplinary problems, work habits, or conduct.

Report Cards and Records

An average of one (1) grade per week should be kept in numerical values in the teacher's grade book for each subject. Average numerical values for the nine (9) weeks will also be recorded in the grade book.

Grade reports to the parents are made on a nine (9) week basis. Report cards include an explanation of the system of marks used. Before cards are distributed each nine (9) week period, the teacher should explain the marking system to the students.

Cards are sent home according to a schedule, which is developed at the beginning of the school year.

IKB: Homework

I-7050 © 2004 by Arizona School Boards Association **IKB**

HOMEWORK

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process.

Homework should be assigned consistent with the maturity, special needs, potential, and achievement level of the individual student as reflected in the IEP. It should not carry the stigma of punishment. Its assignment should be specifically addressed to the objectives of the instructional program and the objectives set forth in the IEP, 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 ASDB with a firm foundation for pursuing knowledge and developing skills on an independent basis.

The Superintendent is responsible for regulations that will achieve objectives through homework, including, but not limited to, the following:

- Intervention that changes deficient performance to performance that

meets acceptable standards.

- Reinforcement and mastery of critical skills and concepts. Special emphasis will be placed on the mastery of basic skills.
- Challenge through exploration of concepts and skills that complement and elaborate those introduced in the classroom.
- Feedback from the teacher through correction and clarification of all outside assignments.

Adopted: November 1, 2007

LEGAL REF.: A.R.S. 15-1326
15-1341

IKE: Promotion and Retention of Students

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IKE

PROMOTION AND RETENTION OF STUDENTS

Students who do not meet regular promotion requirements must meet the course of study and promotion requirements for special education under the guidance of A.A.C. R7-2-401. The programs for such students may include adaptations.

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an IEP team on an individual basis. 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.

A certificate of promotion will be awarded to all students who complete a course of study prescribed by the Board of Directors of ASDB and the Arizona State Board of Education. The specific content of the educational program completed by the individual student shall be outlined in a planned course of study determined by the multidisciplinary team.

The content of each course will follow the content found in courses provided to regular education students except where the subject, content, methods, and materials must be modified based on the student's needs, abilities, age, and maturity level.

Adopted: November 1, 2007

LEGAL REF.: A.R.S. 15-1326
15-1341
A.A.C. R7-2-401

IKEA: Make Up Opportunities

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IKEA

MAKE UP OPPORTUNITIES

The Superintendent shall develop and implement standards that shall apply to requirements for student to make up assignments during absence for appropriate reasons.

Adopted:
November 1, 2007

LEGAL REF.: A.R.S.
15-152
15-803
15-1326

CROSS REF.: EBAA - Reporting of Hazards/Warning Systems

IKEA-R: Make Up Opportunities

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IKEA-R

MAKE UP OPPORTUNITIES

When a student provides an approved statement signed by a parent or guardian that the student will be or was absent, each teacher will be notified and the following procedure will apply:

- Each teacher will provide the student's assignment(s) and any handouts or materials necessary for accomplishment of such assignment(s) allowing a minimum make up period of one (1) day for each day absent.
- It will be the responsibility of any student who misses a laboratory assignment or test to arrange with the teacher a mutually convenient time to perform the laboratory assignment or to take the test.

The following standards shall apply in ASDB for make up work. Adjustments may be made when it is in the best interest of the student(s).

- It will be the student's responsibility to ask for make up work and to arrange for a time to make up tests when the student returns.
- If the teacher is unable to supply the student with a make up assignment, the student will not be held responsible for that make up assignment.
- The student has the responsibility to work with the teacher to develop a plan for making up homework and tests.
- If work is not turned in by the time the assignment is due, and the student fails to provide an acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce the grade on the assignment or withhold credit on the assignment.
- When a student has been absent for illness, ample time will be given for make up work once the student returns to school.
- In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox, measles, et cetera), or when the parent notifies the office that the student will be absent more than one (1) week for other reasons (e.g., vacation), teachers may provide required assignments in advance or send assignments to the student.

IKE-R: Promotion and Retention of Students

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IKE-R

PROMOTION AND RETENTION OF STUDENTS

Procedure for Retention of Elementary School Students

At the annual review in the school year of a student's twelfth (12th) birthday, or during the sixth (6th) grade, whichever comes first, the IEP/multidisciplinary team shall review the students records and determine a plan for promotion to high school. The plan shall include the number of years projected before promotion and the type of curriculum that shall be provided.

This program shall be reviewed annually and revised as necessary.

When the IEP team determines that the student has met the requirements for promotion according to the plan, the student shall be promoted to high school.

All students promoted to high school shall receive a standard certificate.

IKF: Graduation Requirements

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ASDB GRADUATION REQUIREMENTS

Regular Education

A minimum number of units of credit are required for graduation by the Arizona State Board of Education. Listed below are the units that must be completed before a student may receive a high school diploma. Each student shall demonstrate accomplishment of the standards in reading, writing, science, social studies, and mathematics adopted by the State Board of Education and pass each of the sections of the required competency test. A student not successfully passing the competency test shall graduate with a recognized diploma if the student meets the alternative graduation requirements established by A.R.S. 15-701.02. The Assistant Superintendent shall prepare regulations to implement the alternative graduation requirements and appoint a hearing officer for appeals.

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements.
- By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the ASDB Board in accord with A.A.C. R7-2-302.04 and rules established by the Assistant Superintendent.
- By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01.
- 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.

Beginning with the graduation class of 2013, graduation requirements as determined by the Arizona State Board of Education (R7-2-302.02) and the ASDB Board are as follows:

School for the Blind - Tucson

English ..... 4.0 units
Math ..... 3.0 units
Science ..... 2.0 units
Social Studies ..... 3.0 units
Reading ..... 2.0 units*
Physical Education/Health and Human Development ..... 2.0 units
Fine Arts/Vocational/Technology ..... 2.0 units
Work Education ..... 0.5 unit
Electives ..... 3.5 units
Total ..... 22.0 units

* Waived if student passes competency test.

School for the Deaf - Tucson and Phoenix

English ..... 4.0 units
Math ..... 3.0 units
Science ..... 2.0 units
Social Studies ..... 3.0 units
Reading ..... 2.0 units
Physical Education ..... 1.0 units
Fine Arts/Technology/Vocational Education ..... 2.0 units
Electives ..... 5.0 units
Total ..... 22.0 units

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

Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the ASDB Board (Governing Body).

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

Three (3) credits of science in preparation for proficiency at the high school level on the Arizona Instrument to Measure Standards (AIMS) test or successor test.

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the requirements of this policy required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Board may be met by a student as defined in A.R.S. 15-701.01 and A.A.C. R7-2-302.

Diplomas

A high school diploma will be awarded to any student who successfully completes a course of study prescribed by the Board.

A high school diploma "with distinction" will be awarded to any student who completes a course of study prescribed by the Board with a cumulative grade point average of three point five (3.5) or higher, and who, as prescribed by the Arizona Department of Education, demonstrates "an ability to read at the ninth (9th) grade level of proficiency, as shall be established by the local district prior to graduation from high school."

The student shall be eligible to receive the appropriate diploma when all requirements are met as described above. The actual award of the diploma to the student shall be made when all course work or programming through ASDB is complete.

Competency Requirements

Any student who is placed in special education classes, grade nine (9) through twelve (12) is eligible to receive a high school diploma without meeting state competency requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

Adopted: March 24, 2016

IKFB: Graduation Exercises

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GRADUATION EXERCISES

Graduation exercises will be held for students who have met State and local requirements for graduation from high school.

Participation in high school commencement exercises is encouraged but is not compulsory. However, since these exercises require planning and rehearsals, the following rules shall apply:

- Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reasons for absence, may be cause for excluding students from participating in the exercises.
- A student may not be denied participation in graduation exercises, nor a diploma withheld, for failure to pay all student accounts payable and due to ASDB.
- Students may not participate in the commencement exercises unless they have successfully completed the requirements for graduation.

Awards to graduating seniors selected by persons or organizations outside the school may be presented at the final awards assembly, if approved by the Principal.

Adopted: June 9, 2016

IKF-EA: Graduation Requirements

GRADUATION REQUIREMENTS

(Alternative Graduation Requirements Appeal Form)

Appeal procedures:

- The student may request an appeal by submitting a request on a petition form prepared by ASDB to the high school principal within ten (10) days of being notified of failure to achieve "Meets the Standard" on any section of the State Board competency test. The principal shall be the hearing authority for all appeals.

- School officials shall provide adequate notice to the pupil and the pupil's parents or guardians regarding the date, time and place of the appeal. A pupil or a pupil's representative may participate in the appeal either personally, by telephone, or by providing written documentation.

- The student or parent shall have the burden of demonstrating what circumstances prevented compliance with the requirements.

- An appeal shall be granted only:

  - Upon presentation of credible evidence that extreme circumstances made the student ineligible for each State Board competency test administration the student did not attend.

  - Upon presentation of credible evidence that the student participated in at least one (1) state or school sanctioned remediation program in those subject areas where that student failed to achieve a passing score o the State Board competency test.

- The response to the appeal shall be in writing within five (5) days of the appeal hearing.

- The decision of the principal is final.

Date: _____

Student Name: _____

Grade: _____

Projected Graduation Date: _____

Parent/Guardian Name: _____

Requirement(s) being appealed: (check one (1) or both boxes if applicable)

□ Has not taken the AIMS assessment each time the test was offered.

□ Has not participated in at least one (1) available academic remediation program as described:

Based on the box(es) checked above, provide evidence to support your appeal. Evidence must demonstrate "extreme circumstances" causing an inability to meet the augmentation requirements.

Signature Date

IKF-EB: Graduation Requirements

GRADUATION REQUIREMENTS

(Augmentation Points Calculations)

Threshold determination

Multiply "Meets the Standard" for each section of the state Board competency test by three-fourths (.75) to determine the score that must be met at a minimum before the augmentation procedure may be completed.

Example: "Meets the Standard" score for reading is 674. Multiplying 674 times .75 produces 505.5, rounded to 506, the test score below which no augmentation scores will be calculated and for which no appeal is allowed.

Calculation of augmentation points

Only the eleven and one-half (11.5) credits required by the State Board, as listed below, and the eight and one-half (8.5) credits prescribed by the

Board and subject to the approval of the State Board of Education shall be included in the calculation of the augmentation score. Use the highest grades earned or if advanced placement/honors courses the grade credited with the most points per R7-2-302.06 (E)(b & c).

Credits

Course Name	Grades(1)(2)	Additional Points
1)		
English or ESL 1)		
English or ESL 1)		
English or ESL 1)		
English or ESL 1)		
AZ and US History and Constitution .5)		
AZ and US History and Constitution 1)		
World History/ Geography 1)		
Math		

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1)
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1) _____

S
c
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e
n
c
e
1) _____

S
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i
e
n
c
e
1) _____

Fine Arts or Vocational Education
8.5)_____

To be determined
by the Board

TOTAL = 20 credits (_____) ÷ 20 = Average Additional Points per Credit

$$\frac{\text{Average Additional Points Per Credit}}{100} \times \text{(Pupil's Original Score by Section)} = \text{Augmentation Points}$$

Augmentation points may be added to the highest score on each section of the State Board competency test that the student may have taken.

If the augmented score of the student exceeds the passing score on the competency test, the student shall be considered to have passed the competency test in that area for graduation purposes.

(1)Advanced Placement or Honors

A = 25 x credits = points
points B = 20 x credits = points
credits = points C = 15 x credits = points
12 x credits = points D or F = zero (0)
D or F = zero (0)

(2)Other eligible grades

A = 20 x credits =
B = 15 x
C =

IKF-RA: Graduation Requirements

GRADUATION REQUIREMENTS

(Determining Competency for Graduation Credit)

Determination and verification of student accomplishment of subject-area course requirements and/or competencies for graduation credit shall be the responsibility of a subject-area teacher and, at a minimum, shall be in accord with the following:

- The student shall have successfully completed the subject-area course requirements incorporating the essential skills and competencies from the course of study adopted by the Board in accord with ASDB.

- As an alternative to completing the course requirements, a student may request, upon a showing of familiarity with the subject matter of the course, an examination on the competencies of the course. The student may take an examination on a particular course one time only in an academic year. The examination shall be prepared by a teacher of the subject matter who is designated by the Superintendent. To receive graduation credit, the student must demonstrate accomplishment of the essential skills and competencies adopted by the State Board of Education and the Board. Demonstration of accomplishment of the skill and competencies shall be determined in accord with accepted practices in evaluation of students. A copy of the test results, verified by the appointed teacher, shall be filed with the student's record.

GRADUATION REQUIREMENTS FOR GRADUATING CLASSES OF 2010 AND 2011

School for the Blind - Tucson

English ---------- 4.0 units Math
---------- 3.0 units
Science ---------- 2.0 units Social
Studies ---------- 3.0 units

Reading ----------	2.0 units*
Physical Education/Health and Human Development	2.0 units Fine
Arts/Vocational/Technology ----------	2.0 units Work
Education ----------	0.5 unit
Electives ----------	3.5 units **Total**
----------	22.0 units

*waived if student passes competency test

School for the Deaf -Tucson and Phoenix

English ----------	4.0
units Math ----------	3.0
units Science ----------	2.0
units Social Studies ----------	3.0
units Reading ----------	2.0
units Physical Education ----------	1.0
unit Fine Arts/Technology/Vocational Education ----------	2.0
units Electives ----------	5.0
units **Total** ----------	22.0
units	

GRADUATION REQUIREMENTS BEGINNING WITH THE CLASS OF 2012

English----------	4.0
units Math----------	4.0
units Science----------	3.0
units Social Studies----------	3.0
units Physical Education----------	1.0
unit Fine Arts/Technology/Vocational Education----------	2.0
units Electives----------	7.0
units * **Total**----------	**24.0 units**

*** Electives may include Reading Lab, Language Lab, ASL Literacy, Braille, and/or other expanded core curriculum classes.**

August 20, 2009

IKF-RC: Graduation Requirements

GRADUATION REQUIREMENTS

(Continuing Education Program Guidelines)

Purpose

The Continuing Education Program is designed for students who have not completed their credits for high school graduation and have additional IEP needs that can be addressed through participation in an educational program. Continuing education programs must focus on assisting the student to make a successful transition to work or additional education/training, independent living or adult services.

Areas of study include work experience and independent living skills. Course work may be offered in consumer mathematics, practical English/communications, or vocational courses related to career interest. Some students may begin classes at the community college with support from ASDB.

Continuing education is not intended to provide students with the opportunity to take courses which are not related to their identified interests and do not have direct connection with their transition plan. Areas of study could include university required course work if the student has deficiencies and university is a goal.

Eligibility

Students are referred to the Continuing Education Program after a review of the present IEP by the team who can determine the need to continue in an education setting. Referrals should include:

- Reason student is seeking continuing education;
- Student career goal;
- Transition goals, which include activities following graduation;
- Needs for additional training to meet transition goals including list of courses and type of work experience;
- Statement from vocational rehabilitation counselor indicating how the continuing education year will assist in meeting transition goals; and
- Identification of adult services to assist with achieving goals.

Referral

Referral for a continuing education year should be submitted to the Principal by the beginning of the fourth quarter.

Program Completion

A continuing education year is considered completed by one (1) of the following:

Completion of the academic year in which:

- Student reaching twenty-second (22nd) birthday.
- Completion of transitional goals and objectives. Any staff member, the parent or the student may request a review of the IEP to determine if the goals have been completed.
- Termination by the student by submitting a request in writing to receive the high

school diploma. This should be accompanied by a recommendation from the IEP team.

- Termination by ASDB if the student does not participate in the program as planned or in an appropriate alternative program. For example, a student who returns in order to join the independent living program or for work experience but then makes decisions that lead to removal from the programs, may lose the opportunity to participate in continuing education. The Principal or instructional leader should request a meeting of the IEP Team to review transition goals and plans.

ILC: ASDB use and dissemination of Test Results

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ASDB 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 School's office.

Adopted: June 9, 2016

ILE: Evaluation of Instructional Programs

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ILE

EVALUATION OF INSTRUCTIONAL PROGRAMS

The instructional programs of ASDB 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 ASDB.

Adopted: November 1, 2007

LEGAL REF.: A.R.S. 15-1323
15-1326
15-1341

IMA: Teaching Methods

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IMA

TEACHING METHODS (Lesson Plans)

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

The Superintendent shall establish regulations that set forth the requirements for lesson plans and for their preparation and review. Such regulations shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of ASDB.

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: November 1, 2007

LEGAL REF.: A.R.S. 15-1326

IMA-R: Teaching Methods

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TEACHING METHODS
(Lesson
Plans)

Guidelines for the implementation of this administrative regulation shall include:

- Lesson plans shall be developed according to ASDB-wide formats and shall reflect the scope and sequence of the courses of instruction. Acceptable alternatives may be approved by the principal.

- Lesson plans shall demonstrate the correlation of the lesson with State Board standards when applicable.

- Lesson plans should include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects of such plans.

- While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Material to be used in a lesson(s) - such as duplicated material, cassette tapes, films, filmstrips, transparencies - may serve as an integral part of the plan.

- Lesson plans for individualized programs should be consistent with the general overview and purpose of the instructional program. The progress of individual student(s) must be a consideration in the plan.

- Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.

- The provision that copies of lesson plans must be available for substitute teachers.

IMB: Teaching About Controversial / Sensitive Issues

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IMB

TEACHING ABOUT CONTROVERSIAL / SENSITIVE ISSUES

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:

- 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.
- Teachers should seek to develop in students the ideals of truth and honesty.
- All employees 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.
- 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.
- Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
- Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.
- Teachers should place major emphasis upon “why” and “how” to think rather than “what” to think.

Adopted: November 1, 2007

LEG. REF.: A.R.S. 15-1326

IMG: Animals in Schools

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IMG

ANIMALS IN SCHOOLS

The Superintendent may establish regulations for appropriately and humanely bringing live animals into a classroom. Such regulations shall forbid the transporting of live animals on school buses.

Seeing eye and service dogs are permitted on school buses and in classrooms to perform the functions for which they are trained. A dog's laminated identification card may be requested for verification.

Adopted: November 1, 2007

LEGAL REF.: A.R.S. 15-1326
15-1341
A.A.C. R17-4-606

IMG-RA: Animals in Schools

ANIMALS IN SCHOOLS

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.

- Animals on campus should play an educational function.
- Animals are to be removed from the classroom and/or school if their presence proves to be a distraction from the educational environment.

IMG-RB: Animals in Schools

ANIMALS IN SCHOOLS

The following procedures will be in effect for service animals for the disabled.

Visitors

Service animals are allowed on campus under harness. Visitors are required to keep their service animals under control and to properly dispose of waste where children and other animals will not come in contact with it. Visitors are to comply if they are requested by an employee to remove the service animal from a certain area due to a health or safety concern.

Employees and Volunteers

Service animals are allowed on campus under harness. Employees and volunteers are required to keep their service animals under control and to properly dispose of waste where children and other animals will not come in contact with it. For blind users of service animals, a designated area will be provided with appropriate containers for disposal. Employees and volunteers will assist in educating the students about the appropriate way to approach a service animal.

Day Students

Students are allowed to have service animals on campus and in harness if they can meet several requirements. The student must:

- Have a certified service animal and proof of training from a recognized school.
- Have a report from their trainer or school indicating what ASDB can expect the student to be able to do with the service animal.

- Provide an annual report of current immunizations.
- Be able to travel independently on campus with the service animal.
- Insure that the service animal utilizes the relieving area provided and to properly dispose of waste.
- Be responsible for purchase of food.
- Be responsible for feeding and watering the service animal.
- Have and implement an effective plan of action when students approach to pet or feed the service animal.
- Remove the service animal from an area where a health or safety concern exists for another student.

Residence
Students

Students are allowed to have service animals on campus if they can meet several requirements. The student is required to:

- Have a certified service animal and written proof of training from a recognized school.
- Have a report from their trainer or school indicating what ASDB can expect the student to be able to do with the service animal.
- Provide an annual report of current immunizations.
- Be able to travel independently on campus with the service animal.
- Insure that the service animal utilizes the relieving area provided and to properly dispose of waste.
- Insure that the service animal utilizes the exercise area provided for off harness exercise. This designated area is the only outside area where the service animal can be off the harness.
- Be responsible for purchase of food.
- Be responsible for feeding and watering the service animal.
- Have and implement an effective plan of action when students approach the service animal to pet or feed the service animal.
- Be responsible for the service animal and its needs on school bus trips.

Many of the students on the Tucson campus of ASDB have severe health issues. If such a student lives in a residence hall, a service animal may not be allowed to live in that residence.

Additional Items for
Some

Guidelines or Rules

New students admitted with a service animal will be evaluated at intake to determine if the student is independent in handling and care of the service animal. Immunization records and the report from the trainer or school must be in the file before the evaluation date.

All students who receive a service animal will receive instruction from an orientation and mobility specialist to orient the student to campus if necessary, including the relieving and exercise areas. Concerns with the service animal or student/service animal working relationship will be referred to the service animal school.

The student is responsible for any damage caused by the service animal on school property or vehicles.

SECTION J

ASDB POLICY MANUAL: SECTION J

Please Use The Navigation Bar on the left side of page to view policies

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JA: Student Policies Goals/Priority Objectives

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 individualize the learning program in order to provide appropriately for each student.

- To protect and observe the legal rights of students.
- To enhance the self-image of individual students through helping them feel respected and worthy, and through a learning environment that provides positive encouragement.
- To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens.
- To deal with students in matters of discipline in a just and constructive manner.
- To provide, in every way feasible, for the safety, health, and welfare of students.
- To promote regular attendance and good work.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-1341

JB: Equal Educational Opportunities

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: March 6, 2008

LEGAL REF.: A.R.S. 15-1341

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
Arizona Constitution, Act XI, Sec. 6

CROSS REF.: AC – Nondiscrimination
ACA - Sexual Harassment
GBA – Equal Employment Opportunity
KED - Public Concerns/Complaints about Facilities or Services

JBB: Sexual Harassment

SEXUAL HARASSMENT
(Students)

ASDB prohibits discrimination and harassment, including sexual harassment, of any student on school premises, in school vehicles/busses, at a school bus stops, at school-sponsored activities or while the student is traveling to or from school.

All individuals associated with ASDB, including but not necessarily limited to the Board of Directors, employees, volunteers, students, parents, contractors and vendors are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

The Superintendent shall serve as the compliance officer and shall implement administrative regulations delineating procedures to deal with reports and complaints, whether verbal, nonverbal, electronic, or in writing, of harassment including sexual harassment; to ensure a prompt investigation; and to render a determination which is reasonably calculated to end any harassment and to prevent recurrence. The Board of Directors will serve as the compliance officer if the Superintendent is alleged of unlawful harassment.

A substantiated charge of sexual harassment by an employee of ASDB shall subject that employee to disciplinary action up to and including termination from employment. A substantiated charge of sexual harassment by a student of ASDB shall subject that student to disciplinary action, which may include suspension or placement in an alternative education setting.

Employee complaints of sexual harassment will be handled pursuant to Board policy and administrative regulation ACA and ACA-R.

Student complaints of sexual harassment will be handled pursuant to this policy JBB and administrative regulation JBB-R.

Public complaints about personnel will be handled pursuant to policy and administrative regulation KEB and KEB-R.

Adopted: June 11, 2015

JBB-E: Sexual Harassment

SEXUAL HARASSMENT
(Students)
COMPLAINT
FORM
(To be filed with the Principal/Director and Assistant Superintendent pursuant to JBB-R)

Reporter's Information (please print):

Name of Reporter: _____Date of Report: _____

Grade:_____

School:_____

Status of Reporter: □ Student □ Other: _____

If the reporter is not the alleged victim, identify the alleged victim(s): _____

Offender's Information

Name(s) of Alleged Perpetrator(s) of Harassment: _____

Grade (for students): _____

Dept. (for staff): _____Location: _____

Status of Alleged Perpetrator(s): □ Student □Staff □Teacher □Other:

_____

Relationship of Alleged Perpetrator(s) to Reporter:

_____

□Teacher □Student □Classmate □Other:

_____

Description of Events

1. Describe the specific acts you allege by the perpetrator with dates, times and locations if possible. If you cannot remember exact dates and times, approximate the dates and times to the best of your recollection. Use as many pages as necessary.

Witnesses

2. Has anyone witnessed the alleged behavior? □Yes □No

If yes, list the names, job titles, school/department/program/locations, phone numbers (if you know) of any witnesses.

Reporter's Attempts to address the Alleged Actions of Perpetrator

3. Prior to reporting this complaint, did you describe the harassment to anyone??

□ Yes □No

If yes, list the name, job title (if staff), work/school location, telephone number (if you know) of any person to whom you described the incident(s); the date or approximate date you brought the incident to the other individual's attention.

4. Do you know of any other student(s) who has experienced similar harassment in the same school or from the same individual(s)?

   If yes, list the name, job title, work location, telephone number of the student(s) (if you know).

Proposed Resolution of Situation

5. How would you like to see the situation resolved? Indicate what you think can and should be done to solve the problem. Be as specific as possible.

Additional Information or Comments:

_____

Signature of Complainant Date

Please send all correspondence to me at the following:

_____

_____

My preferred numbers for phone contact are:

_____

_____

I was assisted in completed this form by:

_____

_____

JBB-R: Sexual Harassment

SEXUAL HARASSMENT

(Students)

Prohibited Harassment and Retaliation

Harassment is strictly prohibited on ASDB properties and during ASDB related activities on or off ASDB premises. ASDB will not tolerate discrimination and harassment, including sexual harassment, of any student on school premises, in school vehicles/busses, at school bus stops, at school-sponsored activities on or off campus, while the student is traveling to or from school, through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists. Students are also prohibited from harassing another student outside of the school and the school day when such harassment 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.

The prohibition against sexual harassment does not include legitimate, nonsexual physical contact, such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student.

ASDB also will not tolerate any form of retaliation directed against any student who either complains about harassment or who participates in any investigation concerning harassment.

A substantiated charge of harassment or retaliation by a student against any individual will subject that student to disciplinary action, which may include suspension or placement in an alternative education setting.

II. Definitions and Examples of Harassment/Sexual Harassment

"Harassment" means any unwelcome verbal, nonverbal, electronic, written, or physical conduct that either denigrates or shows hostility or aversion towards a student and is made by a school employee to a student or by a student to another student on the basis of race, color, national origin, age sex, sexual orientation, religion, disability, marital status or pregnancy and that: (1) has the purpose or effect of creating an intimidating, hostile or offensive environment; (2) has the purpose or effect of unreasonably interfering with the student's educational performance; or (3) affects a student's educational opportunities or grades. Harassment includes sexual harassment.

"Sexual harassment" at school occurs whenever unwelcome conduct of a sexual nature that excludes a student from participation in, denies a student the benefits of, or subjects a student to discrimination under any education program or activity operated by ASDB. Sexual harassment is defined as any unwelcome sexual advance, request for sexual favors or verbal, non-verbal, electronic, written or physical conduct of a sexual nature by a student, parent, employee, volunteer, vendor, or contractor. Sexual harassment can be requests for sexual favors or unwelcome sexual behavior that is bad enough or happens often enough to make a student feel uncomfortable, scared or confused, and that interferes with a student's schoolwork or ability to participate in extracurricular activities or attend classes. In order to constitute prohibited sexual harassment, the conduct must be unwelcome. Students do not have the ability to consent to any sexual conduct. Sexual conduct between a student and an employee will never be considered welcomed.

There are two kinds of sexual harassment:

> "Quid pro Quo Sexual Harassment" occurs when a teacher or school employee offers a student a better grade or treats the student better if the student does something sexual. It could also be a threat to lower a student's grade or treat the student worse than other students if the student refuses to go along with a request for a sexual favor. For example, if a teacher says, "I'll give you an 'A' if you go out with me," or "I'll fail you in this class if you don't have sex with me" this is sexual harassment.
>
> "Hostile Environment Sexual Harassment" occurs when unwelcome sexual touching, comments (verbal, nonverbal, electronic, written), and/or gestures are so bad or occur so often that it interferes with a student's schoolwork, makes the

student feel uncomfortable or unsafe at school, or prevents the student from participating in or benefiting from a school program or activity. This type of harassment does not have to involve a threat or promise of benefit in exchange for a sexual favor. The harassment can be from your teacher, school officials or from other students. Examples of peer-to-peer and student-to-student harassment:

- sexual comments, jokes, gestures or looks
- sexual messages or graffiti on bathroom walls or locker rooms
- spreading sexual rumors
- showing sexual pictures, photographs, illustrations, email or text messages or notes
- calling someone gay or lesbian using derogatory terms
- spying on someone while they are showering or dressing at school
- *flashing* or *mooning* someone
- spanking, touching, grabbing or pinching in a sexual way
- pulling someone's clothes in a sexual way; or pulling their clothes down or off
- brushing up against someone in a sexual way
- blocking or cornering in a sexual way
- forcing kisses or forcing other unwelcoming sexual behavior other than kissing
- having names listed in slam books with derogatory sexual comments

Sexual harassment includes conduct that is also criminal in nature such as rape, sexual assault, stalking, and similar offenses and will be referred to local law enforcement agencies. A hostile environment may exist even if there are no tangible effects on the student where the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program or extra-curricular activities.

III. Reporting Harassment

ASDB is obligated to identify, investigate and document incidents and alleged incidents of possible harassment that come to the attention of any ASDB employee with or without a formal complaint. All investigations into reports of any student sexual harassment, including on school bus routes shared with school districts, will be communicated to the students' home school district(s) by the Assistant Superintendent.

Students who feel they have been harassed or who have first-hand knowledge of

harassment against another student, are encouraged to report such incidents to the Principal/Director who shall immediately report the matter to the Superintendent per the administrative procedures outlined below. If the complaint is against the Principal/Director or Assistant Superintendent, the student and/or the student's parent/guardian(s) are encouraged to make the report to the Superintendent. A complaint of harassment against the Superintendent is to be made to the ASDB Board of Directors.

Harassment, including sexual harassment, is a serious issue. All matters involving harassment complaints will remain confidential to the extent possible.

It is important to remember that retaliation for reporting harassment and/or for participating in the investigation of harassment is prohibited. If a student feels mistreated or treated unfairly by someone because they have complained about harassment, the student should immediately contact the Principal/Director.

IV. Administrative Procedure for Dealing with Student Reports of Harassment

- If a student believes he/she is being harassed, the student is encouraged to report their concerns to the Principal/Director or to any school employee.
- If a student complains of harassment to a school employee, or if any school employee becomes aware of, observes, or suspects that a student may be experiencing harassment, the employee shall:

  - Immediately escort the student to the Principal/Director. If the Principal/Director is not available, then the employee shall escort the student to the Assistant Superintendent.
  - If both the Principal/Director and Assistant Superintendent are not available, the employee shall leave a message for both, then provide the student with a copy of policy JBB and administrative regulation JBB-R, help the student fill out the complaint form or fill it out for the student, and submit the written complaint to the Principal/Director and Assistant Superintendent.
  - Within one (1) school day of the student's complaint, or an awareness of possible harassment, the employee will follow up by submitting a detailed written report to the Principal/Director and Assistant Superintendent.
  - If a student's complaint is against the Principal/Director or Assistant Superintendent, the employee is to immediately inform the Superintendent and also submit a written report to the Superintendent within one (1) day of receiving the complaint.
  - If a student's complaint is against the Superintendent, the employee is to submit a written report to the ASDB Board of Directors within one (1) day of receiving the complaint.
  - Failure by an employee to immediately inform the appropriate administrators about student complaints of harassment, or about observations of possible harassment, may subject the employee to disciplinary action in accord with ASDB Board policy GCQF.

- If a student complains of harassment directly to a Principal/Director; or if the Principal/Director becomes aware of, observes, or suspects that a student may be experiencing harassment; or if the Principal Director receives a student complaint/report from an employee regarding possible student harassment, the Principal/Director shall:

  - Immediately inform the Assistant Superintendent and the Superintendent, provide the student with a copy of policy JBB and administrative regulation JBB-R, help the student fill out the complaint form or fill it out for the student, notify the parent/guardian(s), and if warranted notify local law enforcement agency.
  - Take interim preventive measures, pending the outcome of an investigation, to ensure the safety of victims and of the larger ASDB community, to address potential ongoing harassment, and to avoid retaliation against the reporting student.
  - Initiate investigation of complaint within two (2) school days after the receipt of the written report. The Superintendent or Superintendent's designee will direct the course of the investigation to ensure an adequate, reliable, and impartial investigation of all complaints is completed within thirty (30) school days.
  - The investigation will include the opportunity for parties to present witnesses and other evidence. Investigation of a report will normally include interviews of the alleged victim, alleged harasser and any other identified witnesses.
  - Make necessary contact with involved parties as deemed necessary. If other students are involved, contacts with their parents/guardians will be made and appropriate parent contact documentation completed when contact is made with parent/guardians.
  - Make ongoing contact with the student who made the complaint and/or parent/guardian(s) throughout the investigation.

- Whether the alleged conduct constitutes a violation of this policy requires a determination that is based on all the facts, is made from the viewpoint of a reasonable person in the position of the alleged victim, and is based on the totality of the circumstances including but not limited to:

  - the nature of the conduct (whether verbal, nonverbal, electronic, written or physical, or combination thereof);
  - the relationship between the parties involved;
  - how frequently the conduct was repeated;
  - whether the conduct was hostile or patently offensive;
  - whether others joined in perpetrating the harassment; and
  - whether the harassment was directed at more than one individual.

- Upon completion of the investigation, the Superintendent may determine that harassment occurred or did not occur, or may find the evidence is inconclusive. If it is found that harassment occurred, immediate and appropriate remedial action will be taken to address and resolve the matter, including, as

appropriate, provision of resources that may include counseling to the harasser as a means to prevent recurrence of future harassment (if off-campus counseling is deemed appropriate this will be the responsibility of the parent/ guardian(s) to obtain), discipline of the harasser, referral of the matter to law enforcement when appropriate, strategies to protect the victim and witnesses from retaliation, counseling for the victim (if off-campus counseling is deemed appropriate this will be the responsibility of the parent/guardian(s) to obtain), and any other necessary steps reasonably calculated to prevent future occurrences of harassment.

- Within ten (10) school days following the conclusion of the investigation, the Superintendent will provide written notice to the complainant and his/her parent/guardian(s) of the findings of the investigation and the corrective action(s) taken if any, as well as written notice to the individual named in the complaint. If an individual named in the complaint is a student, then parents/ guardians will be notified as well.
- Within ten (10) school days after the Superintendent renders written notice, the Principal/Director will contact the complainant and his/her parent/ guardian(s) to assess whether there are further concerns of ongoing sexual harassment or retaliation, and to determine whether additional supportive measures are necessary.
- School personnel shall maintain confidentiality of the reported information. Documentation related to reported harassment and the subsequent investigation shall be maintained by the schools per record retention requirements. In the event ASDB 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.

Additional Information

The Principal/Director shall establish procedures for the dissemination of policy and administrative regulation JBB and JBB-R to students, parent(s) and guardian(s). The dissemination of this policy and regulation to parents/students shall:

- occur during the first (1st) week of each school year,
- be provided to each incoming student during the school year at the time of the student's registration,
- be posted in each classroom and in common areas of the school, and
- be summarized in the student handbook and on the Agency's website.

The dissemination of this policy and regulation will also be provided to employees at the beginning of each instructional year and on the first day of employment for new employees.

JB-E: Equal Educational Opportunities – Complaint Form

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.

Date of the action against which you are complaining _____

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.

JB-R: Equal Educational Opportunities

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 ASDB 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

ASDB 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. 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 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 ASDB'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 JK and JKD

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

JCAA: Admission of Students to Campus Housing

ASSIGNMENT OF STUDENTS TO HOUSING

Students placed in the educational programs on the Tucson campus and whose residence is outside the limits established in Policy EE are eligible for

student housing. Student's room and board are provided at no cost to the parents of students. The student-housing program is for the purpose of supporting educational opportunities in the day school rather than treatment or respite care.

Students receive transportation to and from their homes on designated home goings as provided by Policy EE. Parents are responsible for transporting their child on the first and the last day of the school year.

The Superintendent may develop regulations consistent with this policy and Arizona law as necessary for the proper operation of housing programs and the implementation of this policy.

Adopted: June 9, 2008

LEGAL REFS.: A.R.S. 15-803
15-821
15-823
15-1326
15-1342

CROSS REFS.: JH – Student Welfare
JLCB – Immunizations of Students
JR - Student Records

JE: Student Attendance

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: March 6, 2008

LEGAL REFS.: A.R.S. 15-802
15-804
15-805

15-806
15-807
15-843
15-872
15-873
15-1204
15-1323
15-1326
15-1341

CROSS REF.: JH - Student Absences and Excuses

JEA: Compulsory Attendance Ages

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 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: June 9, 2008

LEGAL REF. A.R.S. 15-802
15-803
15-901
15-1342
15-1343
15-1345

JEB: Entrance Age

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, ASDB 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 a full-day kindergarten shall be offered the opportunity to choose either half-day or full-day kindergarten instruction.

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) by 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 Principal/ Director, and/or professional consultants.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-766
15-767
15-771
15-821

15-901
15-1326
15-1342
15-1343
15-1344

CROSS REF.: JHD - Exclusions and Exemptions from School Attendance
JLC - Student Health Services and Requirements

JE-RA: Student Attendance

STUDENT ATTENDANCE

All Students

Students regularly enrolled in programs of ASDB are required by Arizona statute and school policy to attend classes promptly and on a regular basis in order to achieve full educational benefits.

Day Students

Parents or guardians of students attending on a daily basis are required to notify the school on any day that the student is not to attend. (Call the appropriate number as designated by Principals/Directors.) Parents should call no later than one half (1/2) hour after the beginning of the student's first class of the day. In the event parents or guardians fail to inform the school, the designated school secretary will contact the parent or guardian by telephone in an attempt to ascertain an explanation for the student's absence.

Residential Students at Home

If for any reason a residential student does not return to ASDB from a home visit, parents or guardians are required to notify the school stating the reason for absence and the expected time and means of return to school. In the event parents or guardians fail to inform the school, the designated school secretary will contact the parent or guardian by telephone in an effort to ascertain an explanation for the student's absence.

Residential Students

If for any reason a residential student is detained or somehow delayed in going to classes, the residential staff on duty is responsible to promptly notify the appropriate school secretary.

Upon return to school following an absence, the parent or guardian must send a written note or letter, which states the dates and reasons for the absence.

If a student must leave the campus during the school day, a written note must be provided to the school in advance stating the date, time, reason for excused absence from classes and if applicable the name of person to pick up the student. If the student is not to travel independently (walk, riding the bus, et cetera), the request

should explain transportation arrangements or plans.

Students who do not properly check out of school will be given an *unexcused* absence.

The student health center is to notify the appropriate school secretary in a timely manner when a student is to remain in the student health center due to illness or injury during a regular class period or school hours. If the student is sent home, the student health center will be responsible for notifying the appropriate school secretary and parent or guardian.

In the event a student will be out of school for more than ten (10) consecutive days with an excused absence, an alternative instructional program shall be considered. Without an alternative instructional program, the student will be dropped from the school's roll.

All High School Students

When a student has eleven (11) absences, excused or unexcused, in any class during the semester with no more than six (6) per quarter, the student will meet with the Principal/Director. Results may be:

- Permission to remain in class with credit.
- Permission to remain in class with no credit.
- Withdrawal from class.
- Review of placement

Assigned work missed due to an excused absence may be made up for full credit. The student will be permitted the same number of days to complete the make up work as were acquired through the absence.

Assigned work missed due to school suspension or unexcused absence may be made up for the class requirements.

It will be the responsibility of the appropriate Principal/Director or appropriate dean to communicate this policy to parents.

JE-RB: Student Attendance – Attendance Record

STUDENT ATTENDANCE

Attendance Records

Teachers will check and formally record attendance daily as required by departmental guidelines as follows:

- Elementary Schools – morning and afternoon
- Middle Schools – at the beginning of each class period

- High Schools – at the beginning of each class period

Teachers are responsible to account for all students assigned to their classes during official school hours. Discrepancies must be reported to the Principal/Director's office.

Student absences shall be reported to the registrar's office.

A daily master list of absences will be prepared from attendance reports sent to the office.

JE-RC: Student Attendance – Absence Notification

STUDENT ATTENDANCE

Absence Notification

ASDB shall make a reasonable effort to promptly telephone and notify parents or persons having custody of a student in Grades K - 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.

ASDB and the Board, employees, or agents are not liable for failure to notify. Further, on

or before the enrollment of a student in Grades K - 8, ASDB 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 ASDB in advance or at the time of any absence. ASDB also requires that at least one 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 ASDB. The parents or persons having custody of a student shall promptly notify the school of any change in this telephone number.

JF: School Admissions

STUDENT ADMISSIONS/ENROLLMENT

The person enrolling a student in the school for the first time will be asked to produce one (1) of the following reliable proofs of the student's identity and age:

- A certified copy of the child's birth certificate.
- Student's baptismal certificate, an application for a Social Security number, or original school registration records, or 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.

Any legal decrees that designate any conditions of parental custody or access to the student must be presented at the time of enrollment.
Nothing contained in this policy shall authorize the ASDB to disclose to any person a student's educational record without prior written consent from the parent, legal guardian, or adult student. Disclosure of such records as necessary to protect the health and safety of the student will be made to an authorized state agency representative and/or law enforcement.

Purpose

ASDB recognizes the responsibility for a student's evaluation, placement and education by the child's school District of Residence (DOR) and establishes a collaborative process which will provide the appropriate education for enrolled students, and retain the relationship of responsibility outlined in statute for the assurance of compliance and the provision of services.

The following shall be used for placements. Placements of students served through a regional cooperative will follow applicable provisions of Intergovernmental Agreements (IGA) developed for the region. Those provisions incorporate requirements of appropriate Arizona statutes.

Students Eligible for Enrollment

Students shall be determined eligible for enrollment to ASDB campus based programs without charge if and only if all of the following conditions are met:

- A student's DOR has provided a signed certification that the student is a resident of the state of Arizona entitled to free public education in the DOR.
- Current immunization records or verification for release from immunization requirements.

- Student is under twenty-two (22) years of age;
- Student is sensory impaired (ARS 15-1344) to an extent that an IEP team has determined that the educational needs resulting from or directly related to that sensory impairment exceed educational and related services currently available in the DOR.

If Dormitory Living is Needed

- The home residence of the student is sufficiently distant from the campus such that daily commutes to/from school are impractical**.**

- Student is determined not to be at-risk medically to such an extent as to be an inappropriately placed student. If during the review of records for children who are eligible for enrollment, and when dormitory living is needed, it is indicated that there is a significant health condition which may cause them to be medically at risk, the following procedure will occur:

- The Superintendent will ensure that the review of student health records includes a review by school health services staff prior to decision for enrollment or center-based evaluation to determine the significance of the health condition.

  - The Superintendent will ensure that relevant recommendations from the school health service staff are provided to the appropriate staff.
  - The significance of the medical factors will be considered in determining the capability of providing dormitory living to access the day program. This is to insure the safety of the child.

Placement Consideration

When placement recommendations or placement reviews are made, the members of the evaluation and placement team must meet in accordance A.R.S. 15-1342.

If the recommendation for placement to an ASDB campus based program is made, and the IEP team determines that such a placement is the least restrictive and most appropriate, then special education services will commence at the time determined by the IEP team. If that team anticipates that placement within the (10) ten day limit may not be possible, the parent will be notified by the District of Residence (DOR). ASDB may assist the DOR with parent/legal guardian contact at the request of the DOR.

Adopted: August 29, 2013

LEGAL REF.: A.R.S. 15-803
15-821
15-823
15-824
15-825
15-828
15-1342
15-1343
15-1344
15-1345

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

JFAB: Tuition/Admission of Nonresident Students

TUITION / ADMISSION OF NONRESIDENT STUDENTS

Children from other states and countries may be considered for enrollment or participation in ASDB educational programs in accordance with A.R.S. 15-1345.

This policy applies to the disposition of tuition/fee payments received in such cases.

- Annual tuition will be based upon the average annual cost of residential enrollment at ASDB, recalculated annually, and adopted by the Board. Fees for services will be based upon actual costs projected in each individual case.
- Prior to acceptance of an out-of-state student, an agreement must be executed and, where appropriate, an Intergovernmental Agreement executed and filed with the Arizona Secretary of State.
- Fees will be billed in advance and tuition will be billed in advance at intervals determined in each agreement but not more than quarterly.
- All receipts will be deposited into Endowment Earnings, and will be budgeted as part of the annual Endowment Earning Budget adopted by the Board of Directors.
- The Superintendent may authorize the school into whose department the student is enrolled or evaluated to use funds necessary to support the out-of-state/country student. Such funds may include support services for the student.

The Superintendent may develop procedures that are consistent with this policy and Arizona law as necessary for proper operation of the schools and implementation of this policy.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-1326
15-1342
15-1345

CROSS REF.: IHB – Special Instructional Programs

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

JFABC: Admission of Transfer Students

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 ASDB. Transferred credit that satisfies any of the following criteria will be acceptable for fulfilling ASDB 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 of the following accrediting agencies of college and schools: North Central Association, southern Association, Middle

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 certified 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 be awarded to fulfill the requirements for graduation. All courses credited for graduation 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, courses credited for graduation must meet the standards established for the school to which the student has requested a transfer of credit

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-189
15-701
15-745
15-1341

JFABD: Admission of Homeless Students

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 and should be read as consistent with those documents.

ASDB will comply with the above laws by:

immediately enrolling homeless students regardless of missing documentation. ensuring homeless children are not stigmatized or segregated on the basis of their status as homeless. providing transportation to and from the “school of origin.”

Definitions

The term **"homeless students"** means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- 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; or are awaiting foster care placement;

- 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;

- students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- 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.

The term **"unaccompanied youth"** includes a youth not in the physical custody of a parent or guardian.

Liaison for Homeless Students

The Superintendent will designate an appropriate staff person 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:

- Continue the student's education in the school of origin for the duration of homelessness:
  - in any case in which a family becomes homeless between academic years or during an academic year; or
  - for the remainder of the academic year, if the student becomes permanently housed during an academic year.
- Enroll the student in any public school that non-homeless 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:

- 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;
- 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
- 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.

Adopted: February 9, 2012

LEGAL REF.: A.R.S. 15-816 through 15-816.07
1
5
-
8

2
1
15-823 through 15-825
42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001

CROSS REF.: JF - Student Admissions
JFAB - Admission of Nonresident Students
JFABC – Admission of Transfer Students
JLCB - Immunizations of Students
JLH - Missing Students
JR - Student Records
JRCA - Request for Transfer of Records

JFABD-R: Admission of Homeless Students

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, immunizations, proof of residency, birth certificate, or other documentation. The new school must immediately notify the parent/agency that the student has the right to remain in the last school attended and that transportation will be provided.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic, medical, 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 school nurse 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, Director of School Community Services, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the

dispute; and

- in the case of an unaccompanied youth, the liaison for homeless students, Director of School Community Services, shall ensure that the student is immediately enrolled in school pending resolution of the dispute.

Enrollment Decision

The registrar/office staff will immediately contact the liaison for homeless students, Director of School Community Services to determine if the student is McKinney Vento.

Only the liaison will direct the school when a student is to be registered as McKinney Vento.

JFBA: Unsafe School Choice

JFBA-E: Unsafe School Choice – Definitions and Examples

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:

13-604.04. **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.

JFC: Student Withdrawal from School – Dropouts

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 removing their child from an ASDB program.
- Parents requesting the withdrawal of students who have passed their sixteenth birthday.

Upon withdrawal, the student shall check in all books and other ASDB property through the office of the school that was attended.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-827
15-828
15-829
15-1342

CROSS REF.: JF - Student Admissions

JH: Student Absences and Excuses

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 observanc 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 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 employees 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: June 9, 2008

LEGAL REF.:	A.R.S.	15-346
		15-802
		15-806
		15-807
		15-843
		15-873
		15-902
		15-1341
		15-1343

CROSS REF.: JE - Student Attendance

JHB: Truancy

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: March 6, 2008

LEGAL REF.:	A.R.S.	8-201
		15-802
		15-803
		15-804
		15-805
		15-841
		15-843

15-901
15-1204
15-1326
15-1341

CROSS REF.: JEA – Compulsory Attendance Ages

JHCB: Released time for Religious Instruction

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Students at ASDB 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 ASDB property designated by a church or religious denom- ination or group.
- Released time shall not interfere with the student's normal schedule.
- Any tardiness related to religious instruction will be unexcused.
- Religion classes may not be dropped prior to the end of the semester without approval by the Superintendent.
- ASDB credit will not be given for religion classes, nor will the course title be placed on the permanent record of the student.
- 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 Principal/ Director and the Board.
- The Principal/Director 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 Superintendent shall establish procedures for students in residence to receive religious instruction according to their personal or parental preference and desires as appropriate. Religious instruction will not be provided as a part of the day schools' day programs, or outreach programs.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-806

15-1204
15-1302
15-1326
15-1341

JHCB-R: Released time for Religious Instruction

RELEASED TIME FOR RELIGIOUS INSTRUCTION

Programs for students in residence may provide opportunity for students in residence to receive religious instruction according to their personal or parental preference and desires as appropriate, due to their inability to receive such instruction from the family unit while in residence at an ASDB campus in accordance with the following:

Religious instruction opportunities will *not* be provided to students in day schools, day programs and outreach programs; or any classes, special activities or home-visit functions executed by said schools and programs.

Religious organizations who wish to provide the opportunity of religious instruction, or who have been referred by parents/guardians of students in residence for such instruction, may contact the Principal/Director to request permission to provide such instruction. The request must include:

- Name of organization and/or religious denomination/affiliation.
- Type of instruction to be provided (be specific).
- Day(s) of the week and time(s) of day that instruction would be provided.
- Specific address and telephone number of off-campus facility where instruction will be provided.
- Transportation arrangements.
- Off-campus instruction is encouraged in order to provide students with appropriate social interaction and awareness. However, if facilities are not available, a petition may be submitted requesting the use of an on- campus facility.

After receipt of information above, the Principal/Director will review request. If approved:

- Principals/Directors' office will inform organization of approval and will make appropriate arrangements relative to information received and agreed upon by ASDB and requesting organization.

- Deans of programs for students in residence will provide information to students in residence concerning this religious instruction opportunity.

- Students in residence may inform deans of their desire to participate. This decision will be made *only* by the student and his/her parent/guardian.

- Parent/guardian permissions will be provided by the religious organization.

Religious instruction opportunities may be provided *only* as approved by the Principal/ Director. Members of religious organizations:

- May *not* provide instruction in any other facility/room other than that previously approved.

- May *not* pursue students for instruction membership by entering residences, food service facilities, campus recreation areas, et cetera.

- *Must* have Principal/Directors' approval for deviation of previously approved instruction such as special activities, events, et cetera.

- *Must* provide adequate supervision of students.

- May request table on *Students in Residence Registration Day* to assist in sign-up and permission requirements.

JHD: Exclusions/Exemptions from School Attendance – Chronic Health Conditions

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

(Chronic Health Conditions)

ASDB will participate with the student's local district to provide appropriate educational opportunities for any student identified by a licensed physician or podiatrist as having a chronic health condition that will affect regular school attendance.

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

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-761
15-843
15-902

15-
1341
15-
1342

CROSS REF: IHBF - Homebound Instruction

JHD-EA: Exclusions/Exemptions from School Attendance

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Dear _____:

This letter is to inform you that the Arizona State Schools for the Deaf and the Blind 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 to state how this health condition is affecting school attendance. If your physician 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 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,

JHD-EB: Medical Certification

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Medical Certification of Students with Chronic Health Conditions
(Obtained from a licensed physician or podiatrist)

Student's name	Parent's name	Address
District	School	Grade level
Date of birth	Phone number	Date of initial consultation

Medical diagnosis:

Medical prognosis:

Physical limitations affecting physical education activities:

Anticipated absences due solely to illness, disease, or accident (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 special education homebound services.

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

Other relevant information:

Type or print physician's name and licensed title

_____

Date Physician's signature and title

JHD-EC: Instructional Agreement

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 phys- ical education.

_____ 3. Schools office has noted chronic condition on atten- dance 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 con- tact with _____ during absences for the school year as follows:

Signature

_____

_____ 9. Parent/guardian agrees to return completed work to the school for absences during the school year as follows:

Signature

_____

Approved:

Principal/Director'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 re-cord attached

For the _____school year,( ) should / ( ) should not be registered as having a chronic health condition.

_____

Principal/Director's signature

Parent's signature
Date

JH-R: Student Absences and Excuses – absence Notification

STUDENT ABSENCES AND EXCUSES

(Absence Notification)

The school shall make a reasonable effort to promptly telephone and notify parents or persons having custody of a student in grades kindergarten (K) through eight (8) within two (2) hours after the first class in which the student is absent, starting with the kindergarten students first, 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.

ASDB and its Board, employees, or agents are not liable for failure to notify. Further, on or before the enrollment of a student in grades kindergarten (K) through eight (8), ASDB 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. ASDB 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.

JIA: Student Due-Process Rights

STUDENT DUE PROCESS RIGHTS

Refer to Policy JKD.

Adopted: March 6,2008

JIB: Student Involvement in Decision Making

STUDENT INVOLVEMENT IN DECISION MAKING

A primary task of the ASDB 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 employees in such activities as planning and evaluating school programs.

ASDB 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.
- Co-curricular or extracurricular activities that broaden their educational experiences.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-1341

JIBA: Student Government

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: March 6, 2008

LEGAL REF.: A.R.S. 15-1341

JIC: Student Conduct

STUDENT CONDUCT

The Superintendent will establish regulations governing the conduct of students in ASDB, traveling to and from ASDB, at ASDB functions, or affecting the ASDB order. In establishing these regulations, the Superintendent may consult with student or employee committees. In addition to compliance with regulations established by the Superintendent, students are expected to obey all rules and regulations adopted by the Board, and to obey any order given by a member of the faculty or employees relating to school activities.

A student shall be defined as any person who is enrolled in an educational program provided by or approved by ASDB and carried on in premises owned or controlled by ASDB.

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 ASDB owned or controlled property or at ASDB-sponsored or supervised functions.
- Damage or threat of damage to property of ASDB, regardlessof the location, or to property of a member of the community or a visitor to the school, when such property is located on ASDB controlled premises.
- Forceful or unauthorized entry to or occupation of ASDB facilities, including both buildings and grounds.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on ASDB property or at ASDB-sponsored functions.
- Conduct or speech that violates commonly accepted standards of ASDB and that, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of ASDB 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 ASDB 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 ASDB 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 employee who is attempting to maintain public order.

Any student who violates these policies and regulations may be subject to discipline, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that ASDB presently dispenses.

Local law enforcement shall be notified by the Superintendent regarding any suspected crimes against a person or property that is a serious offense as defined in 13-604(V)(4), 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/Directors for their individual schools.

Adopted: March 6, 2008

LEGAL REF.: A.R.S 13-2911
15-507
15-841
15-842
15-843
15-1341

CROSS REF.: GBEB – Staff Conduct JK - Student Discipline JKD - Student Suspension
KFA - Public Conduct on School Property

JICA: Student Dress

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.

The Board authorizes the Superintendent to develop and enforce school regulations prohibiting student dress or grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school.
- Materially interfere with school work, create disorder, or disrupt the educational

program.

- Cause excessive wear or damage to school property.
- Prevent students from achieving their educational objectives.
- Represent membership in a gang.

Obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing are expressly prohibited.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 15-1341

CROSS REF.: JICF - Secret Societies/Gang Activity

JICA-R: Student Dress

J-2361 © 2004 by Arizona School Boards Association **JICA-R**

STUDENT DRESS

Within certain limits, each student's mode of dress and grooming is a manifestation of personal style and individual preference. ASDB will not interfere with the ability of students and their parents to make decisions regarding their appearance except when their choices affect the program of the schools or the health and safety of others. School personnel have the responsibility of protecting the health and safety of pupils and maintaining proper and appropriate conditions conducive to learning. The purpose of the student dress code is to encourage students to "dress for success" and come to school properly prepared for participating in the educational process.

- No headgear (i.e., hats, bandannas) or gloves are permitted to be worn in any campus buildings.
- Footwear is required.
- No clothing with advertising or slogans related to alcohol, drugs or profane language is permitted.

- No midriff-type blouses or shirts, tank tops or see through tops nor tops with large arm holes or thin straps are permitted.

- Shorts are permitted; however, they should be casual or dress shorts, no "short" shorts or spandex shorts (i.e., biking or athletic) are permitted. Leggings must be covered with a loose top not more than five (5) inches above the knees.

- Clothing to include shirts and athletic shoes or excessive jewelry worn that is symbolic of membership in a gang is not permitted (i.e., hair- nets, bandannas, certain excessive colors).

- Principals and Deans shall be the final judges of appropriate or inappropriate dress of any student.

JICB: Care of School Property by Students

J-2400 © 2004 by Arizona School Boards Association **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 ASDB. 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 ASDB property, ASDB may institute formal charges for the purpose of having the court order the minors, or their parents, to make full or partial restitution to ASDB in accordance with law.

Adopted: March 6, 2008

LEGAL REF.: A.R.S. 12-661
15-727
15-842
15-1341

CROSS REF.: JKD – Student Suspension
JQ - Student Fees, Fines, and Charges

JICC: Student Conduct on School Buses

J-2450 © 2004 by Arizona School Boards Association **JICC**

STUDENT CONDUCT ON SCHOOL BUSES

Refer to Policy EEAEC.

CROSS REF.: EEAE - Bus Safety Program
JIC – Student Conduct
JK – Student Discipline

JICE: Student Publications

J-2750 © 2004 by Arizona School Boards Association **JICE**

STUDENT PUBLICATIONS

ASDB recognizes the value of supporting and encouraging 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: March 6, 2008

LEGAL REF.: A.R.S. 15-1341

JICE-R: Student Publications

J-2761 © 2004 by Arizona School Boards Association **JICE-R**

STUDENT PUBLICATIONS

An official school publication produced by students in a regularly scheduled class and intended for distribution to the student body shall be submitted to the Principal/Director for review. The Principal/Director shall submit the publication with his/her recommendations to publish/distribute to the Assistant Superintendent/Superintendent prior to distribution.

JICF: Secret Societies / Gang Activity

J-2900 © 2004 by Arizona School Boards Association **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 ASDB 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 ASDB's position that such activities and dress also present a clear and present danger to other ASDB students and to ASDB employees.

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: March 6, 2008

LEGAL REF.:	A.R.S.	12-661	
		13-105	
		13-1202	13-2911
		15-507	15-521
		15-841	15-842
		15-843	15-1341
	A.G.O.	I78-103	I78-218
		I80-055	
		I84-036	
	A.A.C.	R7-2-401	R7-2-405

JICFA: Hazing

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 ASDB 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 ASDB 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 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.

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 employees 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 ASDB employee.

ASDB employees must report the incident to the Principal/Director or Assistant Superintendent/Superintendent, in writing, with such details as may have been provided. A failure by an employee to timely inform the Principal/Director or Assistant Superintendent/Superintendent of a hazing allegation or their observation of an incident of hazing may subject the employee to disciplinary action in accord with ASDB policies. The employee shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate Principal/Director or Assistant Superintendent/ Superintendent 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 employee shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and employees 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 employees in ASDB offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of ASDB 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 ASDB policies related to the conduct and discipline of students, employees, and others.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1326
15-2301

CROSS REF.: GBEB - Staff Conduct
JIC - Student Conduct
JII - Student Concerns, Complaints and Grievances
JK - Student Discipline
JKD - Student Suspension
JICF - Secret Societies / Gang Activities
KFA - Public Conduct on School Property

JICFA-E: Hazing

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 ASDB 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 employees 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 ASDB employee. Employees must report the incident to the Principal/Director or Assistant Superintendent/Superintendent, in writing, with such details as may have been provided. A failure by an employee to timely inform the Principal/Director or Assistant Superintendent/Superintendent of a

hazing allegation or their observation of an incident of hazing may subject the employee to disciplinary action in accord with ASDB policies. The employee shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate Principal/Director or Assistant Superintendent/Superintendent 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 employee 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 Principal/Director or to an ASDB employee. The employee 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 an ASDB employee receives the information, the employee will transmit a report to the Principal/ Director or Assistant Superintendent/Superintendent not later than the next school day following the day the employee receives the report/complaint.

The report/complaint will be investigated by the Principal/Director or Assistant Superintendent/Superintendent. 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 ASDB policies related to the conduct and discipline of students, employees, and others.

JICFA-R: Hazing

J-2961 © 2004 by Arizona School Boards Association **JICFA-R**

HAZING

A person who reports or complains regarding hazing may report or complain directly to the Principal/Director or to a employee. The ASDB employee 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 an ASDB employee receives the information, the employee will transmit a report to the Principal/ Director or Assistant Superintendent/Superintendent not later than the next school day following the day the employee receives the report/complaint.

The report/complaint will be investigated by the Principal/Director or Assistant Superintendent/Superintendent. 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, ASDB policies shall be followed.

JICF-R: Secret Societies / Gang Activity

J-2911 © 2004 by Arizona School Boards Association **JICF-R**

SECRET SOCIETIES/GANG ACTIVITY

For the purpose of ASDB 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, or employees.
- Create an atmosphere in which the well-being of a student, employee, 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 an ASDB policy, the Principal/ Director 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/Director will take appropriate corrective and disciplinary action.

JICG: Tobacco Use by Students

J-3000 © 2004 by Arizona School Boards Association **JICG**

TOBACCO USE BY STUDENTS

The possession or use of tobacco products is prohibited in the following locations:

- All buildings occupied by the Arizona State Schools for the Deaf and the Blind.
- ASDB grounds.
- ASDB buildings.
- ASDB parking lots.
- ASDB playing fields.
- ASDB buses and other ASDB vehicles.
- Off-campus ASDB-sponsored events.

The Superintendent may establish procedures necessary to implement this policy. Disciplinary penalties for the possession or use of tobacco or similar products may include, but are not limited to, suspension of the student from school 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: June 9, 2008

LEGAL REF.: A.R.S. 13-3622
15-1326
15-1341
36-798.03
20 U.S.C. 6083

CROSS REF.: GBED - Smoking by Staff Members
KFAA - Smoking on School Premises at Public Functions

JICH: Drug and Alcohol Use by Students

J-3050 © 2004 by Arizona School Boards Association **JICH**

DRUG AND ALCOHOL USE BY STUDENTS

The nonmedical use, possession, or sale of drugs on ASDB property or at ASDB events is prohibited. *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 ASDB property and shall be subject to prosecution in accordance with the provisions of the law.

Students attending school in ASDB 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 dangerous controlled substances prohibited by law.
- All alcoholic beverages.
- Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to Board policy.
- Hallucinogenic substances.
- Inhalants.

Any student who violates the above may be subject to warning, reprimand, probation or suspension, in addition to other civil and criminal prosecution.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 4-241
4-244
13-3405
13-3406
15-345
15-1341
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-E: Drug and Alcohol Use by Students

J-3081 © 2004 by Arizona School Boards Association **JICH-E**

DRUG AND ALCOHOL USE BY

STUDENTS

In order to comply with federal funding requirements, ASDB 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 and suspension, 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.

ASDB 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.

JICH-R: Drug and Alcohol Use by Students

DRUG AND ALCOHOL USE BY STUDENTS

Drug Abuse Prevention

The following administrative procedures are to be used to implement the Board policy on drug abuse prevention:

- It shall be the responsibility of all school employees to report to the Principal/ Director 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 will be subject to suspension.

- Possession of drugs:
  - Law enforcement authorities shall be contacted when the Principal/Director determines that drugs to be used for nonmedical purposes are found in the possession of a student. The Principal/Director 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 will be suspended.
  - 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 will be suspended.
  - 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:
  - ASDB 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 ASDB that communications between students and professional employees will be held in trust unless it becomes evident that withholding information may result in harm or injury to the student or others.Employees 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 Principal/Director questions a student who is reasonably suspected of having violated the ASDB 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 ASDB drug policy.

- Medical services:

  - A student who is reasonably suspected of being under the influence of drugs while ASDB 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 an ASDB 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 employees 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 employees to help the student emphasize the positive alternative to drug-use behavior.

- Student neglect, child abuse, or child maltreatment:

  - An employee who believes that a parent or other adult is contributing to drug-using behavior of a student shall confer with the Principal/Director.

  - Such a conference does not change the duty of the employee 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/Director 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 employee shall advise the counselor.

- Employee 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 employees trained in drug abuse prevention and will include, but not necessarily be limited to, ASDB 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, ASDB shall sponsor a program for the community on its drug abuse prevention programs. In addition to presentations by ASDB employees, the program may include representatives of law enforcement agencies and medical professions.
  - Additionally, ASDB 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 ASDB 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 ASDB records include data concerning school achievement, test results, and attendance. ASDB records are protected by federal and state statutes and do not include information concerning drug involvement.

JICI: Weapons in School

WEAPONS IN SCHOOL

No student shall carry or possess a weapon or simulated weapon on ASDB premises. No student shall use or threaten to use a weapon or simulated weapon to disrupt any activity of ASDB.

Any employee who observes any person in possession of a weapon or simulated weapon on ASDB premises shall immediately report the matter to the Principal/ Director. A Principal/Director who observes or receives a report of a student possessing a weapon on ASDB premises shall immediately take appropriate safety and

disciplinary actions in accordance with ASDB 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 any means other than carrying or possessing a firearm shall be subject to disciplinary action. Disciplinary action against a student with one (1) or more disabilities shall be applied on a case-by-case basis in accordance with ASDB policies and state and federal special education laws.

For the purposes of this policy:

- *Weapon* means any of the following:
  - 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 destructive device.
  - A dangerous instrument.
- *Simulated weapon* means an instrument displayed or represented as a weapon.
- *Firearm* means any of the following:
  - Any loaded or unloaded gun that will, that is designed to, or that may readily be converted to expel a projectile by the action of an explosive.
  - The frame or receiver of any such firearm.
  - Any firearm muffler or silencer.
  - Any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive charge of more than one-fourth (1/4) ounce, mine, or similar device.
  - Any combination of parts that could be readily assembled to form a firearm.
- *Destructive device* means:
  - Any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile byany means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow.
  - Any collection of parts that could be readily assembled to form a destructive device.
- *Dangerous instrument* means anything other than a firearm, knife, or destructive device that is carried or possessed by a student for the purpose of being used or being available for use to cause death or inflict serious physical injury.
- *School premises* means ASDB, ASDB school grounds, ASDB buses, or any premises, grounds, or vehicles used for ASDB purposes and includes premises

where ASDB-sponsored events (for example, athletic games and competitions, music competitions, et cetera) are held away from ASDB property.

- *Deadly weapon* means any weapon designed for lethal use, including a firearm.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 13-2911 15-1204
13-3102 15-1323
15-841 15-1326
15-843 15-1341
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

JICK: Student Violence / Harassment / Intimidation / Bullying

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

The ASDB Board of Directors 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.

ASDB, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The Schools 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 Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Prohibitions
Students are prohibited from bullying 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. Students are also prohibited from bullying outside of the school and the school day when such bullying 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.

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 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, 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, occurs when there is a real or perceived imbalance of power or strength, or 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 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 cyber bullying, exposure to social exclusion or ostracism, physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, damage to or theft of personal property.

Cyber bullying: Cyber bullying 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 ASDB-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 preference, 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.

Reporting
A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to a school employee or school administrator. Any employee who becomes aware of or suspects a student is being bullied shall immediately report the matter to a school administrator.

Investigation
Complaints shall be thoroughly investigated. All information obtained in the course of the investigation will maintain confidential 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). If it is determined that bullying has occurred, discipline will be administered where applicable pursuant to Board Policies JK and JKD.

Knowingly submitting a false report under this policy shall subject the student to discipline. Where disciplinary action is necessary pursuant to any part of this policy, relevant ASDB policies and administrative regulations shall be followed.

Retaliation by any student directed toward a student related to the reporting of a case of bullying or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable ASDB policies and administrative regulations.

The Superintendent shall develop regulations and procedures in compliance w/ applicable federal and state law.

Adopted: June 11, 2015

JICK-EA: Student Violence / Harassment /Intimidation / Bullying

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING COMPLAINT FORM

(Please give to any ASDB employee who will forward this document to the Principal/ Director and give a copy to the Assistant Superintendent)

Please print:

Name of Reporter _____ Date/ Time _____

Contact Information _____

School:

__ Student __ Parent __Employee __ Other

Report Information:

Who is the victim of harassment/bullying?

Who harassed or bullied the victim?

Where did the incident occur?

Who may have witnessed the incident? Include names?

Did the victim speak to anyone after the incident? If yes, list names:
Describe the incident. (Please attach additional sheets if necessary):

Has this occurred before (If yes, please describe):

The projected solution: 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 person completing report: Date:

Report received by: Date:

Principal/Director: Date:

INVESTIGATION FINDINGS (To be completed by Principal/Director)
I find that the following incident occurred:

I find that:
The incident(s) constitutes harassment/bullying.

The incident(s) does not constitute harassment/bullying.
The evidence of harassment/bullying is inconclusive.

Resolution of Report and Investigation
Disciplinary Action:

Other Remedial Action:

Communication of Findings and Resolution

Victim/Parent (Guardian): Date:

Accused/Parent (Guardian): Date:

Report Findings Completed By

Name: Date:

Signature:

JICK-R: Student Violence / Harassment / Intimidation / Bullying

STUDENT VIOLENCE / HARASSMENT / INTIMIDATION / BULLYING

Prohibitions
Bullying, harassment or intimidation as defined by Board policy JICK will not be tolerated.
Students are prohibited from bullying 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. Students are also prohibited from bullying outside of the school and the school day when such bullying 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.

Retaliation directed toward a student or employee for reporting a case of bullying or suspected case of bullying will not be tolerated. Students involved directly or indirectly in retaliation will be disciplined pursuant to Board policy JK. Any suspected violation of the law will be reported to law enforcement authorities.

Persons assigned to the ASDB Regional Cooperative Programs shall consult the policies and regulations of the respective school districts in which they are completing assignments, and shall follow such policies and regulations on this subject unless they are in conflict with the intent of ASDB policy and regulation.

Reporting Incidents of Bullying
A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the Principal or another school employee.

Any school employee who receives a verbal complaint from a student, or who becomes aware of, observes, or suspects that a student is experiencing bullying shall immediately notify the Principal. The employee may initially give verbal notice to the Principal, but shall submit a detailed written report of the complaint to the Principal and Superintendent within one (1) school day of the verbal complaint. Students/staff may use complaint form JICK-EA, which can be found in the Principal's Office and the main office of each school in an accessible format. If the complaint involves the Principal, the employee shall inform and submit the complaint to the next higher administrator.

Failure by an employee to immediately inform the Principal of a bullying complaint or observation of suspected bullying may subject the employee to disciplinary action in accord with ASDB Board policy GCQF.

At the time a Principal receives a complaint of bullying, the Principal shall provide to the student who has allegedly been bullied a copy of policy JICK, regulation JICK-R and complaint form JICK-EA. The Principal may assist the student with filling out complaint form JICK-EA or may complete the form for the student. The Principal shall immediately notify the following of the complaint:

Parent(s)/guardian(s)

Superintendent

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, and supply a copy within one (1) school day to the Superintendent.

Local law enforcement shall be notified by the Principal regarding any suspected crimes against a person or property that is a serious offense per policy JIC, Student Conduct.

ASDB employees are authorized and encouraged to provide life sustaining emergency care to any student who is injured as a result of bullying on ASDB grounds per administrative regulation EBC-RG, Life Sustaining Emergency Care.

Investigations of the Reports
Investigation of complaints shall be initiated by the Principal as soon as is feasible, in communication with the Superintendent, but not later than two (2) school days after the receipt of the written report. Each investigation will be comprehensive to the extent determined appropriate by the Superintendent.

If the investigation determines that bullying has occurred, student discipline will be administered by the Principal pursuant to Board Policies JK and JKD. Knowingly submitting a false report under this policy shall also subject the student to disciplinary action per policies JK and JKD.

The Principal will meet with the involved students to review the outcome of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in policy JR, Student Records, the parent(s) or guardian(s) of the involved students shall also be informed of the outcome of the investigation.

School personnel shall maintain confidentiality of the reported information. Documentation related to reported bullying and subsequent investigation shall be maintained by ASDB for not less than six (6) years. In the event ASDB 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 Principal shall establish and retain complete records of student disciplinary actions and procedures.

Additional Information
The Principal shall establish procedures for the dissemination of policy and regulation JICK & JICK-R to students, parent(s) and guardian(s). The dissemination of this policy and regulation to parents/students shall:

occur during the first (1st) week of each school year,

be provided to each incoming student during the school year at the time of the student's registration,

be posted in each classroom and in common areas of the school, and

be summarized in the student handbook and on the Agency's website, and make complaint form JICK-EA available in accessible formats in the Principal's and in the main offices.

The dissemination of this policy and regulation will also be provided to employees at the beginning of each instructional year and on the first day of employment for new employees.

JIG: Married Students

J-3350 © 2004 by Arizona School Boards Association **JIG**

MARRIED STUDENTS

Married students must report any name changes to the Principal/Director 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 ASDB.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1341
15-1342

JIH: Student Interrogations, Searches, and Arrests

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 a police officer.

When child abuse or abandonment of a student is alleged.

If a child protective services worker or police officer enters the campus requesting to interview a student attending ASDB, the Principal/Director 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. Employees of ASDB shall cooperate with the investigating child protective services worker or police officer. If a student is taken into temporary custody in accordance with A.R.S. 8-821, the child protective services worker or police 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 police 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, ASDB employees may

respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

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

No issue of student population safety is presented. If a police officer enters the campus requesting to interview a student attending ASDB on an issue other than upon request of the school or for abuse or abandonment, the Principal/Director 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 Principal/Director 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 police 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 police 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.

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.

Items provided by ASDB for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of ASDB 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 employees.

Arrest

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

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 8-303 8-823
8-304 13-3881
8-802 13-3883
8-821 15-1342
A.G.O. I04-003 I88-062

I77-211 I91-035
I82-094

JIH-EA: Student Interrogations, Searches, and Arrests

J-3431 © 2004 by Arizona School Boards Association **JIH-EA**

STUDENT INTERROGATIONS,
SEARCHES, AND ARRESTS

ACKNOWLEDGMENT CONCERNING
USE OF STUDENT LOCKERS

I acknowledge and understand that:

- Student lockers are the property of ASDB.
- Student lockers remain at all times under the control of ASDB.
- I am expected to assume full responsibility for my school locker.
- ASDB 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: Student Interrogations, Searches, and Arrests

J-3432 © 2004 by Arizona School Boards Association **JIH-EB**

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 Principal/Director

1 copy for School Records
1 copy for Parent Mailing
1 copy for Police Officer
1 copy for Witnessing Principal/Director

JIH-EC: Student Interrogations, Searches, and Arrests

J-3433 © 2004 by Arizona School Boards Association **JIH-EC**

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 Principal/Director

1 copy for School Records
1 copy for Parent Mailing1 copy for Police Officer
1 copy for Witnessing Principal/Director

JII: Student Concerns, Complaints, and Grievances

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

The Superintendent will establish regulations whereby students may present a complaint 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.

A complaint regarding student bullying, intimidation and harassment is to be made pursuant to Board policy JICK. A Complaint regarding sexual harassment is to be made pursuant to Board policy JBB.

A complaint made under this policy 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. The complaint shall not contain a topic that is subject of disciplinary or other proceedings under other policies and regulations of ASDB. Any question concerning whether the complaint falls within this policy shall be determined by the Superintendent.

A parent or guardian may help a student initiate a complaint process under this policy. A parent or guardian who wishes to complain should do so by completing the forms following policy KE, Public Concerns and Complaints.

A complaint 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, are specifically prohibited and constitute grounds for a separate complaint.

Disposition of all complaints shall be reported to the Superintendent and the compliance officer for discrimination. The Superintendent will determine if the policies of ASDB have been appropriately implemented.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension. Where disciplinary action is necessary pursuant to any part of this policy, relevant ASDB policies shall be followed.

Adopted:

LEGAL REF.: A.R.S. 15-1341
CROSS REF.: AC – Nondiscrimination/Equal Opportunity
ACA – Sexual Harassment
JB – Equal Educational Opportunities
JIC - Student Conduct
JICFA - Hazing
JK - Student Discipline
JKD – Student Suspension
KE – Public Concerns and Complaints

JII-EA: Student Concerns, Complaints, and Grievances

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

COMPLAINT FORM

(To be filed with the school Principal/Director or the Assistant Superintendent/ Superintendent, or with an employee who will forward it to the school Principal/Director or the Assistant Superintendent/ Superintendent)

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.

Date of the action against which you are complaining_____

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/Director or employee receiving initial complaint Date initial complaint received

The investigating Principal/Director shall give one (1) copy to the complainant and retain one (1) copy for the file.

JII-EB: Student Concerns, Complaints, and Grievances

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,
- Harassment of the student by another person,
- Intimidation by another student,
- Bullying by another student, or
- Concern for the student's personal safety,

Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this ASDB, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the 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 Principal/Director or an ASDB employee.
- 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 Principal/Director or Assistant Superintendent/Superintendent or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.

Complaints by middle or high school students may be made only by the students on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student under this policy. A parent or guardian who wishes to complain should do so by completing the forms following policy KE – Public Concerns and Complaints.

A complaint/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 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.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension. Where disciplinary action is necessary pursuant to any part of this policy, relevant ASDB policies shall be followed.

JII-R: Student Concerns, Complaints, and Grievances

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

A complaint 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.

Reporting:

Cooperative Programs

- Cooperative employees are to follow the policies and procedures of the home school district when reporting student concerns, complaints, and grievances. In addition, cooperative employees are required to notify their immediate supervisor and Cooperative Director when they become aware of or involved in a student complaint under this policy and regulation. If a cooperative employee fails to immediately inform their immediate supervisor and Cooperative Director of a complaint or observation it may subject the employee to disciplinary action in accord with ASDB Board Policy GCQF.

Schools

A student who has a complaint may complain directly to the school's Principal or to another school employee. Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of ASDB, and
- The regulation shall not apply to any matter for which the method of review is prescribed by law, or ASDB is without authority to act.

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 should be made using form JII-EA; however, a verbal complaint/grievance may be made to any school staff member. The employee may assist the student with filling out form JII-EA or may complete the form for the student. The employee shall submit a detailed written description of the incident/complaint to both the Principal and Superintendent within one (1) day of receiving the verbal complaint. If the complaint involves the school's Principal, the employee shall forward the complaint to the next higher administrator. If the

complaint involves the school's Principal, the employee shall forward the complaint to the next higher administrator.

At a minimum, the complaint 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 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.

If an employee fails to immediately inform the Principal of a complaint or observation may subject the employee to disciplinary action in accord with ASDB Board Policy GCQF.

Complaints related to student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK and administrative regulation JICK-R.

Investigation:
The complaint will be investigated by the school's Principal as soon as is feasible in communication with the Superintendent but no later than two (2) school days after the receipt of the written report. Each investigation will be comprehensive to the extent determined appropriate by the Superintendent. The student shall be contacted not later than the school day following the date the school's Principal or other school administrator 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 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 Principal 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, ASDB policies shall be followed.

JJA: Student Organizations

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STUDENT ORGANIZATIONS

The Superintendent may approve the establishment of student organizations appropriate to grade levels within ASDB.

School activities shall not be held on Sundays unless they have been cleared with the Superintendent.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1341

CROSS REF.: JIB – Student Involvement in Decision Making

JIBA – Student Government

JJAB: Limited Open / Closed Forum

LIMITED OPEN / CLOSED FORUM

Student meetings may be held in the school(s) of ASDB 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 ASDB has a procedure defined as a "limited open forum" under the provisions of Title VIII, the Equal Access Act, Section 801 *et seq.,* ASDB school(s) shall offer to students a fair opportunity to conduct meetings using school facilities whereupon:

- Such meetings are voluntary and student initiated.
- There is no sponsorship of such meetings by ASDB, ASDB employees or governmental entities, or employees of governmental entities.
- ASDB employees present at religious meetings will be present only in a nonparticipatory capacity.
- Such meetings shall not materially and substantially interfere with the orderly conduct of the educational activities of ASDB.
- Nonschool persons shall not be permitted to direct, conduct, control, or regularly attend such student group meetings.

Neither ASDB, any employee or agent of ASDB, nor of any State or federal governmental entity shall be permitted to:

- Influence the form or content of any prayer or other religious activity connected with student meetings.
- Require any person to participate in prayer or other religious activity.
- Expend public funds beyond the incidental cost of providing the space for such student-initiated meetings.
- Compel any employee of ASDB to attend a school meeting that is contrary to the beliefs of the employee.
- Sanction meetings that are otherwise unlawful.
- Limit the rights of groups of students to avail themselves under the provisions of this policy to a specified numerical size.

- Abridge either Arizona or U.S. constitutional rights of any employee, official, or student of ASDB.

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: June 9, 2008

LEGAL REF.: A.R.S. 15-720
15-1341
20 U.S.C. 4071 *et seq.* Equal Access Act, (Section 801)

CROSS REF.: KF - Community Use of School Facilities

JJB: Student Social Events

J-3900 © 2004 by Arizona School Boards Association **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 employees as sponsors at all events.

The Superintendent may require each school to develop rules and regulations concerning such activities.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1341

JJC: Student Social Events

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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 employees as sponsors at all events.

The Superintendent may require each school to develop rules and regulations concerning such activities.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1341

JJE: Student Fund-Raising Activities

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STUDENT FUND - RAISING ACTIVITIES

Fund-raising activities by students on ASDB premises or elsewhere as representatives of ASDB will be permitted only 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 ASDB policy and the Arizona Accounting Manual.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1341

CROSS REF.: IJOA – Field Trips

JJG: Contests for Students

J-4150 © 2004 by Arizona School Boards Association **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: June 9, 2008

LEGAL REF.:	A.R.S.	5-1241
		15-1326
	A.A.C.	R7-2-313

JJG-R: Contests for Students

J-4161 © 2004 by Arizona School Boards Association **JJG-R**

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.
- Arizona Interscholastic Association regulations shall prevail with students who officially represent the high schools.

JJIB: Interscholastic Sports

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.

ASDB 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. All out-of-state travel for athletic events shall require the approval by the Board before commitments are made for such events.

The following rules shall be observed for participation by individual students:

- For each type of sport in which the student engages, the parents or guardian must give written consent.

- The student must be determined by a physician, a registered nurse practitioner, or a certified physician's assistant, 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 ASDB 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. Participants must be provided access to water at all times during practice sessions, games, or other interscholastic athletic activities.

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: June 9, 2008

LEGAL REF.: A.R.S. 15-1326
15-1341

A.G.O.
A.A.C.

I86-095
R7-2-808

CROSS REF.: JJJ – Extracurricular Activity Eligibility

JJJ: Extracurricular Activity Eligibility

EXTRACURRICULAR ACTIVITY ELIGIBILITY

All extracurricular interscholastic activities for students who turn eleven (11) on or before September 1, 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 ASDB, consistent with ASDB 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 ASDB shall be under the direct

supervision of the employee 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 who, upon having their work checked on a cumulative basis at the end of each one (1) week period, show that they are not working to capacity and have one (1) or more failing grades will be removed from any athletic teams or extracurricular activities. If, after the next one (1) week grading period, their respective grades are such that they are passing on a cumulative basis, they shall be reinstated to the teams or extracurricular activities until a subsequent check is performed unless ineligible for some reason other than academic performance.

- The eligibility criterion for extracurricular participation shall be a passing grade in all classes in which the student is enrolled, and the student shall maintain progress toward promotion or graduation.

- The responsibility for notification of students and parents of these requirements and for enforcement of the above rule rests with the Superintendent.

- The student and the parents or guardian shall be notified of ineligibility in a manner such that confidentiality is maintained when:

- Ineligibility is pending.

- Ineligibility is determined to be necessary.

- Support services shall be made available to students who become in eligible for extracurricular programs 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.]

The Superintendent shall establish regulations to ensure that:

- Necessary documents in support of this policy are maintained.

- Necessary data related to ineligible students are collected and reported as

required by law.

- The cultural traditions of students are considered when establishing or enforcing rules related to participation in extracurricular activities.
- 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: June 9, 2008

LEGAL REF.: A.R.S. 15-347
15-705
15-1341
A.A.C. R7-2-808

CROSS REF.: JJIB - Interscholastic Sports

JJJ-R: Extracurricular Activity Eligibility

EXTRACURRICULAR ACTIVITY ELIGIBILITY

The following procedures will be in effect for students age eleven (11) and older. Eligibility status will be used to determine participation in interscholastic sports, outdoor education trips, and other extracurricular activities as determined by Principals/ Directors, deans, team leaders and the coordinator of athletics.

General Eligibility

On their eleventh (11th) birthday students are eligible to participate in Middle School interscholastic competition and may join the team provided there is more than twenty-five percent (25%) of the season remaining. High School students shall have eight consecutive semesters of eligibility once they enroll in the ninth (9th) grade. A student who becomes nineteen (19) years of age on or before September 1 is not eligible for any part of that school year. A student who becomes nineteen (19) years of age after September 1 is eligible for the remainder of that school year.

Eligibility for participation in extracurricular interscholastic activities is based upon the student's grades from the previous quarter. To be eligible to participate, the student must have met the following criteria in the preceding quarter.

- Passing all classes on a cumulative basis (*D* or better).
- No *F* grades or incomplete grades.
- Have a *C* average on the quarterly grade reports.

The courses in which a student must receive a passing grade shall be part of a program leading to graduation according to the promotional and graduation requirements consistent with applicable statutes, state board rules, and local school policies. No class in physical education will require participation in athletics.

Procedure for Declaring Ineligibility

At the end of every quarter, team leaders will prepare a list of ineligible students. Beginning the second week of the quarter, ineligible Tucson campus students must circulate a weekly report card each Wednesday for the remainder of the quarter. Phoenix campus students must circulate a weekly report card each Friday for the remainder of the quarter. The eligibility period shall be from Monday to Saturday. An ineligible student whose grades are improved can play, but such student must still circulate a weekly report card for the remainder of the quarter. When an incomplete grade is made up, eligibility resumes; student will not have to circulate a weekly report card.

A student who, at mid-quarter review, fails to meet the eligibility criteria becomes ineligible and remains ineligible until his/her grades are improved and eligibility requirements are met. These students will also have a weekly report card each Wednesday (Tucson campus) /Friday (Phoenix campus). Eligibility will resume as soon as a passing grade is received, but these students must continue circulating a weekly report card for the remainder of the quarter. In addition, any student having a *D* grade at mid-quarter must begin circulating a weekly report card for the remainder of the quarter.

Teachers are encouraged to contact the coordinator of athletics at any time during a quarter when a student begins to have trouble in class.

Students who are ineligible are expected to practice for extracurricular interscholastic events but cannot participate in competitions. They cannot dress out for home games and cannot travel to away contests.

Substance Abuse

Students who meet the academic eligibility requirements for participation in extracurricular activities are also subject to the following guidelines:

- No drugs, alcohol, tobacco, or illegal substance use of any kind will be permitted. A student shall not possess, sell, offer to sell, transfer, use, be under the influence of a controlled substance, or possess any paraphernalia commonly designed for or use with illegal substances. A student committing any of the above will be immediately dismissed from the extracurricular activity for the duration of that particular activity.

- Should the offense occur in the final two (2) weeks of the extracurricular activity, the suspension will continue for the remainder of that activity and a minimum of two (2) weeks into the next activity in which the student wishes to participate.

- Generally a student suspended from an extracurricular activity will not be suspended for less than four (4) weeks.

- During the time of suspension, a review board will be formed to deal with the particular case at hand and to prescribe whatever action needs to be taken (i.e., counseling, et cetera).

Attendance

Athletes are expected to attend school. Absences from school on the day before a game or on the day following a game will result in reduced playing time. Students

absent on game day will not be allowed to play that day. Students who have unexcused tardiness on game day will have reduced playing time to be determined by the coach and the coordinator of athletics. Only excuses from a doctor or excuses approved by the team leader will be accepted.

Sportsmanship

Students participating in extracurricular activities are role models and represent programs of ASDB. Student's actions should reflect positively on the school and should be examples of good sportsmanship.

- Students are expected to demonstrate good sportsmanship at all times to teammates, coaches, opponents, fans, and officials.
- Appropriate disciplinary measures that are deemed necessary will be administered by the sponsor/coach and team leader/coordinator of athletics.

Exceptions

Although the above will be the general guidelines to be used with all students, the final individual decision on eligibility will be made on a case-by- case basis taking into account all relevant information concerning the student's achievement in relationship to the disabling condition.

Students who participate in extracurricular, special sports programs, or adaptive activities are exempt from requirements of eligibility set forth above.

JK: Student Discipline

STUDENT DISCIPLINE

The Superintendent shall recommend policies and develop regulations for the discipline of students that comply with A.R.S. 15-843. These policies and regulations will apply to all students traveling to, attending, and returning from ASDB Schools, and while visiting another school or at an ASDB-sanctioned activity and may be imposed if the student's behavior affects the school order. When suspension 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 teachers and instructional aides, and
- Requirements for conveying notice of disciplinary measures taken.
-

The Superintendent shall, by administrative regulation, prescribe procedures for implementation of the best practices approved by the ASDB Board of Directors.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the Principal/Director, or to a person designated by the ASDB administrator, in accord with:

- Rules established for the referral of students.
- The conditions of A.R.S. 15-841, when applicable.

The Superintendent shall establish such regulations as are necessary to implement the temporary removal procedure.

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 qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 1997 may not be expelled from school but, in compliance with federal law and regulation, may be given a change in placement. ASDB may require the 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 will be recorded in a separate file for each student.
Adopted: August 5, 2010
LEGAL REF.: A.R.S. 13-403 *et. seq.*
13-2911
15-841
15-842
15-844
15-1323
15-1326
15-1341
CROSS REF.: JKD Student Suspension
JIC - Student Conduct
JKA - Corporal Punishment

JKA: Corporal Punishment

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CORPORAL PUNISHMENT

The Arizona State School for the Deaf and the Blind **disallows** corporal punishment.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-843

CROSS REF.: JK – Student Discipline
JKD – Students Suspensions

JKB: Detention of Students

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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 shall not be denied the privilege of eating. Detention should not exceed one (1) hour per day.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-843

JKB-R: Detention of Students

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DETENTION OF STUDENTS

Teachers may keep students after school to make up work or for disciplinary reasons. The names of students to be kept after school will be reported to the transportation office not later than two (2) p.m. each day.

Students may be kept after school only if prior notice has been given to their parents/ guardians, and only on days when ASDB provides a late bus. Teachers are responsible to see that all students are released in time to board the late bus.

JKD: Student Suspension

STUDENT SUSPENSION

The authority to suspend a student in ASDB Schools, after an informal meeting is held, rests with the Superintendent. If a danger to students or employees is present, the student may be immediately removed from contact with other students. The student may also be immediately removed from school, with prior contact with the parents and with a notice and meeting following as soon as practicable.

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. (Short-term suspensions are not considered a change of placement.) No appeal is available from a short-term suspension. 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.

An exception to a long-term suspension 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.

An ASDB student's school district of residence will provide the interim alternative educational setting which 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.)

Adopted: August 29, 2013

LEGAL REF.: A.R.S. 15-1341
15-766
15-767
A.G.O. I78-103
I78-218
I80-055
I84-036
A.A.C. R7-2-401
R7-2-405
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. 701 Rehabilitation Act of 1973, (Section 504)

CROSS REF.: IHB – Special Instructional Programs
JR – Student Records
JIC – Student Conduct
JICI – Weapons in School
JK – Student Discipline

JKD-R: Student Suspension

STUDENT SUSPENSION

Introduction

To ensure equal treatment, all students who are responsible for their conduct should expect to be disciplined under the same due-process procedures. Because the law gives disabled students a status different from that of nondisabled students, a separate process has been developed to determine if the apparent misconduct of a disabled student is related to that student's disabling condition or educational placement. If use of the procedure results in a decision that the apparent misconduct of a disabled student is not related to the student's disabling condition or educational placement, then the disabled student whose conduct may warrant suspension will be provided appropriate due process in the same manner as all other students. If the apparent misconduct is determined to result from the student's disabling condition or educational placement, a review of placement is appropriate, rather than suspension or discipline. In this way, the Board ensures that all students in ASDB will be held responsible for the consequences of their own conduct and will be treated equally in view of that conduct, while at the same time recognizing the different status the law affords to disabled students.

Emergency Suspension of ASDB Students

If the conduct of an ASDB student poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, an emergency suspension of no more than ten (10) days may be imposed by the Principal. The emergency suspension shall be followed, as soon as practicable, by a manifestation determination conference (as defined in administrative regulation IHB-R) if a long-term suspension is contemplated.

Short-term Suspension of ASDB Students

If the conduct of an ASDB student reasonably appears to be in violation of Board policy or procedure or in violation of other customary standards of appropriate student conduct, a short-term suspension (ten [10] days or less) may be imposed by the Principal pursuant to the following procedure and is not considered a change of placement.

- *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.
    - After having received notice, the student will be asked for an explanation of the situation.
    - The Principal involved shall make reasonable efforts to verify facts and statements prior to making a judgment.
- *Step 2:* Following Step 1:
    - Provided that a written record of the action taken is kept on file (a

complete and accurate record of the total procedure shall be kept by the Principal responsible for the suspension), the Principal may:

- Suspend the student for up to ten (10) days.
- Choose other disciplinary alternatives.
- Exonerate the student.
- Suspend the student for ten (10) days pending a recommendation that the student be given an alternative placement.

- When suspension is involved:
  - 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.
  - A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
  - No appeal is available from a short-term suspension.

Long-term Suspension of ASDB Students

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.

- *Step 3:* A recommended suspension of an ASDB 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 (See IHB-R discipline section). Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

- *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following ASDB 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 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 from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

- *Step 5:* If the behaviors are a manifestation of the disability of the student, ASDB 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.

A student's school district of residence will provide the interim alternative educational setting which 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.)

JKDA: Removal of Students from ASDB - Sponsored Activities

REMOVAL OF STUDENTS FROM ASDB - SPONSORED ACTIVITIES

The Principal/Director of a school may remove a student from an ASDB- sponsored activity if the Principal/Director determines that the student has violated a provision of the student discipline policies, rules, and/or regulations or if the Principal/Director determines that such removal is in the best interest of the activity or in the best interest of ASDB as a whole.

The Principal/Director 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/Director 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/Director 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/Director 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/Director's determination, the student may, within five (5) school days, request in writing a conference with the Principal/Director. The conference shall be held as soon as practicable after the Principal/Director 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/Director 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/Director's notice. If, after the conference, the Principal/ Director 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/ Director 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 ASDB-sponsored athletic activity; or
- Any ASDB-sponsored club; or
- Any ASDB-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: June 9, 2008

LEGAL REF.:	A.R.S.	15-342
		15-766
		15-767
		15-841
		15-842
		15-843
		15-1341
	A.G.O.	I78-103
		I78-218
		I80-055
		I84-036
	A.A.C.	R7-2-401
		R7-2-405
	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	

JK-E: Student Discipline

STUDENT DISCIPLINE

Each Principal/Director 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:

- The full name of the student.
- The racial/ethnic and sex designations of the student.
- The time, place, and date of the offense or offenses, or observed behavior.
- Descriptions and dates of other offenses or observed behaviors if not previously reported.
- The names of witnesses or others involved.
- 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/Director, and conferences with other school employees.
- The name and title of the person or persons reporting the offense or offenses.
- The alternatives, if any, that were considered prior to the imposition of the disciplinary action taken by the Principal/Director.
- The final disposition of the case.
- 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:

- Suspensions and/or placement in an alternative educational setting.
- Placement in workroom or detention (for disciplinary reasons).
- Transfer to another class (for disciplinary reasons).
- Transfer back to local school district.
- Referrals of cases to police and juvenile authorities.
- Others as required.

The Principal/Director shall have the responsibility of maintaining the necessary discipline records to include:

- Discipline record card (each reported incident).
- Student discipline list (cumulative).
- Log of suspensions (cumulative).
- Summary of suspensions: monthly report, retained by the Principal/Director; yearly summary, copy to ASDB office.
- Log of student withdrawals (cumulative).

- Summary of withdrawals: monthly report, retained by the Principal/ Director; yearly summary, copy to Superintendent's office.
- 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.

JK-R: Student Discipline

STUDENT DISCIPLINE

A student may be subject to disciplinary action when the student:

- Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by any act, including but not limited to:
  - Fighting or engaging in violent behavior.
  - Making unreasonable noise.
  - Using abusive or obscene language or gestures.
  - Obstructing vehicular or pedestrian traffic.
  - Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose.
- Engages in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher, an ASDB administrator, or other ASDB employees in charge of the student.
- Endangers the safety, morals, health, or welfare of others by any act, including but not limited to:
  - Selling, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia.
  - Selling, using, or possessing weapons, fireworks, or other dangerous instruments or contraband.
  - Selling, using, or possessing obscene materials.
  - Using profane, vulgar, or abusive language (including ethnic slurs).
  - Gambling.
  - Hazing.
  - Engaging in lewd behavior.

- Engages in any of the following forms of academic misconduct:
  - Lateness for, missing, or leaving school or class without permission or excuse.
  - Cheating (including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion).
  - Plagiarism.
- Engages in conduct violative of the Board's rules and regulations for the maintenance of public order on ASDB property.
- Uses personal portable electronic instruments, communications, and entertainment devices, including but not limited to cell phones, still and video cameras and equipment, recording/playback apparatus, and other electronic equipment which may be used for similar purposes, during the school day or during directed student study time unless such use has been specifically authorized by the school administrator.
- Has a record of excessive absenteeism.
- 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 (1) when made in response to verbal provocation alone, (2) when assistance from an ASDB employee is a reasonable alternative, or (3) 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 warning.
- Written warning.
- Written notification to parents.
- Probation.
- Detention.
- Suspension from transportation.
- Suspension from athletic participation.
- Suspension from social or extracurricular activities.

- Suspension of other privileges.
- In-school suspension.
- Involuntary transfer.
- Community service.
- Suspension.
- Alternative to Suspension 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. An ASDB 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/ Director, 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 discussion, by the administrator with the teacher, of disciplinary action implemented in conjunction with a temporary removal in accord with the rules established by the Board, the teacher will be required to state an intent to readmit or refuse to readmit the removed student. If the teacher refuses to readmit the student, the reason shall be written by the teacher, explaining the conditions used to determine the removal, and shall be provided to the administrator by the next business day following the temporary removal.
- Either of the following conditions must exist for a temporary removal per A.R.S. 15-841:
  - The teacher has documented that the pupil has repeatedly interfered with the teacher's ability to communicate effectively with the other pupils in the class or with the ability of the other pupils to learn.
  - The teacher has determined that the pupil's behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.
- The matter will be referred to the school placement review committee

  (SPRC) constituted in accord with statute if the conditions are consistent with those stated in A.R.S. 15-841. Within three (3) business days following the date of temporary removal, the SPRC shall determine to either place the student in a new class or return the student to the existing class if that is the best or only practicable alternative.

- If the student is qualified for educational services under the Individuals with Disabilities Education Act (IDEA), any change in the student's individualized education program (IEP) shall be determined by the 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 Employees

The Principal/Director is responsible for involving employees of the school in the development of a positive plan for student discipline. All employees are responsible for implementing the plan of student discipline for the school.

JL: Student Wellness

STUDENT WELLNESS

ASDB 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. ASDB 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 habits, paired with an active lifestyle, is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

All foods and beverages available in each school during the day will promote student health and nutrition within state and federal guidelines. 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. All other foods and beverages available on school campuses shall comply with Arizona Nutritional Standards. To ensure the health and well-being of all students, the Board sets goals in the following areas:

Nutrition Education and Promotion

The primary goal of nutrition education and promotion is to influence lifelong eating behaviors in a positive manner.

Nutrition education will be utilized to influence students' lifelong eating behaviors in a positive manner 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 and develop healthy eating habits.

Nutrition promotion will engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, staff, physical education teachers, school health professionals, and the public in regular review of this Board policy. The public (including parents, students, and others in the community) will be informed and kept up to date about the content and implementation of ASDB's wellness policy.

Physical Activity

The goals for physical activity are to provide opportunities for every student to: Develop the knowledge and skills for specific physical activities; maintain physical fitness; reduce sedentary time; learn about cooperation, fair play, and responsible participation that meets the needs of all students (at all levels of physical ability); ensure students' regular participation in a variety of age appropriate physical activity; and gain an understanding and appreciation of the short- and long-term benefits of a physically active and healthy lifestyle.

Other School-Based Activities:

The goal of other school-based activities is to create a total school environment, including the residential program, which is conducive to healthy eating and physical activity during the school day and after the school day. The ASDB environment, not just the classroom, will be aligned with goals to positively influence students' understanding, beliefs and habits as they relate to nutrition and physical activity.

Evaluation and Implementation

A primary goal will be to regularly (at a minimum annually) evaluate the effectiveness of this policy in promoting ASDB's wellness program, and change the program as appropriate to increase effectiveness. Such evaluations will be measurable. The results of each evaluation, including the extent to which schools are in compliance with ASDB's wellness policy, the extent to which ASDB policy complies with federal regulations, and a description/summary of the progress made in attaining the goals, will be annually reported to the Board and made available to the public. Physical education teachers and school health professionals will have an opportunity to participate in the evaluation and implementation of this policy.

The Superintendent shall 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.

Adopted: March 26, 2015

JLA: Student Insurance Programs

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STUDENT INSURANCE PROGRAMS

The athletic director will provide to parents or guardians information on student health benefits insurance for those students who wish to participate in athletics, if such

insurance is available.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	15-384
	A.G.O.	I86-095

JLC: Student Health Services and Requirements

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STUDENT HEALTH SERVICES AND REQUIREMENTS

The Superintendent shall establish procedures for the student health services program in ASDB. Such procedures will provide for:

- Administration of patent or proprietary medications (over-the-counter [OTC] medications) in compliance with Arizona Revised Statutes and ASDB policies.
- Administration of prescription medications in compliance with Arizona Revised Statutes and ASDB 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 ASDB-related injuries/illnesses, and recommendation for follow-up care.
- Screening clinics for selected physical impairments.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-344
15-1341

JLCA: Physical Examinations of Students

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PHYSICAL EXAMINATIONS OF STUDENTS

Each student participating in high school and junior high school interscholastic athletics is required to submit to a physical examination when required by the Arizona Interscholastic Association or to submit evidence of being physically fit, as verified by competent medical personnel.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1341

JLCB: Immunizations of Students

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IMMUNIZATIONS OF STUDENTS

Subject to the exemptions as provided by law, immunizations are required for attendance of any student in any ASDB 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. A student shall not be allowed to attend school without submitting documentary proof of compliance to the Principal/Director unless the student is exempted from immunization. On enrollment, the Principal/Director shall suspend that student if the Principal/Director 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 Principal/Director, 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.

ASDB 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: June 9, 2008

LEGAL REF.:	A.R.S.	15-871
		15-872
		15-873
		15-874
		15-1341
	A.A.C.	R9-6-202
		R9-6-313
		R9-6-339
		R9-6-352
		R9-6-702 *et seq.*
		R9-6-707

JLCB-R: Immunizations of Students

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 any child in any school:

- Diphtheria.
- Tetanus.
- Pertussis
- Poliomyelitis.
- Rubeola (measles).
- Mumps.
- Rubella (German measles).
- Hepatitis A, for a child two (2) through five (5) years of age in a public- school-based day care program or preschool in Maricopa County.
- Hepatitis B.
- Meningococcal
- Haemophilus influenzae b (Hib).
- Varicella (Chicken Pox)

Any 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 Principal/Director unless the child is exempted from immunization pursuant to section 15-873. Upon enrollment, ASDB shall forbid attendance of (suspend) any student not meeting the requirements for immunization or exemption from immunization. Homeless students shall be referred to the liaison for the homeless and shall be given five (5) days in which to comply with the immunization requirements.

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 R9-6-704, and the student has received or is in the process of receiving all required age-specific vaccine doses; 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, ASDB 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 ASDB.

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.

ASDB shall forbid attendance by any students 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.

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 Principal/Director 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 Principal/Director 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 Principal/Director responsible for the exclusion of the students.

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.

Additional reports that include students in all grades may be required during an outbreak

or potential outbreak as determined by the state or local health 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.

JLCC: Communicable/Infectious Diseases

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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 health care provider 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 student health center.

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 Principal/Director 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.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	15-871
		15-872
		15-1341
		36-621
	A.A.C.	R9-6-202 *et seq.*
		R9-6-301
		R9-6-342

JLCCA: Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus Infections

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ACQUIRED IMMUNE DEFICIENCY SYNDROME AND HUMAN IMMUNODEFICIENCY VIRUS INFECTIONS

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 ASDB provides a safe environment for all of its students and employees.

The Board directs that:

- Infected students receive a public education.
- Information be provided for parents, faculty, employees and other concerned persons concerning the actual and potential dangers of transmission of the disease.
- Decisions concerning the educational placement of infected students be determined upon the best medical knowledge available and on a case- by-case basis.
- Restrictions be placed upon a student as required by Department of Health Services regulations, advice of the County Health Department, and advice of a physician selected by ASDB.
- Protection for the rights of privacy of each infected student be a primary

consideration.

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, ASDB officials, the student's physician and parents, and, at the discretion of ASDB, a physician selected by ASDB.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	15-871
		15-872
		15-1341
	A.A.C.	R9-6-331
		R9-6-702 *et seq.*

JLCCA-R: Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus Infections

ACQUIRED IMMUNE DEFICIENCY SYNDROME AND HUMAN IMMUNODEFICIENCY VIRUS INFECTIONS

Upon advice of the supervising nurse and/or medical officer, ASDB may send a student home when there is a communicable disease or communicable health condition which endangers the health and welfare of other students or employees of ASDB.

The supervising nurse at either the Phoenix or Tucson campuses shall investigate the report of a communicable disease or health condition involving the appropriate employees (e.g., the residence staff, school staff, et cetera) and shall determine that a communicable disease or health condition exists which endangers other students and/or employees. The Superintendent may review the health report and determine whether the student should be excluded from attendance.

- When it is determined that a student must be sent home, the family will be notified by the supervising nurse. Parents will be expected to come for their children promptly. The supervising nurse will advise the family of the specifics of the disease or health condition and what requirements are set forread mission.

- On the Tucson Campus, the supervising nurse will advise the residence dean and Principal/Director of the student being sent home in a written report including specific conditions of return to school.

- On the Phoenix Campus, the supervising nurse will advise the team leader of the student being sent home in a written report including specific conditions of return to school.

- When parents/guardians cannot be reached, students shall remain in the student health center until such time as parents / guardians can be contacted.

- If the student is to be absent for an extended period of time (in excess of ten [10] days), arrangements should be made for work to be sent home.

Special procedures will be followed in the case of Hepatitis B. ASDB physician has stated that the epidemiology of Hepatitis B is identical to AIDS.

These procedures are:

- Most school-aged children and adolescents infected with HTLV-III should be allowed to attend school in an unrestricted manner with the approval of their personal physician. HTLV-III infection, in these recommendations, includes cases of AIDS, ARC, or seropositivity, in as much as the potential for transmission of the virus is present in any of these three clinical conditions. Based on present data, the benefits of unrestricted school attendance to these students outweigh the remote possibility that such students will transmit the infection in the school environment.

- Some infected students may pose a greater risk than others. Students who lack control of their body secretions, who display behavior such as biting, or who have open skin sores that cannot be covered require a more restricted school environment until more is known about the transmission of the virus under these conditions. Special education should be provided in accordance with IDEA.

- ASDB should designate individuals, including the student's physician, who have the qualifications to evaluate whether an infected student poses a risk to others. Evaluations to assess the need for alternatives to continuing in school should be performed regularly. Hygienic practices of a infected student may improve with maturation or deteriorate if the conditions worsen. If it is determined that a risk exists, the student must be removed from the classroom, and an appropriate alternative education program must be established until subsequent review determines that the risk has abated. A plan for periodic review should be established at the time a decision has been made to exclude a child from attending classes.

- The number of employees aware of the child's condition should be kept to the minimum needed to assure proper care of the child and to detect situations in which the potential for transmission may increase. It is essential that persons involved in the care and education of an infected student respect the student's right to privacy. Confidential records should be maintained.

- The physician of the student with HTLV-III infection and a physician selected by ASDB, when appropriate, should regularly assess the risk of school attendance. Students with HTLV-III may develop immunodeficiency, which places them at risk of experiencing severe complications from infections such as chickenpox, tuberculosis, measles, cytomegalvirus, and herpes simplex.

- Routine screening of children for HTLV-III is not recommended.

These guidelines will be followed until time as ASDB physician recommends change.

JLCC-R: Communicable/Infectious Diseases

COMMUNICABLE / INFECTIOUS DISEASES

(Pediculosis Lice Infestation)

This procedure concerns the identification and treatment of pediculosis.

- Lice are small grayish-tan to dark brown wingless insects that exist on the scalps of human beings. Mature lice deposit eggs (nits) on the hair shaft, close to the scalp, and are usually found at the nape of the neck and behind the ears. The presence of lice usually results in severe itching and scratching of the scalp.

When an employee suspects pediculosis, students will be referred to the student health center.

At the Student Health Center:

- Determination will be made as to whether or not pediculosis is present.
- Day students positive for pediculosis will be sent home with written instructions for treatment to be completed prior to returning to school.
- Residential students will receive treatment from student health center employees. Appropriate documentation will be completed and sent to the residence hall employees.
- All students who have had close contact with a student positive for pediculosis will be referred to student health center for screening.
- Residential deans and transportation will be notified as appropriate.

In the Residence Hall:

- Employees will launder washable items (clothing, et cetera) on hot cycle. Dryer-safe articles can be dried on hot setting for twenty (20) minutes.
- Non-washable items will be sealed in a black plastic bag and placed outside for forty eight (48) hours.
- Exposed linens from beds will be washed as above and replaced with clean linens.
- Combs and brushes, hair ties, headbands, et cetera, will be soaked in hot water for ten (10) minutes.
- Housekeeping employees will be notified.
- Appropriate residential dean and transportation will be notified as appropriate.
- The residential employees will perform housekeeping tasks on weekends.

Housekeeping:

- Will vacuum all carpets, upholstery items, pillows, mattresses, and appropriately dispose of vacuum cleaner bags.

Transportation:

- Will vacuum/wash exposed articles as appropriate.

JLCD: Administering Medicines to Students

MEDICINES/ADMINISTERING MEDICINES TO STUDENTS

Under certain circumstances, when it is necessary for a student to take medicine during school hours, ASDB will cooperate with the licensed prescriber and the parents if the following requirements are met:

- There must be a written order from the licensed prescriber, or a pharmacy generated prescription, stating the name of the medicine, the dosage, the method of administration and the time it is to be given.

- There must be written permission from the parent or guardian to allow any trained ASDB staff members, the student, the Student Health Center to administer the medicine. Appropriate forms are available from the Student Health Center.

- The medicine must come to the Student Health Center in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

- Professional staff at the Student Health Center shall provide initial training to any ASDB staff designated by administration to administer medication to students. Not less than four (4) times each year, such staff shall receive refresher and/or additional training on the administration of medications.

- ASDB Staff must receive training for medication administration prior to obtaining medications from the Student Health Center. Training for medication administration is available upon request from the Student Health Center.

The ASDB Board further directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of any necessary prescription medication by a trained staff member of ASDB. The prescription must have a written physician's order, written permission from a parent or guardian to allow ASDB staff members to administer the medicine, and the medicine must come to ASDB in the prescription container.

Exceptions

- 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 Student Health Center as soon as practicable following the

use of the medication;

- 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, to the Student Health Center, that authorizes possession and self-administration.

  - Students with diabetes who have a diabetes medical management plan on file 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.

ASDB staff members 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.

ASDB 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.

This policy and any related policies or amendments to such policies shall be forwarded to the ASDB liability insurance carrier for review.

Adopted: November 12, 2015

JLCD-R: Administering Medicines to Students

MEDICINES/ADMINISTERING MEDICINES TO STUDENTS

(Routine Medication Procedures)

Prescription Drugs

For occasions when it is necessary for a student to receive a prescription drug during the school day from the Student Health Center, 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 trained ASDB staff members:

- The medication must be prescribed by a licensed prescriber.

- The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from Student Health Center.

- The medication must come to the Student Health Center 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 an appropriately trained ASDB staff member(s) to administer the medication.

- 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, or, if off campus, in the possession of an authorized adult.

Diabetes Medication Administration

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

- Two (2) or more ASDB 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 other 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 ASDB 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 ASDB 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 recognizing the symptoms that require the administration of glucagon.
- Techniques on administering glucagon.

- An ASDB staff member shall not be subject to any penalty or disciplinary action for refusing to serve as a voluntary diabetes care assistant.
- ASDB, ASDB staff members, and properly licensed volunteer health professional and nurse practitioners are immune from civil liability for the consequences of the good faith adoption and implementation of policies and procedures pursuant to ASDB policy and this regulation.

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 ASDB.

- The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the Student Health Center. 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 ASDB Staff Members:

- 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 Student Health Center in the original manufacturer's packaging with all directions, dosages, compound contents, side effects, and proportions clearly marked.

- An administrator may designate an ASDB staff member(s) 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.

Protection of Students

Use or administration of medication on ASDB 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.

Civil Immunity

ASDB and its staff members are immune from civil liability for the consequences of the good faith implementation of policies and procedures pursuant to Arizona Revised Statute 15-344.

JLCD-RA: Administering Medicines to Students

MEDICINES/ADMINISTERING MEDICINES TO STUDENTS (Emergencies)

If a student is injured or becomes ill during the school day, while attending an ASDB-sponsored activity, or while under the care of ASDB, it is the responsibility of any staff member present to render assistance and to summon a school nurse/nurse aide/emergency personnel if one is readily available. Upon arrival, the school nurse/nurse aide/emergency personnel will direct all further first aid activities.

Emergency procedures shall be based on the following fundamental concepts:

- ASDB is responsible for the emergency handling of accidents and sudden illness occurring at ASDB or on ASDB property. ASDB is not responsible for subsequent treatment.

- At the time of an emergency, ASDB has the responsibility for:

    - Caring for the student, including, as may be necessary, the administration of medications by trained ASDB staff.

    - 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 school 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 ASDB by an adult. If the destination is the student's place of residence, the adult shall have ascertained that a responsible person that has been identified by the parent is at the place of residence 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.

Emergency Administration of Medication by Trained ASDB staff members
For emergencies when it is necessary for a student to receive medication while under the care of ASDB, the following procedures have been established to ensure the protection of ASDB, its staff members, and the student, and to assure compliance with existing rules and regulations:

Prescription Drug Administration by Trained ASDB staff members:

- The medication must be prescribed by a licensed prescriber.

- The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the Student Health Center.

- The medication must be 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 trained ASDB staff member(s) to administer the medication.

Over-The-Counter Drug Administration by ASDB staff members:

- 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 must be in the original manufacturer's packaging with all directions, dosages, compound contents, side effects, and proportions clearly marked. An over-the-counter drug or medicine which is not included in standing orders, and is sent by a parent to be administered to the student, must also have a written order from a licensed prescriber prescribing that over-the-counter medication.

- An administrator may designate an ASDB staff member(s) to administer a specific over-the-counter drug.

- The responsible staff member who administered a medication to a student shall submit a written report of an incident to the school Principal/Director not later than noon of the school day following the incident.

JLC-R: Student Health Services and Requirements

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STUDENT HEALTH SERVICES AND REQUIREMENTS

Special Instructions for Tucson Campus

- The student health center registered nurse will obtain selected medications from ASDB stock medications when unable to obtain prescription medications from a residential student's usual source.

- Each medication will be administered at the direction of an Arizona licensed prescriber.

- Medication will be administered following ASDB Policy JLCD, and Student Health Center Procedure Guidelines.

Special Instructions for Phoenix Campus

- Each medication will be administered at the direction of an Arizona licensed prescriber.

- Medication will be administered following ASDB Policy JLCD.

JLF: Reporting Child Abuse/Child Protection

REPORTING CHILD ABUSE/ CHILD PROTECTION

Any ASDB staff member or any other person who has responsibility for the care or treatment of a minor and 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 Child Protective Services (CPS) 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 without wait times.

All reports made via the online website will require the person making the report (reporting source) to provide contact information. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All emergency situations where a child faces an immediate risk of abuse or neglect that could result in serious harm must still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect, or abandonment, must be reported by:
Calling 1-888-SOS-CHILD (1-888-767-2445)
Submitting non-emergency concerns via the Online Reporting Service for Mandated Reporters at https://www.azdes.gov/dcyf/cps/mandated _reporters/

Pursuant to A.R.S. 13-3620, such reports shall contain:
- The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.
- The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.
- Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

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.

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 ASDB 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.

Adopted: June 11, 2015

JLF-RA: Reporting Child Abuse/Child Protection

REPORTING CHILD ABUSE / CHILD PROTECTION

(Procedure for Reporting)

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 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-RB: Child Abuse

CHILD ABUSE
(Child Abuse/Non-accidental Injuries – Procedure for Reports to Arizona Department of Child Safety)

The purpose of a child abuse/non-accidental injury procedure is to provide for the welfare of all students enrolled in attending campus-based schools of the Arizona State Schools for the Deaf and the Blind, as well as any ASDB student involved in any school-related activity on or off campus.

It is the responsibility of all employees to report the suspicion or actual knowledge of child abuse or non-accidental injuries of any ASDB student.* [NOTE: Professional confidentiality immunities under the law do not pertain in any civil or criminal litigation in which a child's neglect, dependency, abuse, or abandonment is in issue not in any judicial proceeding resulting from a submitted report (A.R.S. 8-805 and A.R.S. 13-3620).] Persons employed in the ASDB Regional Cooperative Programs shall consult policies and regulations of the respective school districts in which they are completing assignments and shall follow such policies and regulations on this subject unless they are in conflict with the

intent of this regulation.

In the event that any employee notices any behavior, physical evidence, or through conversation determines the possibility of child abuse or non- accidental injury to any student as outlined in Policy JLF*, immediate action MUST be taken by the employee with a report to CHILD PROTECTIVE SERVICES as follows:

Immediately make a verbal report by phone such information to the Child Protective Services of the Arizona Department of Economic Security or to a peace officer. If the concern is a non-emergency, submit an online report via the Online Reporting System for Mandated Reporters.

Phone calls can be made to CPS from any telephone at the campus-based schools.

NOTE: Concerns regarding students eighteen (18) years or older and enrolled in a campus-based program are reported to Adult Protective Services.

At the time of the call, CPS may recommend that the reporter call and file a report with the Police Department:

when physical damage is inflicted on one student by another and this was not initiated mutually,
if one student is eighteen (18) or older and one student is a minor.

Following the reports to CPS, the reporting employee is encouraged to keep such a report confidential. Staff members are advised that releasing information about a report made to CPS cam affect the outcome of an investigation. Any disclosure of information by a reporter is at that person's sole discretion and does not guarantee any immunity (actual or implied) from legal action because that person is and may be a staff member at ASDB.

If a parent/guardian calls, the CPS case worker calls, or a law enforcement officer calls, or anyone else calls any employee of ASDB, the response is:

“If ASDB has any relationship to the matter, for further information you should contact the Superintendent.”
Do not allow a parent or outside person to engage in a discussion with you to elicit information! Repeat the above message as many times as necessary. Advise the Superintendent's Office of subsequent related calls.
If at any time a Child Protective Services officer responds in person to any ASDB program in response to a call made by an employee, and at such time wishes to take photographs and/or remove the child into protective custody or to escort the child to the place of residence - employees are to release the child to the custody of the Child Protective Services officer.

All further contact with Child Protective Services or Law Enforcement Divisions will be made by the Superintendent or the Superintendent's designee - NO EXCEPTIONS.

If Child Protective Services or the police are investigating a case, employees may be asked to provide information to investigating authorities. Interviews of employees, testimony from a child, or other evidence required by CPS or the police will be coordinated by the Superintendent's Office or the Superintendent's designee.

Abandonment
Any ASDB student abandoned by the child's parents or guardians shall be re- ported to Child Protective Services.

The Arizona DES Department of Child Safety defines abandoned as follows:
Abandonment means failure of the parent to provide reasonable support, to maintain regular contact with the child, including providing normal supervision, when such failure is accompanied by an intention on the part of the parent to permit such conditions to continue to an indefinite period.

Student-to-Student Abuse
In incidents involving a student-to-student assault between students who are enrolled in and attending a campus based program, whether physical or sexual, the employee shall immediately report the incident or alleged incident to the Principal/Director. Employees must be alert and sensitive to students who are attempting to tell a responsible adult they trust about an incident of physical or sexual abuse. An incident of physical or sexual abuse is not to be considered as confidential between the student and the employee. Employees who withhold information on suspected physical or sexual abuse may be subject to disciplinary action on the grounds of neglect of duty, and are subject to local and state laws in effect at the time.

The Principal/Director will be responsible for the steps necessary to fully investigate a reported incident of physical or sexual abuse upon a student by another student in the most confidential way possible. The investigation shall include:

Notification to the Assistant Superintendent's Office.
Parental contacts of students having involvement in an incident.
Involvement of the Police Department to determine whether the incident constitutes a delinquent act and possible referral to the Pima or Maricopa County Juvenile Courts.

Due process rights of all persons involved - students, employees, and parents.

Confidentiality
Reporting of non-accidental injury of children, the circumstances surrounding the incident and medical findings are information of highly confidential nature. Therefore, it is to be conveyed only to persons directly involved in reporting the case and completing the report. At the discretion of the Principal/Director, key employees may be informed, i.e. nurse, case manager, counselor, dean, team leader, if the welfare of the child is of concern. Employees will be reminded of the confidential nature of this information. The name of the reporter will not be divulged.

Immunity
Arizona law provides that any person participating in the making of reports required under the provisions on this section, or anyone participating in a judicial proceeding resulting from such reports, shall be immune from any civil or criminal liability by reason of such action unless such person acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question. Failure to report is a Class 2 Misdemeanor.

Information to Parents
All parents of students enrolled in and attending an ASDB campus program shall be

provided a copy of this policy on an annual basis.

Discipline Programs
Child abuse shall not include approved behavioral programs as defined in the Assertive Discipline Policy and established as a result of multidisciplinary staffings.

However, the inappropriate use of techniques established through the above are not protected under this section. Employees must receive specific training in these techniques and must demonstrate their competency in their use and application for students who are enrolled in and attending ASDB campus based programs.

Student Rights
Students will be educated about their rights to care, food, shelter, and free- dom from harm, abuse, and neglect as part of the curriculum at the campus based programs of ASDB.

Staff Training
In-service training will be provided to employees on child abuse and on the implementation of this policy every year within the first month of the school year.

JLH: Missing Students

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 ASDB, 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 ASDB to disclose to any person a student's educational record without prior parental consent unless the ASDB 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, ASDB 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 ASDB 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: June 9, 2008

LEGAL REF.:	A.R.S.	13-3620
		15-824
		15-828
		15-829
		15-1341
		32-1472

CROSS REF.: JF - Student Admissions
JFAB – Admission of Nonresident Students
JR – Student Records
JRCA - Request for Transfer of Records

JLI: Student Safety

J-6400 © 2004 by Arizona School Boards Association **JLI**

STUDENT SAFETY

Teachers will be responsible for their classes at all times. At no time are students to be left unsupervised.

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/Director.

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 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: June 9, 2008

LEGAL REF.: A.R.S. 15-151
15-1341

JLIA: Supervision of Students

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SUPERVISION OF STUDENTS

When students are in school, engaging in ASDB-sponsored activities, or traveling to and from school on ASDB buses, they are responsible to ASDB and ASDB is responsible for them.

Supervision shall include being within the physical presence and, whenever possible, within a line of vision of the students so that ASDB employees will have a reasonable opportunity to control the behavior of and assist the students if necessary. ASDB Staff 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 performin teaching or related duties on behalf of ASDB.

If it should be necessary in an emergency situation for a teacher to leave the physical presence of the students, then the teacher shall make a reasonable effort to obtain an ASDB Staff Member 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 principals/directors, teachers, and other employees will ensure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-502
15-521
15-1341

JLIB: Student Dismissal Precautions

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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.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	8-303 8-304 8-80213-1302 13-1341

CROSS REF.: JIH - Student Interrogations, Searches, and Arrests

JLIB-RA: Student Dismissal Precautions

STUDENT DISMISSAL PRECAUTIONS

(Including Residential Homegoing)

In order to provide the least restrictive environment, frequent homegoings for students are a part of the philosophy of ASDB. It is the belief of ASDB that the benefits will be realized by both the student and family through strengthened family ties.

To initiate regular and frequent homegoings, transportation is provided to residential students based upon the criteria outlined in this policy.

Weekly Homegoing

Criteria. The parents must live within one hundred twenty-five (125) road miles.

Major Homegoing

Criteria. All students will go home for the seven (7) major homegoings (Labor Day, Autumn, Thanksgiving, Holiday Season, Winter and Spring.

Modes of Transportation

Service will be provided by ASDB vehicles or charter buses to most communities within the state. However, when justified by circumstances, the alternatives of commercial travel and/or reimbursement to parents for mileage may be utilized.

Conditions for Participation

All students who meet the criteria must participate. There will be *no* option of leaving the child at school except as set forth in conditions for non- participation.

Times of arrival and departure will be established and must be adhered to by the parents.

Parents will be responsible for returning the child to ASDB if their child misses the return bus on Sunday afternoon.

A student will carry no more luggage than can be carried on the luggage shelf in the bus or in the student's lap if traveling in a van or car.

Conditions for Non-Participation

Non-participation in the required homegoing will not be considered without the following procedure:

At the request of staff with final authorization from the Superintendent:

- Departmental level staffing to include, but not limited to:
  - Requesting employee
  - The immediate supervisor
  - Principal
  - Dean of Students
  - Parent
- Director level staffing to include, but not limited to:
  - Director
  - Dean of Students
  - Principal
  - Parents

At the request of parents:

- A staffing will be held to include, but not limited to:
  - Dean of Students
  - Principal
  - Director
  - Parents

Occasions on which Parents Are Responsible for Providing Transportation

- The first day of the school year.
- When the student has an illness that requires him/her to go home.
- When the student has been suspended from school.
- The last day of the school year.
- When the student is enrolled.
- Between home and the designated bus stops.
- For transportation on other than scheduled homegoing dates.
- For transportation if the child missed the return bus or van.

JLIB-RB: Student Dismissal Precautions

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STUDENT DISMISSAL PRECAUTIONS

(Student Release Requirements)

At the time of school admission, the Principal/Director 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/Director 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/Director 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/Director 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/Director, the

Principal/Director 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/ Director, 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.

JLIE: Student Automobile Use

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STUDENT AUTOMOBILE USE

The Superintendent shall establish regulations for registration, parking, and use of motorized vehicles and for searches for and seizures of illegal material contained therein. In the establishment of such procedures, the Superintendent will be guided by the following:

- Students will not bring any motorized vehicles on any campus except as provided by this policy.
- All students will register their vehicles.
- Registration documents must be displayed on all student vehicles.
- Vehicles may be towed away at student expense for failure to follow policy and regulations related to motorized vehicles.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1342
28-1401.01

JLIE-E: Student Automobile Use

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JLIE-E

STUDENT AUTOMOBILE USE

Acknowledgment Concerning Use of Student Parking Lots

I acknowledge and understand that:

- Students are permitted to park on ASDB premises as a matter of privilege, not of right.
- ASDB retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on ASDB property.
- If the interiors of student vehicles are believed to contain illegal or unauthorized materials, ASDB will contact law enforcement officials.
- Patrols and inspections may be conducted without notice, without student consent, and without a search warrant.
- If the student fails to follow ASDB policy and regulation related to use of vehicles, the vehicle may be towed away and stored, at the owner's expense.

Signature of the Student
Date

Signature of the Parent/Guardian
Date

Signature of the Vehicle Owner
Date

Vehicle license number: _____

JLIE-R: Student Automobile Use

JLIF: Sex Offender Notification

SEX OFFENDER NOTIFICATION

(Sex Offender and Dangerous Juvenile Offender Notification and Protective Measures)

Arizona statutes require law enforcement agencies to provide notification to ASDB regarding certain registered sex offenders and require courts to notify ASDB regarding juveniles adjudicated delinquent for “dangerous offenses” or certain sex offenses.

- Arizona Revised Statutes (A.R.S.) 13-3825 and 13-3826 require the local law enforcement agency to notify the community, including area schools, of the presence of a registered sex offender in the community when the offender has been determined by the agency to be a “level two” (medium risk) or “level three” (high risk) offender.

- A.R.S. 8-350 directs the court to notify ASDB when a student attending an ASDB school has been adjudicated delinquent for or convicted of and placed on probation for a dangerous offense or sexual conduct with a minor, sexual assault, molestation of a child, or continual sexual abuse of a child. *Dangerous offense* is defined in 8-350 as “an offense involving the discharge, use or threatening exhibition of a deadly weapon or dangerous instrument or the intentional or knowing infliction of serious physical injury on another person.”

- A.R.S. 13-3821 permits a juvenile court to require a juvenile who has been adjudicated delinquent for certain sex offenses to register as a sex offender until the person reaches the age of twenty-five (25) and A.R.S. 38-3825 permits a juvenile court to further require such juvenile registered sex offender to be subject to the State's community notification requirements.

It is the Board's desire to create and maintain a safe environment for ASDB students and employees. Therefore, the Superintendent is directed to develop regulations to disseminate the information received from the local law enforcement agency regarding adult and juvenile registered sex offenders present in ASDB state-wide and to provide teachers, parents, guardians, or custodians, upon request, information received from a court pursuant to A.R.S. 8-350 concerning a juvenile who has been adjudicated for or convicted of a dangerous offense or a specified sex offense.

ASDB Regulations

Regulations within ASDB shall encompass, but not necessarily be limited to:

- Measures to disseminate information received from the local law enforcement agency to employees, parents, guardians, or custodians when ASDB has been notified that a registered offender has moved into the community. When in the judgment of the Superintendent, it is determined to be appropriate, the measures will include disseminating the information to students.

- Measures to provide to teachers, parents, guardians, or custodians, upon request, information received by ASDB under A.R.S. 8-350, regarding juveniles adjudicated delinquent of “dangerous offenses” or sex offenses.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	8-208	13-1405	13-3821
		8-321	13-1406	13-3825
		8-350	13-1410	13-3826
		8-371	13-1417	
	20 U.S.C. 1232g(b)(7)			

42 U.S.C. 1407 (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

JLIF-R: Sex Offender Notification

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 ASDB 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 copy of the notification flyer provided by the law enforcement agency, displaying the offender's photograph and disclosing the offender's exact address, status summary, and criminal background, is to be distributed to each school and department.
- The school Principal/Director or department supervisor shall post the notification flyer at locations where the flyer is readily accessible for viewing by employees, students and visitors.
- When the registered sex offender described in the notice is also a student with ASDB, then the provisions regarding juvenile (youthful) dangerous offenders and sex offenders shall also be followed, except that the restrictions against disclosure of information shall not apply to the information obtained in the community notification received from the local law enforcement agency.

Juvenile (Youthful) Dangerous Offenders and Sex Offenders

When ASDB is notified by a juvenile court pursuant to A.R.S. 8-350 that a student attending a school in ASDB 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/Director of the school where the

student is in membership.

The Principal/Director shall:

- Send notice to the student's teacher(s), and such other employees as the Principal/Director determines appropriate to the circumstance, to contact the Principal/Director concerning a confidential matter. The noticed employees will be provided with the information received from the juvenile court, and be directed to comply with the student record confidentiality requirements prescribed in ASDB policy JR. An employee who improperly discloses confidential student information may be disciplined pursuant to ASDB policy.

JL-RA: Student Wellness

STUDENT WELLNESS

An annual report shall be made to the Board on ASDB's compliance with law and policies related to student wellness. The report may include but not be limited to:

Evaluation of the food services program. Recommendations

for policy and/or program revisions.

Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.

Assessment of school environment regarding student wellness issues. Listing

activities and programs conducted to promote nutrition and physical activity.

Providing feedback received from ASDB 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 ASDB 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 ASDB 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:

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;

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

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:

Nutrition instruction provides sequential, comprehensive health education in accordance with the Arizona Department of Education curriculum regulations and academic standards.

Cooperation with agencies and community organizations is encouraged to provide opportunities for appropriate student projects related to nutrition;

Consistent nutrition messages are disseminated from ASDB throughout the schools, communities, homes and media: and

Nutrition education is extended beyond the ASDB environment by engaging and involving families and community.

Nutrition Guidelines and Food Services Operations

All foods and beverages made available on campus during the 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. ASDB 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:

National School Lunch Program and School Breakfast Program Meals. Á la

carte offerings in the food service program.

Vending machines and school stores.

Classroom parties, celebrations, fundraisers, rewards and school events. Snack

served in after-school programs.

In keeping with ASDB's nutrition program goals, only food prepared or obtained by ASDB'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 ASDB-sponsored events outside the school day. Approval is required to ensure that the foods served meet the requirements of ASDB'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 ASDB students).

Physical Activity

ASDB schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Other ASDB-Based Activities

The goal for other ASDB-based activities is to ensure whole-school integration with the wellness program. ASDB will achieve the goal by addressing elements that include, but are not limited to, school meals 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/Director will ensure compliance with established ASDB-wide student wellness goals and will report on the school's compliance to the Superintendent.

ASDB, and individual schools within ASDB, will, as necessary, revise the policy and develop action plans to facilitate their implementation.

JL-RB: Student Wellness

STUDENT WELLNESS

Physical Activity Goals

The primary goal for ASDB'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 education (high school graduation requirements): Students must, at the least, satisfy the state and ASDB's physical education credit requirement.

Physical activity (time, frequency, and/or intensity): ASDB 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: ASDB 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 to promote physical activity: Grades kindergarten (K) through six (6) will have

recess or physical education classes daily.

Walking or biking to school to promote physical activity: ASDB shall annually review safe routes for students who walk or bike to school.

Prohibition of use of punishment: ASDB will discourage the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

After-school programs: ASDB 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: ASDB shall encourage community access to, and student and community use of ASDB physical activity facilities outside the normal school day.

JN: Student Volunteers for School and Community Service

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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, et cetera) 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 for 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/director 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: June 9, 2008

LEGAL REF.: A.R.S. 15-1341

JP: Student Donations and Gifts

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JP

STUDENT DONATIONS AND GIFTS

Students shall be discouraged from collecting money, setting aside funds, or purchasing gifts for ASDB 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:

- Students shall not be solicited to purchase books or other merchandise, except for materials approved by ASDB for use in the classroom
- 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.
- No other solicitations shall be made by or of students during school hours or on ASDB premises.

Adopted:

LEGAL REF.: A.R.S. 15-1341

JQ: Student Fees, Fines, and Charges

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STUDENT FEES, FINES, AND CHARGES

The Board recognizes the need for student fees to fund certain ASDB 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. No student will be denied an education as a result of inability to pay these supplementary charges.

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 ASDB 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 ASDB 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 ASDB. The Superintendent shall establish procedures to assure compliancewith all requirements for reporting the receipt and expenditure of taxpayer contributions.

The Superintendent shall implement the provisions of A.R.S. 15-1346 related to payment for personal expenses.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	15-342 15-724 15-727 15-728 15-729 15-1346
CROSS REF.:	EDBA - Maintenance and Control of Instructional Materials	

JQ-EA: Student Fees, Fines, and Charges

STUDENT FEES, FINES, AND CHARGES

(Fees)

Areas where fees may be charged include, but may not be limited to:

- Optional extracurricular activities, which are defined as any optional, noncredit, educational or recreational activity that supplements the education program of the school, whether offered before, during, or after regular school hours.
- Optional programs conducted when school is not in session.
- Fine arts courses (high school only).
- Vocational education courses (high school only).
- 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, ASDB may charge fees for the activities described above if:

- The fees are reasonable.
- The fees do not exceed the actual costs of the activities, programs, services, equipment, or materials.
- A notice of the proposed fees is given to all parents of students enrolled at schools in ASDB *before* the Board acts to adopt fees.
- The fees are then adopted by the Board.
- The Board includes in its action a grant of authority to the Principals/Directors to waive the assessment of all or a part of any fee if it creates an economic hardship for a specific student.
- No fees are charged for students' access to or use of computers or related materials.

Fees shall be consistent and charged on an annual basis, unless otherwise noted, as follows:

HS Fine Arts ($5.00 per activity)	**Schools Sports ($10.00 per activity)**	**HS Voc Ed ($25.00 per activity)**
Art Dance Drama Forensics Music/Band Orchestra Vocal	Baseball Basketball Cheerleading Football Softball Track Volleyball Wrestling Special Sports	Driver Education/Behind the Wheel

Schools-Sponsored Extracurricular Clubs/ Activities ($25.00 per activity)	**Other Fees and Optional Services (Varies – Not to Exceed $30.00)**
Outdoor Education Academic Competitions Close-Up	Student Council $5.00 Jr. NAD $5.00 Yearbook (Varies) School Spirit Activities (Varies)

All Preschool-12 Programs ($1.00 per activity)
Fee for all other ASDB-sponsored extracurricular activities as defined in A.R.S. 43-1089.01(E) and in A.R.S. 15-342(24). The payment of this fee allows students to participate in all other ASDB-sponsored extracurricular clubs/activities that do not have a separate fee.

JQ-EB: Student Fees, Fines, and Charges

STUDENT FEES, FINES, AND CHARGES

(Personal Care Costs of Students)

It is the responsibility of parents or persons having legal custody of a pupil to provide sufficient monies for that pupil enrolled in ASDB to cover personal care items, including clothing, hearing aids, hearing aid repairs, eyeglasses, eyeglass repairs, medical or dental care and transportation to the school and home at the close of the school term.

The Superintendent shall periodically make an account of certified expenses for a pupil and shall bill the parent or person having legal custody of a pupil reimbursement of such expenses. If the Superintendent determines that the parent or person having legal custody of the pupil is unable to pay the account and that the pupil is indigent, the Superintendent shall remit the account after one (1) school year to the clerk of the Board of Supervisors of the county in which the pupil resides for payment from the county general fund.

Based upon the above, students may qualify for financial assistance meeting the expense of necessary personal care items. In order to determine eligibility for such assistance, the following information is necessary:

Student Name: _____

1. Is the above student in your household currently included in a food stamp or AFDC case? Yes _____No ____

   If yes, what is the file number? _____

2. Does the above student have title to any property which could be used to pay these expenses? Yes _____No _____

3. If you answered question 1 as "NO", please complete the following:

   Total Family Members in Household _____

   Total Income _____per _____
   (Month/Week/Year)

I certify that all of the above information is correct and that all income is reported. I understand that this information is given for eligibility determination for financial assistance; ASDB officials may verify the information on this form; and that the deliberate misrepresentation of the information may subject me to prosecution under applicable state and federal laws. I understand that ASDB is collecting this information for no other reason than is stated above, and all information submitted on this form will be used for that purpose only.

_____ _____

Parent/Guardian Date

_____

Address City State
Zip

JQ-RA: Student Fees, Fines, and Charges

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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 A.R.S. 43-1089.01 and 15-342 with contributions also used for "character education programs" as described in A.R.S. 15-719.

To comply with the requirements of 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 ASDB, annually not later than February 28 each school in ASDB shall provide the following information on 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 site council, the site council shall determine how contributions not designated for a specific purpose are to be used at the school site. When a school does not have a site council, the Principal/Director shall make the determination.

JQ-RB: Student Fees, Fines, and Charges

STUDENT FEES, FINES, AND CHARGES

(Personal Care Costs of Students)

It is the responsibility of parents or persons having legal custody of a pupil to provide

sufficient monies for that pupil enrolled in the school to cover personal care items, including clothing, hearing aids, hearing aid repairs, eyeglasses, eyeglass repairs, medical or dental care and transportation to the school and home at the close of the school term.

The Superintendent shall periodically make an account of certified expenses for a pupil and shall bill the parent or person having legal custody of a pupil for reimbursement of such expenses. If the Superintendent determines that the parent or person having legal custody of the pupil is unable to pay the account and that the pupil is indigent, the Superintendent shall remit the account after one school year to the clerk of the Board of Supervisors of the county in which the pupil resides for payment from the county general fund.

In order to determine whether the parent/guardian is able or unable to pay the costs of needed personal care items, eligibility for county assistance programs, or Indian programs gathered through the school registration process will be reviewed.

A family will be deemed "unable to pay" if the student's family currently qualifies for existing county assistance programs, such as A.H.C.C.C.S. or A.F.D.C., or receives assistance from Indian programs, such as Indian Health Service.

Accounts of families considered "unable to pay" will continue to be billed monthly to the parents for payment and any unpaid amounts remaining at the end of the school year will be remitted to the county of residence for payment.

Families who do not meet the eligibility criteria will be considered by ASDB as "able to pay."

Accounts of families considered "able to pay" will be billed to the parents monthly with a letter reminding them of their financial responsibility. Accounts thirty (30) days past due without payment will be reviewed by employees familiar with the student (principal/ director and dean, audiologist, counselor, case manager) to determine if a situation of unusual family hardship exists. In such cases, the debt will be recommended for payment from the school's donated gift funds set aside for that purpose.

In cases where no unusual hardship is known, a second letter will be sent reminding the parents of financial responsibility, asking them to inform ASDB of any unusual hardship and conditions to propose a reasonable payment plan.

Debts that become sixty (60) days past due without response to payment requests will be sent a third letter advising them of impending loss of credit unless reasonable payment is made.

Debts that become ninety (90) days past due without payment will be frozen and no further credit extended.

JR: Student Records

STUDENT RECORDS

Required student records (regular and special education) will be prepared in a manner consistent with State and federal laws, the requirements of the Arizona Uniform System of Financial Records (U.S.F.R.) and those of the Arizona Department of

Libraries, Archives and Public Records. Retention periods and disposition of records shall be as specified in the U.S.F.R., the Arizona Department of Library Archives and Public Records and relevant federal statutes and regulations.

ASDB 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 Act of 2001 (NCLB) in the establishment, maintenance, correction, and disposition of student records.

The Board directs the Superintendent to establish regulations for such compliance, including informing parents, students, and the public of the contents. The Superintendent will implement regulations as required by law and will establish procedures for dealing with violations. If a parent or eligible student believes that ASDB 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 regulations be implemented immediately. Copies of the policy and regulations will be available for parent and eligible student review in the office of each school and in the Superintendent's 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, and with federal regulations issued pursuant to such act.

Annual Notification

Within the first three (3) weeks of each school year, ASDB will publish in an ASDB 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]. ASDB 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 right of the parent or an eligible student to inspect and review the student's education records.
- The intent of ASDB to limit the disclosure of personally identifiable information contained in a student's education records except by the prior written consent of the parent or eligible student or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or the NCLB Act.

- The right of the parent or eligible student to seek to correct parts of the ASDB education records that the student or the parent believes to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if ASDB decides not to alter it according to the parent's or eligible student's request.

- The right of the parent or eligible student to file a complaint with the U.S. Department of Education if they believe ASDB 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 procedure for exercising the right to inspect and review education records.

- The procedure for requesting amendments of education records that the parent or eligible student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.

- The conditions when prior consent is not required, the criteria for determining who constitutes an ASDB official and what constitutes a legitimate educational interest.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	15-141
		15-142
		15-828
		15-829
		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. 7908	
CROSS REF.:	IHB - Special Instructional Programs	
	JF - Student Admissions	
	JFAB – Admission of Nonresident Students	
	JLH - Missing Students	
	JRCA - Request for Transfer of Records	

JRCA: Request for Transfer of Records

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REQUEST FOR TRANSFER OF RECORDS

The Superintendent shall develop regulations 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 ASDB from or to another school.

Adopted: June 9, 2008

LEGAL REF.:	A.R.S.	15-141
		15-828
		15-829
		41-1354
	20 U.S.C. 1232	

JRCA-R: Request for Transfer of Records

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REQUEST FOR TRANSFER OF RECORDS

Requesting Records of Transfer Students

Upon enrollment of a student at ASDB, the Principal/Director 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, the Principal/Director 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/Director shall comply and forward the record within five (5) days after receipt of the request, unless:

- The record has been flagged pursuant to A.R.S. 15-829, in which case the record shall not be forwarded and law enforcement officials shall be notified.
- The request does not conform to the requirements related to proper release of records by an emancipated student or parent.

JRD: Residence Life

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RESIDENCE LIFE

Residence life in ASDB is an important facet of life both for some students and some employees. The Superintendent shall establish procedures for the management of residence life for employees and students. Such procedures shall foster a living environment which is supportive to the physical and emotional well-being of students.

Adopted: June 9, 2008

LEGAL REF.: A.R.S. 15-1326

JRD-RA: Residence Life

RESIDENCE LIFE

(Resident Live Ins and Driver Live Ins)

The Superintendent is charged with the responsibility of providing a living environment that fosters the physical and emotional well-being of its stu- dents. The adults who work with students are expected to conduct them- selves in such a way as to be positive models, reflecting the values and standards of ASDB, community, and society. At all times consideration of the student's right to appropriate influences will be put above an employee's desire to pursue a course of behavior which is contrary to the philosophy of ASDB. Knowing this, any person desirous of residing on campus or seeking employment, must be prepared to sacrifice personal interest in deference to student interest when the two are in conflict. Responsibility lies with the Resident Live-In and Driver Live-In to seek clarification from his/her supervisor when appropriateness of behavior

or course of action is in doubt. The term Live-In includes both Residential Staff Live-Ins and Driver Live- Ins.

Moving In

A Live-In will be issued the necessary keys in the Accounting Office only when the following has been completed:

- An executed Live-In contract is on file with the Accounting Office.
- The $100 cleaning deposit has been paid in full.
- The department supervisor has filled out a Key Assignment Request Form.

No Live-In may make alterations, additions, or improvements to his/her apartment without prior written consent from the Facilities Manager.

ASDB may inspect a Live-In's room during the contract year to insure the contract conditions are being adhered to. The Live-In will be present during such inspection.

ASDB may enter a Live-In's apartment to make repairs as necessary. A Live-In should complete a Work/Repair Order form, as he/she deems necessary.

For a fee of $50 per week, a Live-In may remain on campus during the summer vacation, and may be required to move to a more central campus location. No meals will be provided during these times.

No Live-In shall have a pet(s) on campus.

Duties and Responsibilities

A Live-In shall perform the following:

- Twelve (12) - Fifteen (15) hours of work per week for the school.

Residential Staff Live-Ins or Driver Live-Ins may be required by the Dean or Transportation Manager to assist the night supervisor should a problem or emergency occur.

Live-Ins shall be present at ASDB for forty (40) hours to participate in the orientation activities, which shall commence one (1) week prior to the beginning of the fall school semester.

No Live-In may designate another person to perform his/her duties without the prior consent of: for Driver Live-Ins -- the Transportation Supervisor and/or the Master Driver Live-In; for Residential Staff Live-Ins -- the Master Live-In and/or the Dean of Students.

Other duties and responsibilities may be assigned to a Live-In by: for Driver Live-Ins -- the Transportation Supervisor and/or the Master Driver Live-In; for Residential Staff Live-Ins -- the Master Live-In and/or the Dean of Stu- dents; and/ or the Director and Superintendent.

Contract Termination

The Live-In contract may be terminated by ASDB upon notice to the Live-In by the Deans or the Transportation Manager (whichever may be applicable), and/or the Superintendent.

A Live-In may terminate his/her contract by giving ASDB four (4) weeks prior written notice. The $100 deposit will be forfeited if the Live-In moves out prior to the end of the school year.

Moving Out

The move-out date is specified in each Live-In's contract. The $100 deposit will be refunded to the Live-In ONLY when the ENTIRE living area has been cleaned and meets the Custodial Supervisor's approval. The deposit will be forfeited if the Live-In moves out prior to the end of the school year.

Procedure for Moving Out

The Deans and the Transportation Manager will provide the Custodial Supervisor with a list of Live-In move-out dates, including their location, at least two (2) weeks prior to the move-out date.

It is the responsibility of the Live-In to notify the Custodial Supervisor prior to the move-out date to arrange a cleaning inspection time.

The Deans or Transportation Manager will notify the Accounting Office as to whether the Live-In may receive his/her deposit.

On the specified move-out date, the Live-In will return his/her key(s) to the Accounting Office and receive his/her deposit if the cleaning inspection has been approved.

On the first working day after the specified move-out date, the Custodial Supervisor will perform a room check to verify the room is vacant. All property left after the move-out date becomes the property of ASDB.

No exceptions will be made regarding this policy.

Guidelines for Guests

Guests of the Live-In employee will be expected to comply with the following:

- Park in designated visitor areas.

- Refrain from using telephone, supplies, recreational, or cooking equipment when they are visiting.

- Follow the rules established for Live-Ins regarding use of alcohol or drugs, and interaction with students and employees.

Visiting hours

Guests must register in the Middle School Building Office during school hours or with Security after school hours. Guests are expected to leave the Live-In's residence hall or building at 1:00 a.m., and vacate the campus, unless permission is received from his/her supervisor.

Parents, siblings, or friends may be permitted to stay overnight in the Live- In's room upon the approval of: for Driver Live-Ins-the Transportation Manager and for Residential Staff Live-In -upon the approval of the Dean of Students.

If permission is given, the Live-In will supply information regarding the visitor's vehicle make and license number to the Transportation Manager, or to the Dean of Students (whichever is applicable) upon their arrival so that it may be conveyed to ASDB security.

Guidelines for Alcohol and Drugs

Possession or use of alcoholic beverages, illegal drugs, or public intoxication on campus is against the laws of the State of Arizona. Violation of this law may result in immediate termination.

Personal Conduct

Live-Ins are encouraged to develop friendships and a positive rapport with the students in ASDB; nevertheless, it is imperative that these relationships retain a professional, employee/student tenor. It is possible at times for students to misunderstand an employee's intention, and the onus is on the employee to maintain an appropriate and healthy relationship with the Students.

The Transportation Manager is responsible for the daily supervision of Driver Live-Ins.The Deans are responsible for the daily supervision of Residential Staff Live-Ins. Questions and suggestions must be directed to these individuals.

JRD-RB: Residence Life

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RESIDENCE LIFE

(Mail System for Employees Living on Tucson Campus)

Employees living in rooms/apartments on a full-time basis (to be defined as Live-In staff) will use the following address for receipt of personal mail:

PERSONAL NAME - (DO NOT USE "ASDB")
1202 W. Speedway Blvd., Box #_____
Tucson, Arizona 85745

These mailboxes are located at the entrance of the Superintendent Residence Driveway. When the Post Office deposits a parcel delivery to unit #1, the key for parcel box #1 will be left in Live-In's mailbox. This key will open the parcel box for retrieval of the delivery. The parcel box key is not removable after use and will remain in the parcel box lock until removed by the Post Office.

Mailbox keys shall be issued to Live-Ins pursuant to ASDB key issuance and control procedures. Upon receipt of a mailbox key, a Live-In shall (1) complete a Post Office resident information card in the Business and Finance Office and (2) place the card in their assigned box. The Live-in may then issue their address and box number to receive mail.

When a Live-In exits from ASDB employment, the Live-In must *immediately* return all keys, including mailbox key, to the Business and Finance Office. The Live-In will be required to (1) complete a change of address card (which can be obtained in the Business and Finance Office), (2) place card in mailbox, and (3) check in mailbox key.

Live-In employees who are scheduled to return the following school year may request to retain mailbox key and privilege through the summer session. The request must be approved by the supervisor and submitted to the Business and Finance Office. A Live-In who retains their mailbox key/privilege through the summer must maintain their room deposit with the Accounting Office. Room deposits will be refunded only upon the return of *ALL* keys.

The Business and Finance Office shall be responsible for the overall coor- dination of the mailbox delivery system; however, all delivery, pickup, and change of address service is the responsibility of the Live-In and the U.S. Post Office. Damage to the mailbox units/locks is the responsibility of the Maintenance Department.

JR-EA: Student Records

STUDENT RECORDS

Locations of Education Records

Types	Location	Custodian
Cumulative School Records	**Department Office** **Special Education District Office**	**Principal/Regional Director/LEA**

Cumulative School Records (Former Students)	**As designated by Superintendent/ Assistant Superintendent**	**Principal/Regional Director/LEA**
Health Records	**Nurse's Office**	**Principal/Regional Director/LEA**
Health Records (Former Student)	**As designated by Superintendent/ Assistant Superintendent**	**Principal/Regional Director/LEA**
Speech Therapy Records	**Department Office** **Special Education District Office**	**Principal/Regional Director/ LEA**
Psychological Records	**Department Office** **Special Education District Office**	**Principal/Regional Director/LEA**
Special Test Records	**Department Office** **Special Education District Office**	**Principal/Regional Director/LEA**

Types	Location	Custodian
Vocational Records	**Vocational Office**	**Principal/Regional Director/LEA**
Vocational Records (Former Students)	**As designated by Superintendent/ Assistant Superintendent**	**Principal/Regional Director/LEA**

School Transportation Records	**Transportation Office**	**Transportation Manager**
School Transportation Records (Former Students)	**As designated by Superintendent/ Assistant Superintendent**	**Principal/Regional Director/LEA**
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/ Director will collect and make available at the student's school**	**Principal/Regional Director/LEA**

JR-EB: Student Records

STUDENT RECORDS

(Directory Information Notice)

The Arizona State Schools for the Deaf and the Blind designates the following identifiable information contained in a student's education record as "directory information" and may disclose that information without prior written consent (34 C.F.R. 99.6(a)(6) and 99.37).

> Student's name, address, telephone listing, date and place of birth, electronic mail address, grade level, photograph, major field of study, date of attendance, enrollment status, participation in officially recognized activities and sports, weight and height if a member of an athletic team, honors and awards received, and most recently attended educational agency or institution.

According to state and federal law, this directory information identified above may be publicly released without parental/guardian permission. However, if you do not wish *any* or all of the *information* identified below released regarding your child, complete and sign this request form and return to _____, Principal/Director, within two (2) weeks of receiving this notice. If notification is not received, we will assume your permission is given to

release your child's directory information.

_____

TO: Principal/Director

I *do not* wish to have the following information concerning (student's name) _____designated as directory information:

- ☐ Name
- ☐ Address
- ☐ Telephone listing
- ☐ Electronic mail address
- ☐ Date and place of birth
- ☐ Photograph
- ☐ Dates of attendance
- ☐ 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: Student Records

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STUDENT RECORDS

(Notification to New School of Attendance of Records Available at Previous School of Attendance)

Dear Principal,

_____has been attending ASDB 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 Name)

(Date) (Address)

Enclosed: Request for Student Education Records

JR-ED: Student Records

STUDENT RECORDS

(Request for Student Education Records)

Copy to student file

Requester
Name of Agency Address

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 previous school program
- ☐ 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:	☐ Basic identifying data, attendance data, and academic data
General cumulative data:	☐ General administrative data and results of group tests
Health data:	☐ General medical data and reports
Specialized student data:	☐ Individualized evaluation records and specialized reports (including reports from outside agencies)
Special education placement records:	☐ All records of placement if special education
Suspension records:	☐ All records of suspension

Assurance statement *and signatures*

In making this request, the undersigned agrees that the information received will be used only by the professional school employees 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 _____, consent to the
(Parent Name) (Student's Name)
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: Student Records

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STUDENT RECORDS

RECORD OF ACCESS

(To be placed inside the student's record file)

JR-EF: Student Records

J-7086 © 2004 by Arizona School Boards Association **J R - E F**

STUDENT RECORDS

DESTRUCTION OF INFORMATION

Date _____

Dear _____,
(Parent or Guardian

This is to advise you that the Arizona State Schools for the Deaf and the Blind 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 school 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 ASDB before _____.
(Date)

Sincerely,

(Signature and Title of ASDB 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 ninety (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

JR-EG: Student Records

J-7087 ©2004 by Arizona School Boards Association **JR-EG**

STUDENT RECORDS

(Transcript Release)

Request for _____
Student Name Identification Number Class/year

_____

Transcripts may be released to those indicated below

Check That Apply ☐ Postsecondary Institutions Other:_____

In making this request, the undersigned agrees that a transcript requested by a party meeting the description indicated above may be transmitted upon such party's request without further authorization (per A.R.S. 15-142).

Assurance and signatures

The parent must sign this request if the student is under 18 years of age.

statement

Only the student need sign if over 18 years of age.

Date Requested

Student _____

_____
Print Name Authorized Signature and date

I, _____, as the parent of _____
_____,

(Parent Name) (Student's Name)

Parental consent consent to the release of transcripts 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 ____
(Date)

Parent authorization _____
Print Name Authorized Signature and Date

JR-R: Student Records

STUDENT RECORDS

This regulation is designed to meet the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities in Education Act (IDEA). All employees in ASDB are expected to fulfill the requirements of policy and the following procedures in order to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 C.F.R. 300. 612].

The Superintendent has the responsibility for ensuring the confidentiality of any personally identifiable information [34 C.F.R. 300. 612].

All rights and protections given parents under the FERPA and this regulation transfer to the student upon reaching age eighteen (18) except where the student continues as a dependent under specified circumstances, or enrolling in a postsecondary school. The student then becomes an "eligible student" [34 C.F.R. 99.5 and 300.625].

Definitions

For the purpose of the regulation, ASDB has used the following definitions of terms:

Student - Any person who attends or has attended a program of instruction sponsored by ASDB and for whom ASDB maintains education records.

Eligible student - A student who has reached age eighteen (18) or is attending a postsecondary school.

Parent - Either the natural parent of a student, unless the parent's rights under the FERPA have been removed by a court order, statute, or other legal document, or a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian. ASDB may presume that the parent has the authority to inspect and review education records relating to his or her child unless ASDB has been advised that the parent does not have authority under applicable law.

Education records - Any information directly related to a student recorded in any way including, but not limited to handwriting, print, computer media, video or audio tape, film, microfilm or microfiche,
that is maintained by ASDB, an employee of ASDB, or any agent of ASDB except:

Personal records kept by an employee of ASDB that meets the following tests:

It is used only as a personal memory aid.

It is kept in the personal possession of the individual who made it.

It is not accessible and has never been revealed to any other person except the employee's temporary substitute.

Medical treatment records maintained for "eligible students". Records collected and maintained by a law enforcement unit of the school.

Records containing only information about a person after that individual is no longer a student in ASDB.

An employment record that is used only in relation to a student's employment by ASDB. (*Employment* for this purpose does not include activities for which a student receives a grade or credit in a course.)

Related alumni records after the student no longer attends classes provided by ASDB, and the records do not relate to the person as a student.

Personally identifiable information – Any data or information that makes the subject of a record known. This includes the student's name, the name(s) of the student's parent(s) or other family member(s), the student's address, the student's Social Security number, a student number, a list of personal characteristics, or other information that would make the student's identity easily traceable.

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 ASDB [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/ Director 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/Director 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/Director a written request that identifies as precisely as possible the record or records wanted for inspection. ASDB 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/Director, 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/Director, 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, ASDB 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 regulation shall be available for inspection free of charge. If copies are desired, they shall be furnished by ASDB to the parent or eligible student upon request and free of charge. Additional copies may be sent to other schools or agencies without charge. However, ASDB 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].

ASDB will provide copies of records:

> When the refusal to provide copies effectively denies access to the records by the parent or eligible student [34 C.F.R. 300.617].
>
> At the request of the parent or eligible student, when ASDB has provided the

records to third parties by the prior consent of the parent or eligible student.

At the request of the parent or eligible student when ASDB has forwarded the records to another school where the student seeks or intends to enroll.

Directory Information

ASDB 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 student's name. The

student's address.

The student's telephone listing.

The student's date and place of birth The

student's electronic mail address. The

student's photograph.

The student's grade level.

The student's major field of study. The

student's date of attendance.

The student's enrollment status (e.g. part time or full time).

The student's participation in officially recognized activities and sports.

The student's weight and height if a member of an athletic team. The

student's honors and awards received.

The student's more recently attended educational agency or institution.

Within the first three (3) weeks of each school year, ASDB will publish in an ASDB 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 ASDB in writing of any or all of the items they refuse to permit ASDB to designate as directory information about that student.

According to state and federal law, if the Board permits the release of directory information relating to students to persons or organizations who inform student of educational or occupational opportunities, then the 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, unless the parent or eligible student requests in writing to ASDB not to release directory information to any person or organization without prior written consent. If the parent or eligible student refuses to allow the release of directory

information without prior written consent, then ASDB 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, ASDB will assume it has their permission to release the above- mentioned information. This designation will remain in effect until it is modified by the 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' and eligible student's request.

Use of Student Education Records

To carry out their responsibilities, ASDB officials will have access to student education records for legitimate educational purposes. ASDB will use the following criteria to determine who are school officials [34 C.F.R. 99.31]:

A person duly elected to the Board (under limited circumstances).

A person certificated by the state and appointed by the Board to an administrative or supervisory position.

A person certificated by the state and under contract to the Board as an instructor.

A person employed by the Board as a temporary substitute for administrative, supervisory, or instructional employees for the period of such performance as a substitute.

A person employed by or under contract to the Board to perform a special task, such as a secretary, a clerk, the Board attorney, or auditor, for the period of such performance as an employee or contractor.

ASDB 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 an administrative task required in the school employee's position description approved by the Board.

Perform a supervisory or instructional task directly related to the student's education.

Perform a service or benefit for the student or the student's family, such as health care, counseling, student job placement, or student financial aid.

Records of students placed in special educational programs will be under the direct supervision of the Principals. 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 regulations 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].

ASDB 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, ASDB 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].

ASDB will release information from or permit access to a student's education records only with a parent's or eligible student's prior 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 student seeks or intends to enroll in another school or a postsecondary school, ASDB will not further notify parents or eligible students prior to such a transfer of records. Parents and student have a right to obtain copies of records transferred under this provision. See Exhibit JR-EC.

When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in ASDB.

To parties who provide or may provide financial aid to a student to: Establish

the student's eligibility for the aid.

Determine the amount of financial aid.

Establish the conditions for the receipt of the financial aid.

Enforce the agreement between the provider and the receiver of financial aid.

If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials.

If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials of the juvenile justice system and the officials certify in writing that the information will not be disclosed to any other party, except as provided under state law, without prior written consent of the parent or the eligible student.

When ASDB has entered into a written agreement or contract for an organization to conduct studies on ASDB's behalf to develop tests, administer student aid, or improve instruction.

To accrediting organizations to carry out their accrediting functions. To parents of

an eligible student if the parents claim the student as a dependent as defined by

the Internal Revenue Code of 1954.

To comply with a judicial order or lawfully issued subpoena. ASDB will make a reasonable effort to notify the parent or the eligible student before making a disclosure under this provision unless directed otherwise by a court of competent jurisdiction.

To comply with an *ex parte* order from a court of competent jurisdiction requiring ASDB to permit the U.S. Attorney General or U.S.
Attorney General's designee to collect education records in the possession of ASDB that are relevant to an authorized investigation or prosecution of an offense listed in 18 U.S.C. 2332b(g)(5)(B) for an act of domestic or international terrorism as defined in 18 U.S.C. 2331. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to the adverse party. A disclosure pursuant to an *ex parte* order will not be recorded as a disclosure of information from a student's education records by ASDB.

If ASDB initiates legal action against a parent or student, ASDB may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for ASDB to proceed with the legal action.

If a parent or eligible student initiates legal action against ASDB, ASDB may, without a court order or subpoena, disclose the student's education records that are relevant for ASDB to defend itself.

To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism.

The disclosure is in connection with a health or safety emergency.
Time is an important and limiting factor in determining whether the disclosure is in connection with a health or safety emergency. ASDB will permit any school official to make the needed disclosure from student education records in a health or safety emergency if:

The official deems the disclosure is warranted by the seriousness of the threat to the health or safety of the student or other persons.

The information is necessary and needed to address the emergency.

The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.

ASDB may release student attendance, disciplinary, and other education records to a law enforcement agency and county attorney pursuant to an intergovernmental agreement between ASDB, the law enforcement agency, the county attorney, and other state, local, or tribal government agencies to create a local or tribal juvenile justice network for the purpose of:

providing appropriate programs and services to intervene with juveniles currently involved in the juvenile justice system

providing appropriate programs and services designed to deter at- risk juveniles from dropping out of school or other delinquent behavior

increasing the safety and security of the community and its children by reducing juvenile crime.

Education records provided pursuant to an intergovernmental agreement entered into in accord with the above provisions shall be used solely for the purposes of the agreement and shall not be disclosed to any other party, except as provided by law.

An ASDB 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 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 written consent must include at least:

A specification of the records to be released. The

reasons for the disclosure.

The person or the organization or the class of persons or organizations to whom the disclosure is to be made.

The signature of the parent or eligible student.

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

ASDB 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 name of the person, organization or agency that made the request. The

interest the person, organization or agency had in the information. The date the

person, organization or agency made the request.

Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

ASDB 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 parent or eligible student,

authorized law enforcement officials conducting an investigation of acts of terrorism,

school officials who have a legitimate educational interest in the student,

requests for or disclosures of information contained in the student's education records if the request is accompanied by or authorized by the prior written consent of the parent or eligible student, or

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, ASDB may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term *incorrect* will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term *correct* will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term *requester* will be used to describe the parent of a student or the eligible student who is asking ASDB to correct a record.

To establish an orderly process to review and correct education records for a requester, ASDB 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 requestor's satisfaction or the record does not appear to be obviously incorrect, the custodian will:

Provide the requester a copy of the questioned record at no cost. Ask the requester to initiate a written request for the change. 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 ASDB to make. It should at least identify the item thought to be incorrect and state whether the requester believes the item:

Is inaccurate and why,

Is misleading and why, or

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 ASDB'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 effect 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]:

> ASDB's decision that the record is correct and the basis for the decision.
>
> A notice to the requester explaining the requester's right to ask for a hearing to present evidence that the record is incorrect and that ASDB will grant such a hearing.
>
> Instructions for the requester to contact the Superintendent to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. (ASDB will not be bound by the requester's position on these items but will, as far as possible, arrange the hearing as the requester wishes.)
>
> Advice that the requester may be represented or assisted in the hearing by other parties, including an attorney, at the requester's expense.

Fourth-level decision. After the requester has submitted (orally or in writing) any wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within one (1) week, notify the requester when and where ASDB 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 ASDB'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, ASDB'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 ASDB's decision, the Superintendent will take one (1) of the following actions:

If the decision is that ASDB will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second-level decision [34 C.F.R. 300.620 and 99.21].

If the decision is that ASDB will not change the record, the Superintendent will prepare a written notice to the requester that will include [34 C.F.R. 300.620 and 99.21]:

ASDB's decision that the record is correct and will not be changed.

A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for ASDB's decision.

Advice to the requester that an explanatory statement may be placed in the student's education records stating the reasons for disagreement with ASDB's decision and/or the reasons for believing the record to be incorrect.

Final administrative step in the procedure. When ASDB 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 Board has established written policies regarding the collection, storage, retrieval, release, use, and transfer of student educational information collected

and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents' and students' rights to privacy. These policies and procedures are in compliance with:

> The Family Education Rights and Privacy Act; Title 20, United States Code, Sections 1232g and 1232h; and the Federal Regulations (34 C.F.R., Part 99) issued pursuant to such act;
>
> Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT);
>
> No Child Left Behind Act of 2001 (NCLB)
>
> The Individuals with Disabilities in Education Act; 20 U.S.C. Chapter 33; and the Federal Regulations (34 C.F.R. Part 300); and
>
> Arizona Revised Statutes, Title 15, sections 141 and 142.

Student education records are collected and maintained to help in the instruction, guidance, and educational progress of the student, to provide information to parents and employees, to provide a basis for the evaluation and improvement of school programs, and for legitimate educational research. The student's records maintained by ASDB 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 ASDB under the supervision of the school Principal/Director and are available only to the teachers and employees working with the student. Upon request, ASDB discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Otherwise, records are not released to most agencies, persons or organizations without prior written consent of the parent [34 C.F.R. 99.7].

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 five (5) years after the date your child was last enrolled in ASDB.

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/Director for an appointment or submit to the Principal/Director a written request that identifies the record(s) you wish to inspect. ASDB employees will make arrangements for access and notify you of the time and place where the records may be inspected. ASDB employees 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/

Director, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If ASDB decides not to amend the record as requested by you, ASDB 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 ASDB as an administrator, supervisor, instructor, or support employee (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom ASDB 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 ASDB student education records confidentiality policies and regulations may be reviewed in the assigned office in each school [34 C.F.R. 99.7(a)(5) and 99.7(b)]. 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 ASDB 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

(The Spanish language translation is for ASDB use. While ASBA has used reasonable efforts to provide an accurate translation, ASBA assumes no liability or responsibility for errors, omissions or ambiguities in the translation.)

(La traducción española del idioma es para el uso del Distrito. Mientras ASBA ha usado los esfuerzos razonables para proporcionar una traducción exacta, ASBA asume no responsabilidad ni responsabilidad para errores, las omisiones ni las ambigüedades en la traducción.)

Notificacion Anual a Los Padres
Concerniente a la Confidencialidad de los
Expedientes Educacionales del Estudiante

La Familia el Acto (FERPA) Educativo de Derechos e Intimidad proporciona padres y a estudiantes sobre 18 años de la edad ("estudiantes elegibles") ciertos derechos con respecto a los registros de la educación de estudiante. Estimados Padres de Familia: La Directiva del Distrito Escolar ha establecido reglamentos escritos con respecto a la recopilaciõn, liberación, acopio, recuperaciõn, uso y transferencia de los expedientes académicos de un estudiante que han sido acumulados y mantenidos en el proceso de educar a todos los estudiantes para asegurar que la informaciõn sea

mantenida en forma confidencial y para garantizar el derecho de los padres y de los estudiantes a mantener sus expedientes en privado. Estos reglamentos y procedimientos estãn de acuerdo con:

Unir y América Fortificante Proporcionando Apropia Herramientas Requirieron a Interceptar y Obstruir el Acto de Terrorismo de 2001 (el ACTO de PATRIOTA de Estados Unidos de América);

Ninguna Izquierda del Niño Atrás el Acto de 2001 (NCLB);

La Ley de Derechos Educacionales de la Familia y la Privacidad; T'tulo 20, Cõdigo de los Estados Unidos, Secciones 1232g y 1232h; y las Regulaciones Federales (34 CFR, Parte 99) emitidas conforme a tal Ley;

Unir y América Fortificante Proporcionando Apropia Herramientas Requirieron a Interceptar y Obstruir el Acto de Terrorismo de 2001; Ninguna

Izquierda del Niño Atrás el Acto de 2001;

La Ley de Educaciõn para Todos los Niños Incapacitados; T'tulo 20, Cõdigo de los Estados Unidos, Secciones 1412(2)(d) y 1417(c); y las Regulaciones Federales (34 CFR 300.560 - 300.574) emitidas conforme a tal Ley; y

Estatutos Revisados de Arizona, T'tulo 15, Secciõns 141 y 142.

Los expedientes académicos se colectan y se mantienen para ayudar en la instrucción y el progreso educacional del estudiante; para proveer información a los padres y al personal escolar, para proveer una base para la evaluación y el mejoramiento de los programas escolares, y para las investigaciones educacionales legítimas. Los expedientes del estudiante mantenidos por el distrito pueden incluir—pero no necesariamente limitados a—datos que identifiquen; reporte de las calificaciones y los trasuntos del trabajo académico completado; resultados de pruebas vocacionales normalizadas; datos de asistencia; reportes de pruebas psicológicas; datos de salud, observaciones del maestro o del consejero; y reportes confirmados de ejemplos de comportamiento serio o cíclico.

Estos expedientes son mantenidos en las oficinas del Distrito Escolar bajo la supervisión de director, y están solamente a la disposición de los maestros y personal escolar que trabajan con el estudiante. Sobre el pedido, la Escuela revela los registros de la educación sin el consentimiento a oficiales de otro distrito de escuela en que un estudiante busca o piensa para matricularse. De otra forma, estos expedientes no se les facilitarán a la mayoría de las agencias o de las personas ni las organizaciones sin el consentimiento por escrito de los padres.

Usted será informado cuando información personalmente identificable reunió, mantuvo, o usó no es más largo necesitó proporcionar los servicios educativos a su niño. La información se debe mantener por cinco (5) años después que la fecha que su niño era último matriculado en este distrito de escuela.

Usted tiene el derecho de inspeccionar y revisar cualquier y todo registra relacionado a su niño dentro de cuarenta y cinco (45) días del día de recipiente un pedido para el acceso, inclusive un listar de personas u organizaciones que han revisado o han recibido copias de la información. El personal de la escuela hará los arreglos para el acceso y lo notifica del tiempo y el lugar donde los registros se pueden inspeccionar. El personal de la escuela estará disponible explicar el contenido de los registros a usted. Los padres pueden pedir copias de los expedientes siempre y

cuando les sea imposible presentarse en persona para inspeccionar los expedientes en la escuela o se somete al director un pedido escrito que identifica el registro(s) que usted desea para inspeccionar. El costo de las copias será lo que cueste copiarias, a menos que este costo le impide al padre ejercer su derecho a inspeccionar y revisar esos expedientes [34 C.F.R. 300.562(c)].

Usted tiene el derecho de solicitar que una enmienda sea hecha a los registros de la educación del estudiante y para agregar los comentarios de su propio si usted cree que información en el archivo del registro es inexacta o

descaminar. Usted debe escribir al director, identifica claramente la parte del registro usted quiere cambiado, y especifica por qué es inexacto o descaminar. Si la Escuela decide no enmendar el registro como solicitado por usted, la Escuela lo notificará de la decisión y lo avisa de su derecho a un oír con respecto al pedido para la enmienda. La información adicional con respecto a los procedimientos que oyen será proporcionado a usted cuando notificó del derecho a un oír.

Si usted cree que alguna de la información en el expediente sea incorrecta o falsa, usted tiene el derecho de pedir que se corrija esa información y a añadir sus propios comentarios. Si no se logra un acuerdo entre el director y los padres, usted puede ponerse en contacto con Superintendente, y pedir una audiencia.

Usted tiene el derecho de consentir a revelaciones de información personalmente identificable contenida en los registros de la educación de estudiante, menos hasta el punto que FERPA autoriza la revelación sin el consentimiento. Una excepción, que permite la revelación sin el consentimiento, es la revelación de educar los oficiales con intereses educativos legítimos. Un oficial de la escuela es una persona empleada por la Escuela como un administrador, el supervisor, el instructor, o el apoyo proveen a miembro (inclusive la salud o el personal médico y el personal de la unidad de la aplicación de la ley); una persona sirve en la Tabla de Escuela; una persona o la compañía con quien la Escuela ha contratado para realizar una tarea especial (tal como un abogado, el interventor de cuentas, especialista médico, o el terapeuta); o un padre o el estudiante sirven en un comité oficial, tanComo un disciplinario o el comité de la queja, o ayudar otro oficial de escuela a realizar sus tareas. Un oficial de la escuela tiene un interés educativo legítimo si las necesidades oficiales para revisar un registro de la educación para cumplir su responsabilidad profesional.

Las copias de las normas de confidencialidad de registro de registros de educación de estudiante de distrito y procedimientos se pueden revisar en la oficina asignada en cada escuela [34 C. F. R. 99.7(a)(5) y 99.7(b)]. Usted tiene el derecho de archivar la ley Federal permite también que un padre archive una queja con la Familia los Derechos Educativos y la Oficina del Acto de la Intimidad en Washington, D. C., con respecto a fracasos pretendidos por la Escuela para conformarse con los requisitos de FERPA si usted se siente que la escuela viola las normas públicas de registros de escuela y estatutos [34 C. F. R. 99.7(a)(4)]. El nombre y la dirección de la Oficina que administra FERPA son:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Copias de las normas de confidencialidad de registros de educación de estudiante de

distrito y procedimientos se pueden revisar en la oficina asignada en cada escuela [34 C. F. R. 99.7].

SECTION K

ASDB POLICY MANUAL: SECTION K

Please Use The Navigation Bar on the left side of page to view policies

CLICK HERE FOR PRINT FRIENDLY PDF DOCUMENT

KA: School/Community/Home Relations Goals/Priority Objectives

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. ASDB shall pursue the following school- community relations goals:

- To develop intelligent citizen understanding of ASDB in all aspects of its operation.
- To determine how the citizenry feel about ASDB and what it wishes ASDB 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 ASDB provides.
- To earn the goodwill, respect, and confidence of the citizenry in the employees and services of ASDB.

- 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 ASDB 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 ASDB and community in sharing leadership for the improvement of the community.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KB: Parental Involvement in Education

PARENTAL INVOLVEMENT IN EDUCATION

Parent means parent or person who has custody of the student.

The Superintendent, in consultation with parents, teachers, and administrators, shall develop a procedure for parental involvement in the school(s). This shall include:

- A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline.
- A method by which parents may learn about the course of study for their children and review learning materials in a format that is accessible by the parents.
- A procedure by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a 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.

Parents and guardians of pupils enrolled may request information about the qualifications of their child's teacher(s). The following information may be requested:

- Whether the child's teacher meets Arizona teacher certification and endorsement criteria for the particular subject and grade.

- Whether the child's teacher has an emergency certificate or other provisional status from the State Department of Education.

- The teacher's college degree and major.

If a child receives any services from a paraprofessional (i.e. instructional assistant), the Principal/Director will also provide, upon request, information regarding the paraprofessional's qualifications.

Adopted: June 7, 2007

LEGAL REFS: A.R.S. 15-102
15-1326
15-1342

CROSS REF.: ABA – Community Involvement in Education
IJ - Instructional Resources and Materials
KDB - Public's Right to Know/Freedom of Information

KB-R: Parental Involvement in Education

PARENTAL INVOLVEMENT IN EDUCATION

Parent and Teacher Cooperation in Homework, Attendance, and Discipline

When homework, attendance, and discipline rules are being considered, a regulation similar to, but not limited to, the following shall be used:

- An ad hoc committee shall be appointed by the appropriate Principal/ Director under the provisions of Board policy. The committee will study the issue and make recommendations to the appointing Principal/Director The committee will be dissolved when the final report is submitted.

- Employees, including teachers, will be appointed to study the issues and report to the appointing Principal/Director. The Principal/Director will schedule hearings on the report, give parents sufficient notice, and conduct hearings to permit parent reaction to the report, copies of which shall be readily available for parent review. Following the hearings, the Principal/Director will prepare recommendations that give careful consideration to the views of teachers and parents. Such recommendations will be submitted to the Assistant Superintendent/Superintendent unless the recommendations are prepared by the Assistant Superintendent/ 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 Policy IJ and supporting regulations.

Availability of Instructional Employee Résumés

The Principal/Director shall inform parents of the availability of information about the qualifications of their child's teacher(s) and make that information available for inspection in an accessible format 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 ASDB.

KCD: Public Gifts/Donations to Schools

PUBLIC GIFTS / DONATIONS TO SCHOOLS

Unless otherwise provided herein, only the Board has the authority to accept gifts and donations as may be made to ASDB or to any school in ASDB.

The Board reserves the right to refuse or to accept any gift that does not contribute toward the achievement of the goals of ASDB and the ownership of which would tend to adversely affect ASDB.

Any gift accepted by the Board shall become the property of ASDB, may not be returned without the approval of the Board, and is subject to the same controls and regulations as are other properties of ASDB. 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 ASDB.

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.

- Insure that procedures are in place which provide all prospective donors sufficient information to permit them to understand that gifts can be designated for the benefit of the Arizona State Schools for the Deaf and the Blind, as an agency, the Phoenix Day School for the Deaf, the Statewide

Programs, or the Tucson Campus; however, before a gift of a substantial amount is received, the Board may need to be consulted to insure that the various units in the agency are equitably supported. The Superintendent shall provide prospective donors with the information and guidance necessary to aid donors in the development of a plan for giving which is consistent with the interests and desires of the donor and the legal requirements under which ASDB operate.

- Report to the Board all gifts that have been offered to ASDB, and present to the Board, for their review and action, any gifts offered from a single donor which exceeds five hundred dollars ($500) in a fiscal year or gifts offered for a unit within the agency which exceeds a total value of one thousand dollars ($1,000) in any three (3) month period.

- Acknowledge the receipt and value of any gift accepted by ASDB, and prepare fitting means, as appropriate, for recognizing or memorializing gifts to ASDB.

Gifts shall be recorded in appropriate inventory listing(s) and property records.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-393
15-1224
15-1323
15-1326

A.G.O. I80-156

CROSS REF.: DDA - Funding Sources Outside the School System

KCD-R: Public Gifts/Donations to Schools

PUBLIC GIFTS / DONATIONS TO SCHOOLS

To be acceptable, a gift or donation must satisfy the following criteria:

- It will have a purpose consistent with those of the schools.
- 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 ASDB.
- 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.

- The donor has been provided the information and assistance required by Policy KCD and has designated in writing, on forms provided by ASDB, the purpose of the gifts unless the donor chooses not to designate the purpose of the gift.

- The approval of the Superintendent or, when required by Policy KCD, the approval of the Board has been granted for acceptance of the gift.

All fund-raising projects that will result in gifts which exceed the limits established in Policy KCD require prior approval of the Superintendent and the Board.

All gifts, grants, and bequests shall become ASDB property and subject to policies of ASDB. All gifts, grants, and bequests shall be received and entered into the records of ASDB as required by Arizona law and the Arizona Accounting Manual.

KD: Public Information & Communications

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 ASDB and the community. All school employees 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/Director prior to release. Matters that pertain to ASDB are to be submitted for approval to the Superintendent prior to release.

Non-school-originated material of a commercial, political, or religious nature shall not be released through ASDB. Notices from community organizations, such as Camp Fire Girls, Boy Scouts, et cetera, that directly affect the students of ASDB may, at the discretion of the Principal/Director, be sent home via the students.

This policy is not intended to interfere with the responsibility of ASDB employees 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 ASDB.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KDB: Public's Right to Know/Freedom of Information

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 ASDB 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 ASDB 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 ASDB.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326
38-431 to 38-431.09
39-101
39-103

39-121.03.
A.G.O. I83-006
I84-179
I85-023
I86-090
I91-004

KDB-E: Public's Right to Know/Freedom of Information

PUBLIC'S RIGHT TO KNOW/
FREEDOM OF INFORMATION

REQUEST FOR PUBLIC RECORDS OF ASDB

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 Arizona State School for the Deaf and the Blind 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):

KDB-R: Public's Right to Know

PUBLIC'S RIGHT TO KNOW / FREEDOM OF INFORMATION

Public records of ASDB 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, ASDB. Such records include minutes of the 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 ASDB 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 ASDB for requesting inspection and/or copying of public records.

The Superintendent may permit access to, or provide for the copying of, the records requested within a reasonable period of time following receipt of the signed 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 ASDB.

If a public record contains material that is not subject to disclosure, ASDB 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 Board.

A fee shall be levied on each request to cover the cost of making copies, staff time, computer time, et cetera. Fees will be collected prior to releasing material.

The fees will be based upon the following:

- 10¢ per copy for materials indicated as Board minutes, agendas, financial records, contracts, courses of study, or statistical summaries.
- 35¢ per copy for materials not listed above that require additional clerical and/or professional staff time to make available.
- Actual cost, if available, will be assessed.
- Free copies shall be furnished if they are to be used in claims against the United States.

KDC: School-Sponsored Information Media

SCHOOL - SPONSORED INFORMATION MEDIA

Publications issued by and in the name of ASDB 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 ASDB employees in which ASDB, or

employees of ASDB, are mentioned directly or indirectly must be cleared by the Superintendent.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KDCA: Use of Students in Public Information Program

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 ASDB 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.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KDD: Media Relations

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 ASDB and the media, the Board shall provide information to the media concerning the programs and activities of ASDB as well as matters pending before the Board.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

CROSS REF.: KDC –School-Sponsored Information Media

KDDA: Press Releases: Conferences & Interviews

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

All communication with the news media for the purposes of seeking or arranging news coverage, providing official statements from ASDB, or responding to requests from the news media shall be channeled through the office of the Superintendent.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

CROSS REF.: KD Public Information and Communications

KDC – School Sponsored Information Media

KDDA-E: Press Releases: Conferences & Interviews

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

PRESS RELEASE

For further information contact Superintendent's Office

(Date)

FOR IMMEDIATE RELEASE

(DESIRED HEADLINE)

KDDA-R: Press Releases: Conferences & Interviews

PRESS RELEASES, CONFERENCES, AND INTERVIEWS

All departments of ASDB will follow these procedures in handling public information releases.

- Public information releases will be sent to media which promotes the positive image of ASDB by telling the public about programs and services of the school, student achievement, special activities, and special events of ASDB or sponsored by ASDB.

- Draft Press Releases may be prepared by any employee. Drafts should be forwarded to the Superintendent's Office through the employee's chain of supervisory command. Preparation of draft Press Releases should use the attached format.

- Press Releases must be approved and sent to the media by the Superintendent's Office.

- Pictures, when appropriate, shall accompany a draft Press Release.

- As required, the Superintendent's Office will secure approvals whenever students are referenced in articles and pictures.

KE: Public Concerns & Complaints

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 Superintendent for study and resolution, if possible.

The Superintendent will develop a procedure for courteously receiving complaints, and will take steps to make proper replies to complainants.

The Board will consider hearing citizen complaints when they have not been resolved by the Superintendent. 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: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KE-E: Public Concerns & Complaints

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 If yes, who? _____

Date(s) discussed _____

Summary of the complaint/concern (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:

KE-R: Public Concerns & Complaints

PUBLIC CONCERNS AND COMPLAINTS

If a member of the community has a complaint, the following procedures are intended to assist in its resolution:

- When the complaint is made directly to the Superintendent, the Superintendent may refer the complaint to the appropriate level.
- If resolution of a problem cannot be accomplished at the school level, either party may refer the matter to the Assistant Superintendent/ Superintendent for review.
- 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 Principal/Director.
- 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 Superintendent for study and resolution, if possible.

KEB: Public Concerns/Complaints About Personnel

PUBLIC CONCERNS / COMPLAINTS ABOUT PERSONNEL

Trust in employees and support for their actions should be such that employees are freed from unnecessary, spiteful, or negative criticisms and complaints.

The public is encouraged to handle concerns/complaints about employees informally starting at the principal/director/manager level.

If resolution is not reached, all formal 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: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

CROSS REF.: BBAA – Board Member Authority and Responsibilities
BEDH – Public Participation at Board Meetings

KEB-E: Public Concerns/Complaints About Personnel (Form)

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

Has problem been discussed with the employee's supervisor?

Yes No If yes, who? _____

Date(s) discussed _____

Summary of the charges (description of incident or event, including date, place,

time, additional persons, alleged improper conduct, and suggested

KEB-R: Public Concerns/Complaints About Personnel

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 formal complaint shall be presented to the Superintendent with a suggested solution in writing, by the person(s) filing the complaint. It is the responsibility of the employee's Principal/Director/Manager 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.

The Superintendent shall consider all facts and provide the employee with all elements of due process in reaching a decision.

KEC: Public Concerns/Complaints About Instructional Resources

PUBLIC CONCERNS / COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

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

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

Should a complaint reach the Board, the Board may refer the matter back to the Superintendent for further review, or the Board may review the materials in question in the light of its policy establishing criteria for the selection of materials.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-721
15-1325
15-1326

KEC-E: Public Concerns/Complaints About Instructional Resources (Reconsideration)

PUBLIC CONCERNS / COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES

Citizens Request for Reconsideration of Instructional Material

Author_____Hardcover ☐ Paperback ☐ Other media ☐

Title_____Copyright date _____

Publisher (if known) _____

Request initiated by_____Telephone _____

Address_____

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 ASDB 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 & Services

PUBLIC CONCERNS / COMPLAINTS ABOUT FACILITIES AND SERVICES

The Superintendent shall establish procedures to be used by citizens who have complaints about ASDB facilities and 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: May 3, 2007

LEGAL REF.: A.R.S. 15-1325
15-1326
29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

KED-E: Public Concerns/Complaints About Facilities & Services

PUBLIC CONCERNS / COMPLAINTS ABOUT FACILITIES AND SERVICES

Complainant_____

Representing_____

Date of presentation_____

School (if appropriate)_____

Prior contacts with the site Principal/Director or teacher

Statement of complaint:

Action requested:

Signature _____

KED-R: Public Concerns/Complaints About Facilities & Services

PUBLIC CONCERNS / COMPLAINTS ABOUT FACILITIES AND SERVICES

Citizens who have complaints about ASDB facilities and services may register such complaints with the site Principal/Director.*

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 Principal/Director.
- 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 Principal/Director for the affected site. 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 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.

KF: Community Use of School Facilities

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,
- educational,
- political,
- economic,
- artistic,
- moral,
- scientific,
- social,
- religious,
- other civic,
- or governmental.

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 employees provided to the lessee pursuant to the terms of the lease, and may include wear and tear.

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 ASDB. "Education function" means uses that are directly related to the educational mission of ASDB 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 ASDB cost for utilities, services, supplies and/or employees may be permitted only if goods contributed, services rendered or payments are made to reimburse these costs to ASDB.

The mission of ASDB 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 ASDB 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 ASDB 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). ASDB 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 Principal/Director 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, shall name ASDB and the State of Arizona as additional insureds, and must be on file prior to scheduled events.

The Superintendent shall establish such rules and regulations as are needed to implement this policy as well as to assure the preservation of ASDB property.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1323
15-1326

CROSS REF.: A - ASDB Mission and Belief Statement
AC - Non - discrimination / Equal Opportunity
EDC - Authorized Use of School-Owned Materials and Equipment

KF-RA: Community Use of School Facilities

COMMUNITY USE OF SCHOOL FACILITIES

The Superintendent 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 Superintendent 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.

KF-RB: Community Use of School Facilities (Filing Procedures)

COMMUNITY USE OF SCHOOL FACILITIES

Filing Procedures for Use of Equipment/Facilities

A request for use of ASDB facilities is made with the Operations Manager at the Phoenix campus or the BPAC Manager at the Tucson campus at least three to four (3-4) weeks before the requested use.

The designated Manager/Supervisor shall review the submitted request form, check to be sure the applicant has filled in all of the necessary information, and determine if the request can be accommodated by contacting the following, including but not limited to:

- Superintendent
- Principal(s)
- The Schools Front Office (schedule of events)
- Media
- Maintenance/Housekeeping
- Security

If the request can be accommodated, the Manager/Supervisor shall execute a Facilities Use Agreement and forward the Agreement to the Superintendent's Office for Superintendent signature.

If the Superintendent approves and signs the Agreement, costs, evidence of insurance and other requirements are to be indicated and the requests returned as indicated below.

- The Agreement is sent from the Superintendent's Office back to the Manager/ Supervisor. The Manager/Supervisor is responsible for notifying the applicant of the approval, conditions (if any) imposed, or denial of approval and reasons.

- If costs are involved, the Manager/Supervisor asks the applicant to sign below the area specifying the fees and conditions.

Payment of projected fees is to be received in advance. All liability insurance is to be secured by the applicant, with evidence being sent to the Manager/Supervisor one (1) week before the date of use. Failure to secure acceptance liability insurance will cancel the use agreement. Any cost overruns for services or equipment will be billed to the lessee.

KF-RC: Community Use of School Facilities (Pool/Multipurpose)

COMMUNITY USE OF SCHOOL FACILITIES

(Swimming Pool and/or Multipurpose Use by ASDB Employee on Tucson Campus)

Use of pool, gymnasium, weight room or outdoor multipurpose courts is limited to *employees and their spouse only.* A Contract Waiver must be signed each school year. The contracts will be presented at each sign-up with the Buildings Use Coordinator.

- To use the Gym or weight room security must be contacted by phone (603-7000) to open the door. The sign up procedure is the same as for the pool.

- The pool and/or multi-purpose courts will not be available when in use by the school, scouts, or other organizations or when the "Pool Closed" sign is up. The pool shall not be used after 9:00 p.m.

- Those using the pool understand that ASDB does not furnish a lifeguard. ASDB, therefore, will not assume responsibility or liability for accident, illness, or any other occurrence. Employees will use the pool fully at their own risk. Remember to use extreme caution during bad weather. Vacate the pool when lighting is visible or when storms are approaching.

- Employees using the pool or multipurpose courts are fully responsible for locking during and after use. Failure to lock the pool enclosure may lead to an accident for which the employee will be liable.

- Keys will be kept in a lock box at the pool dressing room. Combination to this box will be given to an employee only by the Buildings Use Coordinator. Only employees will pick up and replace the keys to the lock box.

- The multipurpose courts are for tennis, volleyball, and basketball only. Tennis shoes must be worn by persons using these facilities. Only ASDB employee will alter the standards (posts) for the various nets.
- All persons who use the pool will observe the posted rules governing the safe conduct of swimmers. This includes showering before and after swimming.
- A key register for the pool users will be signed by those taking the key from the lock box. The register is located in the lock box.
- Only ASDB employees with knowledge of the pool operation will be allowed in the filter enclosure. Persons noticing unusual pump noises or strong chlorine smells will vacate the area immediately, close the pool, and notify Security of the situation.
- Dogs and other animals are not allowed in the pool area, except for special assistance.
- A phone is available for emergencies only. Remember to dial 911.

KFA: Public Conduct on School Property

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, knowingly or recklessly interfering with or disruption of the normal operations of an educational institution by either:
    - Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.
    - Threatening to cause damage to ASDB, the property of ASDB, or the property of any person attending ASDB.

- Intentionally or knowingly entering or remaining on the property of an educational institution for the purpose of interfering with or denying lawful use of the property to others.

- Intentionally or knowingly refusing to obey a lawful order given by the Superintendent or a person designated to maintain order.

The above-identified acts need not be directed at a specific individual, ASDB, or specific property of ASDB 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 ASDB function by committing any of 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 this Board.

- Physical or verbal abuse or threat of harm to any person on property owned or controlled by ASDB or at supervised functions sponsored by ASDB.

- Forceful or unauthorized entry to or occupation of ASDB facilities, including both buildings and grounds.

- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on ASDB property or at school-sponsored functions.

- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.

- Failure to comply with the lawful directions of ASDB officials or of ASDB security officers or other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.

- Knowing violation of an ASDB rule and regulation. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.

- Any conduct constituting an infraction of any federal, state, or city law or policy or regulation of the Board.

- Carrying or possessing a weapon on school grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate school administrator.

Additional Requirements of the General Public

The definition of *general public* is anyone who does not come under the definition of student, faculty member, or employee.

- No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises, without approval by the Principal/Director or his/her authorized representative. Nor shall any person conduct or attempt to conduct any activity on school premises without prior approval by the Superintendent or the Superintendent's authorized representative.

- Any member of the general public considered by the Superintendent, or a person authorized by the Superintendent, to be in violation of these rules shall be instructed to leave the property of ASDB. Failure to obey the instruction may subject the person to criminal proceedings pursuant to A.R.S. 13-2911 and to any other applicable civil or criminal proceedings, or to tribal ordinance.

- Persons attending special functions shall confine themselves to the specific part of the facility assigned in the permit.

- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the facility.

- The use of facilities shall be granted only for legitimate purposes. Therefore, the permit holder shall assume full responsibility for any unlawful act committed during the exercise of the permit.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 13-2904
13-2905
13-2911
13-3102
15-1326

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

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KFAA

SMOKING ON SCHOOL PREMISES AT PUBLIC FUNCTIONS

The possession or use of tobacco products is prohibited in the following locations:

- All buildings occupied by the Arizona State Schools for the Deaf and the Blind.
- ASDB grounds.
- ASDB buildings.
- ASDB parking lots.
- ASDB playing fields.
- ASDB buses and other ASDB vehicles.
- Off campus ASDB-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 uses of the tobacco products are for demonstration purposes as a necessary instructional component of a tobacco prevention or cessation program that is:

- Approved by ASDB.
- Established in accord with Arizona Revised Statute 15-712.

Adopted:
May 3, 2007

LEGAL REF.: A.R.S.
13-3622
15-712
15-1326

15-1341
36-798.03
20
U.S.C.
6083

CROSS REF.: GBED - Smoking by Staff Members
JICG - Tobacco Use by Students

KF-EA: Community Use of School Facilities

COMMUNITY USE OF SCHOOL FACILITIES

An applicant requesting the use of school facilities agrees to comply with the following rules and ASDB policy concerning conduct on school property if granted permission to use the requested school facilities.

- All community group activities, including preparations, must be conducted in such a manner that students can continue their educational programs without undue interruption.
- An employee of ASDB must be on duty whenever a school building is used by an organization or group unless prior approval for other arrangements has been granted.
- The applicant is held responsible for the preservation of order. All children attending or participating in the event or activity must be supervised by responsible adults.
- No alcoholic liquors or beverages shall be brought to or consumed in the buildings or on the grounds.
- Tobacco and smoking is prohibited on school property.
- Putting up decorations or scenery or moving pianos or other major furniture is not allowed without prior permission.
- Nothing shall be sold, given, exhibited, or displayed for sale without prior permission from ASDB. Any sales are prohibited unless the proceeds will be used for charitable or nonprofit educational purposes.
- All groups must provide ASDB with documentary evidence of liability insurance with a limit of at least ten thousand dollars ($10,000) for property damage and one million dollars ($1,000,000) for bodily injury. Each group will be responsible for the repair or replacement of damaged equipment, furniture, or facility.
- ASDB reserves the right to require, if it should deem it necessary, a cash bond of five hundred dollars ($500), or more to cover any damages that might be done to any equipment, furniture, or facility.

- All wages earned by ASDB employees on duty for approved facilities use shall be paid by ASDB. No ASDB employees shall be paid directly by any group using the facilities.

- The availability of cafeteria kitchens and other special subject or usage areas may be restricted to specific times or activities. Special fees may be charged for the use of those facilities.

- When more than one (1) applicant requests the use of a facility for the same time, the applicant filing first shall be given first consideration. If a school program or calendar changes, the school program may take priority, even if the activity has been scheduled. Every effort will be made to reschedule the activity as conveniently as possible when such cancellation has occurred.

- The issuance of keys to facilities is to be discouraged. However, if no alternative is suitable, facility keys will be issued and retrieved according to the ASDB key-control procedures.

- Permission shall be denied for activities that would exceed the capacity of the facility or be in violation of fire or safety regulations. It shall be the responsibility of the applicant to make appropriate members familiar with the use of fire and other safety devices and procedures.

- All activities must be conducted within the laws, rules and regulations of the State of Arizona and applicable municipal subdivisions.

- Requests for future use may be denied to an organization that fails to comply with established rules.

KF-EB: Community Use of School Facilities

K-1682 © 2004 by Arizona Schools for the Deaf and Blind **KF-EB**

COMMUNITY USE OF
SCHOOL FACILITIES

(Contract Waiver and Key Access for Swimming Pool, Weight Room, and Gym)

I _____ agree to the regulations (KF-RC) for using the pool. When using the pool I agree to always sign myself in and out even if I am not the one who checks out the key.

I understand that use of the pool is only allowed during open swim times as stated on the schedule posted on the Administration bulletin board. I am also aware that only spouses are allowed to swim and not children.

I will not lend out the pool key to anyone. The use of the key must be accessed by holders of the combination to the lock box only.

I have received and read a copy of the guidelines for the pool, gym and weight room and I understand and agree with them. I also know that by not following these guidelines I will forfeit my use permanently.

_____

Pool User Signature/Date Supervisor Signature/Date

KF-RA: Community Use of School Facilities

K-1661 © 2004 by Arizona School Boards Association **KF-RA**

COMMUNITY USE OF SCHOOL FACILITIES

The Superintendent 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 Superintendent 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.

KF-RB: Community Use of School Facilities

COMMUNITY USE OF SCHOOL FACILITIES

Filing Procedures for Use of Equipment/Facilities

A request for use of ASDB facilities is made with the Operations Manager at the Phoenix

campus or the BPAC Manager at the Tucson campus at least three to four (3-4) weeks before the requested use.

The designated Manager/Supervisor shall review the submitted request form, check to be sure the applicant has filled in all of the necessary information, and determine if the request can be accommodated by contacting the following, including but not limited to:

- Superintendent
- Principal(s)
- The Schools Front Office (schedule of events)
- Media
- Maintenance/Housekeeping
- Security

If the request can be accommodated, the Manager/Supervisor shall execute a Facilities Use Agreement and forward the Agreement to the Superintendent's Office for Superintendent signature.

If the Superintendent approves and signs the Agreement, costs, evidence of insurance and other requirements are to be indicated and the requests returned as indicated below.

- The Agreement is sent from the Superintendent's Office back to the Manager/ Supervisor. The Manager/Supervisor is responsible for notifying the applicant of the approval, conditions (if any) imposed, or denial of approval and reasons.
- If costs are involved, the Manager/Supervisor asks the applicant to sign below the area specifying the fees and conditions.

Payment of projected fees is to be received in advance. All liability insurance is to be secured by the applicant, with evidence being sent to the Manager/Supervisor one (1) week before the date of use. Failure to secure acceptance liability insurance will cancel the use agreement. Any cost overruns for services or equipment will be billed to the lessee.

KF-RC: Community Use of School Facilities

COMMUNITY USE OF SCHOOL FACILITIES

(Swimming Pool and/or Multipurpose Use by ASDB Employee on Tucson Campus)

Use of pool, gymnasium, weight room or outdoor multipurpose courts is limited to *employees and their spouse only.* A Contract Waiver must be signed each school year. The contracts will be presented at each sign-up with the Buildings Use Coordinator.

- To use the Gym or weight room security must be contacted by phone (603-7000) to open the door. The sign up procedure is the same as for the pool.
- The pool and/or multi-purpose courts will not be available when in use by the school, scouts, or other organizations or when the "Pool Closed" sign is up. The pool shall not be used after 9:00 p.m.
- Those using the pool understand that ASDB does not furnish a lifeguard. ASDB, therefore, will not assume responsibility or liability for accident, illness, or any other occurrence. Employees will use the pool fully at their own risk. Remember to use extreme caution during bad weather. Vacate the pool when lighting is visible or when storms are approaching.
- Employees using the pool or multipurpose courts are fully responsible for locking during and after use. Failure to lock the pool enclosure may lead to an accident for which the employee will be liable.
- Keys will be kept in a lock box at the pool dressing room. Combination to this box will be given to an employee only by the Buildings Use Coordinator. Only employees will pick up and replace the keys to the lock box.
- The multipurpose courts are for tennis, volleyball, and basketball only. Tennis shoes must be worn by persons using these facilities. Only ASDB employee will alter the standards (posts) for the various nets.
- All persons who use the pool will observe the posted rules governing the safe conduct of swimmers. This includes showering before and after swimming.
- A key register for the pool users will be signed by those taking the key from the lock box. The register is located in the lock box.
- Only ASDB employees with knowledge of the pool operation will be allowed in the filter enclosure. Persons noticing unusual pump noises or strong chlorine smells will vacate the area immediately, close the pool, and notify Security of the situation.
- Dogs and other animals are not allowed in the pool area, except for special assistance.
- A phone is available for emergencies only. Remember to dial 911.

KH: Public Sales on School Property

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KH

PUBLIC SALES ON SCHOOL PROPERTY

Sales by employees or outside vendors - e.g., Avon Products, Stanley Home Products, men's and women's wear, greeting cards, et cetera - shall not be conducted, nor shall deliveries be made, when it interferes with the employee's duties. Use of ASDB vehicles for this purpose is strictly

forbidden.

Employees violating this policy are subject to disciplinary action.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326
38-538 *et seq.*

KHA: Public Solicitations in Schools

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KHA

PUBLIC SOLICITATIONS IN SCHOOLS

An employee's position in ASDB shall not be used to influence employees, parents or students to purchase books or other merchandise, except for materials approved by the Superintendent for use in the classroom.

Solicitation of employees, parents, and/or students by any profit, nonprofit, or charitable groups, institutions, or organizations must have the approval of the Superintendent in advance.

ASDB shall strive to safeguard the employees, 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:
May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KHA-R: Public Solicitations in Schools

PUBLIC SOLICITATIONS IN SCHOOLS

Definitions

Solicitation is any activity which might be considered or interpreted as being for the promotion, sale, or transfer of products, services, or memberships, or for the participation in and venture of any kind, including organizational or grievance activities.

The distribution and/or posting of handbills, leaflets, circulars, advertising, or other printed material for the purposes cited above.

The term "working area" means all areas maintained by or for the use of Schools employees.

Conditions

No solicitation of any kind is permitted in working areas at any time with the exception of:

- Materials posted on bulletin boards which may be located in or near working areas and which are subject to the restrictions set forth below.
- Activities sanctioned by ASDB for school-connected business or charitable purposes.
- Advertising or solicitation materials may be posted in working areas only on designated bulletin boards and only after receiving approval as set forth below.
- Any activity which might be interpreted as solicitation may not take place during work hours except as set forth in this procedure and must be conducted in a manner which does not interfere with the work of
  any employee.

All solicitation must be approved in writing by the Superintendent, who will identify when and where the solicitation will take place.

Personal announcements concerning resale items such as stereos, cars, furniture, et cetera, may be posted without prior approval if announcement refers *only* to "resale" and not a commercial venture; and may be posted *only* on designated bulletin boards.

Personal commercial sales such as school campaigns for children of employees, food sales, et cetera, are best handled apart from the normal work hours of ASDB and are prohibited. In essence, the ASDB employees and students should not be used as a “captive audience” for personal commercial sales purposes.

All applications for approval of solicitation must be submitted in writing and must designate the following:

- The names and addresses of the group or individual requesting permission to solicit and, for all groups, the name and address of a contact person.
- The time and date the solicitation is proposed to take place.
- The purpose of the solicitation.
- The manner of the particular solicitation activity, i.e., handbills, bulletin board, leaflets, circulars.

With the exception of certain bulletin boards, which have been designated for posting approved solicitation, materials, no school materials, supplies, services, or equipment may be used for solicitation purposes.

Solicitation must be conducted in a manner that does not interfere with the work of any employee.

Solicitation Guidelines

Charitable non-profit organizations:

- Must complete application.
- Materials to be distributed must be approved.
- Specific times must be approved.
- Not allowed into classrooms, dormitories or offices.
- Bulletin board space must be approved.
- Cannot use inter-campus mail.

Employee organizations:

- Must complete application.
- Materials to be distributed must be approved.
- Specific times must be approved.

- Not allowed into classrooms, dormitories or offices.
- Bulletin board space must be approved.
- Cannot use inter-campus mail.

Commercial ventures:

- Must complete application.
- Bulletin board space must be approved.
- Not allowed use of any buildings.

State-sanctioned activities:

- United Way, blood drive, health fair, et cetera.
- No application required.
- May use office time and mail as determined by the Superintendent.

General statements:

- No blanket solicitation approvals for unspecified activities and times.
- ASDB cannot prohibit solicitation on city sidewalks and streets.
- Exclude solicitors without permits from buildings. This includes vendors selling candy, snacks, or other items.

KHB: Advertising in Schools

K-2250 © 2004 by Arizona School Boards Association

KHB

ADVERTISING IN SCHOOLS

No 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 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.

Nothing herein shall be construed to prevent advertising in student publications that are published by student organizations as provided by statute.

Requests for advertising to promote the merit of any product by brand name or trademark shall be submitted to the Board for approval.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KI: Visitors to Schools

K-2450 © 2004 by Arizona School Boards Association

KI

VISITORS TO SCHOOLS

The Superintendent shall establish school-visit procedures for the control of persons other than school employees or students who enter ASDB premises. Such procedures shall permit full use of all legal means to ensure that students, employees, and ASDB 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 Principal/Director, shall carry or possess a weapon on school grounds.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 13-1302
13-2905
13-2911
15-507
15-1325
15-1326

CROSS REF.: A - ASDB Mission and Belief Statement
AD - Educational Philosophy
KFA - Public Conduct on School Property

KI-R: Visitors to Schools

VISITORS TO SCHOOLS

Phoenix Campus

Each non-employee or non-student must be registered at the reception desk in the administration building or the department offices where a guest name tag will be issued.

All guests or visitors on campus will be required to follow these rules:

- All guests, visitors, parents, vendors, et cetera, (Definition: Any person not employed with, through salary or perquisites; or not enrolled as a student) *must* register at the locations below before proceeding elsewhere on school property:
    - Reception Desk: 7:30 am - 4:00 pm
    - Department Offices: When appropriate.
    - The receptionists or department office employee will issue a Phoenix Campus name tag with the person's name, destination, and date.

All employees will assist visitors in obtaining a guest name tag through registration by directing them to the appropriate reception desk or department office.

To avoid annoying parents or visitors, employees should explain that it is necessary to be security conscious and that this procedure helps distinguish legitimate guests on campus from unauthorized persons on campus.

Unidentified persons should be stopped. Employees should inquire as to the business an unidentified person has on campus. Unidentified visitors should be asked to go to the appropriate reception desk for a name tag.

Note:

If an unidentified person is uncooperative, go to the nearest telephone and call the front office at 0 who will radio security. Or, call security at 602-550-0947.

Do not become confrontational with an unidentified person if they become uncooperative. Leave the situation and go to the nearest telephone and call for help at the above number.

Tucson Campus

Non-employees or non-students who enter the Tucson campus must be registered as provided below for entry onto the school campus at any hour of the day or night. Former students or alumni who have been off the rolls for five (5) years or less must first have written permission from a Principal/Director, dean or team leader prior to being issued a visitor's identification badge.

All guests or visitors on campus will be required to follow these

rules:

- All guests, visitors, parents, vendors, et cetera, (Definition: Any person not employed with, through salary or perquisites; or not enrolled as a student) *must* register at the locations below before proceeding elsewhere on school property:

  During Normal Office Hours:

  Persons With or Without Prior Appointments

  - Middle School Reception Desk: 7:30 am - 4:00 pm

  - After 4:00 p.m., call security employees at 270-2833 or text ASDBsecurity@tmomail.net.

  After School Hours Visitors:

  - 4:00 pm - 7:30 am - Call security employees at 270-2833 or text ASDBsecurity@tmomail.net)

The secretaries or security employees will issue visitor identification badges with the person's name, destination, and date.

Residential Visitors:

- Visitor identification badges will *not* be issued in advance by secretaries. The teaching parents must assist the students in contacting Security if guests arrive after 4:00 pm.

All employees will assist visitors by directing them to the appropriate office and by calling security when appropriate.

To avoid annoying parents or visitors, employees should explain that it is necessary to be security conscious and that this procedure helps distinguish legitimate guests on campus from unauthorized persons on campus.

Unidentified persons should be stopped. Employees should inquire as to the business an unidentified person has on campus. Unidentified visitors should be asked to go to the appropriate office for a visitor's identification badge.

Note:

If an unidentified person is uncooperative, go to the nearest telephone

and call security at 270-2833 or text ASDBsecurity@tmomail.net.

Do not become confrontational with an unidentified person if they become uncooperative. Leave the situation and go to the nearest telephone and call security. (see above)

KL: Relations with Government Authorities

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KL

RELATIONS WITH GOVERNMENT AUTHORITIES

ASDB 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: May 3, 2007

LEGAL REF.: A.R.S. 15-1326

KL-R: Relations with Government Authorities

RELATIONS WITH GOVERNMENT AUTHORITIES

(Evidence and Testimony Required of ASDB Employees)

When ASDB employees are contacted by any police official, attorney, Child Protective Services (see Administrative Policy No.

83-16) or receives any court actions requesting information regarding employees or students, the following must occur.

Police

If ASDB has initiated a call for police assistance, information provided at that time should be reported to the Principal/Director and the Assistant Superintendent/Superintendent immediately.

If the Police visit is a follow-up, the Principal/Director and the Assistant Superintendent/Superintendent must be notified prior to the contact or as soon as possible, of information to be provided and action taken.

Attorney

All correspondence and requests made by an attorney must be provided to the Principal/Director and the Assistant Superintendent/ Superintendent as soon as possible (no later than forty-eight [48] hours of receipt).

If the request pertains to specific information or the actions of any employees or students, the request must be denied unless presented through court subpoena or an attorney who represents ASDB. The Superintendent must be immediately contacted upon such requests.

Child Protective Services

Employees are to conform to school Policy for initial contact with Child Protective Services.

If a follow-up visit is anticipated from Child Protective Services employees, the case coordinator must notify the Principal/Director and the Assistant Superintendent/Superintendent of details of the visit before the contact is made if possible.

Court

Actio
ns

Receipt of a subpoena, or any other court-initiated document requiring information or appearance must be submitted to the Principal/Director and the Assistant Superintendent/Superintendent as soon as possible (no later than forty-eight [48] hours of receipt).

SECTION L

ASDB POLICY MANUAL: SECTION L

Please Use The Navigation Bar on the left side of page to view policies

CLICK HERE FOR PRINT FRIENDLY PDF DOCUMENT

LC: Relation with Education Research Agencies

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.

Decisions in connection with research involving students, teachers, or other employees will be influenced by the following factors:

- 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 ASDB.
- The research should be expected to contribute to the improvement of education or the general welfare of students.

- 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.

- Research proposals should be of sufficient scope and depth to justify the time and effort.

- In general, instructional activities will not be interrupted unless there is a clear significance for the educational program of ASDB.

- 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:

- 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).

- The administration of any survey containing one or more items described below:

  - Political affiliations or beliefs of the student or the student's parent.

  - Mental or psychological problems of the student or the student's family.

  - Sex behavior or attitudes.

  - Illegal, anti-social, self-incriminating, or demeaning behavior.

  - Critical appraisals of other individuals with whom respondents have close family relationships.

  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.

  - Religious practices, affiliations, or beliefs of the student or the student's parent.

  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

- Any non-emergency, invasive physical examination or screening

that is:

- required as a condition of attendance;
- administered by ASDB and scheduled by ASDB in advance; and
- not necessary to protect the immediate health and safety of the student, or of other students.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-104
15-1326
20 U.S.C. 1232h
34 C.F.R. 98

LC-EA: Relation with Education Research Agencies

RELATIONS WITH EDUCATION RESEARCH AGENCIES

(Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are under age eighteen (18) or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one (1) or more of the following protected areas:
  - Political affiliations or beliefs of the student or student's parent;
  - Mental or psychological problems of the student or student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - Religious practices, affiliations, or beliefs of the student or parent; or
  - Income other than as required by law to determine program eligibility.
- *Receive notice and opportunity to opt a student out of:*
  - Any other protected information survey, regardless of funding;

- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and

- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Receive/Inspect, upon request and before administration or use:*

  - Protected information surveys of students;

  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

  - Instructional materials used as part of the educational curriculum.

ASDB will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

ASDB will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.

ASDB will also directly notify parents and eligible students, such as through registration materials, the U.S. Mail or e-mail, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.

- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.

- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

LC-EB: Relation with Education Research Agencies

RELATIONS WITH EDUCATION RESEARCH AGENCIES

CONSENT FORM

Date _____

Dear _____

_____
, (parent or guardian)

This is to advise you that on _____at _____
mm/dd/yr 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 (18) or older Date

LDA: Student Teaching & Internships

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.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326
15-1640
15-1651

LH: Relations with Educational Accreditation Agencies

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, cooperating in the association's evaluations of the school system and considering its recommendations.

Adopted: May 3, 2007

LEGAL REF.: A.R.S. 15-1326