

ASDB Policies Under Review



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All new programs and courses of study will be subject to ASDB Board approval, as will elimination of programs and courses and extensive alteration in their content. Curricular proposals from the professional staff may be presented to the Superintendent or designee, who will be responsible for making recommendations to the ASDB Board on such matters.

The ASDB Board acknowledges the legislative affirmation that public school students should be taught to value each other as individuals and not be taught to resent or hate other races or classes of people.

No ASDB campus based school shall include in its program of instruction any courses or classes that:

- Promote the overthrow of the United States government.
- Promote resentment toward a race or class of people.
- Are designed primarily for students of a particular ethnic group.
- Advocate ethnic solidarity instead of treatment of students as individuals.

The above restrictions are not to be construed to restrict or prohibit:

- Courses or classes for Native American pupils that are required to comply with federal law.
- Grouping of students according to academic performance, including capability in the English language, that may result in a disparate impact by ethnicity.
- Courses or classes that include the history of any ethnic group and that are open to all students, unless the course or class is in violation of an above cited course or class restriction.
- Courses or classes that include the discussion of controversial aspects of history.
- Instruction about the Holocaust, any other instance of genocide, or the historical oppression of a particular group of people based on ethnicity, race, or class.

An alleged failure by ASDB to abide by the preceding conditions may subject ASDB to investigation by the State Board of Education (SBE) or the Superintendent of Public Instruction. Enforcement action may be instituted by the SBE or the Superintendent of Public Instruction as prescribed by A.R.S. 15-112.

Adopted: date of Manual adoption

TEST / ASSESSMENT ADMINISTRATION
(State-Mandated Testing)
Security of Testing Materials

Staff members designated by the Superintendent or designee to administer the nationally standardized norm-referenced achievement test adopted by the Arizona State Board of Education shall:

- Keep all test materials in locked storage.
- Not reproduce any test materials in any manner, except when necessary to provide test materials in an accessible format consistent with a student's individualized education program (IEP).
- Not disclose any actual test items to students prior to testing.
- Not provide answers of any test items to any students.
- Administer only practice tests that are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
- Strictly observe all timed subtests, as modified by the pupil's individualized education program. The test publishers' suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration, however, the pupil's individualized education program shall include any necessary testing accommodations.
- Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
- Not change a student's answer.
- Return all test materials to the Superintendent or designee immediately upon completion of testing.

Failure to comply with these requirements or others as required by Arizona Revised Statutes or by other rules or regulations shall be considered cause for discipline, including but not limited to suspension or termination. All violations of this policy shall be reported to the State Superintendent of Public Instruction.

Standards Adopted by the State Board of Education

ASDB shall establish specific objectives to accomplish the goals established by the State

Board of Education. The Superintendent or designee will make recommendations for such objectives based upon the data gathered annually.

The Superintendent or designee will establish regulations and procedures for assessing student achievement of standards adopted by the State Board of Education and for reporting and utilizing test results and non-test indicator data.

Reporting results.

ASDB will provide to the parent or guardian of each student who participates the associated grade equivalents, percentiles, and stanines from standardized norm-referenced testing. ASDB shall provide the parent or guardian of each student the resulting scores on the test of standards adopted by the State Board of Education and associated scores for ASDB, the county, and the state.

ASDB will provide the public, through a report card, scores for each school in ASDB and for ASDB as a whole, the county, the state, and the nation.

Adopted: date of Manual adoption

~~TEACHING METHODS~~

~~(Lesson Plans)~~

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

The Superintendent or designee 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.~~

In order to assure that the highest quality of instruction is prepared and delivered, lesson plans are prepared sufficiently in advance of the instructional period (usually one week in advance) to allow for those plans to be reviewed by any supervisors, including but not limited to: direct supervisor, Assistant Principal, Principal, Assistant Regional Director, Regional Director, or any Supervising/Coordinating Teacher who has a role in assessing quality instruction.

Additionally, quality lesson plans in place allows for a substitute teacher and continuous instruction in the absence of the teacher.

Adopted: November 1, 2007

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

ANIMALS IN CAMPUS BASED SCHOOLS

The Superintendent or designee may establish regulations for appropriately and humanely bringing live animals into a campus based classroom. Such ~~regulations-procedures~~ shall forbid the transporting of live animals that are not service animals on school buses unless the animal is present for an educational purpose by written approval from the school principal.

~~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.~~

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

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

Adopted: November 1, 2007

~~LEGAL REF.: A.R.S.~~
~~15-1326~~
~~15-1341~~
~~A.A.C. R17-4-606~~

CAMPUS BASED SCHOOL CEREMONIES AND OBSERVANCES

The following shall be adhered to regarding required opening exercises and campus based school programs as they pertain to customs and holidays:

- Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.
- When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

Adopted: date of Manual adoption

CLASS INTERRUPTIONS

The Superintendent or designee shall establish regulations limiting class interruptions, with particular emphasis on use of communication devices and interruptions by salespersons or visitors.

Adopted: date of Manual adoption