

ARIZONA SCHOOL LAW REVIEW:

CHAPTER 6*

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1 CHAPTER 6:STATE BOARD OF EDUCATION RULES AND REGULATIONS (ACRR-R7-2-101 through ACRR-R7-2-808)

2 ACRR-R7-2-301 Minimum course of Study and competency Goals for Students in the Common Schools

Does the common school ensure that students shall demonstrate competency, as defined by the state Board adopted Essential Skills, at the grade level specified, in the following subject areas?

Yes No

Does the District Instructional program include ongoing assessment of student progress toward meeting the competency requirements in these areas?

Language Arts

Literature

Mathematics

Science

Social Science

Music

Visual Arts

Health/P.E

Foreign or Native American language

Additional subjects may be offered by the local district, including, but not limited to: Performing Arts, Practical Arts.

Yes No

Does the district program ensure that prior to the issuance of a standard certificate of promotion from the 8th grade, each student shall demonstrate competency, as defined by the local governing board, of the state board-adopted essential skills for grade 8 in the subject area?

Yes No

NOTE: Certain requirements of this Rule related to Special Education are monitored by Arizona Department of Education's Special Education staff and will not be referenced in this publication.

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The local Governing Board of each school district is responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

Students placed in special education classes in grades K-8 are eligible to receive the standard certificate of promotion without meeting State Board competency requirements, but reference to special education shall be placed on the student's transcript or in the permanent file.

Does the district, if it chooses to use distance education delivery methods, ensure that distance education does not include correspondence courses. Does the district ensure that all distance education providers used by the district have registered with the Department of Education and that teaching partners are supervised by an individual certified pursuant to R7-2-603?

Yes No

Distance education is defined as instructional-learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.

1. Distance education providers shall register with the Department of Education and satisfy the following requirements:

2.1

A. Be regionally accredited or affiliated with a regionally accredited institution as listed in R7-2-601(G) or by a regional accrediting association as listed in R7-2-601(C).

B. Validate that the instructor of the distance education program:

2.1.1

a. Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or

b. Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or

c. Is employed by or affiliated with, in the content area of instruction, a regionally accredited institution as listed in R7-2-601(G).

2. Distance education may be used as a part of the instructional program. School districts shall ensure that:

2.2

A. Only those distance education providers registered with the Department of Education are used to provide distance education; and

B. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-603.

3 ACRR-R7-2-302 Minimum Course of Study and Competency Requirements for Graduation from High School

Does the district meet or exceed the State Board requirement of 20 credits as the minimum number of credits necessary for high school graduation?

NOTE: Requirements are for Class of 2012. Requirements for Class of 2013 are in capital letters.
22 Credits are the requirement for Class of 2013.

NOTE: State Board of Education requires the requirement for graduation as outlined in sections below and the receipt of a passing score on the reading, mathematics and writing portions of the AIMS (Arizona Instrument to Measure Standards)

Does the high school curriculum fulfill these minimum requirements?

Yes No

Four credits of English or English as a Second Language to include: grammar; speaking, writing and reading skills; advanced grammar; composition; American literature; advanced composition; research; methods and skills; literature. 1/2 credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.

Three credits in social studies to include the following: 1 credit of American history, including Arizona History, 1 credit of world history/geography, 1/2 credit of American governing, including Arizona government and 1/2 credit of economics.

Three credits of Mathematics. FOUR CREDITS OF MATHEMATICS (2013) The course content for at least 2 of the math credits shall include number sense and operation, data analysis, probability and discrete Mathematics; patterns, algebra and function; geometry and measurement and structure and logic in preparation for proficiency on the AIMS test and shall be taken consecutively beginning with the ninth grade unless a student meets those requirements prior to the 9th grade.

ONE CREDIT COVERING ALGEBRA II: COURSES MEETING THIS REQUIREMENT MAY INCLUDE BUT ARE NOT LIMITED TO CAREER AND TECHNICAL EDUCATION AND VOCATIONAL EDUCATION, ECONOMICS, SCIENCE AND ARTS COURSES AS DETERMINED BY THE LOCAL SCHOOL DISTRICT. (2013)

ONE CREDIT THAT INCLUDES SIGNIFICANT MATHEMATICS CONTENT AS DETERMINED BY THE LOCAL SCHOOL DISTRICT MATHEMATICS CURRICULUM REQUIREMENT MAY BE MODIFIED FOR STUDENTS USING A PERSONAL CURRICULUM PURSUANT TO R7-2-301.03 (2013)

Two credits of science: THREE CREDITS OF SCIENCE (2013)

One credit of fine arts or vocational education

Seven credits of additional courses prescribed by the local school district governing board or charter school)

A PARTIAL CREDIT MAY APPLY TOWARD MORE THAN ONE SUBJECT AREA BUT SHALL COUNT ONLY AS ONE CREDIT OR PARTIAL CREDIT TOWARD SATISFYING THE 22 REQUIRED CREDITS (2013)

Does the district, if it chooses to use distance education delivery methods, ensure that distance education does not include correspondence courses?

Yes No

Does the district ensure that all distance education providers used by the district have registered with the Department of Education and that teaching partners are supervised by an individual certified pursuant to R7-2-603?

Yes No

Does the district ensure that Credits earned through correspondence courses to meet graduation requirements are subject to the following restrictions: they shall be taken from a regionally accredited institution accredited by an association listed in R7-2-601.G.2. Credits earned thereby shall be limited to four, and only one credit may be earned in each subject area (English, Social Studies, Math, and Science)?

Yes No

Does the district ensure that vocational-Technological education program completers may be granted a maximum of 3 and 1/2 credit (5 AND 1/2 (2013) to be used toward the English, Math or science credit requirements for graduation, subject to the following restrictions: Only one credit in each of English Math or science may be granted upon the boards approval of the vocational-technological program for equivalent credit?

Yes No

Prior to the issuance of a high school diploma, does the Governing Board assure that each student has:

Successfully completed the minimum credits and course requirements prescribed by the State Board and local Governing Board.

Successfully completed the State Board adopted academic standards for subject areas. If there are no adopted academic standards for an elective subject, does the local governing board develop and adopt competency requirements for the elective subject.

Demonstrated mastery, as defined by the State Board of Education, of the State Board adopted Arizona's Instrument to Measure Standards. Does the local governing board, upon request of a student, provide the opportunity for the student to demonstrate competency in the subject areas listed in 1-7 above in lieu of classroom time? (DETERMINATION AND VERIFICATION OF STUDENT ACCOMPLISHMENT AND PERFORMANCE SHALL BE THE RESPONSIBILITY OF THE SUBJECT AREA TEACHER 2013)

Yes No

Special Education and High School Graduation: The local Governing Board of each school district is responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with Chapter 7, Article 4, Arizona Revised Statutes, and R7-2-401 et seq. Students placed in special education classes, 9-12, are 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.

Yes No

4 ACRR-R7-2-302.03 Personal Curriculum

Does the School District provide a "documented process" that can be used to modify the high school graduation requirements for Algebra II as listed in the math requirements above? Does the documented process include substituting a math credit that shall include significant mathematics content as determined by the local school district and requested by the parent or emancipated student?

Yes No

5 ACRR-R7-2-302.06 AIMS, Additional Credits

A pupil may fails to achieve a passing score on the AIMS assessment for high school graduation may graduate if the pupil meets alternative graduation requirements. (AIMS AUGMENTATION SCORES ARE DETERMINED BY LEGISLATIVE ENACTMENT ON A YEAR-TO-YEAR BASIS)

Yes No

6 ACRR-R7-2-303 Sex Education

If the district elects to offer sex education in the common or high school does it do so in conformity with this regulation?

Yes No

7 ACRR-R7-2-304 Extended School Year

If the district elects to operate on an extended school year does it do so on the basis of this regulation?

Yes No

8 ACRR-R7-305 Declaration of Independence

Has the governing board of each common school adopted policies that:

1. Require pupils to recite a passage from the Declaration of Independence for pupils in Grades 4-6 at the commencement of the first class of the day.
2. Enable the pupil or the parent of the pupil to object to reciting the passage of the Declaration of Independence.

Yes No

9 ACRR-R7-2-306 English Language Learner Program

(Monitored by ADE, see recent monitoring report)

Does the local district identify all students whose primary home language is other than English upon enrollment forms and on the home language survey?

Does the local district assess all students in Kindergarten and 1st grade whose primary home language is other than English on an oral language proficiency assessment test approved by the State Board?

Yes No

10 ACRR-R7-2-307 High School Equivalency Diplomas

(Monitored by ADE, see recent monitoring report)

11 ACRR-R7-2-309 Completion of Grade 10

Does the district recognize that a student has accomplished the completion of grade 10 when a student has earned 10 credits, which shall include: 1 credit of English, 1 credit of Math, 1 credit of science and 6 credits of additional work?

Yes No

12 ACRR-R7-2-310 Pupil Achievement Testing

The nationally standardized norm-referenced achievement tests adopted by the State Board shall be given annually during a week in September or October designated by the State Board. Does the district comply with the scheduled testing dates?

Yes No

NOTE: If, for any reason not reasonably foreseen by the school district, the test cannot be administered by the district during the week of September or October designated by the State Board, the test shall be administered within the week prior to or the week after the scheduled test date. Any adjusted test schedule must be approved by the Department of Education.

Does the superintendent, head of district or the designee:

1. Provide school district enrollment data annually to the Department of Education for purposes of test material distribution?
2. Verify the count of test materials received and distribute the test materials to each public school in the district?
3. Secure the test materials prior to distribution to pupils or persons administering the tests, as well as after the time of testing, by assuring materials are kept in locked storage?
4. Advise all district employees that the test materials are not to be reproduced in any manner?
5. Familiarize each person who will administer the test with the test publishers' directions for administering the tests, the timing of the tests and the testing schedule?
6. Distribute actual test materials to persons administering the tests
7. Train persons actually administering the tests on completing the test book identification information and coding the information on variables.
8. Properly packaging all answer sheets and tests
9. Forwarding all tests/answer sheets to the scoring contractor.
10. Retaining all unused and reusable test materials and storing them in a safe and secure manner
11. Reporting to the Department of Education any losses of test materials

Yes No

Do persons designated to administer the test:

1. Keep all test materials in locked storage?
2. Refrain from reproducing any test materials in any manner?
3. Refrain from disclosing any actual test items to pupils prior to testing?
4. Refrain from providing answers to any test items to any pupils?
5. Administer only practice tests which are provided by the test publishers?
6. Strictly observe all times subtests?
7. Follow explicitly directions for administering the test?
8. Refrain from changing a pupil's answer?
9. Return all test materials to the superintendent or head of district immediately upon completion of testing?

Yes No

All district decisions regarding the exemption of pupils who are non-English monolingual or predominantly speakers of a language other than English shall be made by the Governing Board. For purposes of determining if a pupil may be exempt from required testing, pursuant to ARS 15-744.B., does the Governing Board:

1. Verify that all students to be exempted have been assessed for language proficiency as required by R&-2-306

2. Verify that all such students are enrolled in one of the following: K-6 transitional Bilingual program, 7-12 Structured Bilingual program, K-12 Bilingual Bicultural Program, ESL or I.E.P

3. Submit to the Arizona Department of Education by September 30 annually, the Governing Board resolution along with the exemption form for the exemption of eligible pupils?

Yes No

NOTE: This exemption form shall contain the number, grade level and primary language of all pupils to be exempted. Eligible pupils enrolled prior to December 1 shall be included in the original request for exemptions. Such pupils cannot be exempted by subsequent action of the local district Governing Board. Eligible pupils who enroll in the district after December 1 may be exempted by resolution of the Governing Board if all requirements for identification and assessment of eligible pupils are met. The Governing Board shall submit by June 1, annually, the exemption for outlining the number of actual exemptions.

4. Submit to the Department of Education by December 1, annually, a final report describing the total number of actual students to be exempted.

5. Ensure that limited English students exempted from the norm-referenced achievement testing program shall be assessed annually with an alternative to the norm-referenced achievement test and that such assessment shall be conducted prior to April 30.

6. Submit to the Department of Education by May 30, the results of the alternative assessments.

Yes No

Does the district maintain cumulative files regarding all exemptions and include alternative testing results for each exempted pupil to ensure that no pupil is exempted for more than three years?

Yes No

13 ACRR-R7-2-311 Pupil Testing Variable Information

Do those designated to administer the State Board approved achievement test assure that the following information is completed on the answer document for each pupil participating in the testing program?

1. Sex.
2. Primary language.
3. Racial/ethnic background.
4. Limited English proficient pupils participating in required programs by type, pursuant to ARS 15-754 where applicable.

Yes No

14 ACRR-R7-2-312 Honorary High School Diploma

Does the Governing board provide to an individual who has never obtained a high school diploma and who meets the requirements of at least 65 years of age, resides in Arizona and who enlisted in the armed forces before completing high school and who was honorably discharged from service, an honorary high school diploma?

Yes No

15 ACRR-R7-2-401-405 Special Education

(Monitored by ADE-see recent monitoring report)

16 ACRR-R7-2-406 Gifted Education Programs and Services

Does the governing board have policies for the education of gifted students which include?

Procedures for identification and placement of students in gifted programs

Curriculum, differentiated instruction and supplemental services for gifted students

Parental Involvement

Scope and Sequence which demonstrates articulation across all grades and schools to ensure opportunities for continuous progress

Yes No

17 ACRR-R7-2-601 through R7-618 Certification

NOTE: Rules for certification of elementary, secondary, special education, administrators, and vocational and other special function teachers are included in these rules.

18 ACRR-R7-2-801 Compliance

Does the governing board recognize that noncompliance with laws and rules concerning school districts, the enforcement of which is the statutory responsibility of the State Board of Education, is governed by the procedures spelled out in this section?

Yes No

19 ACRR-R7-2-802 Uniform System of Financial Records

Does the governing board establish procedures to ensure that all personnel implement the current version of the Uniform System of Financial Records?

Yes No

20 ACRR-R7-2-808 Pupil Participation in Extracurricular Activities

NOTE: Extracurricular activities are all interscholastic activities which are of a competitive nature, and involve more than one school where a championship, winner, or rating is determined, and all those endeavors of a continuous and ongoing nature for which no credit is earned in meeting graduation or promotional requirements and are organized, planned, or sponsored by the district consistent with district policy. Activities which are an integral part of a credit class shall be exempted from the rule.

Does the district establish the criteria for a passing grade and satisfactory progress toward promotion or graduation?

Yes No

Does the district ensure that only students who earn a passing grade in each course in which the students are enrolled, and who maintain satisfactory progress toward graduation, may participate in extracurricular activities?

Yes No

Does the Governing Board establish the criteria for a passing grade taking into account the needs of children placed in special education programs pursuant to R7-2-401 et seq.?

Yes No

Is the established grading interval for the purposes of this rule no longer than nine weeks duration and of equal intervals throughout the year?

Yes No

Does the district provide a preliminary written notice to all students of pending ineligibility, as well as written notice of ineligibility at the end of the district grading interval?

Yes No

In the case of notice of ineligibility, does the district provide written notice to the parents or guardian of the student in a manner designed to maintain student privacy?

Yes No

For students declared to be ineligible, is the period of ineligibility the same length as the district grading interval and does the ineligibility last until all grade or credit deficiencies have been made up?

Yes No

Has the Governing Board adopted and implemented a policy as well as a program pursuant to that policy to provide educational support services to students declared ineligible, as well as to those notified of pending ineligibility?

Yes No

21 ACRR-R7-2-902 Independent Accounting Responsibilities

Does the governing board of a school district applying to operate with full independence from the county school superintendent submit a plan to the state board of education?

Yes No

22 ACRR-R7-2-1053 Procurement

Does the governing board of a school district seeking to award a contract or incur a financial obligation follow the rules specified in this section and U.S.F.R.?

Yes No