

MESA UNIFIED SCHOOL DISTRICT

GOVERNING BOARD POLICIES

AND

ADMINISTRATIVE REGULATIONS

As of July 1, 2017

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Section A - Foundations and Basic Commitments

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: School District Legal Status
GOVERNING BOARD POLICY	DISTRICT CODE: AA

SCHOOL DISTRICT LEGAL STATUS

The legally designated name of the District is School District No. 4 of Maricopa County. The official name shall be Mesa Unified School District No. 4.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. §15-101(20)
15-441 et seq.

Arizona Constitution, Art. XI, Section 1
Arizona Constitution, Art. XX, Paragraph 7

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School District Legal Description
GOVERNING BOARD POLICY	DISTRICT CODE: AA-E

SCHOOL DISTRICT LEGAL DESCRIPTION

Beginning at the NE corner Section 36, T3N, R7E; thence South 13 miles to the SE corner of Section 36 T1N, R7E; thence West 9 miles to the SW corner Section 34, T1N, R6E; thence 1/2 mile North to mid-section line of 33; thence West along mid-section line of 33, 32, 31, T1N, R6E; sections 36, 35, and 34 to the west side of railroad right-of-way, T1N, R5E; thence following the West side of the railroad right-of-way South to the Township line; thence West 1/2 mile to the SE corner Section 33, T1N, R5E; thence South 3 miles to the SE corner Section 16, T1S, R5E; thence West 3 miles to the SW corner Section 18, T1S, R5E; thence North 5-1/2 miles to the mid-section line of Section 19, T1N, R5E; thence East on mid-section line to the point where the Tempe Canal cuts the East and West mid-section line of Section line of Section 19, T1N, R5E; thence following the canal in a northeasterly direction to a point where the canal cuts the North and South Section line between Sections 17 and 18, T1N, R5E; thence North to SE corner of Section 7, T1N, R5E; thence West 1 mile to SW corner of Section 7, T1N, R5E; thence North 4-1/2 miles to mid-section line of Section 19, T2N, R5E; thence East 1 mile to mid-section line of Section 20, T2N, R5E; thence North 1 mile to the mid-section line of Section 17, T2N, R5E; thence East 3 miles to the mid-section line of Section 15, T2N, R5E; thence South 1/2 mile to SE corner Section 15, T2N, R5E; thence East 2 miles to NE corner Section 24, T2N, R5E; thence South 1 mile to SE corner Section 24, T2N, R5E; thence East 3 miles to NE corner Section 28, T2N, R6E; thence North 1 mile to the NW corner Section 22, T2N, R6E; thence East 1 mile to the NE corner of Section 22, T2N, R6E; thence North 1 mile to the NW corner of Section 14, T2N, R6E; thence East 2 miles to the NW corner of Section 18, T2N, R7E; thence North 3 miles to the NW corner of Section 31, T3N, R7E; thence East 6 miles to the point of beginning.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Title I
GOVERNING BOARD POLICY	DISTRICT CODE: ABAA

TITLE I

The Governing Board shall, in accordance with the Code of Federal Regulations, ensure that parents or guardians of students being served in a Title I project have an adequate opportunity to participate in the design and implementation of that project. Furthermore, parents or guardians of students served in the Title I project must be invited and encouraged to attend at least one (1) annual public meeting.

Adopted: December 16, 1986

Revised April 25, 1995

LEGAL REF.: P.L. 103-382 § 1118 (1994) (Improving America Schools Act)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Title I
ADMINISTRATIVE REGULATION	DISTRICT CODE: ABAA-R

TITLE I

To ensure compliance with Governing Board Policy and Title I of the Elementary and Secondary Education Act and its implementing regulations, the administration will:

- Notify parents or guardians in a timely manner that the student has been selected to participate in Title I and the supplementary services provided.
- Provide timely information concerning the Title I program.
- Report to parents or guardians on the progress of students.
- Establish conferences, as needed or desired, between individual parents or guardians and teachers.
- Provide materials and suggestions to parents or guardians to help them promote the education of the students at home.
- Train parents or guardians to promote the education of the students at home.
- Provide and train parent or guardian volunteers to assist in school activities.
- Solicit suggestions from parents or guardians in the planning, development and operation of the program.
- Provide reasonable access to meeting space and materials.
- Provide information concerning the Title I law, regulations and instructional programs.
- Provide necessary support to schools in planning and implementing effective parent involvement.
- Coordinate and integrate parent involvement strategies with other parent involvement strategies in other programs.
- Build schools' and parents' capacity for strong parent involvement.
- With parents, conduct an annual evaluation of content and effectiveness of parent involvement policy as to (a) effectiveness of policy in increasing participation of parents, and (b) to identify barriers to greater participation by parents in activities authorized by law, and to use the findings to design strategies for school improvement.
- Allow parents of children who attend schools labeled “in need of improvement” by the Arizona Department of Education to transfer their children to another school. Transportation for students who wish to attend higher performing schools will be provided. If the school is no longer labeled “in need of improvement,” the child may remain at the school to which he or she transferred, but transportation will not be provided by the district.
- Allow parents to choose supplemental educational services from an approved Department of Education list of providers for their children for two years while attending a school labeled “in need of improvement.”

Adopted: September 1, 2004

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Nondiscrimination/Equal Opportunity
GOVERNING BOARD POLICY	DISTRICT CODE: AC

NONDISCRIMINATION/EQUAL OPPORTUNITY

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

Adopted: February 26, 1980

Revised: April 12, 1988
January 25, 1994
June 23, 1998
January 13, 2015

LEGAL REF.: 20 U.S.C. § 1401 et seq.
20 U.S.C. § 1681
29 U.S.C. § 106(d)
29 U.S.C. § 621 et seq.
29 U.S.C. § 794
42 U.S.C. § 2000d
42 U.S.C. § 2000e et seq.
42 U.S.C. § 12101 et seq.
A.R.S. § 41-1461 et seq.

CROSS REF.: GBA – Equal Opportunity Employment
GBP – Prohibited Personnel Practices
JB – Equal Educational Opportunities
JFD – Student Harassment and Bullying
JFH – Student Speech and Expression

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Nondiscrimination/Equal Opportunity
ADMINISTRATIVE REGULATION	DISTRICT CODE: AC-R

NONDISCRIMINATION/EQUAL OPPORTUNITY

Complaints By or On Behalf of a Student

Complaints or other allegations of harassment and bullying of a student on the basis of race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), or disability will be investigated and resolved pursuant to Administrative Regulation JFD-R – Student Harassment and Bullying. The district compliance officer for such complaints is the Associate Superintendent.

Complaints or other allegations of illegal discrimination relating to the identification, evaluation, or placement of disabled students or the provision of a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) will be investigated and resolved pursuant to the special education due process procedure set forth in Administrative Regulation JFA-R – Student Due-Process Rights – Special Education. The district compliance officer for such complaints is the Executive Director of Special Education.

Complaints or other allegations of illegal discrimination relating to the identification, evaluation, or placement of disabled students or the provision of FAPE under Section 504 of the Rehabilitation Act of 1973 (Section 504) will be investigated and resolved pursuant to Administrative Regulation JB-R(1) – Equal Educational Opportunities – Disability Discrimination. The district compliance officer for such complaints is the Executive Director of Special Education.

All other complaints or allegations of illegal discrimination against a student based on race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), or disability will be investigated and resolved pursuant to Administrative Regulation JB-R(2) – Equal Educational Opportunities – Other Unlawful Discrimination. The district compliance officer for such complaints is the Associate Superintendent.

Complaints By or On Behalf of an Applicant or Employee

Complaints of illegal discrimination by or on behalf of an applicant for employment or an employee will be investigated and resolved pursuant to Governing Board Policy GBA – Equal Opportunity Employment and its administrative regulation. The district compliance officer for such complaints is the Assistant Superintendent of Human Resources.

Approved: February 26, 1980

AC-R – Cont'd.

Revised: April 12, 1988
 January 23, 1996
 June 23, 1998
 July 28, 2006
 January 8, 2015

Michael B. Cowan
Superintendent

LEGAL REF.: 34 C.F.R. § 104.4(b)
 34 C.F.R. §104.7(b)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Educational Philosophy
GOVERNING BOARD POLICY	DISTRICT CODE: AD

Educational Philosophy

The Mesa Unified School District No. 4 is established by the state legislature, under the authority contained in the Arizona State Constitution, for the sole purpose of providing an education to the students of the District. While the establishment of the District also provides other services, such as caring for children during the school day, providing employment to the school staff, and providing facilities for the use of the community, all of these services are necessarily subordinate to the District's prime function of providing an education to children. While such agencies as the family, the church, and other institutions have responsibility to provide personal and educational opportunities, the public school is the institution charged with the primary responsibility for formal education of young people. The Governing Board of the District is selected by the citizens of the community to ensure that this responsibility is accomplished. However, the Board recognizes that it cannot accomplish this objective unless all of the sectors of the school community also accept and perform their responsibility. The Board considers the responsibilities of these elements of the school community to be as follows:

Staff. The Board fulfills its responsibility for the education of students by employing competent staff personnel. As a condition of this employment, the Board expects each member of the staff to exert his best efforts toward the accomplishment of the educational objectives of the District. Since education is imparted primarily by teachers, the Board specifically charges each teacher with the responsibility of maintaining and expanding his educational ability, ensuring that each student reaches his maximum potential, and developing a sense of dignity and self-worth in each student under his care.

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

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

Students. Education is an opportunity provided to the children of the District by their community. The Board expects that each student will learn to recognize the value of this opportunity and will therefore work diligently to ensure that his maximum potential is realized. The Board further expects that each child will recognize that his fellow students have a right to an education, and will avoid any action that may interfere with their ability to exercise this right.

AD - contd.

In consideration of the accomplishment of these responsibilities by each sector of the school community listed above, the Governing Board of the Mesa Unified School District No. 4, with the concurrence of each individual Board member, pledges its best efforts to ensure that the District is governed effectively and efficiently; so that the objective of an appropriate and outstanding educational experience is achieved for all children of the District.

The Board believes that education should develop habits, attitudes, understanding, and skills necessary for a productive, satisfying life in our society. Each child should be helped to understand the duties and privileges of responsible citizenship as it relates to him as an individual and to the whole community. We recognize the vast changes brought by increasing technology, population, and urbanization. We request the advice and support of the citizens of the community and especially the professional staff as we endeavor to develop the attitudes and abilities demanded in this age of rapid change.

Adopted: November 18, 1986

LEGAL REF.: Arizona State Constitution Article XI, Section 1

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Educational Goals And Objectives
GOVERNING BOARD POLICY	DISTRICT CODE: AE

Educational Goals and Objectives

The Board recognizes that education is a vital function of the state and community. The community should be encouraged to participate in the establishment of the educational goals established for this District.

The Board shall establish educational goals for the District. Such goals will consider suggestions by:

- o Representatives of the community
- o Students
- o District personnel
- o Members of the Board

As a base for its educational program, the Board adopts the following educational goals for every student of this District:

- o To acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.
- o To become an effective and responsible contributor to the decision-making processes of the social and political institutions of the community, state, and nation.
- o To acquire useful work habits and basic skills of learning.
- o To acquire job entry level skills and, also, to acquire knowledge necessary for further education.
- o To acquire an appreciation for the fine arts.
- o To acquire the capacity for filling a satisfying and responsible role as a family member.
- o To acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental.

AE - contd.

- o To acquire an understanding of ethical principles and values and the ability to apply them to his own life.
- o To have concern for the worth and dignity of every individual.
- o To develop skills in personal-social adjustment and human relationships.
- o To acquire ethical and moral values consistent with having a value system of life.
- o To develop an understanding of his own worth, abilities, potentialities, and limitations.
- o To develop a desire and aptitude to participate in government through the democratic processes.
- o To acquire an understanding of and appreciation for the free enterprise system.
- o To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaption to change.
- o To become concerned for the preservation of natural resources.
- o To develop curiosity, creativity, and a range of significant interests.
- o To develop an understanding and appreciation of people who belong to different cultural, social, and ethnic groups.

Adopted: November 18, 1986

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Section B – Governing Board

Section B contains policies and regulations about the Governing Board — how it is elected, organized, how it conducts meetings and operates. This section includes bylaws and policies establishing the Board's internal operating procedures.

An "X" beside a specific topic indicates if a policy or administrative regulation has been adopted.

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Code	Topic	Policy	Regulation
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BJ	School Board Memberships	X	
BJA	Liaison with School Boards Associations	X	
BK	Evaluation of School Board Operational Procedures	X	

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Operational Goals
GOVERNING BOARD POLICY	DISTRICT CODE: BA

Board Operational Goals

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

As representatives of the individuals who own and support the District, the Board accepts the responsibility to identify District needs, to be responsive to those needs, and to plan short and long-range strategies to meet those needs.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Board Legal Status
GOVERNING BOARD POLICY	DISTRICT CODE: BB

School Board Legal Status

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-421(A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Board Powers and Duties
GOVERNING BOARD POLICY	DISTRICT CODE: BBA

School Board Powers and Duties

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

The Board is authorized, under the laws of the State of Arizona, to make all needed policies and regulations for the organization and governance in the District. The Board performs the following basic functions necessary to the discharging of its responsibilities: legislative, executive, and appraisal:

- o The legislative function is the policy-making aspect of the District. It is the policy of the Board to retain and exercise full legislative authority and control of the District by adopting general policies or by acting directly in matters not covered by its policies.
- o 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 chief executive officer, the Superintendent.
- o The appraisal function involves the determination of the efficiency of the District operation and an evaluation of the educational program based on the policies, as outlined in the policy manual.

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

- o To become familiar with the state's school laws, regulations of the State Department of Education, and District policies, rules, and regulations.
- o To have a general knowledge of the educational aims and objectives of the system.
- o To work harmoniously with other Board members without neglecting a share of the work or trying to dominate the Board.
- o To vote and act in Board meetings impartially for the good of the District.
- o To accept the will of the majority vote in all cases, and give support to the resulting policy.
- o To represent the Board and the District to the public in a manner as to promote both interest and support.
- o To refer complaints to the proper school authorities and to abstain from individual action.

BBA - cont'd.

- o To perform other duties that may arise in the course of the administration of the District.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321(D)(E)
15-341
15-342

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Member Authority
GOVERNING BOARD POLICY	DISTRICT CODE: BBA

Board Member Authority

Powers of the Governing Board lie in its action as a public body. Individual Board members exercise authority over District affairs only by way of votes taken at a legal meeting of the Board.

In other instances, an individual Board member has power only when the Board, by vote, has delegated authority to that individual.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321(D)(E)
15-326
15-341
15-342
15-381

CROSS REF.: AA-School District Legal Status
BBA-School Board Powers and Duties

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Member Oath of Office
GOVERNING BOARD POLICY	DISTRICT CODE: BBB

BOARD MEMBER OATH OF OFFICE

Oath of Office

Governing Board members are required by Arizona Revised Statutes to take the loyalty oath listed as an exhibit to this policy. The oath may be administered by any member of the Governing Board, preferably in a regular Board meeting. The official oath will be filed in the office of the Superintendent of Public Instruction.

Time of Oath

A Board member may take the oath at any time after receiving a Certificate of Election, and at or before commencement of the member’s term of office.

Adopted: February 10, 1987

Revised: December 8, 2009

LEGAL REF.: A.R.S. § 38-231
 38-232
 38-233(D)(F)

FORM: BBB-F – Board Member Oath of Office

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Member Resignation
GOVERNING BOARD POLICY	DISTRICT CODE: BBC

Board Member Resignation

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

Adopted: February 10, 1987

Revised: April 22, 1997

LEGAL REF.: A.R.S. §15-302(3)
38-101
38-291(3)
38-294

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Member Removal from Office
GOVERNING BOARD POLICY	DISTRICT CODE: BBD

Board Member Removal from Office

A Governing Board member's position on the Board shall be considered vacant when the Board member ceases to be a bona fide resident of the District or fails to discharge the duties of office for the period of three (3) consecutive months, except when prevented by sickness or when absent from the state by permission of the legislature, as well as failure of the individual elected or appointed to such office to file an official oath or bond within the time prescribed by law.

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §19-201 et seq.
38-291(5)(7)(9)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Unexpired Term Fulfillment
GOVERNING BOARD POLICY	DISTRICT CODE: BBE

UNEXPIRED TERM FULFILLMENT

Any vacancy of a Governing Board member as defined in A.R.S. § 38-291 may be filled by appointment by the County School Superintendent as prescribed by state law.

When a vacancy occurs, the Governing Board may, within 30 days after notification of the vacancy, submit to the County School Superintendent up to three names for consideration of an appointment to fill the vacancy. The County School Superintendent is not required to appoint a Governing Board member from the list of names submitted by the Board.

Adopted: February 10, 1987

Revised: December 8, 2009

LEGAL REF.: A.R.S. § 15-302
 38-291
 A.G.P I82-111
 Arizona Constitution, Article VII, Section 15

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Board Member Ethics
GOVERNING BOARD POLICY	DISTRICT CODE: BBF

School Board Member Ethics

The Governing Board adopts the Code of Ethics of the National School Boards Association, dated October 9, 1975.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Board Member Ethics
GOVERNING BOARD POLICY	DISTRICT CODE: BBF-E

School Board Member Ethics

As a member of my local Governing Board of Education, I shall strive to improve public education, and to that end I shall:

Attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;

Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings;

Render all decisions based on available facts and my independent judgment, and refuse to surrender that judgement to individuals or special-interest groups;

Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;

Work with other Board members to establish effective Board policies and to delegate authority for the administration of the District to the Superintendent;

Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and District programs;

Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations;

Support the employment of individuals best qualified to serve as District staff, 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 my Board position for personal or partisan gain;

Take no private action that shall compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; and

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Adopted: February 10, 1987

BBF-E - cont'd.

[Note: This Code of Ethics for school board members was adopted by the Board of Directors of the National School Boards Association on October 9, 1975.]

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Member Conflict of Interest
GOVERNING BOARD POLICY	DISTRICT CODE: BBFA

BOARD MEMBER CONFLICT OF INTEREST

Voting Restrictions

A Governing Board member will not vote on a specific item that concerns the appointment, employment, or remuneration of any individual dependent or related in the following manner:

- A spouse
- A son or daughter, or a descendant of either
- A stepson or stepdaughter, or a descendant of either
- A brother, sister, stepbrother, or stepsister
- The father or mother, or an ancestor of either
- A stepfather or stepmother
- A son or daughter of a brother or sister
- A brother or sister of the father or mother
- A son-in-law, daughter-in-law, father-in-law, mother-in-law, brother-in-law, or sister-in-law

“Dependent” in the above paragraph means anyone who receives over half of his or her support for the calendar year from a Governing Board member.

Employment Limitation

No dependent or relative (as defined above) of a Governing Board member will be employed in the district, except by consent of the Board.

No employee of the district or the spouse of such employee may hold membership on the Governing Board of the district.

Conflict of Interest

Any Board member or employee of the district who has, or whose relative has, a substantial interest in any contract, sale, or purchase with the district will make known that interest in the official records of the district and will refrain from voting upon or otherwise participating in any manner as a Board member or employee in such contract, sale, or purchase.

BBFA - cont'd.

Any Board member or employee who has, or whose relative has, a substantial interest in any decision of the district will make known such interest in the official records of the district and will refrain from participating in any manner as a Board member or employee in such a decision.

Purchases from Board Member

The Governing Board may make purchases of supplies, materials, and equipment from a Board member if all of the following conditions are satisfied:

- The transaction does not exceed three hundred dollars (\$300).
- The total purchases from any Board member by the Board within any twelve (12) month period do not exceed one thousand dollars (\$1,000).
- The Board has, by majority vote, approved or reapproved a policy authorizing such purchases within the preceding 12-month period.

Purchases of services from a Board member may only be made by public competitive bidding.

Definition of Substantial Interest

According to the definition supplied in A.R.S. §38-502, "substantial interest" means any interest, either direct or indirect, other than a remote interest.

Filing of Disclosures

The district will 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: April 28, 1987

Revised: September 9, 1997
June 10, 2014

LEGAL REF.: A.R.S. §15-323
15-421(D)
15-502(C)
38-481
38-502
38-503(A)(B)(C)
38-509
43-1001

FORM: BBFA-F – Board Member Conflict of Interest

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Organizational Meeting
GOVERNING BOARD POLICY	DISTRICT CODE: BCA

BOARD ORGANIZATIONAL MEETING

The Governing Board shall be organized at the annual meeting, which shall be held between January 2 and the second Saturday in January. The meeting shall be called to order by the President of the Board for the preceding year, or the Clerk, in the order of priority, provided one of these officers is still a member of the Board. If none of the former officers is a member of the Board, a Temporary President shall be elected and the meeting shall be called to order by the Temporary President. The individual calling the meeting to order shall preside until a successor is chosen.

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

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

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321
38-431 et seq.
A.G.O. 179-126

CROSS REF.: BCB – Governing Board Officers
BDA – Regular Board Meetings
BDB – Special Board Meetings
BDC – Executive Sessions
BDDA – Notification of Board Meetings

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Governing Board Officers
GOVERNING BOARD POLICY	DISTRICT CODE: BCB

GOVERNING BOARD OFFICERS

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

- Preside over all meetings.
- Consult with the Superintendent on the agenda for each meeting.
- When appropriate, consult with Board members on proposed agenda items.
- 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.
- Discharge such duties as are prescribed by the Board.

The duties of the Clerk of the Board will be as follows:

- In the absence of the President of the Board, the Clerk will assume this position temporarily and perform all the functions of the President.
- Sign employee contracts.
- Discharge such duties as are prescribed by the Board.

The Board may employ a secretary, secretaries, or other employees to perform such clerical duties in connection with the district as may be required.

In the absence of both the President and Clerk, the remaining three members of the Board will elect a Temporary President for the meeting only. The minutes of the meeting will reflect the election of the Temporary President.

Adopted: February 10, 1987

Revised: February 18, 1997

LEGAL REF.: A.R.S. §15-321

CROSS REF.: [BDDDB – Board Meeting Order of Business](#)
[BDDC – Agenda Preparation and Dissemination](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board-Superintendent Relationship
GOVERNING BOARD POLICY	DISTRICT CODE: BCD

Board-Superintendent Relationship

The Superintendent shall be the chief executive officer of the Governing Board and shall be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The Superintendent shall be responsible for all aspects of District operation and for such duties and powers pertaining thereto. The Superintendent may delegate the necessary authority to other officials and develop such procedures and regulations as considered necessary to ensure efficient operation of the District.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-503(A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Committees
GOVERNING BOARD POLICY	DISTRICT CODE: BCE

Board Committees

Committee work of the Governing Board shall usually be done by members of the Board sitting as a committee of the whole. There shall be no standing or permanent committees of the Board. If a temporary committee is appointed, it shall serve only for the time needed for a designated purpose. Committee recommendations shall be advisory only.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §38-431

CROSS REF.: BCF-Advisory Committees to the Board

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Advisory Committees to the Board
GOVERNING BOARD POLICY	DISTRICT CODE: BCF

Advisory Committees to the Board

The Governing Board may appoint committees when deemed advisable.

The law clearly delegates responsibility of making decisions to the Board, and recommendations of such committees cannot be binding on a Board. They may be advisory only.

These committees shall be responsible for presenting recommendations to the Board. Any such committee shall automatically be dissolved upon completion of an assignment.

Adopted: February 10, 1987

Revised: October 28, 1997

LEGAL REF.: A.R.S. §38-431 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Attorney
GOVERNING BOARD POLICY	DISTRICT CODE: BCG

School Attorney

The Governing Board may retain an attorney or legal firm for legal counsel and services as necessary. Compensation shall be set at the time of appointment.

The Superintendent and President of the Board shall be designated as the representatives of the District who may confer with legal counsel.

All legal advice to be relied on by the Board shall be in writing or directly communicated by the attorney to the Superintendent and the Board. Copies of opinions of 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 the attorney shall be in writing when practicable. The Superintendent may contact the attorney by telephone or in person as to matters pertaining to the day-to-day operation of the District.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §11-532
15-343

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Consultants to the Board
GOVERNING BOARD POLICY	DISTRICT CODE: BCH

Consultants to the Board

The Governing Board may employ consultants as allowed by statute.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-341(A)(24)
15-343(A)
State Board of Education Rule R7-2-701

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Board Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: BD

School Board Meetings

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

- o Regular meeting: the usual official, legal-action meeting, held regularly.
- o Special meeting: an official, legal-action meeting called between scheduled regular meetings to consider specified topics.
- o Study meeting: an official meeting for indepth study with no action taken.

Every meeting of the Board--regular, special, or study--shall be open to the public unless an executive session is held in accordance with state law. A meeting is defined as the gathering of a quorum of members of a public body to propose or take legal action, including any deliberations with respect to such action.

Attendance. The Superintendent, Associate Superintendent, Assistant Superintendents, and Board members shall attend all meetings. Other personnel or individuals may be specifically requested by the Superintendent to attend when it is deemed necessary to transact official business, or to provide information concerning items on the agenda.

The general public, the local press, and District personnel are cordially invited to attend all public meetings.

Absence. Board members or administrators unable to attend a meeting shall notify the Superintendent at the earliest opportunity.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321(D)
15-843(A)
38-431

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Regular Board Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: BDA

REGULAR BOARD MEETINGS

The second and fourth Tuesdays of each calendar month are designated as the regular Governing Board meeting dates. A regular meeting may be rescheduled or canceled by agreement of a majority of the Board.

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

- Such written notice will be posted at least 24 hours preceding the scheduled time of the meeting.
- The Board will have a notice posted at two prominent places, convenient to the public, as designated by the Board in its notice to the County Board of Supervisors.

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321
38-431.01
38-431.02
A.G.O. 179-045(R79-023)

CROSS REF.: BDB – Special Board Meetings
BDC – Executive Sessions
BDDA – Notification of Board Meetings
BDDB – Board Meeting Order of Business
BDDD – Quorum

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Board Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: BDB

Special Board Meetings

Special meetings may be called by the Governing Board President or upon a written request by two (2) Board members or whenever deemed necessary by the Superintendent. Written or telephoned notice of all special meetings shall be given to the members of the Board, and written notice shall be given to the public, 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 other business shall be transacted at such meeting.

Special meetings shall be open to the public.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321
38-431.01
38-431.02
38-431.03

CROSS REF.: BDDA-Notification of Board Meetings

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Executive Sessions
GOVERNING BOARD POLICY	DISTRICT CODE: BDC

Executive Sessions

The Governing 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 President has identified the section or sections of A.R.S. 38-431.03(A) that authorizes the holding of an executive session and has stated the language of the section(s).
- The executive session is authorized by a vote in open session.

No final action, decision, or vote will be taken while the Board is in executive session, except as provided by law. During the executive session, the president will read to all individuals present in the executive session the admonition on the confidentiality of the executive session minutes and deliberations. The Board will reconvene the open meeting after an executive session prior to adjourning the meeting.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-843
38-431.02(B)
38-431.03
A.G.O. 79-45
79-49
79-126
79-136
80-118
80-146
81-58
81-60
81-90

CROSS REF.: BDDG – Minutes
JGD – Student Suspension/Expulsion

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Executive Sessions
GOVERNING BOARD POLICY	DISTRICT CODE: BDC-E

Executive Sessions

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Date	Time	Place

I. Persons present at beginning: (Indicate who and when anyone leaves and who and when anyone new arrives)

II. [Read prior to each executive session]

All persons present are hereby reminded that it is unlawful to disclose or otherwise let known anything that has transpired or has been discussed during this executive session to or with any person who is not now present, other than a current member of the Board. To do so is a violation of A.R.S. 38-431.03 unless pursuant to a specific statutory exception.

III. Items of discussion:

Adopted: February 10, 1987

LEGAL REF.: A.R.S. § 38-431.01(C)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Meeting Procedures
GOVERNING BOARD POLICY	DISTRICT CODE: BDD

Board Meeting Procedures

The President of the Governing Board is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented, and the suitability of the time for such a presentation. The Board, as a whole, shall have the final decision in determining the appropriateness of all such rulings.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321(C)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Notification of Board Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: BDDA

Notification of Board Meetings

A statement of the posting place(s) for all notices of meetings shall be filed with the Clerk of the Governing Board. A regular meeting may be canceled by agreement of a majority of the Board.

Twenty-four (24) hours notice shall be given by posting, in the designated public place(s), any change in the regular meeting time or place; the exception being of an actual emergency, in which case such notice as is appropriate to the circumstances shall be given.

If an emergency meeting is held, a public notice shall be posted, within twenty-four (24) hours, declaring that an emergency session was held. The notice shall include an agenda listing the specific matters discussed and/or decided (ARS-38-431.02 D & H).

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-321
38-431.02

CROSS REF.: BDA-Regular Board Meetings
BDB-Special Board Meetings
BDC-Executive Sessions

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Meeting Order of Business
GOVERNING BOARD POLICY	DISTRICT CODE: BDDB

BOARD MEETING ORDER OF BUSINESS

Unless modified by the Superintendent, in consultation with the Board President, the order of business for regular and special meetings will be the following:

Regular Meeting

Call to order

Executive session

Study session

Meeting recess

Call to order

Pledge of Allegiance

Meeting procedures

Board meeting minutes

Personnel requests

Consent agenda

Superintendent's report

Recognitions

Presentations

Policy hearings

Call to the public (2nd regular meeting of month only)

Adjournment

Special Meetings

Call to order

Items for which special meeting was called

Adjournment

BDDB - Cont'd.

Adopted: February 10, 1987

Revised: February 25, 2014
August 11, 2015

LEGAL REF.: A.R.S. §38-431.02(G) & (H)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Agenda Preparation and Dissemination
GOVERNING BOARD POLICY	DISTRICT CODE: BDDC

Agenda Preparation and Dissemination

Regular Meetings. The Superintendent shall prepare Governing Board meeting agendas in consultation with the Board President.

Only the Superintendent and Board members may place an item on the agenda. A Board member desiring to place an item on the agenda shall notify the Superintendent of the particular item of business at least three (3) days before the meeting.

Items of business suggested by citizens and employees of the district shall be submitted in writing to the office of the Superintendent at least five (5) working days before the Board meeting. The inclusion of these items may be at the discretion of the Superintendent and/or Board President. If inclusion of an item is denied, the citizen shall be informed that any Board member may place an item on the Board agenda.

The agenda and supporting materials shall be distributed to Board members and made available to the public not less than twenty-four (24) hours prior to the meeting.

Copies of the agenda shall be available to the public and the press at least 24 hours prior to the meeting, upon request.

Special Meetings. Whenever possible, the procedures for agenda preparation and dissemination used for regular meetings shall be used for special meetings.

These procedures may be altered by the Board President, majority of the Board or the Superintendent during an emergency or when compliance would be impractical. However, in scheduling special meetings all legal requirements must be met.

Adopted: January 5, 1988

Revised: August 29, 1989

LEGAL REF.: A.R.S. § 38-431

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Quorum
GOVERNING BOARD POLICY	DISTRICT CODE: BDDD

Quorum

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. § 1-216(B)
15-321(E)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Rules of Order
GOVERNING BOARD POLICY	DISTRICT CODE: BDDE

RULES OF ORDER

The Board prescribes rules for its meetings as follows:

- It shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called.
- Informal discussion of a subject on the agenda is permitted while no motion is pending.
- Each action item shall require a motion.
- The President may (1) speak in discussion without rising or leaving the chair, (2) make motions, and (3) vote on all motions.
- There is no limit to the number of times a member can speak to a question, and motions to close or limit debate generally should not be entertained.
- A motion to adjourn is in order at any time. Such a motion shall require a majority vote. No discussion is in order.
- A motion to table is in order at any time. Such a motion is limited to being considered only once on any given agenda item. No discussion is in order.
- Items may be presented at a Board meeting by the public for Board consideration in accordance with policy BDDC.
- No motion, resolution, or other form of action or procedure proposed for the first time at any regular meeting shall be acted upon until a subsequent meeting, if one member requests its postponement.
- In a board-declared emergency, policies may be enacted, repealed, or amended at any regular or special meeting by the unanimous vote of the full Board without previous notice having been given.

Adopted: February 10, 1987

Revised: October 28, 1997

Legal Ref.: A.R.S. § 15-321(C)
15-341(A)(1)

CROSS REF.: [BDDC - Agenda Preparation and Dissemination](#)
[BDDD - Quorum](#)
[BDDG - Minutes](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Voting Method
GOVERNING BOARD POLICY	DISTRICT CODE: BDDF

VOTING METHOD

Voting on motions and resolutions shall be by "ayes" and "nays." No secret ballots shall be used.

At the discretion of the Governing Board President, or on the request of a Board member, a show-of-hands vote shall be made and the vote of the members recorded. On a voice vote, a member may request that his vote be recorded.

All motions shall be carried by majority of the members present and voting.

Adopted: February 10, 1987

Revised: June 27, 1989

LEGAL REF.: A.R.S. § 38-431
A.G.O. 78-237

CROSS REF.: BDDD - Quorum
BDDG - Minutes
BDDE - Rules of Order

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Minutes
GOVERNING BOARD POLICY	DISTRICT CODE: BDDG

MINUTES

Regular and special Governing Board meetings shall be recorded on tape. This tape shall be available for public review in the District Administration Office three (3) working days after the date of the meeting. Members of the public may review the tape in the District office during normal business hours except when the tape is being used to prepare written minutes.

If possible, written minutes of each Board meeting shall be prepared within three (3) working days. If this is not possible, the tape recording of the meeting shall serve as the official minutes of the meeting until the written minutes are prepared. In all cases, written minutes of each meeting shall be prepared as soon as possible, containing the information required by A.R.S. §38-431.01(B). The Board shall take action at a subsequent meeting to approve or amend these minutes. After approval, these minutes are official and are open to inspection by the public. The tape of each meeting shall be maintained until the written minutes are approved by the Board, after which the tape may be erased.

Minutes of all meetings shall be distributed to Board members prior to the next meeting and shall be made available to the public upon request as unconfirmed minutes.

The Superintendent shall prepare written minutes of all executive sessions and shall maintain a confidential file of these minutes.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §38-431.01
38-431.03(B)(C)
39-121
39-122
A.G.O. 180-198

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Participation at Board Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: BDDH

PUBLIC PARTICIPATION AT BOARD MEETINGS

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

1. Regular and special meetings of the Governing Board will be open to the public.
2. A person may address the Board regarding any item of business listed on the agenda for action by the Board. Study sessions are held for the purpose of indepth study of a matter. Accordingly, the Board will not receive public comment during a study session unless requested by the President.
3. If a person wishes to address the Board regarding an item not on the agenda, the citizen may address the Board during an open call to the public, if a call to the public is listed on the agenda.
4. Any person desiring to address the Board on an agenda item or the call to the public must complete a Request to Address Board form (BDDH-F) and give it to the Board secretary prior to the Board’s discussion of the agenda item or the call to the public.
5. The Board President is responsible for recognizing speakers, maintaining proper order, and adhering to time limits for public comments.
6. As a general rule, public comments will be limited to three minutes, and the duration of an open call to the public will be 15 minutes. The President may set specific time limits for speakers and the duration of the call to the public and other comment periods as appropriate to maximize the opportunity for persons to offer their viewpoints regarding a matter.
7. If an item has been presented to the Board and then referred to the Superintendency or another study group for review and recommendation, the Board may postpone additional public comment on the item during regular or special meetings until the Superintendency or study group presents its review and recommendations to the Board. Written comments will be forwarded to the Superintendency or study group for consideration as part of the review and recommendation process.
8. The President may recognize members of the public to assist the Board with information for the conduct of its official business. If recognized by the President, speakers are requested to state their name for entry in the meeting minutes.
9. The call to the public is limited to issues within the jurisdiction of the Board. The Open Meeting Law prohibits Board members from discussing issues presented during the call to the public unless the issue pertains to an item on the agenda. Upon conclusion of the open call to the public:

BDDH – Cont’d.

- a. A Board member may request the Superintendent or President to place an issue presented during the call to the public on the agenda of a future Board meeting;
 - b. A Board member may request the Superintendent to review an issue presented during the call to the public;
 - c. A Board member may respond to criticism of the Board or a member presented during the call to the public; and
 - d. The Superintendent or another staff member to whom the Superintendent delegates, may respond to an issue presented during the call to the public.
10. The call to the public is **not** an appropriate forum for persons to complain about a specific employee, student, or other person. Governing Board Policy KLD is provided by the Board for parents and other persons to seek a prompt and effective resolution of legitimate complaints. The Board requests that the public use the procedures established in Policy KLD before considering use of the call to the public as a forum to complain about a specific person. Speakers are cautioned that statements or representations concerning others that are defamatory or an invasion of privacy may subject the speaker to a legal claim by the injured party.

Adopted: February 10, 1987

Revised: April 12, 1988
January 26, 1999
August 11, 2015

LEGAL REF.: A.R.S. §38-431.01

CROSS REF.: [BCB – Governing Board Officers](#)
[BDDC – Agenda Preparation and Dissemination](#)
[KLD – Public Complaints about District Personnel](#)

FORM: [BDDH-F – Request to Address the Board](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Participation at Board Meetings
ADMINISTRATIVE REGULATION	DISTRICT CODE: BDDH-R

The Superintendent, by and through the Director of Communications and Marketing, will carry out the following resolution of the Governing Board regarding invocations at the regular public meetings of the Governing Board:

1. In order to solemnize proceedings of the Governing Board, it is the policy of the Governing Board to allow for an invocation to be offered at its regular public meetings for the benefit of the Governing Board and the community.
2. The invocation will not be listed or recognized as an agenda item for the meeting so that it may be clear the invocation is not considered a part of the public business.
3. No member of the Governing Board or district employee or any other person in attendance at the meeting will be required to participate in any invocation that is offered, and their presence, or lack thereof, when the invocation is delivered will have no impact on their observation or participation in any aspect of the meeting.
4. The invocation will be voluntarily delivered by an eligible member of religious/spiritual organizations in the district. To ensure that such person (hereinafter the “invocational speaker”) is selected from among a wide pool of religious/spiritual organizations in the community, on a rotating basis, the invocational speaker will be selected according to the following procedure:
 - a. The district Communications and Marketing Director (hereinafter, the “Director”) will compile and maintain a database (hereinafter, the “Religious/Spiritual Organizations List”) of the religious/spiritual organizations that have an established presence in the district and periodically assemble for the purpose of discussing or furthering their religious or spiritual perspective. The Religious/Spiritual Organizations List is intended to be all-inclusive of every diverse religious or spiritual organization serving the citizens of the district. Any such religious or spiritual organization can request or confirm its inclusion by specific written request to the Director.
 - b. The Religious/Spiritual Organizations List will be compiled by referencing the listing for “churches,” “congregations,” “synagogues,” “mosques,” and other religious or spiritual organizations in the annual *Yellow Pages* or similar telephone directory published for areas within the district, research from the Internet, and consultation with local chambers of commerce. The Religious/Spiritual Organizations List is compiled and used for purposes of logistics, efficiency, and equal opportunity for all of the religious or spiritual organizations, which may themselves choose whether to respond to the district’s invitation and participate. Should a question arise as to the authenticity of a religious or spiritual organization, the Director shall refer to criteria used by the Internal Revenue Service in its determination of those organizations that would legitimately qualify for I.R.C. § 501(c)(3) tax-exempt status.
 - c. The Religious/Spiritual Organizations List will also include the name and contact information of any chaplain who may serve the fire or police department of the City of Mesa.

- d. The Religious/Spiritual Organizations List will be updated, by reasonable efforts of the Director, in October of each calendar year.
- e. Within thirty (30) days of the effective date of this policy, and on or about November 1 of each calendar year thereafter, the Director will mail an invitation addressed to the “leader” of each religious or spiritual organization listed on the Religious/Spiritual Organizations List, as well as to the individual chaplains included on the Religious/Spiritual Organizations List.
- f. The invitation will be dated at the top of the page, signed by the Director at the bottom of the page, and read as follows:

Dear Leader,

The Governing Board makes it a policy to invite the leader or a representative of religious or spiritual organizations in the district to voluntarily offer an invocation before the beginning of its meetings, for the benefit and blessing of the Governing Board.

As the leader of one of the religious or spiritual organizations with an established presence in the local community of the district, or in your capacity as a chaplain for the fire or police department of the City of Mesa, you are eligible to offer this important service at an upcoming meeting of the Governing Board. If you are willing to assist the Governing Board in this regard, please send a written reply at your earliest convenience to the Director at the address included on this letterhead.

Invocational speakers are scheduled on a first-come, first-served or other random-selection basis. The dates of the Governing Board’s scheduled meetings for the upcoming year are listed on the following, attached page. If you have a preference among the dates, please state that request in your written reply.

This opportunity is voluntary, and you are free to offer the invocation according to the dictates of your own conscience. To maintain a spirit of respect and ecumenism, the Governing Board requests only that the invocation opportunity not be exploited as an effort to convert others to the particular faith of the invitational speaker, nor to disparage any faith or belief different than that of the invitational speaker.

On behalf of the Governing Board, I thank you in advance for considering this invitation.

Sincerely,

Director

- g. Consistent with paragraph 6 below and, as the invitation letter indicates, the respondents to the invitation will be scheduled on a first-come, first-served or other random-selection basis to deliver the invocations.
- h. If the selected invitational speaker does not appear at the scheduled meeting, the Governing Board President may ask for an adult volunteer from the audience to deliver the invocation or call for a moment of silence.

BDDH-R – Cont'd.

5. No invitational speaker will receive compensation for his or her service.
6. The Director will make every reasonable effort to ensure that a variety of eligible invitational speakers are scheduled for the Governing Board meetings. In any event, no invitational speaker will be scheduled to offer an invocation at consecutive meetings of the Governing Board, or at more than two (2) Governing Board meetings in any calendar year.
7. Neither the Governing Board nor any district employee will engage in any prior inquiry, review of, or involvement in the content of any invocation to be offered by an invitational speaker.
8. Shortly before the opening gavel that officially begins the meeting and the agenda/business of the public, the Governing Board President will introduce the person selected to recite the Pledge of Allegiance and the invitational speaker selected to give the invocation, and invite only those who wish to do so to stand for those observances with the Governing Board.
9. The written agenda document created for the Governing Board meeting will explain to the reader that the invocation is a voluntary expression of a private citizen and is not intended to affiliate the Governing Board with, or express the Governing Board's preference for, any religious/spiritual organization.
10. This policy is not intended, and will not be implemented or construed in any way, to affiliate the Governing Board with, nor express the Governing Board's preference for, any religious faith or religious/spiritual organization. Rather, this policy is intended to acknowledge and express the Governing Board's respect for the diversity of religious and spiritual faiths represented and practiced among the citizens of the district.

Adopted: January 14, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: News Media Services at Board Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: BDDI

NEWS MEDIA SERVICES AT BOARD MEETINGS

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §38-431.01(A)
38-431.03

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Reporting Board Meeting Business
GOVERNING BOARD POLICY	DISTRICT CODE: BDDK

REPORTING BOARD MEETING BUSINESS

Procedures

Unless otherwise directed, the Superintendent shall send all appropriate notices required as a result of official Board action.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Policy Development
GOVERNING BOARD POLICY	DISTRICT CODE: BF

BOARD POLICY DEVELOPMENT

It is the intent of the Governing Board to develop policies that shall serve as guidelines for operations and for the successful and efficient functioning of the District.

The Board considers policy development a chief responsibility. Proposals regarding policies may originate with a member of the Board, the Superintendent, a staff member, parent, student, consultant, civic group, or any citizen of the District. A careful and orderly process shall be used in examining such proposals prior to action by the Board. The Board shall take action after hearing the recommendations of the Superintendent and the viewpoints of individuals and groups affected by the policy.

The policies of the Board are developed and meant to be interpreted in terms of state laws and regulations and other regulatory agencies within our state and federal levels of government.

Changes in needs, conditions, purposes, and objectives shall require revisions, deletions, and additions to the policies of the present and future Boards. The Board shall welcome suggestions for ongoing policy development.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Development System
GOVERNING BOARD POLICY	DISTRICT CODE: BFA

POLICY DEVELOPMENT SYSTEM

The codification system for policy development shall be patterned after the Educational Policies System of the National School Boards Association.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Preliminary Development of Policies
GOVERNING BOARD POLICY	DISTRICT CODE: BFB

PRELIMINARY DEVELOPMENT OF POLICIES

Adoption of new policies, or changing existing policies, is solely the responsibility of the Governing Board.

Proposals for new policies, or changes to existing policies, may be initiated in writing by Board members, by any citizen, or by any employee of the District. The policy proposals shall be referred to the Board and Superintendent for detailed study prior to any public discussion of the proposal.

The intent and spirit of these provisions is to gain the most complete and reliable information on which to base decisions and to provide for the maximum practical interaction by way of regular administrative channels.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Preliminary Development of Policies
ADMINISTRATIVE REGULATION	DISTRICT CODE: BFB-R

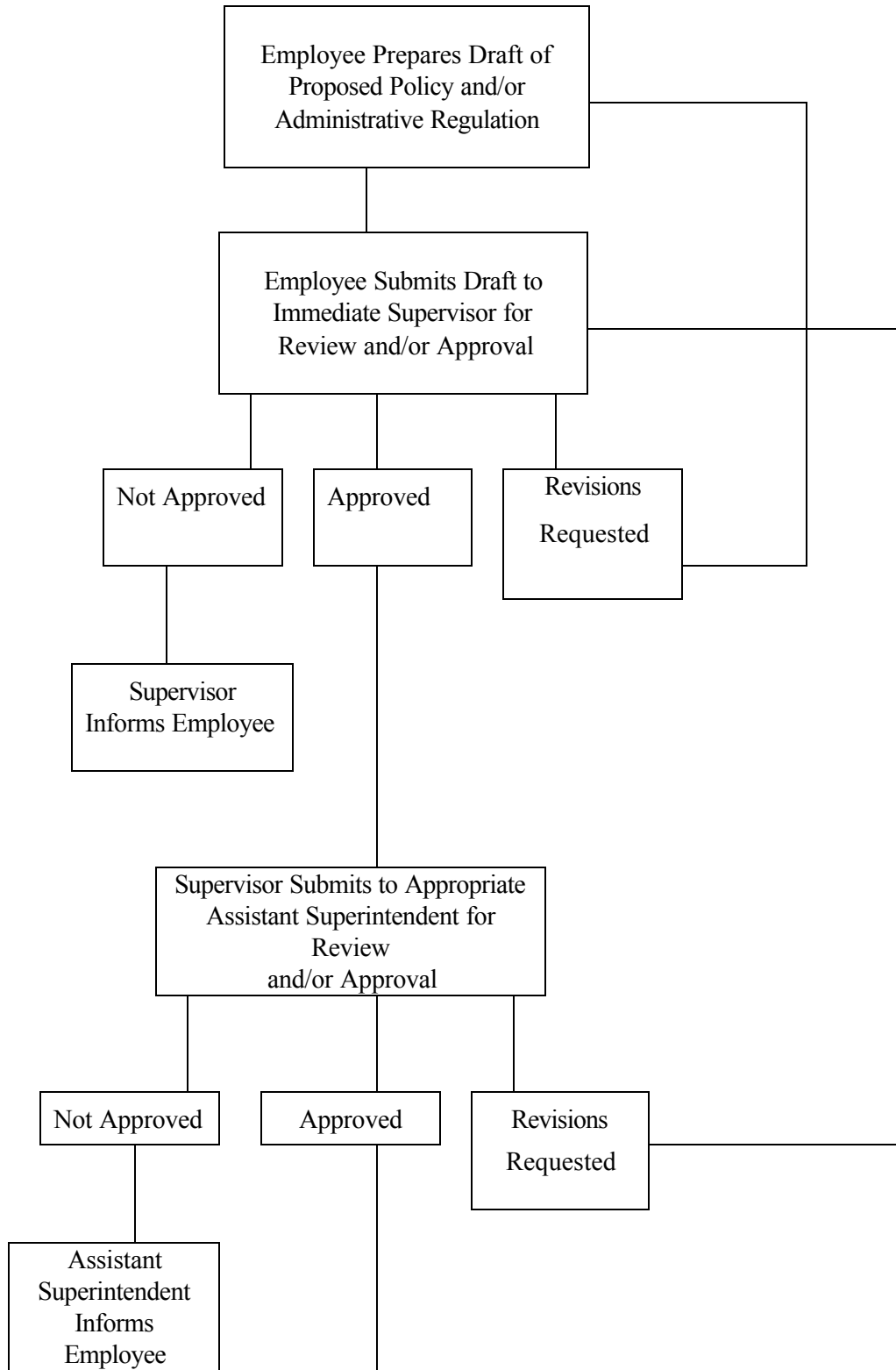
PRELIMINARY DEVELOPMENT OF POLICIES

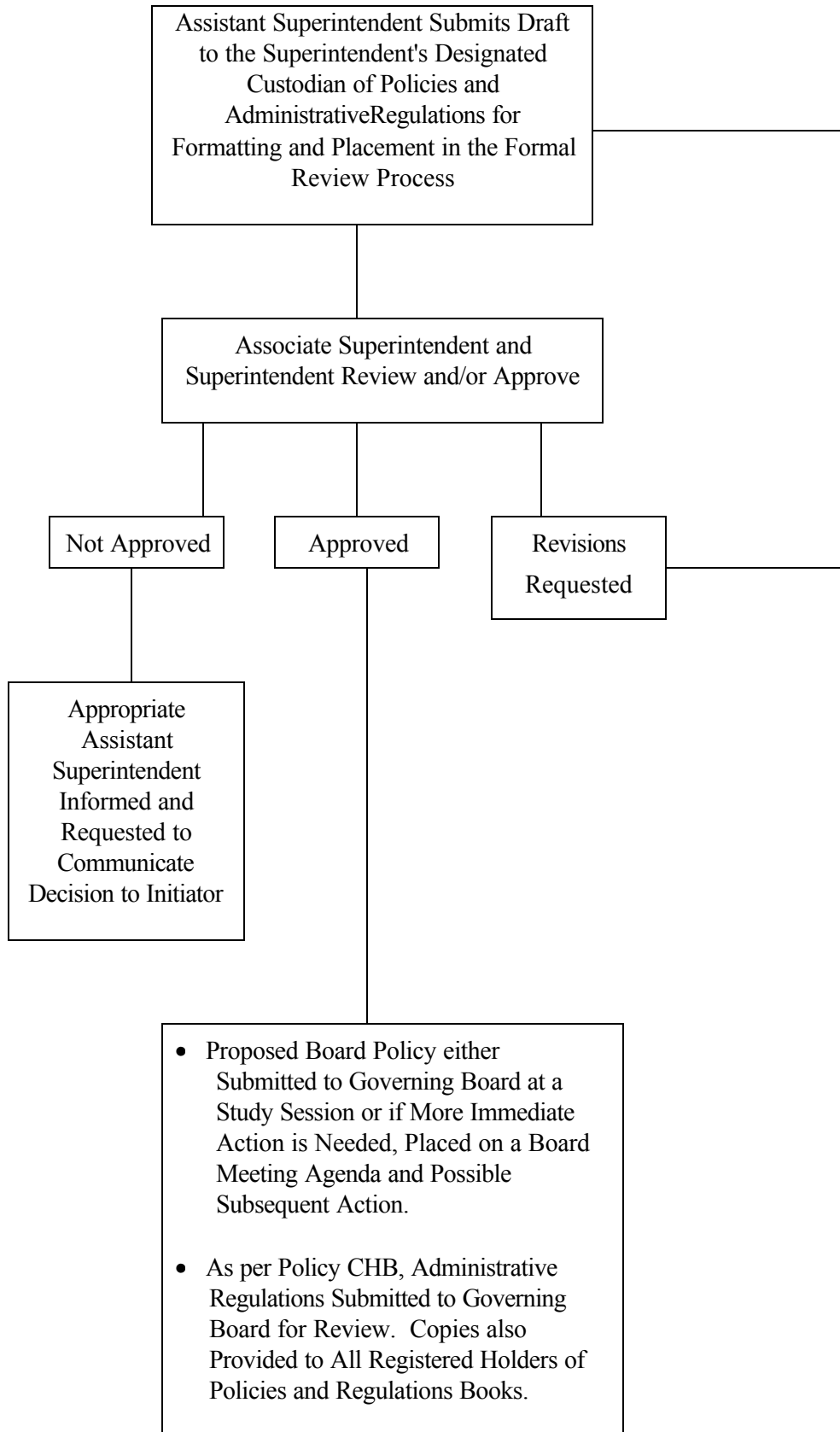
The following chart illustrates the procedures that shall be followed in the development of policies, or revisions of existing policies, to be recommended to the Governing Board for adoption. The same procedures shall be used in the development or revision of Administrative Regulations.

It is recognized that the Governing Board may generate their own policies for adoption. Nothing in this Administrative Regulation is to be interpreted as an attempt to delineate any procedure the Governing Board may wish to utilize in the formulation of policy statements. This Administrative Regulation only pertains to the procedure to be followed by District employees.

Adopted: February 10, 1987

James K. Zaharis,
Superintendent





MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Adoption
GOVERNING BOARD POLICY	DISTRICT CODE: BFC

POLICY ADOPTION

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

- o First meeting: proposal presented for a first reading and discussion.
- o Second meeting: proposal presented for a second reading, discussion, and action.

During discussion of a policy proposal, the views of the public and staff may be considered. Changes may be proposed by Board members. A change shall not require that the policy go through an additional reading except as the Board determines that the change requires further study and that an additional reading would be desirable.

In a Board-declared emergency, policies may be enacted, repealed, or amended by unanimous vote without previous notice having been given.

Wherever policies refer to the "Superintendent", the term shall mean the Superintendent or designee.

Approval of Previously Adopted Policies

Previously adopted Governing Board Policies shall be approved, in entirety, by the Board at the first regular meeting in January of each year.

Adopted: February 10, 1987

Revised: October 28, 1997

Legal Ref.: A.R.S. § 15-341(A)(1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Dissemination
GOVERNING BOARD POLICY	DISTRICT CODE: BFD

POLICY DISSEMINATION

The Superintendent shall maintain a current policy manual that contains the Governing Board Policies and Administrative Regulations of the district. The manual is intended both as a tool for district management and as a source of information to citizens, staff, and others regarding how the district operates. Administrative regulations shall be so designated and included in the manual.

The Board's policy manual is a public record that will be available for access on the Internet and open for inspection at the district administration office during regular business hours. The master copy of the manual shall be maintained in the Superintendent's office. It is this copy that shall be used to resolve any discrepancies in language existing in other copies. Board members and administrators shall have ready access to the manual. In addition, a manual shall be available in each school office. All policy manuals distributed to anyone shall remain the property of the district, and shall be subject to recall at any time.

Adopted: June 10, 2003

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Dissemination
ADMINISTRATIVE REGULATION	DISTRICT CODE: BFD-R

POLICY DISSEMINATION

Master copies of the policy manual will be maintained by the Governing Board secretary and by the district’s general counsel. The Governing Board secretary’s copy will be used to resolve any discrepancies in language existing in other copies. The general counsel will maintain copies of all superceded policies and regulations for historical and reference purposes.

All schools will make the policy manual available to employees and the public for viewing via the Internet during regular business hours. A school will print a copy of a policy or administrative regulation upon request.

Newly adopted or amended policies and administrative regulations will be disseminated by e-mail announcement to school principals, district directors, and other employees. School principals, or their designees, are responsible for downloading the current policy manual to a school computer that will be made available for public access to the policy manual.

Adopted: February 10, 1987

Revised: May 17, 1995
January 16, 2009

Debra Duvall
Superintendent

LEGAL REF.: Arizona State Records Retention and Disposition Schedule

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Suspension of Policies
GOVERNING BOARD POLICY	DISTRICT CODE: BFF

SUSPENSION OF POLICIES

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

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Review and Evaluation
GOVERNING BOARD POLICY	DISTRICT CODE: BFG

POLICY REVIEW AND EVALUATION

In an effort to keep its written policies up to date so as to be used consistently as a basis for Governing Board action and administrative decision, the Board shall review policies as needed. The Board shall rely on the District staff, students, and the community for providing evidence of the effect of the policies that are adopted.

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

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Definitions Used in Policies and Regulations
GOVERNING BOARD POLICY	DISTRICT CODE: BFH

DEFINITIONS

As used in this policy manual,

"Parent" means the natural or adoptive parent or legal guardian of a child.

"Includes" or "including" means not limited to and is not a term of exclusion.

"Child" or "children" means persons under the age of eighteen years.

"District" means Mesa Unified School District No. 4.

"Governing Board" means the Governing Board of Mesa Unified School District No. 4.

"Day" means a calendar day unless modified to indicate a school or business day.

Adopted: October 14, 2008

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Member Development Opportunities
GOVERNING BOARD POLICY	DISTRICT CODE: BHB

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

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

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Governing Board Conferences, Conventions, and Workshops
GOVERNING BOARD POLICY	DISTRICT CODE: BHBA

GOVERNING BOARD CONFERENCES, CONVENTIONS, AND WORKSHOPS

In keeping with the need for continuing inservice training and development for members, the Governing Board encourages the participation of members at appropriate school 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 guidance:

- Funds for participation at such meetings shall be budgeted on an annual basis. When funds are limited, the Board shall designate which of its members would be the most appropriate to participate at a given meeting. With the prior approval of the 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 may be requested to share information, recommendations, and material acquired at the meeting.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-342(5)

CROSS REF.: [DLC – Expense Reimbursement](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Governing Board Member Compensation and Expenses
GOVERNING BOARD POLICY	DISTRICT CODE: BHD

GOVERNING BOARD MEMBER COMPENSATION AND EXPENSES

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-342(5)
38-621 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Indemnification
GOVERNING BOARD POLICY	DISTRICT CODE: BHE

I. DEFINITIONS

For the purposes of this policy:

- A. "Indemnitee" includes each of the following to the extent set forth below:
 1. Any person or organization, while acting under the express jurisdiction of the Governing Board, Superintendent, or principal within the scope of authorization granted, as follows:
 - Any member of the Governing Board;
 - Any member appointed to a district or school committee;
 - Any employee or student teacher of the district;
 - Any member of the board of trustees of a self-insurance trust established for the benefit of the district pursuant to state law;
 - Any member of the Benefits Review Committee for the district’s Employee Benefit Trust and Managed Care Plan;
 - Any officer, director, or employee of the Mesa Foundation for Educational Excellence or other foundation or nonprofit corporation established on behalf of the district for the purpose of supporting and enhancing educational programs of the district;
 - Any hearing officer appointed by the district to conduct student hearings, procurement hearings, and staff due process hearings on behalf of the Governing Board;
 - Any attorney for the district who has an executed indemnification agreement with the district.
 2. Any volunteer approved by the district, but only while acting at the specific direction of and within the scope of his or her duties for the district. For the purpose of this paragraph, a volunteer will be deemed approved by the district if the person (i) provides volunteer service with the knowledge and approval of a school principal and (ii) has completed a criminal history check conducted by the Human Resources Department of the district if such check is required by state law. The indemnification coverage provided by this policy to a volunteer does not apply to any claim resulting from the ownership, maintenance, use, operation, loading, or unloading of any motor vehicle that is not owned or leased by the district.

3. Any officer or member of a school support organization, by whatever name called, or similar organization formed for the benefit of a school, approved by the district, and in good standing with the district, but only for liability arising directly from activities performed for the benefit of the school. A school support or similar organization will not be deemed to be in good standing if the organization has failed to provide to the district all updated records and financial information and has failed to comply with all requirements within the time period prescribed by the Superintendent pursuant to this policy. The indemnification coverage provided by this policy to such organization does not apply to any claim resulting from the ownership, maintenance, use, operation, loading, or unloading of any motor vehicle that is not owned or leased by the district.
- B. "Claim" means any (i) threatened, pending, or completed civil action, suit, or proceeding, in any form; and (ii) any inquiry or investigation, whether conducted by or on behalf of the district or any other party, formal or informal, that may reasonably lead to the institution of any civil action, suit, or proceeding.
- C. "Expenses" means all costs, expenses, and obligations, including but not limited to attorneys' fees and fees for accountants, consultants, or experts paid or incurred in connection with investigating, defending, being a witness in, or participating in (including on appeal) or preparing to defend, be a witness in, or participate in any claim arising from, growing out of, or relating to any indemnifiable event.
- D. "Indemnifiable event" means any act, omission, error, transaction, accident, event, or occurrence of any nature arising from, growing out of, or relating to (or alleged or claimed to have arisen from, grown out of, or related to) the course and scope of agency, service, or employment between the indemnitee and the district.
- E. "Indemnification period" means the period during which the indemnitee will continue to serve as an employee or agent of the district, and thereafter, so long as the indemnitee will be subject to any possible claim arising out of the indemnitee's employment, agency, or service on behalf of the district.
- F. "Losses" means any civil judgments, fines, penalties, or amounts paid in settlement (including all interest, assessments, and other charges paid or payable in connection with or in respect of such civil judgments, fines, penalties, or amounts paid in settlement) of any claim arising from, growing out of, or relating to an indemnifiable event.
- G. "Motor vehicle" means any automobile, motorcycle, truck, or other land motor vehicle, including a trailer or semi-trailer, that is not owned or leased by the district.

II. INDEMNIFICATION

It is the intent of the district to provide broad indemnification to the indemnitee in order for the indemnitee to assist the district in accomplishing the functions or business of the district. The district makes this policy in recognition of the indemnitee's need for substantial protection from personal and professional liability in order to assure the indemnitee's continued service to the

district in an effective manner and the indemnitee's reliance on the intent of the district to fully indemnify the indemnitee, and, in part, to provide the indemnitee with specific assurance that adequate protection against personal and professional liability will be available to the indemnitee to the full extent permitted by law and as set forth in this policy.

Subject to the exclusions set forth in Section III of this policy, and subject to the additional terms and conditions set forth in Section IV of this policy, the district will hold harmless and indemnify the indemnitee against any and all losses and expenses resulting from or with respect to claims arising from, growing out of, or relating to an indemnifiable event, including, without limitation, an indemnifiable event caused in whole or in part by the negligence of the indemnitee.

III. EXCLUSIONS

No indemnification, reimbursement, or payment will be required of the district under this policy if any of the following situations apply:

- The claim arises out of a knowing criminal violation by the indemnitee, as determined by a final judgment of a court of competent jurisdiction;
- The claim arises out of intentional or willful acts or omissions by the indemnitee, as determined by a final judgment of a court of competent jurisdiction, which acts or omissions are undertaken by the indemnitee in bad faith with intentional disregard of existing laws, policies, regulations, procedures, requirements, standards, or criteria known by, or which should reasonably have been known by, the indemnitee;
- The claim arises out of acts or omissions by the indemnitee that resulted in any personal profit or advantage to the indemnitee to which the indemnitee was not legally entitled, including remuneration paid in violation of law, as determined by a final judgment of a court of competent jurisdiction;
- The claim arises out of acts of active or deliberate fraud or dishonesty committed by the indemnitee, as determined by a final judgment by a court of competent jurisdiction;
- The claim arises due to the indemnitee intentionally and knowingly acting outside of or contrary to district policies or administrative regulations, unless the act or omission giving rise to the claim was required by or authorized by the district;
- The claim arises due to the indemnitee intentionally and knowingly acting outside of the course and scope of the indemnitee's agency or employment with the district, or intentionally and knowingly acting outside of or contrary to the indemnitee's official or contractual duties, unless the act or omission giving rise to the claim was required by or authorized by the district.

IV. ADDITIONAL TERMS AND CONDITIONS

A. Claim Reporting Requirements

1. If the indemnitee becomes aware of a claim or becomes aware of an act or omission that may give rise to a claim, the indemnitee must comply with all of the following requirements:
 - a. The indemnitee must report the claim or the acts or omissions that may give rise to a claim to the district's Director of Employee Benefits and Risk Management in writing, giving all known details, including (i) the specific act or omission alleged; (ii) the injury or damage which may result from such act or omission; (iii) the circumstances by which the indemnitee first became aware of the act or omission; and (iv) the names, addresses, and telephone numbers of all persons who may have knowledge of relevant information.
 - b. The indemnitee must preserve all documents or other forms of evidence relating to the claim or possible claim.
 - c. The indemnitee must promptly send to the district's Director of Employee Benefits and Risk Management all documents and other forms of evidence relating to the claim or possible claim.
 - d. The indemnitee must cooperate with the district and any defense counsel appointed by the district or by the district's insurer; and, if requested by the district, the indemnitee must assist in the investigation, defense, and settlement of a claim or possible claim and any enforcement of contribution or indemnification actions against others.
 - e. The indemnitee must attend any hearings and trials if requested by the district or by the counsel appointed by the district or the district's insurer.
 - f. The indemnitee must assist in securing and giving evidence.
2. If the indemnitee becomes aware of any claim or possible claim, the indemnitee must not perform any of the following actions without the express written consent of the superintendent or the superintendent's designee:
 - a. Make any offer of settlement or payments.
 - b. Admit liability.
 - c. Incur any expenses, including attorneys' fees and expenses, except in accordance with the assumption of defense provisions set forth in Section IV. B below.
 - d. Assume any obligation.

If the indemnitee performs any of the above, such actions may void the indemnitee's indemnification under this policy.

B. Assumption of Defense

Upon notification by the indemnitee of a claim, the district will have the right to participate in the defense of the claim at its own expense and will have the right to assume the defense of the indemnitee insofar as such defense is covered under this indemnification policy.

After receipt of an indemnitee's notice of claim or possible claim, the district will have a reasonable time within which to determine whether to assume the indemnitee's defense under this policy. Prior to notice of the district's intention to assume the indemnitee's defense, any expenses incurred by the indemnitee will be at the expense of the indemnitee and the district will not be obligated to pay or reimburse indemnitee for any such expenses, including attorneys' fees and expenses, unless the indemnitee has obtained the prior written consent of the Superintendent or Superintendent's designee for payment of any such expenses.

If the district exercises its right to assume the indemnitee's defense under this policy, the district will not be obligated under this policy to pay or reimburse the indemnitee for any attorneys' fees or expenses incurred by the indemnitee unless (i) the employment of counsel by the indemnitee has been authorized in writing by the Superintendent or the Superintendent's designee; or (ii) the indemnitee and the Superintendent or Superintendent's designee will have reasonably concluded that there is a conflict of interest between the district and the indemnitee in the conduct of the defense of such action, and the district has not provided the indemnitee with separate appointed counsel.

The district will not be entitled under this policy to assume the defense of a claim brought by or on behalf of the district.

C. Settlement of Claims

The district may settle any claim that has a financial impact on the district without the indemnitee's consent.

D. Subrogation

The district will be subrogated, to the extent of any payment under this policy, to all the rights of recovery of the indemnitee; and the indemnitee will do nothing to prejudice or jeopardize such rights and will do everything necessary to secure such rights for the district, including the execution of any documents necessary to enable the district to effectively enforce such rights.

E. Insurance

Where there is insurance covering the acts or omissions identified in this policy, the provisions of this policy will be excess. If sufficient funds are available from the proceeds of the insurance trust, all payment in excess of insurance coverage will be made from that fund and district funds will be excess.

With regard to any indemnifiable event that occurs as a result of an indemnitee using, driving, occupying, or owning a motor vehicle that is not owned by the district, all insurance covering either the subject motor vehicle or the driver, user, occupant, or owner of the subject motor vehicle will be deemed primary and will be fully exhausted before any indemnification coverage under this policy is triggered.

F. Binding Effect

This policy will be binding upon and inure to the benefit of and be enforceable by the district and the indemnitees hereto and their respective successors and assigns. This policy will continue in effect for all indemnifiable events occurring during the indemnification period, regardless of whether the indemnitee continues to be employed by or to serve as an agent of the district at the time the claim is made.

G. Severability

The provisions of this policy will be severable in the event that any provision hereof (including any provision within a single section, paragraph, or sentence) is held by a court of competent jurisdiction to be invalid, void, or otherwise unenforceable, and the remaining provisions will remain enforceable to the fullest extent provided by the law.

H. Governing Law

Interpretations of this policy will be governed by and construed and enforced in accordance with the laws of the State of Arizona.

Adopted: February 10, 1987

Revised: July 30, 1996
January 25, 2000
January 24, 2006
May 27, 2008

LEGAL REF.: A.R.S. §15-381

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Governing Board Memberships
GOVERNING BOARD POLICY	DISTRICT CODE: BJ

GOVERNING BOARD MEMBERSHIPS

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

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-342(8)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Liaison with School Boards Associations
GOVERNING BOARD POLICY	DISTRICT CODE: BJA

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

In addition to desiring an informational liaison between itself and the various school boards associations, the Governing Board is also desirous of being officially represented in the associations affairs through the election and appointment of delegates and/or observers to the governing bodies of these organizations.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-342(8)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Governing Board Operational Procedures
GOVERNING BOARD POLICY	DISTRICT CODE: BK

EVALUATION OF GOVERNING BOARD OPERATIONAL PROCEDURES

The Governing Board may meet for the purpose of appraising its functioning as a Board and to evaluate Board performance. The appraisal plan approved by the Board shall 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 session.

Adopted: November 18, 1986

Revised: October 28, 1997

CROSS REF.: [BCD - Board-Superintendent Relationship](#)

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: Administration Goals
GOVERNING BOARD POLICY	DISTRICT CODE: CA

ADMINISTRATION GOALS

The administration of the District is responsible, within the guidelines established by Governing Board policy, for the direction and coordination of students and staff in the efforts to reach educational goals adopted by the 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 leadership.
- The development and maintenance of close working relationships and channels of communication within the District and community.
- The prevention of misunderstandings and development of cooperation toward attaining the educational goals adopted by the Board.

Civic Participation

Administrators are requested by the Board to take an active part in community activities as members of various civic organizations. The Board views such memberships as a means of developing goodwill for the benefit of the District.

Adopted: April 28, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Superintendent of Schools
GOVERNING BOARD POLICY	DISTRICT CODE: CB

SUPERINTENDENT OF SCHOOLS

The Governing Board shall appoint a Superintendent, who shall ensure that the statutes of the State of Arizona, the rules of the State Board of Education, and the policies of the Board of the District are followed.

The administration of the District, in all aspects, is the responsibility of the Superintendent, who shall carry out his functions in accordance with the policies of the Board.

The Superintendent may prepare regulations for the administration of the District that are in compliance with all appropriate statutes or regulations of the State Board of Education and the policies of the Board. These regulations are binding on the employees and students of this District.

Adopted: April 28, 1987

LEGAL REF.: A.R.S. §15-503

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Qualifications and Duties of Superintendent
GOVERNING BOARD POLICY	DISTRICT CODE: CBA

QUALIFICATIONS AND DUTIES OF SUPERINTENDENT

Performance Responsibilities

The Superintendent supervises, either directly or through delegation, all personnel employed by the district in accordance with the laws of the State of Arizona, rules of the State Board of Education, and adopted policies of the Governing Board.

Education

- Administers the development, coordination, maintenance, and evaluation of the educational program.
- Supervises methods of teaching, supervision, and administration in effect in the schools.
- Keeps informed of modern educational thoughts and practices by advanced study, visiting other school districts, attending educational conferences, and other appropriate means.
- Keeps the public informed about modern educational practices, trends, policies, and problems in the District.

Management

- Ensures that all activities of the district are conducted in accordance with the laws of the State of Arizona, the regulations of the State Board of Education, and the policies of the Governing Board.
- Assumes responsibility for the overall financial planning of the district and 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 expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.
- Maintains, or has maintained, adequate records for the schools, including financial accounts, business and property records, personnel, school population, and scholastic records.
- Provides suitable instructions and regulations to govern the maintenance of school properties.
- Provides suitable instructions and regulations to govern the safety and transportation of students.

CBA - Cont'd.

- Assumes responsibility for the use of buildings and grounds.
- Recommends the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; appropriations for sites and buildings; improvements, alterations, and changes in buildings and equipment of the district.
- Oversees the processing and submission of required reports.
- Interprets the budget and finances to the community.
- Remains current on new legislation and implements laws to the best advantage of the district.

Governing Board

- Attends and participates in all meetings of the Board and committees, except when excused by the Board.
- Takes prompt action to implement directives of the Board.
- Advises the Board on the need for new and/or revised policies.
- Provides timely advice to the Board on the implication of changes in statutes or regulations affecting education.
- Informs and advises the Board about programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under Board authority.
- Prepares and submits to the Board recommendations relative to matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.
- Assumes duties and responsibilities delegated by the Board.
- Develops and implements rules and regulations in keeping with Board policy.
- Acts as chief public relations agent for the district.
- Acts on own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy guidance in the future.

Personnel

- Recommends to the Board the appointment or dismissal of employees of the district.

CBA - Cont'd.

- Ensures that employees are evaluated in accordance with the schedule established by the Board.
- Defines the duties and coordinates and directs the work of employees of the district.
- Recommends promotions, demotions, transfers, and salary changes to the Board.
- Communicates to employees actions of the Board relating to personnel matters, and receives from employees any communications to be made to the Board.
- Reassigns or places on administrative leave an employee, when in the best interest of the district.
- Designates an employee or employees to temporarily assume the duties of an administrative position when the position is vacant.

Adopted: April 28, 1987

Revised: August 24, 2010

LEGAL REF.: A.R.S. § 38-201 (B)
State Board of Education Rule R7-2-603 (G)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of the Superintendent
GOVERNING BOARD POLICY	DISTRICT CODE: CBG

EVALUATION OF THE SUPERINTENDENT

The Governing Board shall evaluate and assess the performance of the Superintendent annually.

The evaluation shall relate to the duties and responsibilities of the Superintendent and progress toward established goals.

The details and specific areas of the evaluation shall relate to the contract of the Superintendent.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. § 15-503(C)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Line and Staff Relations
GOVERNING BOARD POLICY	DISTRICT CODE: CCB

LINE AND STAFF RELATIONS

Unless otherwise specifically limited by statute or Governing Board action, any of the powers and duties specifically assigned to the Superintendent may be delegated to others serving under the Superintendent. In every instance, 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 through means of organization charts, job descriptions, and administrative regulations and procedures.

Adopted: April 28, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Line and Staff Relations
ADMINISTRATIVE REGULATION	DISTRICT CODE: CCB-R

LINE AND STAFF RELATIONS

Superintendency

The Superintendency shall consist of the Superintendent, the Associate Superintendent, and Assistant Superintendents.

Administrative Staff Functions

The Administrative Staff shall include the Superintendency, Directors, coordinators, Supervisors, Principals, and Assistant Principals who operate under the Superintendent. The function of the Administrative Staff shall be to organize, plan, control, coordinate, supervise, and direct the entire District as a unified enterprise in accordance with the philosophy, purposes, policies, plans, procedures, and programs authorized by the Governing Board.

Duties and Responsibilities

The Superintendency shall have assigned duties and responsibilities which may be divided into the areas of instruction, personnel, finance, physical plant operation, and maintenance. The delegation of authority and responsibility in this group is essentially one of specialized function.

Principals

Principals have the same responsibilities. They act for the Superintendent under the respective Assistant Superintendents, by putting into practice within each school the policies of the District and, in addition, exercise a managerial function with respect to the operation of a particular school. The authority and responsibility delegated to members of this group is broad in scope, but limited to the school a principal is assigned.

Adopted: April 28, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Implementation
GOVERNING BOARD POLICY	DISTRICT CODE: CH

POLICY IMPLEMENTATION

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Governing Board.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to promote an effective and efficient District. Employees and students shall comply with Board policies and administrative regulations.

Adopted: April 28, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Policy Implementation
ADMINISTRATIVE REGULATION	DISTRICT CODE: CH-R

POLICY IMPLEMENTATION

Associate superintendent(s), assistant superintendent(s), principal(s), director(s), and others designated by the Superintendent shall establish procedures for conducting activities within the individual units that are consistent with administrative regulations and Board policies.

Adopted: April 28, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Development of Regulations
GOVERNING BOARD POLICY	DISTRICT CODE: CHA

DEVELOPMENT OF REGULATIONS

The Superintendent shall specify required actions and design the detailed arrangements under which the school shall be operated. These rules and detailed arrangements shall constitute the administrative regulations governing the school.

Adopted: April 28, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board Review of Regulations
GOVERNING BOARD POLICY	DISTRICT CODE: CHB

BOARD REVIEW OF REGULATIONS

The Governing Board reserves the right to review all administrative regulations and procedures and it shall direct revision of them only if when, in the Board's judgment, they are inconsistent with policies set by the Board. The Superintendent shall provide a copy of each District regulation to Board members upon publication.

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

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Approval of Handbooks and Directives
GOVERNING BOARD POLICY	DISTRICT CODE: CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

Handbooks and other directives prepared, at the district office level will be presented to the Superintendent for approval prior to publication. The Superintendent will ensure that all handbooks and other directives are consistent with Governing Board policies and administrative regulations.

Adopted: April 28, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Approval of Handbooks and Directives
GOVERNING BOARD POLICY	DISTRICT CODE: CHCA-R

APPROVAL OF HANDBOOKS AND DIRECTIVES

Handbooks, directives, and forms will be approved by the principal or supervisor, or be forwarded to the Director of Communicatians and Marketing for review prior to printing and distribution. The Director will review each document and inform the Superintendent of any conflicts with existing Governing Board policies or administrative regulations. The Director will also inform the Superintendent of any potential problem where a publication could be interpreted as establishing policy in an area a policy does not exist.

Adopted: April 28, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Administration in Absence of Policy
GOVERNING BOARD POLICY	DISTRICT CODE: CHD

ADMINISTRATION IN ABSENCE OF POLICY

The Superintendent shall have the power to implement action within the District if a situation should develop that is not covered by established Governing Board policy. The Superintendent's decision shall be subject to Board review at the next regular meeting. It is the Superintendent's duty to promptly inform the Board of any such action and of the need to develop an official policy.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Administrative Reports
GOVERNING BOARD POLICY	DISTRICT CODE: CL

ADMINISTRATIVE REPORTS

Administrators shall give careful consideration to procedures related to reports, accounting, and general business matters that are required for the administration of the District. Administrators shall make an accurate and prompt response on scheduled dates for statistical and other information that is required.

Adopted: April 28, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School District Annual Report
GOVERNING BOARD POLICY	DISTRICT CODE: CM

SCHOOL DISTRICT ANNUAL REPORT

As required by law, the Governing Board shall make an annual report to the County Schools Superintendent each year in the manner and form prescribed by the Superintendent of Public Instruction or County Schools Superintendent. The Board shall also make reports directly to the County Schools Superintendent or the Superintendent of Public Instruction whenever required.

Adopted: April 28, 1987

LEGAL REF.: A.R.S. § 15-341(20)

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: Fiscal Management Goals
GOVERNING BOARD POLICY	DISTRICT CODE: DA

Fiscal Management Goals

The Governing Board recognizes that money and money management constitute the foundational support of the whole school program. To make that support as effective as possible, the Board intends:

- To encourage advance planning through the best possible budget procedures.
- To explore all practical and legal sources of dollar income.
- To guide the expenditure of funds so as to achieve the greatest educational returns.
- To require maximum efficiency in accounting and reporting procedures.
- To maintain, within budget limits, a level of per pupil expenditure needed to provide high quality education.

Adopted: August 11, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Fiscal Management Priority Objectives
GOVERNING BOARD POLICY	DISTRICT CODE: DAA

Fiscal Management Priority Objectives

Priority objectives for fiscal management shall include:

- Achievement of the greatest educational program.
- The investment of idle funds as appropriate to achieve maximum return(s).
- Providing adequate, timely, and accurate financial reports for monitoring purposes, as well as meeting the information needs of the Board to support decision making.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-996
15-1024
15-1025
41-1279.21

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Annual Budget
GOVERNING BOARD POLICY	DISTRICT CODE: DB

ANNUAL BUDGET

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

The Superintendent will ensure that a budget for each individual school in the district will be available to the public upon request.

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

Adopted: January 28, 2003

LEGAL REF.: A.R.S. §15-903
 §15-905

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Budget Deadlines and Schedules
GOVERNING BOARD POLICY	DISTRICT CODE: DBC

BUDGET DEADLINES AND SCHEDULES

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-481
15-905

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Budget Deadlines and Schedules
ADMINISTRATIVE REGULATION	DISTRICT CODE: DBC-R

BUDGET DEADLINES AND SCHEDULES

The Assistant Superintendent of Business and Support Services will prepare a schedule of budget deadlines for presentation to the Superintendent each year. This schedule will cover all actions necessary to prepare the budget for the following school year.

As a minimum, the following items will be included in the recommended budget schedule:

- Specific date for receipt of unit administrators' budgets.
- Date for initial meeting with staff on budget.
- Dates for the 40th-day and 100th-day attendance reports.
- Date(s) for estimates on the maintenance and operations budget.
- Date for completion of the compensation plans.
- Date for publication of proposed budget.
- Date for notice of budget hearing to be published.
- Date(s) to submit reports or information to county and state school offices.
- Date for budget hearing on following year's budget.
- Date of completion for program budget.

Adopted: August 11, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Annual Budget Hearings, Reviews,
GOVERNING BOARD POLICY	DISTRICT CODE: DBG/DBH

Annual Budget Hearings, Reviews, and Adoption Procedures

The Governing Board shall prepare a notice fixing the time, according to state law, and place at which a public hearing and special Board meeting shall be held to present the proposed budget for consideration of the residents or taxpayers of the school district.

The publishing of the proposed budget and notice of the special meeting shall be in accordance with state law.

Immediately following the public hearing the President shall call to order the special Board meeting for the purpose of adopting the budget.

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

Filing of the budget shall be according to state law.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-905 (B) (E)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Budget Implementation
GOVERNING BOARD POLICY	DISTRICT CODE: DBJ

Budget Implementation

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-905(G)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Budget Transfer Authority
GOVERNING BOARD POLICY	DISTRICT CODE: DBK

Budget Transfer Authority

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

The Governing Board may authorize the expenditure of monies budgeted within the maintenance and operation section of the budget for any subsection or category within the section in excess of amounts specified in the adopted budget only by action taken at a public meeting of the Governing Board and if the expenditures for all subsections do not exceed the maintenance and operation budget limit determined as provided in A.R.S. 15-947.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-905 (F)
15-947

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Funding Proposals and Applications
GOVERNING BOARD POLICY	DISTRICT CODE: DD

Funding Proposals and Applications

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-206
15-207
15-208
15-209
15-210
15-212

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Revenues from Federal Tax Sources
GOVERNING BOARD POLICY	DISTRICT CODE: DEC

Revenues from Federal Tax Sources

The Superintendent shall remain aware of federal educational programs, and shall recommend appropriate programs for consideration by the Governing Board.

Adopted: August 11, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Revenues from Investments
GOVERNING BOARD POLICY	DISTRICT CODE: DFA

Revenues from Investments

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-1024
15-1025
35-321
35-329
A.G.O. 80-48
80-81
80-99
82-90

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Revenues from District-Owned Property
GOVERNING BOARD POLICY	DISTRICT CODE: DFB

Revenues from District-Owned Property

Revenues collected from rental of District-owned property shall be expended and/or deposited as allowable under state law. Proceeds from sale or lease of District-owned property shall be expended or deposited as allowable under state law.

Adopted: August 11, 1987

Revised: November 14, 1995

LEGAL REF.: A.R.S. § 15-342
15-1102
15-1105

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Grants from Private Sources
GOVERNING BOARD POLICY	DISTRICT CODE: DFC

Grants from Private Sources

The Governing Board 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.

Grant proposals are to be approved by the board before being submitted to the funding agency. The Superintendent shall establish administrative guidelines for the processing of proposal ideas to the Board for its approval.

The Board may receive, hold, and dispose of any gift, grant, or request of property or equipment in accordance with state law and the intent of the Instrument Conferring Title.

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-341 (A) (16)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Gate Receipts and Admissions
GOVERNING BOARD POLICY	DISTRICT CODE: DFE

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 ticket or special pass only. Adequate records will be maintained for accounting purposes.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-1121
15-1125
15-1126

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Income from School Shop Sales and Services
GOVERNING BOARD POLICY	DISTRICT CODE: DFG

Income from School Shop 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 Uniform System of Financial Records.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-1121

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Depository of Funds
GOVERNING BOARD POLICY	DISTRICT CODE: DG

Depository of Funds

The Board shall designate one or more banks as depository for the safeguarding of school funds by a majority vote of the Board.

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

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-341 (21) (22)
15-1101
15-1122
15-1126
15-1154 (C)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Authorized Signatures
GOVERNING BOARD POLICY	DISTRICT CODE: DGA

AUTHORIZED SIGNATURES

Negotiable Instruments

The Governing Board will designate persons who are authorized to sign checks and other negotiable instruments for payment of monies from a district bank account. Two signatures will be required for any negotiable instrument or withdrawal of funds from an account supervised or controlled by the district, unless the Governing Board finds that auditing controls for the account are adequate to permit one signature.

Vouchers

Vouchers issued by the Governing Board will be signed by a sufficient number of Board members to comply with state law and any additional requirements of the Maricopa County Treasurer or County School Superintendent.

Intergovernmental Agreements and Contracts

Intergovernmental agreements and contracts for purchase of goods or services in excess of the competitive bidding threshold (defined in Governing Board Policy DJA) must be approved by the Governing Board. A contract or intergovernmental agreement that requires approval of the Governing Board may be signed on behalf of the district only by the Board President or Clerk or by the Superintendent, Associate Superintendent or Assistant Superintendent of Business and Support Services.

A contract or other legal document that does not require approval of the Governing Board may be signed on behalf of the district only by the Superintendent, Associate Superintendent or the Assistant Superintendent of Business and Support Services or other administrator who has been assigned specific budget authority for any expenditure of funds required by the contract.

Facsimile and Electronic Signatures

A facsimile signature of a Board member or the Superintendent may be used only if authorized by the person whose signature is used.

The Superintendent may authorize an employee to use a unique electronic signature for the purpose of signing the employee's name to an electronic record. Prior to the use of an electronic signature, the employee must complete training in security measures to prevent misuse of an electronic signature and tampering with an electronic record that has an electronic signature.

Adopted: June 24, 2003

LEGAL REF.: A.R.S. §15-321(F)
 §15-1122(A)
 §44-7001 et. seq.

CROSS REF.: DJA – Purchasing

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Bonded Employees and Officers
GOVERNING BOARD POLICY	DISTRICT CODE: DH

Bonded Employees and Officers

The Governing Board requires bonding of student activities treasurer(s), custodian(s) of revolving funds, and other school employees to cover fidelity and loss of money. The amount of bond shall be prescribed by the Board. In determining the amount and type of bond, the Board shall consider the amount of money in accounts during the period of time covered by the bond. The cost of bond shall be defrayed by the District.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-1101
15-1122
15-1126
15-1154

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Fiscal Accounting and Reporting
GOVERNING BOARD POLICY	DISTRICT CODE: DI

Fiscal Accounting and Reporting

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

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

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

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-271
15-272
15-901

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Accounting System
GOVERNING BOARD POLICY	DISTRICT CODE: DIA

Accounting System

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-271
15-272

CROSS REF.: DIC - Financial Reports and Statements
DIE - Audits

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Revolving Fund
GOVERNING BOARD POLICY	DISTRICT CODE: DIB

REVOLVING FUND

The Superintendent is authorized to establish revolving funds within the provisions of the law.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-1101
15-1124
15-1154

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Revolving Fund
ADMINISTRATIVE REGULATION	DISTRICT CODE: DIB-R

REVOLVING FUND

The Assistant Superintendent of Business and Support Services is authorized to establish necessary revolving funds. All funds will be kept in accordance with the provisions of state law and accepted accounting practices.

Adopted: June 17, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Financial Reports and Statements
GOVERNING BOARD POLICY	DISTRICT CODE: DIC

Financial Reports and Statements

The Superintendent shall present to the Governing Board the annual report for the previous fiscal year, not later than the second regular Board meeting in October each year.

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

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 15-321 (F)
15-904

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Inventories
GOVERNING BOARD POLICY	DISTRICT CODE: DID

INVENTORIES

Capital Asset Inventories

The Property Management Department will take a physical inventory of all district capital assets not less than every three years.

Supplies Inventories

Each department will take a complete physical inventory of supplies annually unless perpetual inventory counts are maintained. If perpetual inventories are maintained, departments will take a complete physical inventory not less than every three years and conduct test counts annually to determine if an annual physical inventory is necessary.

Textbook Inventories

Each school site will take a complete physical inventory of its textbooks annually and reconcile the inventory results to the school’s accounting system.

The Superintendent may adopt such administrative regulations as necessary to implement this policy.

Adopted: September 26, 2006

LEGAL REF.: Uniform System of Financial Records (USFR) VI-D & VI-E

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Inventories
ADMINISTRATIVE REGULATION	DISTRICT CODE: DID-R

INVENTORIES

The Assistant Superintendent of Business and Support Services is responsible for ensuring that capital asset, supplies, and textbook inventories are performed in accordance with this policy and the USFR. Capital furniture and equipment items will be tagged or otherwise marked as district property. A physical inventory of all district property with unit costs of \$500 or more will be conducted not less than every three years.

Principals and department directors will implement adequate inventory control procedures for all capital, supply, and textbook items and provide reports to the Superintendent as requested.

Supplies Inventories

The following departments will prepare and submit to the Audit Services Department a supplies list at the end of each fiscal year:

- Food and Nutrition (food and supply items)
- Materiel Distribution (supply items)
- Operations (maintenance, custodial, electronics, and equipment repair items)
- Transportation (parts, fuel, and oil)
- Print Shop (supplies)
- Auxiliary Operations (school bookstores)
- Student Activity (accounts)

The inventory list will include: item and unit descriptions, purchase document numbers, quantities, unit costs, extended costs, page totals, and a grand total. Departments will also indicate the cost flow assumption used to value the supply items, such as average cost; first-in, first-out (FIFO); or last-in, last out (LIFO); and the method used to value inventory items will be consistent across fiscal years.

Adopted: September 26, 2006

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Audits
GOVERNING BOARD POLICY	DISTRICT CODE: DIE

Audits

The books and accounts of the District shall be audited by an independent certified public accountant in conformance with generally accepted auditing standards and legal requirements.

The audit, when completed, shall be presented to the Governing Board for examination.

The Superintendent shall be responsible for filing copies of the audit with the proper authorities as prescribed by law, and the reports of such audits shall be a public record.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. § 41-1279.21
41-1279.22

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Internal Auditing
GOVERNING BOARD POLICY	DISTRICT CODE: DIEA

INTERNAL AUDITING

The Superintendent may employ an Internal Auditor to conduct audits, investigations, and special projects requested by the Governing Board or identified by the Superintendent. The Internal Auditor, if employed, will be directly responsible to the Superintendent.

The Superintendent will ensure that the Internal Auditor has unrestricted access to district records to perform his or her duties.

Adopted: September 26, 2006

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Audit Committee
GOVERNING BOARD POLICY	DISTRICT CODE: DIEB

AUDIT COMMITTEE

Under the direction of the Governing Board, the Superintendent may establish an Audit Committee to review and comment upon the work and findings of the Internal Auditor and to oversee all external audits.

The Superintendent will adopt Audit Committee guidelines regarding the Committee's composition, purpose, authority, and responsibilities.

Adopted: September 26, 2006

Revised: September 22, 2015

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Purchasing
GOVERNING BOARD POLICY	DISTRICT CODE: DJA

PURCHASING

Purchases of equipment, supplies, materials, and services by the district will be conducted under the administration of the Superintendent and the Assistant Superintendent of Business and Support Services. The district will employ a Director of Purchasing who will supervise all employees assigned to the Purchasing Department and their purchasing activities. All purchases and purchasing activities, including competitive bidding and the resolution of bid protests, will be conducted in accordance with the School District Procurement Code and guidelines established by the Auditor General.

The Governing Board authorizes the Superintendent, Assistant Superintendent of Business and Support Services, and Director of Purchasing to effect a purchase costing not more than \$150,000 or a purchase made through the Arizona State Procurement Office and Mohave Educational Services Cooperative, provided the purchase has received prior budget approval from the Governing Board. The Superintendent and Assistant Superintendent of Business and Support Services may execute, on behalf of the district, any written agreements and other documents necessary to exercise their delegated purchasing authority.

The Governing Board authorizes the Superintendent, Assistant Superintendent of Business and Support Services, and Director of Purchasing to issue written determinations as required by the School District Procurement Code prior to issuing solicitations for multi-step sealed bidding, competitive sealed proposals, multi-term contracts, factors for alternative project delivery method for construction services, or non-construction contracts requiring bid or contract security. The Governing Board further authorizes the Superintendent, Assistant Superintendent of Business and Support Services, and Director of Purchasing to effect purchases and make written determinations for sole source for purchases below the Competitive Bidding Threshold established by the State Board of Education. “Competitive Bidding Threshold” means the maximum amount specified in A.R.S. §15-213, as adjusted by the State Board of Education.

The Director of Purchasing or, in the event of a disqualifying conflict of interest, the Assistant Superintendent of Business and Support Services will serve as the District Representative for protests and claims made pursuant to the School District Procurement Code.

All delegations authorized herein remain in effect until rescinded by Governing Board policy.

The Superintendent is authorized to adopt any administrative regulations necessary to implement this policy.

Adopted: August 11, 1987

Revised: May 27, 2008

DJA – Cont'd.

LEGAL REF.: A.R.S. § 15-213

34-102 et seq.

39-203

39-204

41-2532

41-2533

41-2535 et seq.

41-2552

State Board of Education Rule R7-2-702

State Board of Education Rule R7-2-1002

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Purchasing
ADMINISTRATIVE REGULATION	DISTRICT CODE: DJA-R(1)

PURCHASING

Purchase Order System

All purchases by the district will be initiated through a purchase order system. A person requesting a purchase will complete a requisition and forward it to his or her immediate supervisor. If the requisition is approved, the supervisor will forward it to the Financial Services Department for approval.

If a purchase has been approved by the Financial Services Department, the Purchasing Department will effect a purchase in accordance with the School District Procurement Code or guidelines established by the Auditor General, unless the purchase is exempt from such rules and guidelines as provided herein. The Superintendent, Assistant Superintendent of Business and Support Services, and Director of Purchasing may effect any single or annual purchase costing not more than \$150,000 or purchases made through the Arizona State Procurement Office and Mohave Educational Services Cooperative. All other purchases in excess of \$150,000 must be approved by the Governing Board. A purchase order signed by the Director of Purchasing or designee will be issued to the vendor whose offer is the most advantageous to the district.

Upon receipt of a purchased item, the receiving person will:

- Check to ensure that the proper items and amounts have been received and correspond with the purchase order;
- Confirm receipt or note any deficiencies on the packing slip or other document accompanying the purchased item; and
- Forward the packing slip or other document to the Materiel Distribution Center or Financial Services, which will ensure that all received equipment, supplies, and materials are recorded as received.

The Financial Services Department will pay for a purchase upon presentation of an invoice and confirmation of delivery or completion of services. Progress payments may be allowed in accordance with the School District Procurement Code.

Purchases Below the Competitive Bidding Threshold

A purchase that costs less than the \$100,000.00 Competitive Bidding Threshold will be made in accordance with the guidelines established by the Auditor General for such purchases:

Less than \$10,000.00. Expenditures totaling less than \$10,000.00 may be made at the discretion of the person authorized to effect the purchase.

\$10,000.00 to \$49,999.99. Expenditures totaling between \$10,000.00 and \$49,999.99 will be made only after obtaining verbal quotations from at least three vendors; however, written quotations will be acceptable. Quotation documentation will be maintained in the file for the purchase. If three verbal

quotations cannot be obtained, documentation showing the vendors contacted that did not offer price quotations, or explaining why price quotations were not obtained, will be maintained on file in the district office. The Director of Purchasing or Buyer, in his or her discretion, will determine which quotation is the most advantageous to the district.

\$50,000.00 to \$99,999.99. Expenditures totaling between \$50,000.00 and \$99,999.99 will be made only after obtaining written quotations from at least three vendors. Quotation information will be maintained in the file for the purchase. If three written quotations cannot be obtained, documentation showing the vendors contacted that did not offer price quotations, or explaining why price quotations were not obtained, will be maintained on file in the district office. The Director of Purchasing or Buyer, in his or her discretion, will determine which quotation is the most advantageous to the district.

Competitive Sealed Bid and Proposal Procedures

A purchase that meets or exceeds the \$100,000.00 Competitive Bidding Threshold will be conducted in accordance with the procedures for competitive sealed bids in the School District Procurement Code unless the Superintendent, Assistant Superintendent of Business and Support Services, or Director of Purchasing determines that competitive sealed bidding is neither practicable or advantageous; then competitive sealed proposals may be used if it is necessary to:

- Use a contract other than a fixed-price type;
- Conduct verbal or written discussions with offerors concerning technical and price aspects of their proposals;
- Afford offerors an opportunity to revise their proposals;
- Compare the different price, quality, and contractual factors of the proposals submitted; or
- Award a contract in which price is not the determining factor.

If the Superintendent, Assistant Superintendent of Business and Support Services, or Director of Purchasing determines that the purchase is in one of the foregoing classes of materials and services, the purchase will be conducted in accordance with the procedures for competitive sealed proposals.

Construction Procurement

A construction purchase will be effected in accordance with the procedures for construction procurement in the School District Procurement Code, including the Alternative Project Delivery Methods (APDM). The Director of Purchasing will determine whether the purchase is a construction procurement. "Construction" means the process of building, altering, repairing, improving, or demolishing any public structure or building, or other public improvements of any kind to any public real property, excluding the routine operation, routine repair, or routine maintenance of existing structures, buildings, or real property.

Change orders or contract modifications that are less than \$150,000 or five percent of the total purchase amount, whichever is greater, may be approved by the Superintendent, Assistant Superintendent of Business and Support Services, or Director of Purchasing. Any approved change order in excess of \$150,000 will be reported to the Governing Board.

Exceptions

Cooperative Purchases. The district may effect a purchase in any amount without additional competition (1) if the purchase occurs through the Arizona State Purchasing Contract, the Mohave Educational Services Cooperative, or any other approved cooperative for purchasing among procurement units of political subdivisions of the State; and (2) after appropriate due diligence has been performed by the district.

Emergency Purchases. The district may effect an emergency purchase in any amount without competition when an emergency condition creates an immediate and serious need for materials, services, or construction that cannot be met through normal procurement methods and seriously threatens the functioning of the district; the protection of property; or public health, welfare, or safety. An emergency procurement will be limited to the materials, services, or construction necessary to satisfy the emergency need. An emergency procurement may be declared only by the Assistant Superintendent of Business and Support Services who will submit to the Governing Board, by its first meeting following the emergency procurement, a written report with the following information:

- The basis for the emergency which necessitated the emergency procurement, and why it was impracticable to convene a meeting of the Governing Board;
- The basis for the selection of the particular contractor, including an explanation of how the procurement was made with as much competition as was practicable under the circumstances; and
- Why the price paid was reasonable.

Sole-Source Procurements. The district may effect a purchase above the Competitive Bidding Threshold without competition if the Governing Board determines in writing that there is only one source for the required material, service, or construction item. Below the Competitive Bidding Threshold, a sole-source purchase may be made if the Superintendent, Assistant Superintendent of Business and Support Services, or Director of Purchasing determines in writing that there is only one source for the required material, service, or construction item. The district may require the submission of cost or pricing data in connection with an award pursuant to A.A.C. R7-2-1053. Sole-source purchases will be avoided except when no reasonable alternative source exists. A copy of the written evidence and determination of the basis for the sole-source purchase will be retained in the procurement file by the district. The district will, to the extent practicable, negotiate with the single supplier a contract advantageous to the district.

Student Funds. The district may effect purchases without competition when such purchases are made entirely with student funds. Purchases that use any amount of district funds, including Extracurricular Activity Tax Credit funds, must comply with the School District Procurement Code or guidelines established by the Auditor General.

Purchase of Used Materials. The district may effect purchases through the Arizona State Surplus Property Office without price competition if such purchases are authorized by the Assistant Superintendent of Business and Support Services.

Adopted: August 11, 1987

DJA-R(1) – Cont'd.

Revised: September 25, 2002
 June 17, 2003
 May 27, 2008
 October 6, 2010
 November 7, 2013
 September 24, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Purchasing
ADMINISTRATIVE REGULATION	DISTRICT CODE: DJA-R(2)

MANDATORY CLAUSES IN PURCHASE DOCUMENTS

The district will include the following in its general bid specifications and all contracts or purchase orders for the purchase of goods or services from a contractor:

1. A clause that provides that, within three years after the execution of a contract made by the district, the district will cancel such contract if any person significantly involved in initiating, negotiating, securing, drafting, or creating the contract on behalf of the district is, at any time while the contract or extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract. The clause shall be substantially in the following form:

This Agreement is subject to termination under A.R.S. §38-511.

2. A clause that requires the contractor to agree that no employee of the contractor or subcontractor who has been adjudicated to be a registered sex offender will perform work on district property at any time when district students are, or are reasonably expected to be, present. The clause will be substantially in the following form:

Contractor represents and warrants that no employee of the Contractor, or of its subcontractor, who has been adjudicated to be a registered sex offender will perform work on District’s premises at any time without written approval of the District Representative.

Any breach of Contractor’s or any subcontractor’s warranty shall be deemed to be a material breach of this Contract, subjecting Contractor to penalties up to and including suspension or termination of this Contract. If the breach is by a subcontractor, and the subcontract is suspended or terminated as a result, Contractor shall be required to take such steps as may be necessary to either self-perform the services that would have been provided under the subcontract or retain a replacement subcontractor as soon as possible so as not to delay project completion.

Contractor shall advise each subcontractor of the District’s rights and the subcontractor’s obligations hereunder. Any additional costs attributable directly or indirectly to remedial action under this Article shall be the responsibility of Contractor.

3. A clause that requires the contractor to warrant to the district that (i) the contractor and any subcontractor who works on the contract has and will verify employment eligibility of each employee through the E-verify program, (ii) a breach of the warranty will be deemed a material breach of the contract, rendering the contract subject to termination, and (iii) the district may inspect the papers of the contractor and any subcontractor employee who works on the contract to ensure compliance by the contractor and any subcontractor. The clause shall consist of the following certifications substantially in the following form:

By entering the Contract, Contractor warrants compliance with A.R.S. §41-4401, A.R.S. §23-214, the Federal Immigration and Nationality Act (FINA), and all other federal immigration laws and regulations.

The District may request verification of compliance from any Contractor of subcontractor performing work under this contract. The District reserves the right to confirm compliance in accordance with applicable laws.

Should the District suspect or find that the Contractor or any of its subcontractors are not in compliance, the District may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

Adopted: November 13, 2008

Revised: November 20, 2013

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Sales Calls and Demonstrations
GOVERNING BOARD POLICY	DISTRICT CODE: DJGA

Sales Calls and Demonstrations

Sales representatives are permitted to call on teachers or other school staff members only upon authorization from the Superintendent.

The Superintendent shall establish procedures for sales representatives to follow in obtaining permission to make sales calls and demonstrations.

Adopted: August 11, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Sales Calls and Demonstrations
ADMINISTRATIVE REGULATION	DISTRICT CODE: DJGA-R

Sales Calls and Demonstrations

Principals 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.

Adopted: August 11, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: District Credit Cards
GOVERNING BOARD POLICY	DISTRICT CODE: DJH

DISTRICT CREDIT CARDS

The Governing Board authorizes the Superintendent and Associate Superintendent to receive for official use and to assign for official use district credit cards to the Director of Purchasing, the Chief Financial Officer, and the Assistant Superintendent of Business and Support Services. The cardholder limit for each of these individuals will be \$30,000, giving the district a maximum credit card debt amount of \$150,000.

The Governing Board authorizes the Superintendent to assign for official use corporate credit cards established with fuel companies and car rental companies for the purpose of facilitating travel for official purposes.

All credit cards must be used in accordance with the guidelines established by the Auditor General's office and state law. Each credit cardholder and card user must sign an agreement that outlines his/her responsibilities relating to the use of a district credit card.

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: October 9, 2007

MESA UNIFIED SCHOOL DISTRICT	TOPIC: District Credit Cards
ADMINISTRATIVE REGULATION	DISTRICT CODE: DJH-R

DISTRICT CREDIT CARDS

The persons authorized to use district credit cards pursuant to Governing Board policy DJH will comply with the following rules when using a district credit card:

Credit Cardholder Limits

The individual cardholder limit for a single purchase is \$5,000 unless the cardholder has complied with the procedures set forth in Governing Board Regulation DJA-R regarding purchases in excess of \$5,000 and less than \$30,000. A single purchase between \$5,000 and \$15,000 must be accompanied by three oral or written quotes from vendors, and a single purchase between \$15,000 and \$30,000 must be accompanied by three written quotes. Single purchases in excess of \$30,000 are prohibited.

Credit Card Use

Credit card use will be strictly limited to expenditures that require immediate payments, such as freight, fuel, travel, emergency vehicle repairs, emergency medical services, and purchases from vendors who do not accept purchase orders, including Internet purchases. Use of a credit card for a cash withdrawal or personal purchase is prohibited. All refunds or returns of items purchased by a credit card must be credited to the credit card. No cash or gift cards may be accepted by the credit card user.

Documentation for Purchases

Whenever feasible, a credit cardholder should contact a buyer in the Purchasing Department prior to use of the credit card to determine the card's current credit limit and start the requisition process. All credit card purchase documents must be submitted to Accounts Payable within two workdays of the purchase. Receipts for fuel or vehicle repair must include the vehicle license plate number. Accounts Payable will retain documentation to support all credit card expenditures. Such documentation must clearly indicate the name of the employee making the purchase and the specific purpose for the expenditure.

Payment for Purchases

Billing statements for credit cards will be sent directly to Accounts Payable, not to the employee using the card. Upon receipt, billing statements will be compared to the supporting documentation. Since installment purchases are not authorized, partial payments may not be made and payments must be made in a timely manner to avoid finance charges. Any finance charges incurred will be allocated to the account code incurring the original expense.

Payment for all credit card purchases must be made to the credit card vendor, not to the vendor or supplier providing the goods or services.

Billing or Purchasing Disputes

Any billing or purchase that needs to be disputed will be reported to the Director of Purchasing. The Director of Purchasing will contact the credit card vendor for resolution and will keep the Accounts Payable Department apprised of the dispute status.

Corporate Credit Cards for transportation

Corporate credit cards for fuel and rental car purchases will be maintained by the Transportation Department. The Assistant Superintendent of Business and Support Services will set a credit limit, not to exceed \$30,000, for each credit card. A fuel credit card may be used only by a district employee who is traveling in a district vehicle or a district-rented vehicle outside of the district for an official purpose and who will need to use the card to purchase fuel during the trip. A car rental credit card may be used only by a district employee who needs to rent a car to travel outside of the district for an official purpose. All requirements set forth in this regulation apply equally to the use of corporate credit cards for transportation.

Adopted: September 20, 2007

Debra Duvall
Superintendent

FORM: DJH-R-F – Corporate Card Cardholder Responsibilities and Agreement

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Payment Procedures
GOVERNING BOARD POLICY	DISTRICT CODE: DK

Payment Procedures

The Superintendent shall review requisitions to determine that items or services are among those budgeted, itemized goods or services have been satisfactorily received, funds are available to cover payment, and invoices are in order and for the contracted amounts.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §15-321 (F)
15-906

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Payday Schedules
GOVERNING BOARD POLICY	DISTRICT CODE: DLA

Payday Schedules

Salary checks will be issued every two weeks during the term of contract or agreement with the District.

Adopted: August 11, 1987

LEGAL REF.: A.R.S. §23-351 (A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Salary Deductions
GOVERNING BOARD POLICY	DISTRICT CODE: DLB

Salary Deductions

Federal income tax, state income tax, social security (OASI/FICA), and Arizona Retirement System deductions are mandated by state and federal statutes and shall be deducted in accordance with same. Other deductions must be authorized by the Governing Board and the employee.

The following deductions have been authorized by the Board:

- Insurance premiums for employees and dependents who are being covered under Board-approved insurance programs.
- Professional dues.
- Credit union deposits.
- Tax-sheltered annuity.
- United Way.
- United States savings bonds.
- Prepaid legal services.

Payroll deductions for new insurance programs must be authorized by the Board:

Adopted: August 11, 1987

Revised: April 12, 1988
October 11, 1988

LEGAL REF.: A.R.S. § 15-135
23-352

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Salary and Deductions
ADMINISTRATIVE REGULATION	DISTRICT CODE: DLB-R

Salary Deductions

1. Teachers shall be paid and/or docked on the basis of a fraction of the total number of days (work days plus holidays) for each day worked or missed, dependent upon when they start or stop employment during the school year.
2. Holidays shall be prorated in computing salary for a teacher who is employed for less than a full year.
3. Teachers on a regular contract (no extensions) may be paid in one (1) of the two (2) following ways:
 - Equal installments within the school year (nine (9) months).
 - Prorata amount of total salary once every two (2) weeks with a large balance of contract payment prior to summer vacation.

Approved: February 26, 1980

Revised: April 12, 1988
October 11, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Expense Reimbursement
GOVERNING BOARD POLICY	DISTRICT CODE: DLC

EXPENSE REIMBURSEMENT

District personnel who incur expenses while carrying out their authorized duties will be reimbursed by the district upon submission of supporting receipts, provided that prior authorization has been granted by the Superintendent or his/her designee.

Reimbursement amounts will not exceed the maximum amounts established pursuant to A.R.S. § 38-624 (C).

Adopted: November 5, 2003

LEGAL REF.: A.R.S. § 15-342 (5)
38-621 et seq.
38-624 (C)
Section II-D-6, Accounting Manual, Finance Division, Arizona State
Department of Administration

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Mileage Expense Reimbursement
ADMINISTRATIVE REGULATION	DISTRICT CODE: DLC-R(1)

MILEAGE EXPENSE REIMBURSEMENT

All employee mileage reimbursement claim forms must be signed by both the employee and the employee's supervisor.

Employees agree to maintain the minimum vehicle insurance levels required by State law of \$30,000 total coverage for physical injury, with no less than \$15,000 per individual and \$10,000 for property damage.

The rate of reimbursement to employees who must use their private vehicles to conduct official district business will not exceed the maximum amounts established pursuant to A.R.S. § 38-624 (C).

Employees must use the electronic mileage reimbursement claim form when requesting mileage reimbursement. Mileage to and from destinations-not included in the electronic mileage reimbursement claim form must be explicitly defined; and odometer readings or internet mapping mileage printouts must be submitted to support the mileage being claimed.

Mileage claimed as follows will be deleted from the claim:

- Travel to luncheon meetings, except: (1) if the employee is presenting the program at district request, or (2) if the Superintendent requests the employee to attend.
- Travel from home to any point, except to the airport for out-of-town travel, unless written prior approval is given by the Superintendent.
- Travel by sponsors to student activities, unless written prior approval is given by the superintendent.

Claims should not be held for the entire year. Mileage reimbursement claim forms must be received by the Accounting Department no later than July 14 for an employee to be paid for mileage that occurred between July 1 and June 30.

Adopted: August 11, 1987

Revised: September 9, 1997
November 5, 2003
September 26, 2008
January 5, 2012
November 15, 2012
May 20, 2015

Michael B. Cowan
Superintendent

Form: Mileage Reimbursement Form (for current year)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Travel Expense Reimbursement
ADMINISTRATIVE REGULATION	DISTRICT CODE: DLC-R(2)

TRAVEL EXPENSE REIMBURSEMENT

Out-of-District Travel

In general, travel-related expenditures will be paid by the employee and reimbursed by the district pursuant to a valid Travel Reimbursement form being submitted to Travel Services in the Accounting Department. However, the district will prepay the following items:

- Transportation fares paid to the district-approved travel agency.
- Conference registration fees paid by purchase order.
- If approved by the district's Chief Financial Officer (CFO) and the employee's supervisor, lodging may be approved for financial hardship or a good cause.

Mode of Transportation

If a public conveyance is used, receipts must be obtained. If a private or district vehicle is used, the vehicle's license plate number must be reported. If a private vehicle is approved for out-of-state travel, the employee may claim the lesser of the airfare or mileage. See State of Arizona Accounting Manual (SAAM), Section II-D State of Arizona Travel Policy; Section D Transportation Expense, Subsection 3 Privately-Owned Motor Vehicle.

If travel by private/district vehicle is approved for the convenience of the district, meals and lodging may be claimed to and from the destination. If travel by private/district vehicle is approved for the convenience of the traveler, meals and lodging cannot be claimed to and from the destination.

Registration Fees

With prior approval, registration fee reimbursement is allowed. Claims for registration expense reimbursement must be documented by an official brochure, an itinerary, and an adequate organizational receipt, which identifies the conference and states what the registration fee includes. Many registration fees also include meals and must be considered within the per diem maximums. See State of Arizona Accounting Manual (SAAM), Section II-D State of Arizona Travel Policy, Section E Lodging and Meals, Subsection 3 Meal Expense.

Shared Expenses

When several employees travel in the same vehicle, only the owner or driver may request mileage reimbursement. The license plate number must be reported for travel in a private or district vehicle along with other travelers' names.

When employees share a room, each person must obtain a separate receipt for his or her share of the lodging charge.

Airline Tickets/Airport Parking

When an employee travels by public conveyance, the Travel Reimbursement form must be accompanied by the airline ticket, including e-tickets. All travel must go through a district-awarded travel agency. If the traveler chooses to pay for the ticket in advance using personal funds, airfare will be reimbursed when the traveler submits the Travel Reimbursement form with the proper documents for the airfare at the end of the trip.

Employees' fees for parking a vehicle in an economy parking facility at or near the Phoenix International or Phoenix-Mesa Gateway airports during district travel will be reimbursed by the district.

Gasoline Credit Cards

If use of a school vehicle is approved, a district gasoline credit card may be requested from Travel Services.

Car Rental

If use of a rental car is approved, a district car rental credit card may be obtained from Travel Services. An employee may purchase collision damage waiver (CDW) or loss damage waiver (LDW) insurance for the use of a rental car. No other types of insurance will be reimbursed by the district. The district does not pay for car rental upgrades, insurance (other than CDW or LDW), and prepaid gasoline.

Itemization

Original receipts are required for all items. Lodging expenses must be itemized separately and on a daily basis; and receipts must have the hotel information (including the lodging logo, name, address, and phone number/s). Because quick check-out receipts offered by the lodging industry are not itemized, they are not accepted.

Receipts will be required for all lodging and other expenses. Examples include toll charges, taxi fares, and economy parking fees. Meal receipts are not required. Receipts altered in any manner are not acceptable. Personal phone calls, movies, games, etc. will not be reimbursed. Receipts must be properly dated. The employee's name must be included on any additional items being submitted with receipts.

- Lodging and meals will be at the amounts established by the state in accordance with A.R.S. § 38-624 as implemented by state administrative regulations, subject to the following exceptions:
 - Employees accompanying students on overnight field trips may be reimbursed for the actual cost of lodging in the same hotel or motel used by the students only if necessary to provide adequate supervision of students, as determined by the Superintendent or designee.
 - Employees may be reimbursed for the actual cost of lodging if the Superintendent, CFO, or designee determines in writing that lodging within the state maximum is impractical, and the reimbursement is approved by the Governing Board.
- Reimbursement of mileage for privately-owned vehicles will not exceed the maximum amounts established pursuant to A.R.S. § 38-624 (C).

Non-employee Travel

In some special cases, non-employees may be reimbursed for travel expenses. Because of the federal allowances for non-employees, the non-employee must present and include his or her Social Security number.

Additional Guidelines for District Travel

Travel by commercial carrier is restricted to coach class. When out-of-state use of a private vehicle is authorized, the owner will be paid the lesser of airfare or mileage. All passengers in a private or school vehicle will have their travel accounts charged with a prorated share of the transportation cost.

Adopted: August 11, 1987
Revised: September 9, 1997
November 5, 2003
September 26, 2008
April 11, 2012
May 20, 2015
January 11, 2017

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Cash Handling Policies
GOVERNING BOARD POLICY	DISTRICT CODE: DM

CASH HANDLING POLICIES

Monies collected by school employees and by student treasurers shall be handled in accordance with the Uniform System of Financial Reports, district policy and regulations, district guidelines and prudent business procedures. Monies collected shall be receipted, accounted for, and deposited daily. Cash may not be used for any purchase unless a cash envelope has been requisitioned prior to the expenditure.

Money shall not be left overnight in school buildings, except in safes provided for safekeeping of valuables.

Adopted: August 11, 1987

Revised: March 25, 1997

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Cash Handling Policies
ADMINISTRATIVE REGULATION	DISTRICT CODE: DM-R

CASH HANDLING POLICY

All monies collected at the schools by schools or departments must be classified into one of the following categories: District Funds, Student Funds or Non-School Funds.

Definitions:

"District Funds" are those monies that are generated through ADM, federal programs, state programs, gifts and grants, etc. These monies must follow very strict guidelines outlined by both federal and state laws and regulations.

"Student Funds" are any funds that are raised through the efforts of students. If a student club or activity is involved, any money generated should probably be deposited in student funds account. These monies must follow very strict USFR and district guidelines.

"Non-School Funds" are represented by monies raised through methods other than state and federal and do not include student involvement. Mesa Public Schools limits non-school funds to faculty funds, PTO and booster club funds. Non-school funds should only exist for a large group such as the faculty. Non-school funds for the benefit of one or two employees should not be maintained at the school.

1. General Policies:

There is a relatively high risk associated with transactions involving cash; thus, a strong system of internal control is required. Accordingly, the following policies must be adopted and followed:

- a. Segregation of duties must be the first priority handling cash receipts and disbursements and record keeping functions.
- b. Cash received must be deposited intact and on a timely (daily) basis.
- c. Cash must be properly safeguarded and appropriately recorded.
- d. All bank accounts must be approved by the State Treasurer and the Chief Financial Officer and must be reconciled monthly.
- e. Access to cash must be limited to as few employees as possible.
- f. All employees who handle significant amounts of cash must be bonded.
- g. Prenumbered cash receipts must be prepared for all cash received. Cash register receipts may be substituted for prenumbered cash receipts.

- h. All checks received must be restrictively endorsed "For Deposit Only".
- i. All NSF checks and debit and credit memos must be controlled and followed up by individuals independent of the cash function.
- j. All disbursements must be made by check, except for revolving fund (imprest account) disbursements.
- k. All paid invoices must be canceled to prevent duplicate payment.
- l. All safe combinations and keys to cash boxes or files must be restricted to only an essential number of employees.
- m. Personal checks must not be cashed or used as an IOU to replace cash.

2. Cash Receipts Procedures:

The controls and procedures in the following sections are recommended and are provided as examples of an effective accounting system and sound financial and administrative practices. Other controls may be used if they provide the same level of internal accounting control, and are approved by Audit Services.

a. Cash Receipt Forms:

The controls and procedures in the following sections are recommended and are provided as examples of an effective accounting system and sound financial and administrative practices. Other controls may be used if they provide the same level of internal accounting control, and are approved by Audit Services.

When manual receipts are used, forms should be issued to cashiers in books or blocks. A responsible employee should be assigned to maintain custody of unissued receipt forms in a secure location. A log may be used to record the sequence of receipts issued, date issued and to whom issued. This log should be reviewed periodically to account for all cash receipts.

b. Mail Receipts:

Mail receipts should be received by employees who are not responsible for maintaining accounting records. Two employees should be present when mail is opened. Immediately upon receipt, all checks, warrants, drafts and money orders should be restrictively endorsed "For Deposit Only" to the credit of the School and/or Club.

A listing of all cash receipts should be prepared with the following information for each receipt: (1) the name of the person or organization remitting the cash, (2) the purpose for the remittance, (3) the amount of the remittance and, (4) the form of the remittance (cash or check). Both employees should sign and date the listing to document responsibility for verifying the receipts and preparing the listing.

At the end of the day, the mail receipts listing may be used to aid in preparing the daily cash receipts summary and reconciling cash collections to total receipts less refunds. Cash should be maintained in a safe or locked drawer until deposited with the bank.

c. Over-The-Counter Receipts Procedures:

At each location where cash is received over the counter, at least one employee should be designated as cashier. Access to cash registers and cash boxes should be restricted to cashiers. To establish individual accountability for cash receipts, each cashier should be assigned a separate cash drawer which only that cashier may access while on duty. This drawer should be locked during the cashier's absence. If cash registers are used, controls should include locked in totals, visible sales amounts, receipts for customers, and over and under ring vouchers.

Receipts and tapes generated by cash registers may include the date, codes to identify the transaction, the clerk performing the transaction, the amount received and a code for the department, if applicable. Computer-generated and handwritten receipt forms may include the date, the name of the person remitting the cash, the purpose and the amount received. If receipt forms are prepared manually, the cashier should initial the form to document responsibility for the receipt of cash.

A receipt should be provided to the person who made the payment and a copy retained. The cash received should be placed in the cash register, locked cash box, safe or locked drawer.

If a cashier makes an error, the cash receipt form should be voided and retained for documentation and an over or under ring voucher should be completed, if appropriate. The voucher should be approved by a supervisor and retained.

d. Daily Cash Receipts Reconciliation:

At the end of each day, and upon receipt of mail receipts and the mail receipts listing, the cashier should prepare a daily cash receipts summary of all mail and over-the-counter receipts. The summary should identify the amount and type of cash receipt or refund. The summary should also provide for a reconciliation of cash collections to total receipts less refunds.

The cashier should count the cash in the cash box or cash register, including cash received in the mail, and record this amount on the summary. This amount should be compared with net cash receipts on the summary. Differences should be identified as cash over and short. The differences should be investigated and explained on the summary.

The daily cash receipts summary should be signed by the cashier as preparer, and the cashier should prepare a bank deposit ticket. The cashier should submit the cash receipt forms, mail receipts listing, daily cash receipts summary and bank deposit ticket to a supervisor for review. The supervisor or bookstore manager should review the summary and bank deposit ticket for accuracy and completeness and sign the summary to document the review. The supervisor should retain a copy of the bank deposit ticket and submit the daily cash receipts summary along with the bank deposit ticket and supporting documentation to the cashier.

DM-R - Cont'd.

The cashier or another designated employee, other than the bank account custodian, should deposit the cash receipts with the bank. A copy of the bank deposit ticket should be attached to the daily cash receipts summary. The supervisor should compare the deposit ticket to a copy of the deposit listing on the computer and the daily cash receipts summary to determine the proper amount was deposited. The daily cash receipts must be posted to the appropriate accounting record daily.

The daily cash receipts summary, mail receipts listing, validated bank deposit ticket and any remittance advices received should be filed by date.

Approved: February 25, 1997

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC Property Disposal
GOVERNING BOARD POLICY	DISTRICT CODE: DN

PROPERTY DISPOSAL

The Superintendent or designee will dispose of surplus district property in accordance with sound business practices and the School District Procurement Rules for Material Management and Disposition. For the purposes of this policy, “surplus property” means property that is in excess of what is needed, or able to be used, by district schools or departments.

The district will dispose of its property through any of the following methods:

- Competitive sealed bids
- Public auction
- Established markets
- Trade-in
- Posted prices
- State surplus property

If unusual circumstances make the above methods impractical, other disposition methods, including appraisal or barter, may be employed, provided that the Superintendent or designee determines in writing that such methods are advantageous to the district.

The district may donate surplus or outdated learning materials to nonprofit community organizations, provided that the Governing Board determines that the anticipated cost of selling the learning materials equals or exceeds the estimated market value of the materials.

The district may destroy or scrap surplus or outdated property if the Superintendent or designee determines that the property has no monetary value, or the cost of disposition by other means would exceed the property’s market value.

Adopted: September 26, 2006

LEGAL REF.: A.R.S. §15-342 (7), (10) AND (18)
 Arizona Administrative Code R7-2-1131
 Uniform System of Financial Records (USFR) VI-E-6

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EBA	Emergency Response Planning and Training	X	X
EBAA	Reporting Hazards/Warning Systems (Pesticides)	X	X
EBB	Helicopters, Hot Air Balloons, Drones, and Other Airborne Devices	X	X
EBCD	Emergency Closings	X	X
EBD	Automatic External Defibrillators	X	X
EBX	Abandoned Vehicles	X	X
EC	Building and Grounds Management	X	
ECA	Buildings and Grounds Security	X	X
ECAA	Building Construction	X	
ECAB	Vandalism/Theft	X	
ECABA	Vandalism/Property Loss	X	
ECB	Building and Grounds Maintenance	X	
ECC	Energy Conservation	X	X
ECE	Surveillance of District Property	X	X
ED	Material Resources Management	X	
EDB	Control of Materials & Equipment	X	
EDBA	Maintenance & Control of Instructional Materials	X	
EDC	Authorized Use of School-Owned Materials & Equipment	X	
EE	Transportation Services Management	X	X
EEA	Student Transportation	X	X
EEAB	Special Education Transportation	X	X
EEAC	School Bus Safety Program	X	X
EEACA	Bus Driver Certification, Standards, and Training	X	
EEACB	School Bus Maintenance	X	
EEAD	Special Use of School Buses	X	
EEAG	Student Transportation Records and Reports	X	
EEB	Business and Personnel Transportation Services	X	
EEBA	School-Owned Vehicles	X	
EEBD	Business & Personnel Transportation Records & Reports	X	
EF	Food Services Management	X	X
EFB	Free and Reduced-Price Food Services	X	
EFC	Vending Machines	X	
EFD	Food Sanitation Program	X	
EFE	Food Services Records and Reports	X	

Code	Topic	Policy	Regulation
EG	Office Services Management	X	
EGAA	Copyright	X	X
EGAB	Mail Services	X	
EGC	Office Services and Reports	X	X
EI	Insurance Management	X	
EJ	Records Management	X	X

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Service Goals
GOVERNING BOARD POLICY	DISTRICT CODE: EA

Support Service Goals

In order to provide services that are truly supportive of the educational program, the Governing Board establishes the following broad goals:

- o Provide a physical environment for teaching and learning that is safe and pleasant for students, staff members, and the public.
- o Provide safe and efficient transportation for students who ride the bus to and from school and school related activities.
- o Provide services, resources, and assistance with maximum responsiveness in terms of timeliness and degree of fulfillment of the needs of the educational programs.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Services
GOVERNING BOARD POLICY	DISTRICT CODE: EAA

Support Services

Support Services of the District which include Maintenance, Grounds, Custodians, Transportation, Warehousing, Distribution, Food and Nutrition, Data Processing, Security, and Print Shop shall be under the administration of the Superintendent.

Procedures for the operation of these services shall be developed by the Superintendent.

Adopted: December 8, 1987

MESA PUBLIC SCHOOLS	TOPIC: Emergency Response Planning and Training
GOVERNING BOARD POLICY	DISTRICT CODE: EBA

EMERGENCY RESPONSE PLANNING AND TRAINING

The Superintendent will establish procedures for the district and each school to develop consistent emergency response plans that safeguard students and staff in emergency situations, including bomb threats, fire or natural disasters, hazards near the school, and hostage taking or other violent acts. The plans will be developed in consultation with local law enforcement and emergency medical service providers and will meet or exceed the State guidelines for such plans.

The Superintendent will establish schedules for the development and review of emergency response plans and for the training of staff and students to carry out the plans in the event of an actual emergency.

Adopted: February 13, 2001

Legal Ref.: A.R.S. § 15-341(A)(34)

Cross Ref.: [GBE - Staff Health and Safety](#)
[JHF - Student Safety and Health](#)

MESA PUBLIC SCHOOLS	TOPIC: Emergency Response Planning and Training
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBA-R(1)

DISTRICT AND SCHOOL EMERGENCY RESPONSE PLANNING

School principals and site administrators will develop and annually review emergency response plans for their schools and sites to be used in emergency situations that threaten the safety of students and staff, including bomb threats, fire or natural disasters, hazards near the school, and hostage taking or other violent acts. School principals and site administrators will designate and train personnel who will assume their responsibilities in the chain of command if they are unavailable during an emergency situation.

District Security, in consultation with the Associate Superintendent or designee, will review all emergency response plans and provide assistance as requested. The Director of School Safety and Security, in consultation with the Associate Superintendent or designee, will ensure that law enforcement agencies have a current copy of the Emergency Response Plan of each school within the agency’s service area.

District department directors will prepare emergency response plans to provide services in an emergency situation.

I. School Emergency Response Plans

School Emergency Response Plans will be based upon the location and design of the school, the student population, and resources available on and off the campus. Each plan will, at a minimum, contain the following elements and adhere to the accompanying procedures:

A. Priority of Actions

When an emergency situation occurs, the school principal or designee will determine the appropriate response to the known danger: a primary evacuation; lock-down; duck, cover and hold; reverse evacuation; shelter in place or controlled release. The school principal or designee and staff will then:

1. Announce the procedure over the intercom in a straightforward manner.
2. Call 911 to describe the emergency situation and request assistance.
3. Notify district Security. (Security will, in turn, notify neighboring schools if the school is part of a school cluster, the appropriate Area Assistant Superintendent, the Associate Superintendent, and other departments as needed.)
4. Attend to injured students and staff.
5. Secure areas of the building if it can be safely accomplished.
6. Transfer classroom phones from “Do Not Disturb (DND)” mode.

B. School/Class Emergency Items

1. The school principal or designee will assemble and maintain for ready access a carry-all container with the following items: a copy of the school's Emergency Response Plan, a master key for all doors, plan/map of the school, shut-off information for all utilities, first-aid supplies, school roster, school master schedule, extra emergency team leader vests, and any other items as determined by the Associate Superintendent or designee.
2. The school nurse will maintain for ready access a carry-all container with the following items: first-aid supplies, information about students on medical plans, information on how disabled and/or non-English speaking students will be provided for, a copy of the school's Emergency Response Plan, a master key for all doors, plan/map of the school, shut-off information for all utilities, extra emergency team leader vests, and any other items as determined by the Associate Superintendent or designee.
3. Classroom teachers will maintain for ready access in emergency situations class rosters and any other items as determined by the Associate Superintendent or designee, or by the principal and teacher.
4. A diagram showing evacuation routes to be used in case of fire or any other emergency situation will be posted in all rooms located on the campus.

C. Primary Evacuation Procedures

1. The school principal or designee will order a primary evacuation in the event of a credible bomb threat, fire, natural disaster, or other emergency situation where evacuation of students and staff from the school is the most appropriate safety response.
2. The school office will serve as the school command post, a base of operations for services provided in an emergency situation, unless the nature of the emergency situation dictates that it be moved to a more secure location. Emergency plans will establish alternate on and off campus locations for the school command post.
3. Members of the school staff will be designated as emergency team leaders, who will be assigned responsibility for carrying out a specific duty or checking for complete evacuation of an area of the school in an emergency situation. Emergency team leaders should wear security vests for easy identification.
4. Evacuation routes will be established for all classrooms and work areas and provide alternative routes to avoid a known source of danger. Teachers and staff should be prepared to exercise judgment about the appropriate route when a source of danger blocks the primary evacuation route.
5. The primary evacuation will be to sites where students and staff can safely wait until the emergency situation is evaluated, such as the school's athletic fields or an adjacent sidewalk or park. Specific evacuation sites should be designated on each side of the campus facility, and specific locations at the sites should be designated for each classroom teacher with students and staff members.

6. In a primary evacuation, each classroom teacher should account for his/her students, and each emergency team leader responsible for an area of the school should account for each class in the assigned area. A missing student or staff member should be promptly reported to the school principal or the school command center.
7. The school principal or designee and staff will work to control the emergency situation until the arrival of a law enforcement agency. Upon arrival, the supervising officer of the law enforcement agency will assume overall command of school staff and law enforcement agencies at the school.

D. Secondary Evacuation Procedures

1. If the emergency situation is expected to continue for a significant period of time with students and staff unable to reenter the school, a secondary evacuation will be directed. The determination whether to proceed with a secondary evacuation will be made by the Associate Superintendent or designee in consultation with local law enforcement officials, the Area Assistant Superintendent, and school principal.
2. The secondary evacuation will be to the nearest available site. The Associate Superintendent or designee will determine the site, in consultation with emergency personnel from the City of Mesa. Site options are: Red Mountain Multigenerational Center, Mesa Convention Center and Amphitheater, Gene Autry Park, Hohokam Park, and other Mesa Public School facilities.
3. When a secondary evacuation has been authorized, the Director of Transportation will send sufficient buses to effect the secondary evacuation. In addition, the Director of School Safety and Security and the school principal or designee will send staff to the secondary evacuation site to prepare for the arrival of students and staff; and the Director of Marketing and Communications will begin a process to notify parents of the procedures for picking up their students at the secondary evacuation site.
4. Emergency team leaders and responding security personnel should assist in the orderly loading of students and staff on buses at the primary evacuation sites.
5. Teachers, with the assistance of emergency team leaders, should maintain order among their students until release of students to parents.

E. Lock-Down Procedures

1. The school principal or designee will order a lock-down when an armed intruder is observed, a student or staff member is taken hostage, or another emergency situation occurs where confinement of students and staff within school buildings is the most appropriate safety response.
2. Teachers should cautiously check outside their classrooms for stray students in the hall/walkway and take them into their classroom. Teachers should close and lock their classroom doors. The teachers should keep all students in their classrooms away from the doors and windows and take roll.

3. Security staff and custodians should lock the appropriate doors/gates to isolate the hazard from the students and staff, if they can do so without jeopardizing their own safety.
4. Security staff and administrators should cautiously walk through the campus and other areas to locate any students who may be out of class, directing them to the nearest secure location.

F. Controlled Release Procedures

The school principal or designee will order a controlled release in the event of an emergency situation near the school that poses a hazard for students returning home from school. The school principal or designee will observe the following procedures for a controlled release:

1. Upon learning of an emergency situation near the school, the school principal or designee will determine whether the emergency situation poses a hazard for students returning home from school because of the nature, location, and expected duration of the emergency situation.
2. If a release of students from the school is imminent, the school principal or designee will announce a lock-down until it has been determined which students are affected and how the controlled release will proceed.
3. The school principal or designee will establish a safe location to hold students who are affected by the hazard until the emergency situation is resolved or arrangements can be made for their safe transportation home.
4. The school principal or designee will make a reasonable effort to notify the parents of students who are being held and provide information about the hazard and how their students may be picked up.
6. If the hazard will alter school bus routes, the school principal or designee will notify the district transportation dispatcher.
7. The school principal or designee may request the services of any department as needed.

G. Shelter in Place/Duck, Cover and Hold

1. The school principal or designee will direct students and staff to immediately shelter in place whenever an earthquake, explosion, or other emergency situation occurs that makes it impracticable for students and staff to move to an assigned location.
2. When advised to shelter in place, students and staff will immediately choose the closest safe place to seek protection. If outdoors, students and staff will move away from buildings, power lines, and other objects that might fall, and sit on the ground. If indoors, students and staff will sit on the floor under a desk or table or against a wall.

3. Once in the closest safe place, students and staff who are indoors will "duck, cover and hold," meaning that the person should duck under a sturdy desk or table if available, cover the head, particularly the eyes, and hold on to a desk/table leg or hand rail if possible.

II. District Department Emergency Response Plans

In the event of an emergency situation requiring response from outside agencies (police, fire, emergency medical teams, etc.), district departments will respond as requested by the school principal or designee or as directed by the Associate Superintendent or designee. All assistant superintendents and department directors will designate and train personnel who will assume their responsibilities in the chain of command if they are unavailable during an emergency situation. The following departments will develop plans to provide assistance in emergency situations:

- A. School Safety and Security: The Director of School Safety and Security will develop plans for the deployment of security officers in an emergency situation and ensure that law enforcement agencies have copies of each school's emergency response plan. In an emergency situation, the Director of School Safety and Security will maintain contact with the responding law enforcement agency to facilitate communications between law enforcement and the district. A district security officer will respond to the school command post to assist the Area Assistant Superintendent and school principal or designee.
- B. Communications and Marketing: The Director of Communications and Marketing will develop plans for informing parents of the procedures for picking up their students at secondary evacuation sites. When an emergency situation occurs, the Director will respond to the district or school command posts, as needed, to gather information and determine how to appropriately apprise parents and the media of the emergency situation. The Director will establish and direct the media staging area. District staff will direct all inquiries from the media to the Director.
- C. Educational Services: The Area Assistant Superintendents will establish crisis response teams to respond to emergency situations at the request of a school principal or at the direction of the Associate Superintendent. The appropriate Area Assistant Superintendent will report to the district command post when a secondary evacuation occurs.
- D. Operations/Maintenance: The Director of Operations will prepare and direct staff to respond as needed to assist law enforcement, fire, and emergency medical service providers with the physical plans of the school, including entrance to secured areas, location of fire apparatus and utility shut-off/on. The Director will report to the district command post when a secondary evacuation occurs.
- E. Food and Nutrition: The Director of Food and Nutrition will prepare and direct staff to respond to a primary or secondary evacuation site with food, water, and other provisions at the request of the school principal or direction of the Associate Superintendent. The Director will report to the district command post when a secondary evacuation occurs.
- F. Transportation: The Director of Transportation will prepare and direct staff to provide sufficient buses to transport students from the primary evacuation sites to the secondary evacuation site. The Director will report to the district command post when a secondary evacuation occurs.

- G. Risk Management: The Director of Risk Management will provide information and advice regarding safety and insurance issues. The Director will report to the district command post when a secondary evacuation occurs.
- H. Health Services: The Director of Health Services will establish health service teams, consisting of school nurses and other health personnel, to respond to the primary evacuation sites to assist emergency medical service providers and crisis response teams. The Director will report to the district command post when a secondary evacuation occurs.
- I. Information Systems: The Chief Information Officer will prepare and direct staff to provide services regarding telephone communications and information systems support in an emergency situation. The Chief Information Officer will report to the district command post when a secondary evacuation occurs.
- J. Property Management: The Director of Property Management will prepare and direct staff to provide inventory and equipment support in an emergency situation. The Director will report to the district command post when a secondary evacuation occurs.
- K. Superintendency: In a primary evacuation, the Area Assistant Superintendent will respond to the school command post. If a secondary evacuation occurs, the Associate Superintendent or designee will direct the district command post, and the Area Assistant Superintendent will remain at the school command post. The Associate Superintendent or designee will keep the Superintendent informed of the progress of the emergency situation so that the Superintendent can request additional support services from other agencies, if necessary, and keep members of the Governing Board informed of the emergency situation and its resolution.

III. Community Information

The Communications and Marketing Department will prepare appropriate information for distribution to parents explaining the emergency response plan and what procedures parents/guardians should follow to obtain current information in the event of an emergency situation and where to pick up their student.

Adopted: March 20, 2001

Revised: August 17, 2005
July 1, 2009

Michael B. Cowan
Superintendent

FORM: EBA-R(1)-F – School Emergency Response Plan

MESA PUBLIC SCHOOLS	TOPIC: Emergency Response Planning and Training
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBA-R(2)

DISTRICT AND SCHOOL EMERGENCY TRAINING

Prior to the first instructional day of the school year, school principals and directors will complete the following actions:

- School principals will annually review with staff the Emergency Response Procedures, including the school’s warning/response signals, evacuation routes, assembly areas, and chain of command.
- School principals will review their School Emergency Response Plan prior to the start of each semester to ensure that all information is accurate. An amended Emergency Response Plan will be sent to the Director of School Safety and Security.
- All directors will annually review with their staff the procedures for providing support to schools and sites in emergency situations. All directors will annually review with their staff the procedures for their department’s Emergency Response Procedures.
 - School principals will review with the school nurse and teachers the contents of the carry-all containers and other materials that must be ready for easy access in the event of an emergency.

The Director of School Safety and Security will develop Emergency Response Training Programs for District and school staff and schedule regular training sessions for District and school staff in consultation with the Associate Superintendent and area assistant superintendents. The Associate Superintendent will designate at least one District employee to attend an Emergency Response Training Program during the school year.

School Drills

During the school year, schools will practice response drills in the event of emergency situations that require a lockdown (shelter in place), evacuation/fire, or off-site evacuation. Drills will occur as outlined below:

- Two lockdown drills will be practiced each school year – one drill within the first two weeks of each semester.
- An evacuation/fire drill will be practiced two times during the first 30 days of the school year and one time every month for the remainder of the school year.
- An off-site evacuation drill will be practiced at least once annually, preferably at the beginning of the school year. Elementary school administration will notify parents of students at least 24 hours in advance of an off-site-evacuation drill. Advance notice to the parents of secondary students is optional.

After each drill, the school will submit a Drill Report [form EBA-R(2)-F] using the OnBase system.

For additional information, see the school safety and security evacuation protocol.

Facility/Department Drills

An evacuation/fire drill will be practiced annually at the Administrative Services Center and at any other facilities/departments determined by the Assistant Superintendent of Business and Support Services to have an occupancy classification that requires an annual drill pursuant to the applicable fire code.

After a drill, the facility/department will submit a Drill Report [form EBA-R(2)-F] using the OnBase system. If more than one facility/department is housed in the same building, all facilities/departments will be combined for the purpose of emergency response procedures.

Adopted: March 20, 2001

Revised: June 26, 2001
August 17, 2005
September 13, 2007
March 8, 2017

Michael B. Cowan
Superintendent

CROSS REF.: [School Safety and Security Evacuation Protocol](#)

FORM: [EBA-R\(2\)-F – Drill Report](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Reporting Hazards/Warning Systems (Pesticides)
GOVERNING BOARD POLICY	DISTRICT CODE: EBAA

Pesticide Application Notice

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

In accordance with A.R.S. § 15-152, the district shall:

- Provide proper notice of pesticide application.
- Provide continuing instruction for students who are absent because of pesticide application on school property.
- Post the areas scheduled to receive pesticide application.
- Maintain written records of pesticide application and notifications.

Pest-control applicator(s) employed by the District shall provide the school contact person with notice at least 72 hours prior to the date and time the application of pesticides is to occur, including in such notice the brand name, concentration, rate of application, pesticide label, material safety data sheet, the area or areas where the pesticide is to be applied, and any use restrictions required by the pesticide label. Prior to the application, the applicator shall provide the school contact person with a written preapplication notification containing the following information:

- The brand name, concentration, rate of application, and any use restrictions required by the label of the herbicide or specific pesticide.
- The area or areas where the pesticide 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 applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator shall give the school site office oral and, if possible, written notice, with posting of the area to be treated in accord with A.R.S. § 32-2307.

The Superintendent may require the pest-control applicator to fill out and make all required postings in accordance with statute and with District policy and regulation. The name and telephone number of the applicator shall be attached to any posting.

EBAA – Cont'd.

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

Adopted: September 24, 1996

Legal Ref.: A.R.S. § 15-152
32-2307

Cross Ref.: [IKEA – Assignment Makeup Opportunities](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Reporting Hazards/Warning Systems (Pesticides)
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBAA-R

REPORTING HAZARDS/WARNING SYSTEMS (PESTICIDES)

Pesticide Application Notice

The site administrator will 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 During Regular School Session

All oral and written notification will 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 no less than 48 hours prior to pesticide application, oral and written notification will be provided in the manner indicated below.

- The site administrator will provide oral notification to all students and school employees by means of:
 - school public address systems,
 - assembly communications,
 - staff meeting announcements, or
 - any similar means reasonably calculated to provide sufficient notice in advance of the pesticide application.
- The site administrator will provide written notification to the parents and guardians of enrolled students by means of:
 - weekly school lunch menus,
 - special communications,
 - newsletters, or
 - any similar means reasonably calculated to provide sufficient notice in advance of the pesticide application.

Posting of Notice During Regular School Session

No less than 48 hours prior to pesticide application, during the regular school session, signs measuring at least 8 ½” x 11” will be posted which indicate:

- the date and time of pesticide application,
- the areas within the school premises where pesticide is to be applied,
- the words “warning – pesticides,”
- phone numbers for both the school contact person and the licensed pesticide applicator, and
- the registration number issued by the United States Environmental Protection Agency.

Such signs will be posted in the following locations:

- the main entrances to all buildings and rooms where pesticide is to be applied, and
- the main entrances to playing fields where pesticide is to be applied.

The signs may be removed no less than 48 hours after the pesticide is applied.

Posting in Lieu of Other Notice

During any period of seven or more consecutive days in which classes are not conducted on school premises, posting will satisfy all requirements for notice to students, employees, parents, and guardians. Signs that meet the size and information requirements listed above for posting during regular school session will be posted no less than 48 hours prior to pesticide application in each of the following locations:

- the main entrances to all buildings and rooms where pesticide is to be applied,
- all main entrances to the school property and playing fields, and
- any area that may be occupied in a period of seven or more consecutive days during which classes are not conducted on the school premises.

The signs may be removed no less than 48 hours after the pesticide is applied.

Adopted: September 24, 1996

Revised: September 5, 2007

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Helicopters, Hot Air Balloons, Drones, and Other Airborne Devices
GOVERNING BOARD POLICY	DISTRICT CODE: EBB

HELICOPTERS, HOT AIR BALLOONS, DRONES, AND OTHER AIRBORNE DEVICES

The Superintendent will develop guidelines regulating helicopters, hot air balloons and other airborne devices visiting District property.

Adopted: September 11, 1990

Revised : April 11, 2017

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Helicopters, Hot Air Balloons, Drones, and Other Airborne Devices
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBB-R

HELICOPTERS, HOT AIR BALLOONS DRONES, AND OTHER AIRBORNE DEVICES

Helicopters

Helicopters are authorized to land on school grounds in emergency situations requiring the evacuation of an individual or at the direction of a law enforcement authority. Principals will exercise the best judgment possible considering the situation at hand.

In all other situations, the principal will obtain prior approval from the appropriate area assistant superintendent. When approval has been given, the following restrictions will apply:

- Helicopters on campuses will be directly related to and promote the educational quality of a program or extracurricular activity of the school.
- Students will not be given helicopter rides.
- Flight paths will be over the least populated areas and/or the safest route around the campus.
- Flight paths will not be directly over the school buildings or students.
- During landing, hovering or take-off, students will not be in close proximity to the landing area. When possible, students should remain in a building or have a barrier between them and the rotor wash. As a minimum, the students must always be far enough away from the landing area to avoid any possibility of danger from the rotor wash.

Hot Air Balloons

- The principal will obtain prior approval from the appropriate area assistant superintendent.
- Students will not participate or assist in the process of filling the hot air balloon for flight. During the filling process they should be kept back at least 50 yards.
- Students may be given balloon rides if the balloons are tethered and cannot rise more than 50 feet and if parents/guardians have given prior permission in writing.

Drones

A drone or other unmanned aerial vehicle (“drone”) will not be flown above or operated from school grounds and other District property unless all of the following requirements are met:

- The drone operator has received approval from the school principal or designee if students are present.

EBB-R – Cont'd.

- The drone operator possesses any license or permit required by federal, state, and local laws and regulations for operation of the drone.
- The drone operator or the teacher supervising the drone operator has sufficient experience or has received sufficient instruction to operate the drone in a safe and prudent manner.
- If students are operating the drone, they are supervised by a teacher familiar with the operation of the drone.
- The drone is operated in a safe and prudent manner.

Other Airborne Devices

- All other airborne devices are not allowed to land on, fly over, or be operated from District property.

Approved: September 11, 1990

Revised: October 26, 2000
April 11, 2017

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Emergency Closings
GOVERNING BOARD POLICY	DISTRICT CODE: EBCD

EMERGENCY CLOSINGS

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

If possible, the Superintendent shall notify each Governing Board member of the decision.

Adopted: April 12, 1988

LEGAL REF.: A.R.S. §14-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Emergency Closings
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBCD-R

EMERGENCY CLOSINGS

If the Superintendent decides to delay the opening of school, the Director of Communications and Marketing will notify the police and local radio stations, if appropriate, requesting assistance in disseminating the information.

If the opening of school is delayed, staff members will report to assigned schools to assist in the supervision of students.

If the Superintendent decides to cancel classes after the school day has begun, the procedure for early dismissal will be as follows:

- Students will be released from school only after the principal has ascertained that parents, guardians, or someone who has been designated by parents to care for their children are available to provide supervision. Staff members may be released by the principal when no longer needed to supervise students.
- Students not released from school will be supervised by staff members, in a safe location, until regular dismissal time.
- The principal will remain at the school until all students have departed.

Adopted: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Automatic External Defibrillators
GOVERNING BOARD POLICY	DISTRICT CODE: EBD

AUTOMATIC EXTERNAL DEFIBRILLATORS

The district is authorized to accept donations of automatic external defibrillators (AEDs) for placement in schools. The Superintendent or designee is authorized to adopt such administrative regulations and enter into such agreements as necessary to fully comply with state law and regulations regarding the maintenance and use of AEDs in public facilities.

Adopted: March 7, 2006

LEGAL REF.: A.R.S. §36-2261, et. seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Automatic External Defibrillators
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBD-R

AUTOMATIC EXTERNAL DEFIBRILLATORS

Donated Automatic External Defibrillators (AEDs) may be deployed by a school only when the following requirements are met:

1. The district will enter into an agreement to obtain the services of a physician who meets the qualifications prescribed by state law and will oversee all aspects of public access to defibrillation, including training, emergency medical services coordination, protocol approval, standing orders, communications, protocols and automated external defibrillator deployment strategies. This physician will be designated as the AED medical director.
2. The district's Director of Health Services will serve as the AED district coordinator. The responsibilities of the AED district coordinator are to assist the AED medical director in the proper location, maintenance and use of AEDs in the schools.
3. The nurse of the school that maintains an AED will serve as the AED school coordinator. The responsibilities of the AED school coordinator are to ensure that the AED is properly maintained, designated staff members are properly certified as trained responders, the readiness of the AED and its trained responders are periodically tested, and that any use of an AED is immediately reported to the AED district coordinator and AED medical director
4. The location and control of an AED at a school campus will be determined by the AED medical director in consultation with the AED district coordinator, school principal and AED school coordinator.
5. A school that maintains an AED will comply with all procedures established by the AED medical director for the maintenance and use of the AED.
6. As required by state law, use of an AED will be limited to trained responders. Trained responders who use an AED must call telephone number 911 as soon as possible and submit a written report to the district AED medical director within five working days after its use.

Adopted: March 7, 2006

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Abandoned Vehicles
GOVERNING BOARD POLICY	DISTRICT CODE: EBX

ABANDONED VEHICLES

A private vehicle may be parked on District property only when the owner or operator of the vehicle is present and authorized to be on District property or has received prior authorization from the school or facility administrator to park the vehicle for a specific purpose or time period. A private vehicle that has been parked on District property in violation of this policy for more than 72 hours will be presumed to be an “abandoned vehicle” as defined by A.R.S. §28-4801 and will be removed and, if unclaimed by its owner, disposed of pursuant to state law regarding removal and disposition of abandoned, seized, and junk vehicles.

The Superintendent shall develop procedures guidelines for implementation of this policy.

Adopted: April 12, 1988

Revised: June 28, 2016

LEGAL REF.: A.R.S. §15-341 (A) (5)
A.R.S. §§ 28-4801 – 28-4884

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Abandoned Vehicles
ADMINISTRATIVE REGULATION	DISTRICT CODE: EBX-R

ABANDONED VEHICLES

A private vehicle parked on District property in violation of policy EBX will be removed by the District pursuant to the following procedures:

- The school or facility administrator for the District property where the vehicle is located will confirm that no employee assigned to the school or facility is the owner of the vehicle.
- If a vehicle is parked in a location where it is a serious obstruction or a hazard, the school or facility administrator may notify District Security and request that the vehicle be removed immediately by District Transportation to a storage location on District property.
- The school or facility administrator will request District Security to determine if the vehicle has been reported stolen or who is the registered owner and lien holder, if any, of the vehicle. If the vehicle has not been reported stolen, District Security will send by certified mail a letter or letters to the registered owner and lien holder, if any, giving notice of the location of the vehicle and a date certain by which the vehicle must be removed from District property.
- District security will place on the vehicle a notice that the vehicle is parked in violation of District policy EBX and will be removed as an abandoned vehicle after a date specified on the notice.
- After the date certain for removal of the vehicle by the owner or lien holder, District Security will arrange for the removal of the vehicle by the District's vendor for removal of abandoned vehicles.
- District Security, directly or through the vendor, will notify a law enforcement agency that the vehicle has been removed so that its status and whereabouts are known to the law enforcement agency if the vehicle is later reported stolen.

Adopted: April 12, 1988

Revised: June 28, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Buildings and Grounds Management
GOVERNING BOARD POLICY	DISTRICT CODE: EC

Buildings and Grounds Management

The care, custody, and safekeeping of District property is the general responsibility of the Superintendent. It is the responsibility of the Superintendent to establish procedures to ensure the proper maintenance and safekeeping of District property.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. §15-341 (5)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Buildings and Grounds Security
GOVERNING BOARD POLICY	DISTRICT CODE: ECA

Buildings and Grounds Security

The Superintendent shall develop regulations and procedures that shall:

- o ensure the security of District property.
- o minimize fire hazards.
- o provide for the keeping of records and funds in a safe place.
- o protect against vandalism and burglary.
- o provide for the prosecution of vandals.
- o provide for and encourage employee responsibility for furniture, textbooks, reference, and other District materials, equipment, and supplies assigned.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Building and Grounds Security
ADMINISTRATIVE REGULATION	DISTRICT CODE: ECA-R

Building and Grounds Security

Access to District buildings (and grounds) shall be established by the Superintendent in accordance with the following:

- o Unlimited access - the Superintendent, Assistant Superintendent, Construction/Support Services Manager, and others designated by the Superintendent.
- o Limited access - principals, assistant principals, and custodians to assigned buildings, and extracurricular sponsors, counselors, or supervisors for area or activity.

Possession of keys shall be maintained by the office of the Superintendent or other designated office.

- o Duplicate keys unassigned shall be maintained in a safe or secured box.
- o Individuals assigned keys may not duplicate or loan keys.
- o Keys must be surrendered when no longer needed or upon request of the Superintendent.
- o The loss of a key must be reported.
- o Use of keys for unauthorized purposes shall be cause for surrender of keys and replacement of affected locks. Employees shall be subject to discipline and/or dismissal for unauthorized use of keys.
- o Employees shall sign a receipt for keys assigned. The receipt shall contain appropriate rules.

Adopted: December 8, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Building Construction
GOVERNING BOARD POLICY	DISTRICT CODE: ECAA

Building Construction

- a. Whenever the district is involved in any type of construction, specific plans for this construction must be approved by the Superintendent before being submitted to the Governing Board for approval.
- b. It is the responsibility of the Superintendent to see that school construction projects shall conform to city/county building codes.

c. Construction Plans

Plans and specifications for new construction must have the approval of the Superintendent before construction begins.

Plans for remodeling or repair must have the approval of the Superintendent before work begins.

Emergency repair may be completed when deemed necessary by the supervisor of that department.

d. Inspection and Approval

Inspection of projects, regardless of how constructed, shall be certified by the Superintendent.

Before payment is made to the architect or contractor, the Superintendent must certify the percentage of project that has been completed.

Before final acceptance of a project is made by the Board, the Superintendent must certify completion.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Vandalism/Theft
GOVERNING BOARD POLICY	DISTRICT CODE: ECAB

Vandalism/Theft

Each employee of the District shall report to the principal of the school every incident of vandalism/theft known, and, if possible, the names of those responsible. The Superintendent shall establish a system through which students and members of the community can report any instance of vandalism/theft or suspected vandalism/theft.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism/theft against District property, and is further authorized to delegate authority to sign such complaints and to press charges.

Students who destroy or steal District property through vandalism, arson, or theft or who create a hazard to the safety of other individuals on District property, may be referred to law enforcement authorities. Students caught vandalizing or stealing District property shall be subject to disciplinary action including, but not limited to, suspension and expulsion. A conference with parents or guardians shall be required.

The law provides that parents or guardians are liable for the willful destruction or theft of property by a minor in their custody or control.

The District may file suit to recover the cost of repairs/replacement from a student and/or parents or guardians.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. §12-661
15-842

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Vandalism/Property Loss
GOVERNING BOARD POLICY	DISTRICT CODE: ECABA

Vandalism/Property Loss

Personal Property

Under normal conditions, the District shall not assume responsibility for the loss of, or the damage to, personal property stored, installed, or used on District premises.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. §15-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Building and Grounds Maintenance
GOVERNING BOARD POLICY	DISTRICT CODE: ECB

BUILDING AND GROUNDS MAINTENANCE

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

The Governing Board directs a continuous program of inspection and maintenance of district buildings and equipment. Wherever possible, maintenance shall be preventive.

The Superintendent will develop and implement a maintenance program that will include:

- A regular program of facilities repair and conditioning.
- Critical spare-parts inventory.
- An equipment-replacement program.
- A long-range program of building modernization and conditioning.

The Superintendent will develop preventive maintenance guidelines for facilities and submit the guidelines to the School Facilities Board.

Adopted: June 24, 2003

LEGAL REF.: A.R.S. §15-341
A.R.S. §15-2002
A.R.S. §15-2031

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Energy Conservation
GOVERNING BOARD POLICY	DISTRICT CODE: ECC

ENERGY USE

The district will develop and implement a conservation program consisting of reasonable, cost-effective measures to conserve energy use and resources in the district’s facilities, equipment, and grounds. It is the responsibility of the district’s Operations Department to implement the conservation program and the responsibility of all employees to comply with the program’s conservation practices.

The Superintendent will adopt administrative regulations to implement this policy. The Operations Department will continually monitor the district’s consumption of energy and make recommendations to the Superintendent for any additional strategies or measures to improve energy conservation.

Adopted: December 9, 2008

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Energy Conservation
ADMINISTRATIVE REGULATION	DISTRICT CODE: ECC-R

ENERGY CONSERVATION PROGRAM AND PRACTICES

Goal

The goal of the district’s energy conservation program is to provide safe, comfortable learning and work environments for students and employees while conserving energy use by:

- Monitoring energy use.
- Implementing a preventive maintenance program for facilities and systems, including assessments and repairs of: heating, ventilation, and air conditioning (HVAC) systems; building exterior envelope; and grounds irrigation and sprinkler systems.
- Educating all staff and students about effective conservation practices.
- Reporting energy use and savings

Responsibilities

1. Employees and students will be encouraged to develop a “conservation ethic” regarding energy and resource use in district facilities and grounds.
2. School principals and administrators of district facilities are responsible for the energy consumption and recycling at their schools or facilities and compliance with conservation practices by the school or facility staff.
3. The teacher in charge of a classroom or employee assigned to a given work space is responsible for implementing conservation practices within the classroom or work space.
4. The night custodian of a school or other district facility is responsible for control of common areas (i.e., hallways, cafeteria, etc.) and will verify that unoccupied shutdown procedures are followed.
5. The Operations Department will perform routine energy audits of all facilities and communicate the audit results and recommendations to the appropriate personnel.

General Energy Conservation Practices

1. Classroom doors will remain closed when HVAC systems are operating.
2. Doors between heated/air-conditioned spaces and non-heated/non-air-conditioned spaces will remain closed at all times.
3. Passive energy consumers (i.e., televisions, DVD/video players, power strips, etc.) should be unplugged during periods of non-use. Please note that many appliances, as noted, draw energy even when turned off.

4. Exhaust fans will be turned off every day and during unoccupied hours.
5. Office machines (except fax machines) will be switched off during non-use (when practical) and during unoccupied hours.
6. Whenever possible, individual comfort levels will be managed with appropriate warm or cool clothing, as conditions dictate.
7. Kitchen equipment will be turned on only when in use.
8. Proper use of data logs will be initiated and maintained by the Operations Department to monitor relative humidity, temperature, and light levels through the district's buildings to ensure compliance with district guidelines.

Heating and Cooling

The district will endeavor to provide a comfortable learning environment for students and staff. Recognizing that space temperature is a major factor in energy consumption, the district will follow the guidelines recommended by the American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) and adopted by the U.S. Department of Labor as acceptable environmental conditions.

1. Heating season set points include the following:
 - a. Occupied – 70 degrees
 - b. Unoccupied winter – 60 degrees
 - c. Unoccupied spring/fall – turned off (weather permitting)
2. Cooling season set points include the following:
 - a. Occupied – 79 degrees
 - b. Unoccupied – 88 degrees
3. Additional heating/cooling guidelines:
 - a. The unoccupied time begins when the students and teachers vacate the area for the day.
 - b. Outside air dampers will be closed during unoccupied times.
 - c. For any 24-hour period of time, relative humidity levels in occupied areas should not average greater than 60 percent.
 - d. Air conditioning will not be used in buildings during the summer unless the facilities are being used for summer school or for team cleaning. Air conditioning set back to 88 degrees will be used in the summer in unoccupied spaces. Individual space cooling is allowed for employees during occupied times, and activities should be scheduled to allow for cooling of a single building on a multi-building campus where possible.
 - e. Hot water systems will be set no higher than 122 degrees in restrooms and 140 degrees for food service (with dishwasher boosters).
 - f. All hot water re-circulating pumps will be switched off during unoccupied times.
 - g. Heat pumps will have a 6 degree dead-band between heating and cooling modes.

Lighting

1. Unnecessary lights in unoccupied areas will be turned off. Teachers will ensure that lights are turned off when their classrooms are unoccupied.
2. Outside lighting will be turned off during daylight hours.
3. Gym lights will be on only when the gym is in use. Any district employee who turns on gym lights will be responsible for turning them off.
4. Outside stadium/field lights will be on only when the stadium/field is in use. The district employee who turns on stadium/field lights is responsible for turning them off.
5. All lights (except for safety night lighting) will be turned off when students and teachers leave school. Custodians will turn on lights only in areas in which they are working, and they will be responsible for turning lights off immediately upon completion of their tasks.
6. Lights will be used only when needed.

Technology

1. Computers and servers purchased after adoption of this energy management plan will meet the Energy Star 80 Plus requirement.
2. Data centers cooling settings will comply with ASHRAE recommendations to minimize energy use while maintaining safe ambient operating conditions for equipment.
3. Computers — including the monitor, local printer, and speakers — will be turned off each night. Network equipment is excluded.
4. Computers will be re programmed for the “energy saver” mode, using the power management feature. Monitors will be placed in the “sleep” mode after 10 minutes of inactivity.

Water Consumption

1. New plumbing fixtures will be designed for low water use and comply with the following guidelines:
 - a. 1.6 gallon-per-flush toilets
 - b. Waterless urinals
 - c. 0.5 gallons-per-minute faucet aerators.
2. Xeriscape landscape designs will be emphasized with low-water-use trees, shrubs, grass, and groundcover.

Recycling

Staff Responsibility

School Administration: Depending on grade level, determine procedure for classroom recycling program using one of the following options:

- Option One: Teacher is responsible for transporting classroom recyclables to campus barrels designated for classroom materials.

- Option Two: Teacher assigns student(s) to transport classroom recyclables to campus barrels designated for classroom materials.
- Option Three: School club(s) volunteers to transport classroom recyclables to campus barrels designated for classroom materials.

Teachers: Educate students on the importance of recycling and review list of items accepted in Mesa's Blue Barrel Program. Ensure transportation of classroom recyclables to campus barrels is occurring regularly.

Facility Assistants: Handle placement and removal of recycle barrels from classroom areas to designated collection site for service.

Custodial: Assist with site recycling program

Waivers from Energy Conservation Practice Compliance

The Superintendent, Assistant Superintendent for Business and Support Services, and Director of Operations may waive the obligation of an employee or the employees within a work space to comply with a specific Energy Conservation Practice for good cause. A request for waiver must be in writing and supported by a valid health, safety, or efficiency reason.

Adopted: December 9, 2008

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Surveillance of District Property
GOVERNING BOARD POLICY	DISTRICT CODE: ECE

SURVEILLANCE OF DISTRICT PROPERTY

The district may use video surveillance systems for general security surveillance of district property, provided that no video equipment will be used to monitor an area where a person has a reasonable expectation of privacy, such as a restroom or locker room. The district will obtain approval from the Superintendent or designee before beginning general surveillance of a school or other district facility.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: June 24, 2008

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Surveillance of District Property
ADMINISTRATIVE REGULATION	DISTRICT CODE: ECE-R

SURVEILLANCE OF DISTRICT PROPERTY

The district may use video surveillance systems and other security detection equipment to monitor a specific work area, vehicle, or other district property when the district has reasonable suspicion that property in the work area, vehicle, or other district property has been stolen or misused. An administrator who believes that surveillance is needed should consult with the Director of School Safety and Security or the Director of Operations. The Director of School Safety and Security, Director of Operations, or any other person who wishes to use a surveillance system to monitor district property will obtain approval from the Superintendent, Associate Superintendent, or Assistant Superintendent before beginning surveillance of a specific work area, vehicle, or other district property.

Adopted: July 2, 2008

Revised: November 13, 2008
April 30, 2010

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Material Resources Management
GOVERNING BOARD POLICY	DISTRICT CODE: ED

Material Resources Management

The District shall provide for the central purchasing, receiving, warehousing, and distribution of supplies, equipment, and materials common to the requirements of all schools.

A District warehouse shall be operated to store and distribute supplies as requisitioned by staff.

Materials needed for instruction, business, and custodial operations of the individual schools shall be ordered from the warehouse when available from that source.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Control of Materials and Equipment
GOVERNING BOARD POLICY	DISTRICT CODE: EDB

CONTROL OF MATERIALS AND EQUIPMENT

Employees are responsible for the proper care of district facilities, equipment, and property.

The district will maintain an accurate capital asset inventory system for furniture, equipment, and vehicles. All property subject to the capital asset inventory system will be etched or otherwise identified as district property. The Superintendent may adopt administrative regulations as necessary to implement this policy.

Surplus Equipment

Surplus property at any school or department will be transferred to Property Management for reassignment to other locations where a need may exist, or for disposal in accordance with Governing Board policy. Before surplus property is transferred, the principal or department director must approve the transfer and sign and deliver an Equipment Transfer Form to the Property Management Department.

For the purposes of this policy, “surplus property” means property that is in excess of what is needed, or able to be used, by district schools or departments.

Transfer of Equipment

The principal or department director must first approve the transfer of property to another district location. Transfers of equipment from one school to another must be approved by the principals. In all instances, whether the transfer is temporary or permanent, Property Management must be notified of the transfer by delivery of a properly prepared Equipment Transfer Form.

Adopted: September 26, 2006

LEGAL REF.: A.R.S. §15-341 (A) (1)
A.R.S. §15-727
Uniform System of Financial Records (USFR) VI-E-1

CROSS REF.: DID – Inventories
DN – Property Disposal

FORM: EDB-F – Equipment Transfer Form

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Maintenance and Control of Instructional Materials
GOVERNING BOARD POLICY	DISTRICT CODE: EDDBA

Maintenance and Control of Instructional Materials

Students using District-provided textbooks or library books or other instructional materials are responsible for any damage to or loss of these books. When a student requires a second copy of a textbook or other District provided instructional materials, a fee shall be charged.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. §15-727
15-729

CROSS REF.: JN - Student Fees, Fines, and Charges

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Authorized Use of District Owned Materials and Equipment
GOVERNING BOARD POLICY	DISTRICT CODE: EDC

Authorized Use of District-Owned Materials and Equipment

District property may be used by nonschool agencies and individuals for purposes that are not in conflict with any Arizona Revised Statute, federal or state rules or regulations, or Board Policies, subject to the following:

- o The District shall not incur any expense due to the use of materials or equipment.
- o The Superintendent shall approve the use of materials or equipment, or submit requests to the Governing Board for review and action.
- o The District shall not be in competition with any business firm that could provide like equipment.
- o Rental fees shall be charged or waived, as appropriate, by the District.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Transportation Services Management
GOVERNING BOARD POLICY	DISTRICT CODE: EE

TRANSPORTATION SERVICES MANAGEMENT

The Governing Board recognizes that transportation is a necessary element in the equalization of educational opportunity, and may grant appropriations for transportation.

Transportation of students is a privilege extended to students in the district, and is not a statutory requirement except for certain handicapped students.

The responsibility for the operation of student transportation shall be vested with the Superintendent.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. 15-203 (A) (1)
15-342 (13)
15-764 (A) (4)
15-921
15-922
15-923
15-945
15-946

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Transportation Services Management
ADMINISTRATIVE REGULATION	DISTRICT CODE: EE-R

TRANSPORTATION SERVICES MANAGEMENT

The administrative responsibility for the effective provision of transportation services will be the responsibility of the Director of Transportation. Procedures for providing transportation services will be developed by the Director of Transportation. The Director of Transportation will be responsible to the Assistant Superintendent of Business and Support Services.

Operation

Operation of licensed vehicles will be in accordance with factory specification and federal, state and district safety regulations.

Repair Priorities:

1. Priorities for vehicle repair will be assessed and prescribed by the Supervisor of Vehicle Maintenance.

Property Control:

1. Vehicles
 - a. Transportation will be responsible for vehicle inventory, including number assignments and allocations.
 - b. District vehicles, except 24-hour assigned vehicles and vehicles assigned to other locations, will be quartered at Transportation.
2. Equipment and parts
 - a. A perpetual inventory of equipment and parts will be maintained.

Disposal of Property

The disposal of property will be as described in Governing Board Policy DN.

Adopted: June 17, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Transportation
GOVERNING BOARD POLICY	DISTRICT CODE: EEA

STUDENT TRANSPORTATION

The Governing Board authorizes the administration to provide regular bus transportation to and from school for the following categories of students:

- Special education students, if the disabling condition requires transportation.
- Elementary students who live more than one mile from school.
- Kindergarten students who live less than one mile from school and are required to cross a street with five or more lanes, or where traffic patterns otherwise warrant transportation.
- Junior high students who live more than one and one-half miles from school.
- High school students who live more than two miles from school.
- Students who are within walking distance but who have some type of barrier between the home and school which constitutes an extreme hazard.
- Students who require temporary busing as a result of construction projects or other temporary hazardous conditions.
- Homeless students who need transportation to their school of origin. Transportation to the school of origin will be arranged by the district’s homeless liaison if requested by the student’s parent or guardian. For unaccompanied youth, transportation to and from the school of origin must be provided at the homeless liaison’s request. “Homeless student,” “unaccompanied youth” and “school of origin” are defined by federal law and set forth in Governing Board Policy JC – Student Admissions.

The Governing Board authorizes the administration to provide transportation where necessary for students to participate in school-sponsored activities.

Student transportation will be provided only in district vehicles operated by district employees or in buses or other vehicles operated by a transportation company hired by the district for a specific event or purpose. The district assumes no responsibility for students who travel to or from school or for school-sponsored activities in vehicles not operated or hired by the district.

The Superintendent will adopt regulations that specify when adults, other than district employees, may ride on school buses and in other district vehicles.

Adopted: June 14, 2005

EEA – Cont’d.

LEGAL REF.: A.R.S. § 15-342

15-764

15-901

28-797

28-900

28-901

A.G.O. I80-025

42 U.S.C. 11431, McKinney-Vento Homeless Assistance Act of 2001

CROSS REF.: [GEA – Volunteers](#)

[JC – Student Admissions](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Transportation
ADMINISTRATIVE REGULATION	DISTRICT CODE: EEA-R

STUDENT TRANSPORTATION

Because of insurance liability and the need for adequate supervision, only students who are enrolled in the district and adults who have been officially approved by the proper district authority may ride in school buses and other district vehicles.

Travel To and From School

For travel to and from school, only students who are eligible for bus service to the school where they are enrolled and assigned adult monitors may ride a district bus. Non-district students and friends and family members of district students are not permitted to ride district buses to and from school.

Travel To and From Athletic, Music, and Other Activities

For travel to and from school-sponsored activities, only the students who are approved for a particular activity and their assigned sponsors, coaches, instructors, and district-approved chaperones may ride in school buses, other district vehicles, or vehicles provided by a private carrier to transport students. District-approved chaperones may include a participating student's parents or guardian and any other adult approved by the district's Volunteer Program (see GEA-R, Volunteers).

Friends, family members, and other interested persons are not permitted to ride in a school bus or other district vehicle for these activities.

At least one non-student adult must accompany students in a school bus, other district vehicle, or vehicle provided by a private carrier unless an exception is specifically granted by the Superintendent or Director of Transportation.

- When students are transported in a school bus or vehicle provided by a private carrier, the non-student adult must be a district employee other than the driver. However, if an employee is not available, a district-approved chaperone may travel with the students to provide adult supervision if approved by the principal.
- When students are transported in a district vehicle other than a school bus (for example, a van), a district employee (including an assigned sponsor, coach, or instructor) who drives the vehicle will meet the district's requirement for adult supervision. In this circumstance, the presence of an additional adult is not required.

Adopted: June 14, 2005
Revised: February 22, 2007

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Education Transportation
GOVERNING BOARD POLICY	DISTRICT CODE: EEAB

Special Education Transportation

The District shall provide appropriate transportation for special education students when physical/behavioral limitations necessitate the service. The Superintendent shall develop guidelines for the transportation of special education students.

Adopted: February 7, 1989

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Education Transportation
ADMINISTRATIVE REGULATION	DISTRICT CODE: EEAB-R

Special Education Transportation

I. No Special Transportation Required

- a. Walk - students who live within one (1) mile (grades K-6) or within one and a half (1 ½) miles (grades 7-12) of the designated special education class, who are physically and emotionally capable, shall walk to school. The placement committee shall determine whether or not a student is capable of walking to/from school.
- b. Regular bus - students who live more than one (1) mile (grades K-6) or more than one and a half (1 ½) miles (grades 7-12) from the designated special education class and can be accommodated by regular bus, shall be.

II. Special Transportation Required

The Transportation Form cannot be processed until appropriate signatures are obtained, and information is provided to the appropriate Special Education Administrator.

a. **Procedures for Transportation**

- 1. Transportation needs shall be considered at the Multidisciplinary Conference and shall be indicated on the IEP Form under related services. If necessary, a Transportation Request Form shall be completed and signed by the parent/guardian at that time. (See item III.)
- 2. The Transportation Department shall be notified of the requirements through the appropriate Special Education Administrator.
- 3. If a change in transportation is necessary, a second Transportation Request Form shall be completed, signed by the individual initiating the change, or by calling the Special Education Department with the changes. Changes require final approval from the appropriate Special Education Administrator.
- 4. The Special Education/Transportation Department shall contact the parent/guardian by phone or in writing regarding transportation schedules.

b. **Procedure for requesting special education transportation**

If students require special education transportation, check "yes" on the IEP Form, complete a transportation request form, and submit to the Special Education Department for processing.

In the Spring of each year, special education teachers shall be requested to submit a new transportation form for each student requiring special transportation for the coming year. The form must be completed for all students needing transportation the next year, even if the student shall be attending a different school.

III. Criterion and Modes of Transportation

- a. Centralized Pick-Up - Appropriate for the majority of special education students.

Some students are able to walk a reasonable distance to a bus stop or ride the regular bus to the home school. Some need transportation from the home school to the school of special education placement. These students shall be picked up and dropped off at a central stop, when this mode of transportation facilitates the arrival to the special education class within the prescribed time frame.

- b. Curb-to-Curb - Transportation to and from the curb in front of the house shall be provided for those students who are not able to utilize the other modes of transportation, but are capable of going from the house to the bus independently.

- c. Door-to-Door - Transportation to and from the door, at pick-up and drop-off points, shall be provided for those students who need supervision in moving from the house to the bus. It is the responsibility of the parent/guardian to assist the student to and from the school vehicle. Justification and an alternate drop is required.

- d. Wheelchair/Nonambulatory - Special vehicular pick-up shall be available as necessary. Indicate the style and size of the wheelchair. Parent/guardian shall assist the student to and from the school vehicle. If a student does not require supervision, please note. An alternate drop is required for students needing supervision.

IV. Medical/Behavior Concerns

Please list all medical/behavior concerns for students. This shall allow drivers to be informed of any problems regarding students.

Approved: February 7, 1989

Revised: August 13, 1998

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Bus Safety Program
GOVERNING BOARD POLICY	DISTRICT CODE: EEAC

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders are to be the first considerations in all matters pertaining to transportation.

Bus evacuation drills shall be conducted at least two (2) times during the school year and shall include every student, with the exception of severely handicapped, who shall be transported in a school bus.

Vehicles used to transport students shall be maintained in such condition as to provide safe and efficient transportation service. Buses shall be replaced upon failure to meet the above stated conditions.

Students shall not be put off a bus until reaching the appropriate destination.

In addition to regular state inspections, each bus shall be inspected daily by the driver, before use, to ascertain that it is in safe, good working condition, and equipped as required by all provisions of law.

Adopted: December 8, 1987

LEGAL REF.: A.A.C. R17-4-606 (H) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Bus Safety Program
ADMINISTRATIVE REGULATION	DISTRICT CODE: EEAC-R

SCHOOL BUS SAFETY PROGRAM

A.C.R.R. R17-4-507 (D) states, with respect to the authority of bus drivers, "The driver of any school bus shall be held responsible for the orderly conduct and safety of the students transported. Continued disorderly conduct or refusal to respect the authority of the bus driver shall be sufficient reason for the student to be denied transportation in accordance with regulations of the Governing Board of the school."

Student behavior on a 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.

Bus drivers shall be responsible for instructing and enforcing proper student conduct in relation to riding a bus, as outlined in JFCC-R, Student Conduct on School Buses.

Adopted: December 8, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Bus Driver Certification, Standards, and Training
GOVERNING BOARD POLICY	DISTRICT CODE: EEACA

BUS DRIVER CERTIFICATION, STANDARDS, AND TRAINING

Bus drivers for the district must:

- Be certified by the Arizona Department of Administration pursuant to A.A.C. R17-9-102;
- Comply with the “Minimum Standards for School Bus Operation” specified in A.A.C. R17-9-104; and
- Successfully complete all training programs required for bus drivers by the Director of Transportation.

Adopted: December 8, 1987

Revised: February 27, 2007

LEGAL REF.: A.A.C. R17-9-102 & R17-9-104

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Bus Maintenance
GOVERNING BOARD POLICY	DISTRICT CODE: EEACB

School Bus Maintenance

The District shall comply with "Minimum Standards for the Periodic Inspection and Maintenance of School Buses" as set forth in A.C.R.R. R17-4-505.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. § 28-900
28-984
A.C.R.R. R17-4-505
R17-4-505 (Appendix A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Use of School Buses
GOVERNING BOARD POLICY	DISTRICT CODE: EEAD

Special Use of School Buses

School buses are to be used for the transportation of students participating in school-sponsored activities under the following conditions:

- o Bus usage for educational field trips and/or by student organizations are considered extensions of classroom activities.
- o The Governing Board delegates to the Superintendent authority concerning requests for noncurricular usage. In these cases, the student organization or group making the trip shall be required to reimburse the District for all or a portion of the cost of the transportation.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Transportation Records and Reports
GOVERNING BOARD POLICY	DISTRICT CODE: EEAG

Student Transportation Records and Reports

The District shall maintain appropriate records for student transportation. Additional records may be requested by the Governing Board to provide information needed for decision making.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. § 15-921
15-922
28-984
A.C.R.R. R17-4-505 (D) (F)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Business and Personnel Transportation Services
GOVERNING BOARD POLICY	DISTRICT CODE: EEB

Business and Personnel Transportation Services

District Travel Regulation

When authorized by the Superintendent, a private vehicle may be used at the mileage rate set by the District, and reimbursement for mileage shall be given to the owner of the private vehicle. Credit for mileage outside the District shall be given for school business only. An employee shall not claim mileage for personal use of a vehicle while on school trips.

Accident Report

Any accident (no matter how minor) in a District vehicle or in any private vehicle while on school business is to be reported immediately to the District Safety Administration Office, or to an administrator if the accident occurs after school hours. An "Automobile Loss Notice" form shall be completed and sent to the District Safety/Risk Management Office. The District Safety office shall immediately report the accident to the District's insurance company. All school bus accidents are to be reported to the Arizona Department of Public Safety and Arizona Department of Transportation/Pupil Transportation Safety Office.

Use of District Vehicles

A District vehicle is to be used only by District employees, Governing Board members, and students, and only for school business. No District vehicle shall be used for personal business, unless the personal business is incidental to a school-related trip. Only Board members or District employees may drive the vehicle. A District vehicle shall not be taken home at night unless the employee is on duty, or has permission from the Superintendent.

Administrative Requirements

Administrators shall be responsible for making certain that the use of District vehicles is not abused within or without the District; and, it is the responsibility of such administrative personnel to assure that travel has final approval from the District.

Adopted: December 8, 1987

Revised: March 9, 1993

LEGAL REF.: A.R.S. § 15-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: District-Owned Vehicles
GOVERNING BOARD POLICY	DISTRICT CODE: EEBA

District-Owned Vehicles

Vehicles owned by the District shall be used only with approval of the Superintendent.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Business and Personnel Transportation Records and Reports
GOVERNING BOARD POLICY	DISTRICT CODE: EEBD

Business and Personnel Transportation Records and Reports

Records and reports shall be maintained as mandated by law or as necessary to carry out the transportation goals and objectives.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Food Service Management
GOVERNING BOARD POLICY	DISTRICT CODE: EF

FOOD SERVICE MANAGEMENT

The district may operate a school lunch program for each school. The principal shall be responsible for control of students using the cafeteria.

The Governing Board shall approve the prices set for school lunches.

As required for participation in the National School Lunch Program, the Governing Board prescribes:

- that a school lunch be made available to students.
- that free and reduced-price lunches be provided students who qualify under federal guidelines.

Students shall also be permitted to bring lunches from home and to purchase beverages.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. § 15-1151
15-1152
15-1153
15-1154

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Food Service Management
ADMINISTRATIVE REGULATION	DISTRICT CODE: EF-R

FOOD SERVICE MANAGEMENT

Food and Nutrition

Facilities and personnel of the Food and Nutrition Department of the district will be under the administration of the Director of Food and Nutrition. Subject to responsibility to the Assistant Superintendent of Business and Support Services, the Director will assign and supervise all personnel to conduct the affairs of this department.

Procedures for the operation of the Food and Nutrition Department will be developed by the Director of Food and Nutrition in conjunction with the Assistant Superintendent of Business and Support Services and the Superintendent.

The program of the Food and Nutrition Department will be considered as an integral part of the educational program and national civil defense.

Personnel

The salary of the Director and other personnel, as included in the district budget, may be provided from district funds. All other Food and Nutrition personnel will be employed by the district, and salary payments may be made from Food and Nutrition funds.

Facilities

The district may furnish facilities and equipment for the preparation, service and storage of food and supplies, and will be responsible for sanitary and safe conditions for employees and students.

Construction

All plans and specifications for remodeling and new construction of Food and Nutrition facilities must be approved by the Director of this department.

Disposal of Property

Property disposal will be conducted as described in Governing Board Policy DN – Property Disposal.

Food Service Program Compliance

The District food service program will comply with the following:

- All students may eat in a school cafeteria.
- Students may bring a lunch; approved beverages may be purchased.

EF-R - Cont'd.

- Meal prices for students and adults will be established by the Director of Food and Nutrition, with the approval of the Governing Board, in the spring in preparation for the new school year.
- Meal prices will be conspicuously posted in each cafeteria.
- The cafeteria laundry facilities will be used only for food service purposes.
- Facilities used by outside organizations or individuals must have approval from the unit administrator and district administration.
- If any organizations or individuals use the Food and Nutrition facilities, a staff member must be on duty.
- The Director of Food and Nutrition will develop professional standards training, approved by the Assistant Superintendent of Business and Support Services, for the Food and Nutrition staff.

Adopted: June 17, 2003

Revised: August 19, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Free and Reduced-Price Food Services
GOVERNING BOARD POLICY	DISTRICT CODE: EFB

Free and Reduced-Price Food Services

A program of free and reduced-price meals may be established through Governing Board approval and participation in the national school lunch and school breakfast programs to provide meals for students who qualify. Applications shall be reviewed and maintained.

The income poverty guidelines prescribed on July 1 of each year must be used for the ensuing fiscal year.

The school food authority may serve meals free or at a reduced price to any student who is a member of a family that has an annual income not above the applicable income level for the family size.

The adopted income guidelines must meet the income poverty guidelines prescribed by the federal Office of Management and Budget.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Vending Machines
GOVERNING BOARD POLICY	DISTRICT CODE: EFC

VENDING MACHINES

Principals may allow vending machines containing confections, soft drinks, and nutritious food items on school campuses. However, the operation of vending machines shall not compete with the School-Lunch Program.

Principals must insure that monies generated by vending machines are properly controlled and managed.

The school principal may elect to deposit up to 40% of net revenue from student used vending machines into a school Auxiliary account. The school principal shall allow for deposit at least 60% of net revenue for student used vending machines into the student activities accounts related to the student group that manages the vending machines. Monies generated from any student used vending machine shall not be deposited into any faculty fund.

The school principal may elect to deposit up to 40% of net revenue from staff used vending machines into a school auxiliary account. The school principal shall allow for deposit at least 60% of net revenue for staff used vending machines into the faculty fund account.

Adopted: December 8, 1987

Revised: June 23, 1998

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Food Sanitation Program
GOVERNING BOARD POLICY	DISTRICT CODE: EFD

Food Sanitation Program

School food service programs must meet all sanitary regulations recommended by the State Department of Health for food-handling establishments and the respective county or federal inspection agency.

Adopted: December 8, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Food Service Records and Reports
GOVERNING BOARD POLICY	DISTRICT CODE: EFE

Food Service Records and Reports

The State Board of Education shall prescribe regulations for keeping accounts and records and making reports, under the supervision of governing boards. The accounts and records shall be available at all times for inspection and audit by authorized officials and shall be preserved as prescribed by the State Board of Education. The State Board shall conduct or cause to be conducted audits, inspections, and administrative reviews of accounts, records, and operations as are necessary to determine whether the school lunch programs are being administered according to appropriate state and federal provisions and the regulations made by the State Board.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. § 15-1155

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Office Services Management
GOVERNING BOARD POLICY	DISTRICT CODE: EG

Office Services Management

All offices in the District shall be open during the school year from 8:00 A.M. until 5:00 P.M., Monday through Friday, except during holidays and as otherwise stipulated by the Superintendent. Hours of the working day shall be assigned by supervisors.

Adopted: December 8, 1987

LEGAL REF.: Arizona Constitution, Article 18, Section 1

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Copyright
GOVERNING BOARD POLICY	DISTRICT CODE: EGAA

COPYRIGHT

Employees shall adhere to all Copyright laws, including but not limited to photocopying of printed materials (literary, dramatic, musical, artistic, or other intellectual works), duplicating computer software programs, video programs off the air, films, videocassettes and videodiscs.

Adopted: December 8, 1987

Revised: April 14, 1992

CROSS REF: IIBE – Video Use

LEGAL REF.: P.L. 94-553

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Copyright
ADMINISTRATIVE REGULATION	DISTRICT CODE: EGAA-R

COPYRIGHT

District employees will use the Guidelines for Educational Use of Copyrighted Material, located in the “Other Guidelines and Procedures” portion of the Legal Department website, to ensure compliance with copyright laws.

Adopted: April 30, 2003

Debra Duvall
Superintendent

FORM: EGAA-R-F(1) – Request for Permission to Reprint Copyrighted Material
EGAA-R-F(2) – Authorization to Reprint Copyrighted Material

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Mail Services
GOVERNING BOARD POLICY	DISTRICT CODE: EGAB

MAIL SERVICES

Surface Mail and Delivery Services

A mail service system shall be maintained within the district so that in-district communications and communications from outside sources may be delivered to the intended recipients in the most practicable way.

The use of district mail facilities and personnel for the distribution of materials and communications shall be restricted to materials and communications that further official school business and the educational goals of the district. The Superintendent may, by regulation, authorize certain exceptions within the intent of this policy.

Employees shall not use the district address for personal mail. Envelopes addressed to an individual employee shall be presumed to contain materials the individual is receiving in his/her employment capacity.

The district shall not be liable for items lost or opened, nor for any damage or injury incurred by any individual as a result of the use of this mail service.

Voice Mail Services

The district may provide voice mail services to district employees. The use of voice mail services shall be only for purposes that further official school business and the educational goals of the district.

All voice mail services provided to individual employees are part of the district's voice mail system. All voice mail equipment, materials and services, including any recordings stored or placed in an individual employee's voice mail-box, are the property of the district. Employees have no expectation of privacy in any communications utilizing the district's voice mail system. The district may, in its sole discretion, review and delete communications contained in the district's voice mail system.

Any voice mail communications shall honor district policies and procedures on employee conduct and professionalism.

Electronic Mail Services

The district may provide electronic mail services to district employees. The use of electronic mail services is governed by District Policy GBSA – Employee Technology Use.

Adopted: December 8, 1987

Revised: October 8, 1996

CROSS REF.: [GBG – District and Staff Participation in Political Activities](#)
[GBSA – Employee Technology Use](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Office Services and Reports
GOVERNING BOARD POLICY	DISTRICT CODE: EGC

OFFICE SERVICES AND REPORTS

Financial Services, including budgeting, shall be under the administration of the Superintendent. He shall assign and supervise personnel to conduct the financial services of the district.

Accounting procedures shall be in accordance with state law, the opinions of the County Attorney, directives of the State Auditor General and, in absence of these, follow generally accepted accounting procedures in compliance with Governing Board policy.

Procedures for the expenditure and accounting of funds, which reflect sound business practices, shall be developed by the Superintendent.

The Board is the custodian of the official copies of all records, required or optional, and the Superintendent shall be responsible for protecting this custody on behalf of the Board. The Superintendent may assign management responsibilities to other employees by naming the employee positions and a general description of the records assigned to each jurisdiction.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. § 15-271
15-272
State Board of Education Rule R7-2-803

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Office Services and Reports
ADMINISTRATIVE REGULATION	DISTRICT CODE: EGC-R

OFFICE SERVICES AND REPORTS

Records will be prepared and managed according to the following outline and procedure:

- Business and Financial Records

Management of the following records is the responsibility of the Assistant Superintendent of Business and Support Services:

- annual district budget
- audit reports
- financial statements
- capital levy plan
- bids
- contracts (except employment)
- deeds
- leases/lease purchases
- inventory (history records of general fixed assets)
- records identified in the Uniform System of Financial Records, Appendix A, Retention and Disposition of Records (general accounting records, source documents and payroll and related records)

Records will be managed so as to be in compliance with the Uniform System of Financial Records.

Adopted: June 17, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Insurance Management
GOVERNING BOARD POLICY	DISTRICT CODE: EI

INSURANCE MANAGEMENT

The Governing Board has the responsibility to maintain an adequate insurance program to protect the property of the district against fire, vandalism, and theft; to protect the Board members and employees against general liability resulting from the discharging of duties; and to offer protection in case of injury for employees while acting in behalf of the district. The Board may also authorize and participate in an insurance program for students and employees.

The responsibility of administering the total insurance program shall be delegated to the Superintendent, who shall seek and consider input from the staff. Underlying such administrative delegation, there shall first be prepared, for review and approval, specifications for insurance coverage of various types so that the insurance may be placed by competitive bid. Any modification of these specifications that may from time to time be considered necessary because of changes in the law or substantial changes in the district's exposure values shall be brought before the Board for discussion and adoption. The district shall make every effort to obtain insurance at the most economical cost, consistent with required service.

Adopted: December 8, 1987

LEGAL REF.: A.R.S. §15-341 (31)
15-381
15-382
15-383
15-384
A.G.O. I80-216

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Records Management
GOVERNING BOARD POLICY	DISTRICT CODE: EJ

RECORDS MANAGEMENT

The Superintendent is authorized and directed to establish a records management program that consists of procedures and training to promote efficient records management in the following areas:

- Creation of, organization of, and access to records;
- Maintenance and retention of records;
- Security of records;
- Disposition of records; and
- Other functions that the Superintendent deems necessary for efficient records management.

The records management program will conform with standards established by the Arizona State Library, Archives and Public Records Department.

For the purposes of this policy, “record” means all public records created or maintained by employees of schools and departments of the district. The management, retention, and disposition of student records and personnel records will be conducted according to Governing Board policies JO – Student Records and GBL – Personnel Records, respectively.

Adopted: April 8, 2008

LEGAL REF.: A.R.S. § 39-101

CROSS REF.: [GBL – Personnel Records](#)
[JO – Student Records](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Records Management
ADMINISTRATIVE REGULATION	DISTRICT CODE: EJ-R

I. APPLICATION OF THE RECORDS MANAGEMENT PROGRAM

This records management program applies to all administrative records in the possession or under the control of employees of the schools and departments of the district, except:

- A. Student records under the custody or control of the custodian of student records, including students’ permanent files, student information maintained in electronic form through GeneSIS or other computer program, and student records maintained by a school principal or teacher. All student records will be managed by the custodian of student records according to district policy JO – Student Records.
- B. Employee records under the custody or control of the custodian of personnel records, including employees’ permanent files, employee information maintained by the Human Resources and Employee Benefits departments, and employee information maintained in electronic form through OBARS or other computer program. All employee records will be managed by the custodian of employee records according to district policy GBL – Personnel Records.

For the purpose of this administrative regulation, “administrative record” means any public record created or received by a district employee in furtherance of his or her employment duties. “Public record” includes any record, regardless of its form, that is evidence of the transaction of the district’s business, including records of the organization, functions, policies, decisions, procedures, operations, or other activities of the district, its schools, and its departments. “Public record” does not include documents of a purely private and personal nature or documents that lack a substantial nexus with the district’s business.

II. CUSTODIANS OF RECORDS

The Associate Superintendent will act as the district’s custodian of administrative records, the Associate Superintendent or designee will act as the district’s custodian of student records, and the Assistant Superintendent for Human Resources will act as the district’s custodian of personnel records.

In support of the district’s custodians of administrative, student, and personnel records, all school principals and department directors will act as the records officers for all administrative, student, and employee records created, maintained, and destroyed by their respective schools and departments.

III. RECORDS ORGANIZATION

Administrators will organize the administrative records and files under their control or supervision in such a manner as to promote the goals of (1) efficient access for employees who need to use or refer to a record, (2) confidentiality of personal information, (3) continuity as the control and supervision of administrative records are transferred from one administrator to another, and (4) compliance with the General Retention Schedule for School Districts and Charter Schools adopted

by the Arizona State Library, Archives and Public Records Department (“General Records Retention Schedule”). Whenever practicable, administrative records should be grouped and filed according to the various record series for administrative records established in the General Records Retention Schedule.

IV. RECORDS RETENTION

A. General

Administrative records will be retained for the time period prescribed for the record series in the General Records Retention Schedule. The employee who creates an administrative record will determine and carry out the organization and retention of the administrative record.

B. E-mail

E-mail messages and other administrative records received via e-mail will be retained and destroyed in accordance with the guidance memo issued by the Arizona State Library, Archives and Public Records Department regarding Managing Public Records Sent and Received Via Electronic Mail (“E-mail Retention and Disposition Guidance”) and the General Records Retention Schedule.

Employees will comply with the following guidelines when determining whether an e-mail message is an administrative or public record and, if so, when the record should be destroyed:

1. Personal Correspondence

An e-mail message that is not received or created in the course of district business should be deleted immediately because it is not a public record. Examples of such messages that may be deleted are unsolicited e-mail advertisements, commonly called “SPAM,” or the “I’ve Gone to lunch” type of message.

2. Other Types of Correspondence and Non-Record Publications

Publications, promotional material from vendors, and similar materials that are publicly available are not public records unless specifically incorporated into other public records. For example, e-mail discussion groups’ messages, unsolicited promotional material, and files copied or downloaded from Internet sites are not public records and may be deleted immediately; or they may be kept in an electronic file folder and deleted at a later time.

3. Transitory Communications

Transitory messages that communicate information with administrative value of limited duration are public records that may be deleted when the administrative value is lost. Transitory messages are created primarily for the communication of information, as opposed to communications created to perpetuate knowledge or to memorialize an administrative action or decision. For example, e-mail messages notifying employees of a future staff meeting are transitory communications.

4. Non-Transitory Communications

E-mail messages that meet the definition of a public record must be retained, and destroyed in accordance with the General Records Retention Schedule. The retention period for non-transitory, public record e-mail messages depends on the record series for the document as determined by the content of the message.

For example, if a school principal receives an e-mail message from a parent complaining about the cleanliness of a student restroom, the message’s content would indicate that it is a public record in the “general correspondence” record series established by the General Records Retention Schedule. Accordingly, the principal must retain the e-mail message until its “administrative value has been served but no more than 3 years after fiscal year created or received.”

Likewise, If a school principal receives from a beverage vendor an e-mail transmittal with the school’s signed beverage vending machine contract attached, the e-message would be transitory material and the contract would fall into the “Contracts, Agreements, Leases and Related Materials” record series. Accordingly, the e-mail message could be deleted immediately but the contract must be retained for six years after the contract is completed.

The employee who creates an e-mail message or who receives an e-mail message from a source outside of the district will determine and carry out the organization and retention of the e-mail message.

As a best practice, all e-mail messages should be retained in the form of a paper copy if the retention period for the record is more one fiscal year. E-mail messages that will not require retention for more than one fiscal year may be retained in an electronic file/folder maintained by the employee on the district’s computer system.

Regardless of whether an administrative record is retained in paper copy form or in electronic copy form, it must be retained for the period of time required for the applicable record series established in the General Records Retention Schedule. In no event may an employee use the “In,” “Out,” or “Trash” file folders of his or her e-mail account as an administrative record retention system.

The primary and any secondary recipients of the e-mail message should retain the record as long as needed and may dispose of the record when no longer needed. Indefinite retention of e-mail messages in the “In,” “Out,” and “Trash” file folders of an employee’s e-mail account is not appropriate.

C. Litigation/Audit Hold

Under state and federal law, the district and its employees have a duty to halt destruction of a record in its possession or control when the record is relevant to a legal action that is reasonably anticipated or pending. Likewise, records must be preserved when needed for a legal or financial audit. When a legal action or audit is reasonably anticipated or pending, the General Counsel, Director of Risk Management, or Internal Auditor will issue a litigation/audit hold, or stop destruction request, to all administrators who may have administrative, student, or employee records that may be relevant to the legal action or audit. The litigation/audit hold will summarize what information is known about the legal action or audit. Upon receipt of a

litigation/audit hold, an administrator will advise all persons under his or her supervision who may have relevant records in their possession to retain such records until further notice. No record that falls within the scope of a litigation/audit hold will be destroyed until its destruction is approved by the General Counsel, Director of Risk Management, or Internal Auditor.

V. DESTRUCTION OF RECORDS

A. General

Administrative records will be destroyed in accordance with the General Records Retention Schedule unless the record must be retained longer for the purpose of a pending or anticipated legal action or audit. School principals and department directors will determine when to destroy administrative records within their schools or facilities in accordance with the General Records Retention Schedule.

Prior to the end of each fiscal year, school principals, department directors, and all other administrators responsible for directing the destruction of administrative records will determine which administrative records under their control should be destroyed and direct their destruction. All such administrators will annually complete and provide to the custodian of administrative records a Report/Certificate of Records Destruction (Form EJ-R-F) that summarizes the records destroyed during the fiscal year. The custodian of administrative records will compile all reports and submit them to the Arizona Library, Archives and Public Records Department pursuant to A.R.S. § 41-1346.

B. E-mail

Employees who send and receive e-mail messages will destroy such records in accordance with the E-mail Retention Guidance. For all e-mail accounts that are maintained on the district’s computer server, the Information Systems Department will automatically delete each e-mail document from the “In,” “Out,” and “Trash” file folders of e-mail accounts three months after the e-mail document was first sent from or delivered to the e-mail account.

VI. ACCESS TO RECORDS

A. Employee Access

An employee will access administrative records only for the purpose of carrying out his or her duties. Unless general authorization to access all administrative records has been given by the Superintendent, an employee will not access administrative records that are maintained outside of his or her school or department without first receiving authorization or assistance from the administrator or designee responsible for the safekeeping of the administrative record.

B. Public Access

The district will provide access to public records to members of the public in accordance with district policy KBA – Public Record Requests.

EJ-R – Cont’d.

Adopted: July 2, 2008

Revised: July 1, 2009
July 1, 2011

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. §41-1346

CROSS REF.: [KBA – Public Record Requests](#)
[General Records Retention Schedule](#)
[E-mail Retention and Disposition Guidance](#)
[Retention Schedule for E-mail Records](#)

FORM: [EJ-R-F – Report/Certificate of Records Destruction](#)

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Section F - Facilities Development

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: Facilities Development Goals
GOVERNING BOARD POLICY	DISTRICT CODE: FA

Facilities Development Goals

Priority in the development of facilities shall be based on identified educational needs, and on programs developed to meet those needs.

The Governing Board establishes the following goals to assist the Superintendent in developing plans for facilities. All plans shall be reviewed and approved by the Board:

- o Base educational specifications for school buildings on identifiable learner needs.
- o Provide sufficient flexibility to permit program modification or the installation of new programs.
- o Design school buildings as economically as feasible, providing that learner needs are effectively and adequately met by the design.
- o Involve the community, school staff, and available experts in developing building plans and specifications.
- o Costs shall be analyzed as compared with capital expenditures versus a maintenance and operations expense projection.
- o The core facility of each development shall be analyzed as it relates to future expansion.
- o When feasible, design school buildings for community use.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Enrollment Projections
GOVERNING BOARD POLICY	DISTRICT CODE: FBB

Enrollment Projections

On an annual basis, student projections shall be computed and updated.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Enrollment Projections
ADMINISTRATIVE REGULATION	DISTRICT CODE: FBB-R

Enrollment Projections

The Department of Research and Evaluation shall be responsible for developing enrollment projections and making them available to the Superintendent. The holding power of a school, birth rates within the District, economic trends, and in and out migration factors shall be used in making the projections. The Superintendent may secure consultant services periodically to provide specialized assistance in developing projections.

Approved: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Boundary Changes; Planning and Boundary Design Advisory Committee
GOVERNING BOARD POLICY	DISTRICT CODE: FC

PABDAC

The Governing Board authorizes and directs the Superintendent to form a Planning and Boundary Design Advisory Committee (PABDAC) that will include 11 non-employee members and the Associate Superintendent as an ex officio, non-voting member. Each Governing Board member will appoint two persons to serve as members of the PABDAC, and the Superintendent will appoint one member.

The purpose of the PABDAC is:

1. To review demographic data, conduct public hearings, and offer recommendations to the Governing Board concerning changes in school attendance areas.
2. To offer long-range development plans directed toward future school site selection and offer recommendations to the Governing Board, resulting in the formation of proposed school attendance areas.

The Superintendent will adopt guidelines for the formation and operation of the PABDAC in compliance with state law relating to the adoption of school attendance boundaries.

BOUNDARY CHANGES

After receiving recommendations of the PABDAC, the Governing Board will make the final decision regarding school attendance boundaries. In addition to the regular notice posted for public meetings of the Governing Board, notice of a Governing Board meeting regarding proposed school boundary changes will be placed in one or more local newspapers and posted on the district’s Web site. Written notice will also be sent home with students enrolled in schools that may be affected. The Governing Board will allow public comment on proposed changes to a school attendance boundary before voting on the matter.

Within 90 days after the Governing Board changes or adopts an attendance boundary, the district will post on its Web site a revised map of school attendance boundaries and give notice of the change and the district’s Web site to the State Department of Real Estate. The district will also give notice of the Governing Board’s action to any person or entity that donated the land upon which the affected schools are located, if the land was donated to the district within the past five years.

Adopted: January 8, 2008

Revised: March 9, 2010

LEGAL REF: A.R.S. 15-341(A) (38)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Boundary Changes; Planning and Boundary Design Advisory Committee
ADMINISTRATIVE REGULATION	DISTRICT CODE: FC-R

PLANNING AND BOUNDARY DESIGN ADVISORY COMMITTEE (PABDAC)

GUIDELINES

Purpose

The purpose of the district Planning and Boundary Design Advisory Committee (PABDAC) is:

1. To review demographic data, conduct public hearings, and offer recommendations to the Governing Board concerning changes in school attendance areas.
2. To offer long-range development plans directed toward future school site selection and offer recommendations to the Governing Board resulting in the formation of proposed school attendance areas.

Committee Membership

The PABDAC will include 11 non-employee committee members. The PABDAC members must reside within the district’s boundaries. The Associate Superintendent will serve as an ex officio and non-voting member of the PABDAC.

Each Governing Board member will appoint two non-employee committee members. These PABDAC members will begin service at the May informational meeting of the same school year the sponsoring Governing Board member began service and will continue through April of the school year the Board member’s term expires. If the Board member is re-elected, he or she may appoint two new PABDAC members to serve during the next term.

The Superintendent will appoint one non-employee member who will serve for a term of one school year.

If a Board-appointed PABDAC member resigns or relocates residence outside district boundaries prior to the end of a term, the sponsoring Governing Board member must appoint another non-employee committee member to finish the term. If the PABDAC member who was appointed by the Superintendent resigns or relocates residence outside district boundaries, the Superintendent will appoint another non-employee committee member.

Committee Officers and Staff

A PABDAC chair and a PABDAC vice-chair will be selected annually by PABDAC members during the May informational meeting.

The PABDAC chair, with the assistance of the Associate Superintendent, will:

- Schedule all PABDAC meetings.
- Determine the agenda for all PABDAC meetings.
- Preside over all PABDAC meetings.

The PABDAC vice-chair will:

- Perform all PABDAC chair duties in the absence of the chair.
- Assist the PABDAC chair with PABDAC functions.

A PABDAC secretary will be appointed to the PABDAC by the Superintendent. The PABDAC secretary will:

- Prepare PABDAC meeting agendas.
- Prepare PABDAC meeting venues.
- Record minutes of all PABDAC meetings.
- Correspond with PABDAC members.

The Associate Superintendent will:

- Assist PABDAC members with demographic data and relevant information as per agenda items.
- Procure the services of Mesa staff members when needed by the PABDAC.
- Coordinate PABDAC correspondence to the public.

Activity

A quorum for a Planning and Boundary Design Advisory Committee (PABDAC) meeting is six. A quorum is required for the PABDAC to propose or take action. PABDAC may meet with less than a quorum if the meeting is for informational purposes only.

Informational Meetings

The PABDAC holds informational meetings two times per year. One informational meeting will be held in September to review current enrollment data and to consider enrollment changes from the previous year. The other informational meeting will be held in May to review information gathered during the school year concerning changes in enrollment patterns and overall growth of the district, orientate new members, and elect officers.

Boundary Design Meetings and Public Hearings

In addition to the two scheduled informational meetings, boundary design meetings and public hearings may be called by the Governing Board for the purpose of having the PABDAC furnish the Governing Board with recommendations concerning attendance area changes or future attendance areas. When the PABDAC is asked to review proposed attendance area changes or to consider future attendance areas, the committee may meet as many times as it deems necessary. However, a minimum of one boundary design meeting and two boundary design meetings/public hearings will be held for this purpose.

Boundary Design Meeting

This meeting will be a study session. The Associate Superintendent and/or the Assistant Superintendent for the affected area will present information to the PABDAC concerning the need for an attendance area change and the constraints which are evident with respect to any suggested attendance areas. Input will be sought at this time from the PABDAC members concerning suggested boundaries for the schools which will be receiving additional students, as well as those schools which will be yielding students.

The meeting will be open, but because it is a study session, public comment will not be taken. Citizens will be invited to express their concerns in writing.

Boundary Design Meeting/First Public Hearing

Notice of a boundary design meeting/first public hearing will be placed in one or more local newspapers and posted on the district's Web site. Written notice will also be sent home with students enrolled in schools that may be affected.

This meeting will be an open meeting at which initial attendance areas will be proposed by the Associate Superintendent and/or the Assistant Superintendent for the affected area. The proposal will incorporate the direction given by the PABDAC and address the written concerns, if any, submitted by community members. At the completion of the presentation, input will be solicited from the community. Any member of the community in attendance will be allowed to make a three-minute maximum presentation to share concerns regarding the proposed changes. Before community members make presentations, they will be asked to complete a form for the record declaring their name, address, and area of concern. At the completion of all presentations by the community, the Associate Superintendent and/or Assistant Superintendent will be given the opportunity to address any of the questions that have been raised by community members. The PABDAC may then solicit additional input from either the community or staff.

Boundary Design Meeting/Second Public Hearing

Notice of boundary design meeting/second public hearing will be placed in one or more local newspapers and posted on the district's Web site. Written notice will also be sent home with students enrolled in schools that may be affected.

At this meeting, the Associate Superintendent and/or an Assistant Superintendent will present to the PABDAC the district recommendations concerning the boundaries and address questions that have been raised by the PABDAC. Community members will then be invited to make comments about recommendations following the procedure outlined above under "Boundary Design Meeting/First Public Hearing." At the completion of the input of the community members, the Associate Superintendent and/or Assistant Superintendent will be given the opportunity to respond to concerns expressed. The PABDAC may then solicit additional input from either the community or staff. At the completion of the questioning period, the PABDAC may make a recommendation concerning the boundaries to the Governing Board or hold subsequent boundary design meetings/public hearings prior to making its final recommendation. If the PABDAC makes a recommendation or contemplates a recommendation concerning boundaries that would affect students that did not receive written notice of the Boundary Design/Second meeting, the PABDAC will not vote on a final recommendation until a subsequent

FC-R – (Cont'd.)

meeting and after providing notice of the meeting in the same manner prescribed for the boundary design meeting/second public hearing. The work of the PABDAC is not complete until it brings final recommendations to a vote and submits the results to the Governing Board.

Adopted: January 8, 2008

Revised: March 9, 2010

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Educational Specifications
ADMINISTRATIVE REGULATION	DISTRICT CODE: FEA-R

Educational Specifications

The Superintendent holds the Superintendency responsible for developing the following items for each proposed new school:

- o A description of the proposed curriculum, the teaching methods and techniques to be employed.
- o Information concerning the plan of school organization and estimated enrollment in the proposed building.
- o A schedule of space requirements, including an indication of relative locations of various spaces.
- o A desired layout of special areas and the equipment needed for such areas.
- o An outline of mechanical features and special finishes desired.

Approved: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Naming New Facilities
GOVERNING BOARD POLICY	DISTRICT CODE: FF

Naming New Facilities

The naming of schools in the District shall be the responsibility of the Governing Board. Each Board shall determine the criteria for naming a particular facility. If it is proposed to name a school or facility after an individual still living, the Board must first obtain approval by the individual.

The Superintendent shall provide the Board President with a list of any suggestions for names received from either community members or employees. The Board shall review any list provided, but may select any name that the majority of the Board desires.

In this policy, the word facilities refers to school buildings, administration buildings, auditoriums, gymnasiums, stadiums, athletic fields, and playgrounds. The Board reserves the right to review the proposed names for any facility.

Adopted: April 12, 1988

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: General Policy Statement
GOVERNING BOARD POLICY	DISTRICT CODE: GB

GENERAL POLICY STATEMENT

Personnel policies of the district are an essential part of public education in the community. The philosophy of a school district and the community is generally reflected in policies.

Through personnel policies, the Governing Board desires to establish conditions that will attract and hold the highest qualified personnel for all positions, who will be devoted to the education and welfare of the students.

Policy development will be approached with attitudes of mutual faith and good will. Cooperation and participation of the administration and the Board are essentials in the formulation of policies. If the predominant values and standards are based upon a democratic philosophy, the personnel policies and regulations will add to the dignity of each individual.

Provisions for the implementation of adopted personnel policies will include channels of communication and procedures for the handling of professional and ethical problems, through which individuals or groups affected may voice opinions.

To maintain personnel policies and corresponding administrative regulations in the highest state of effectiveness, the Superintendent is directed to establish the necessary procedures.

Adopted: February 26, 1980

Revised: April 12, 1988

LEGAL REF.: A.R.S. 15-341
15-382
15-383
15-384
15-502
15-503
15-546

MESA UNIFIED SCHOOL DISTRICT	TOPIC: General Policy Statement
ADMINISTRATIVE REGULATION	DISTRICT CODE: GB-R

GENERAL POLICY STATEMENT

District employment will be administered by the Assistant Superintendent of Human Resources.

Adopted: February 26, 1980

Revised: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Equal Opportunity Employment
GOVERNING BOARD POLICY	DISTRICT CODE: GBA

EQUAL OPPORTUNITY EMPLOYMENT

The district will make employment decisions, including hiring, assignment, promotion, termination, and compensation, on the basis of qualification and without regard to race, color, national origin, religion, sex, disability, or age.

The district will affirm its commitment to equal opportunity employment on its website, application forms, and advertisements directed to persons seeking employment.

The district will seek qualified minority individuals to fill vacancies at all levels of employment. The district’s efforts will include requesting interviews with qualified minority applicants to educational institutions visited by the district in connection with recruitment.

No district employee will retaliate against an employee for reporting discrimination, for filing a discrimination complaint pursuant to this policy, or for testifying, assisting, or participating in any manner in an investigation or hearing related to a discrimination complaint.

The Superintendent will establish by administrative regulation a procedure for addressing complaints of illegal discrimination or retaliation for reporting illegal discrimination, for filing a discrimination complaint pursuant to this policy, or for testifying, assisting, or participating in any manner in an investigation or hearing related to a discrimination complaint.

Any district employee who discriminates or retaliates against an applicant or employee in violation of this policy will be subject to disciplinary action, including dismissal.

An employee who knowingly makes a false accusation of discrimination or retaliation is subject to disciplinary action, including dismissal.

Adopted: February 26, 1980

Revised: October 11, 1988
 January 25, 1994
 March 11, 2003
 January 13, 2015

GBA – Cont'd.

LEGAL REF.: 29 U.S.C. § 106(d)
29 U.S.C. § 621 et seq.
29 U.S.C. § 794
42 U.S.C. § 2000e et seq.
42 U.S.C. § 12101 et seq.
A.R.S. § 41-1461 et seq.

CROSS REF.: AC – Nondiscrimination/Equal Opportunity
GBP – Prohibited Personnel Practices
JB – Equal Educational Opportunities

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Equal Opportunity Employment
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBA-R

EQUAL OPPORTUNITY EMPLOYMENT

Employment Discrimination Prohibition and Consequences

The district prohibits illegal discrimination against any employee, employment applicant, volunteer, vendor, or contractor on the basis of race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), disability, or age. The district also will not tolerate any form of retaliation directed against an employee, employment applicant, volunteer, vendor, or contractor who either complains about illegal workplace discrimination or who participates in any investigation concerning illegal workplace discrimination.

This regulation is designed to address and resolve concerns about employment discrimination and retaliation other than workplace harassment. The district has adopted a specific policy and administrative regulation to protect employees from workplace harassment. If an employee believes that he or she has been subjected to workplace harassment, the matter may be reported and resolved pursuant to Governing Board Policy GBCX –Workplace Harassment – Employees and its administrative regulation. “Workplace harassment” means any unwelcome verbal, 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, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), disability, or age and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; and (2) has the purpose or effect of either unreasonably interfering with an employee's work performance or negatively affecting an employee's employment opportunities or compensation.

A substantiated charge of illegal employment discrimination or retaliation against an employee will subject the employee to disciplinary action which may include, but is not limited to, suspension or dismissal. Any volunteer, vendor, or contractor who is found to have engaged in illegal employment discrimination will have their relationship with the district limited or terminated.

Reporting Employment Discrimination

Any employee who believes that he or she has been discriminated against in violation of this policy by a supervisor, co-employee, student, volunteer, vendor, or contractor as a result of employment-related circumstance should promptly report the concern by completing the Equal Employment Opportunity Complaint (form GBA-R-F) and promptly submitting it directly to the employee's immediate supervisor or the next highest administrator if the supervisor is the object of the complaint.

The district compliance officer for complaints pursuant to this regulation is the Assistant Superintendent of Human Resources.

Disciplinary Action

Any teacher or administrator who violates this policy will be subject to disciplinary action as set forth in Governing Board Policy GCPD – Disciplinary Action: Professional Staff. Any classified employee who violates this policy will be subject to disciplinary action as set forth in Governing Board Policy GDPD – Support Staff: Disciplinary Action for Misconduct; Dismissal for Unsatisfactory Performance.

Adopted: January 25, 1994

Revised: September 12, 1996
November 24, 1999
February 27, 2003
July 1, 2009
January 9, 2015

Michael B. Cowan
Superintendent

FORM: GBA-R-F – Equal Employment Opportunity/Discrimination/Retaliation Complaint Form

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Involvement In Decision Making
GOVERNING BOARD POLICY	DISTRICT CODE: GBB

STAFF INVOLVEMENT IN DECISION MAKING

It shall be the policy of the Board to encourage employee participation in the decision-making process for the District. The Superintendent is authorized to establish employee committees as necessary to recommend policies and regulations for the best functioning of the District.

In the development of regulations and arrangements for the operation of the school system, the Superintendent may include at the planning stage any employees who may be affected by such provisions.

The Superintendent may establish, with professional and classified employees, channels for communication of ideas and feelings regarding the operation of the schools. He shall weigh with care the counsel given by employees.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Leaves and Absences
GOVERNING BOARD POLICY	DISTRICT CODE: GBBB

LEAVES AND ABSENCES

Authorization of Leaves of Absence

The district is authorized to provide employees with leaves of absence in the following categories:

Earned Paid Sick Time (EPST)	Military leave
FMLA leave	Personal leave days
Sick leave	Professional leave
Long-term leave	Voting/court duty leave

In consultation with employee groups and subject to review and approval by the Board, the Superintendent will develop regulations that define the foregoing categories of leave, quantify the amount of leave that an employee may receive, and describe when and how leave may be used.

The Superintendent's regulations for leave may distinguish between the various employee groups of the district. For the purposes of this policy and its regulations, the following employee groups will be recognized:

- Certificated employees, which are the employees included within the current Working Conditions and Benefits for Certificated Employees.
- Administrators, which are the administrative employees included within the current Working Conditions and Benefits for Administrators.
- Classified employees, which are the non-certificated employees included within the current Working Conditions and Benefits for Classified Employees.
- Classified supervisors, which are the non-certificated, supervisory employees included within the current Working Conditions and Benefits for Classified Supervisors.

Approval of Leaves of Absence

The Superintendent or designee is authorized to approve an employee's use of EPST, FMLA, sick, voting/court duty, military, personal, and professional leave.

The Superintendent or designee will review and make recommendations to the Board regarding applications for long-term leave. The Board will determine whether to approve an application for long-term leave.

Compensation During Leaves of Absence

Employees will receive EPST, sick leave, voting/court duty leave, personal, and professional leave with pay so long as such leave is taken in compliance with regulations. Any certificated employee granted sabbatical leave will be paid one-half the employee's salary as of the date when leave is granted.

Employees taking FMLA or long-term medical leave who are not receiving benefits through Worker's Compensation will be paid for any EPST, sick leave, compensatory time, personal leave, and/or vacation that is taken concurrently with such leave. The district will not pay employees during any other leave of absence.

An employee must not accept employment during long-term leave without prior written authorization by the Superintendent.

Federal Laws and Regulations

The district will comply with all federal laws and regulations concerning leaves and absences from work, including the Family and Medical Leave Act, 29 USC §2601, et seq., and the Americans with Disabilities Act, 42 USC §1201 et seq. Accordingly, all portions of this policy and the supporting regulations will be interpreted in a manner that is consistent with federal laws and regulations.

Reimbursement for Sick Leave

Employees who accrue sick leave will be reimbursed for unused sick leave upon termination of employment, subject to the terms and conditions for such compensation established in the current agreement or working conditions document for the employee group in which the employee is a member.

Misuse of Leave

An employee who misuses leave, misrepresents information given the district in connection with any leave, or otherwise violates this policy or its regulations will be subject to disciplinary action, including suspension without pay and/or dismissal. An administrator who knowingly assists an employee in a violation of this policy or its regulation will be subject to disciplinary action, including suspension without pay and/or dismissal.

An employee who is absent from work without leave authorized by this policy and regulations will be subject to disciplinary action, including suspension without pay and/or dismissal.

Disciplinary action based upon a violation of this policy or regulation or an employee's absence from work without authorized leave will be taken in accordance with Governing Board Policy GCPD or GDPD, as applicable to the employee, except in circumstances where an employee's absence from work is deemed to be abandonment of employment.

Return to Work Certification

An employee returning from a leave of absence due to illness or injury must submit to the Human Resources Department a written medical certification indicating the employee's ability to perform the essential functions of the position, with or without reasonable accommodation. If the employee fails to provide this certification within five consecutive working days of exhausting all applicable leave options, the district will dismiss the employee on the basis of inability to perform employment functions. The employee will not be entitled to a hearing. At the next regularly scheduled meeting of the Governing Board, the Assistant Superintendent for Human Resources will notify the Board of the dismissal.

Post-Dismissal Appeal – Return to Work Certification

Within five working days of dismissal, the employee may submit a written appeal to the Assistant Superintendent for Human Resources solely on the grounds that the employee was, in fact, able to provide the required medical certification. The appeal must include a copy of the required medical certification as well as a statement explaining why the certification was not provided in a timely manner.

Within ten working days of receipt of the appeal, the Assistant Superintendent for Human Resources will respond in writing to inform the employee whether the appeal has been granted and the employee reinstated, or whether the dismissal has been upheld. The decision made by the Assistant Superintendent for Human Resources is final and binding.

At the discretion of the Assistant Superintendent for Human Resources, before making a decision, the Assistant Superintendent may meet with the employee to discuss the appeal. The employee may be accompanied by an association representative.

Adopted: July 1, 2003

Revised: October 21, 2004
January 22, 2008
March 10, 2009
July 1, 2009
June 13, 2017

LEGAL REF.: A.R.S. 13-4439
15-502
15-510
16-402
21-236
23-371
26-168
38-610

CROSS REF.: GCPD – Disciplinary Action: Professional Staff
GDPD – Support Staff: Disciplinary Action for Misconduct; Dismissal for
Unsatisfactory Performance

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Earned Paid Sick Time
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBD-R(0)

EARNED PAID SICK TIME

The District will properly account for and provide employees earned paid sick time (EPST) in accordance with the Fair Wages and Healthy Families Act.

EPST Accrual

All full-time and part-time employees will begin to accrue EPST on the later of July 1, 2017, or the commencement of employment. A person who performs work as an independent contractor or as a volunteer will not accrue EPST.

Employees will accrue EPST at the rate of one hour for 30 hours worked, with a maximum accrual and use limit of 40 hours per fiscal year, beginning July 1 and ending June 30. Certificated and classified employees who are exempt from the FLSA overtime rules and work full-time will be assumed to work 40 hours in each workweek for purposes of EPST accrual. Such employees who work part-time will accrue EPST proportionately.

An employee will not accrue or use more than 40 hours of EPST in one fiscal year.

If an employee also earns sick leave (“Sick Leave”) pursuant to Administrative Regulation GBBD-R (2) (the “Sick Leave Rules”), the first 40 hours of Sick Leave earned by the employee will be credited as the employee’s EPST for the fiscal year and may be used by the employee as permitted by this Administrative Regulation GBBD-R (0) (the “EPST Rules”) or the Sick Leave Rules.

EPST Carryover

Accrued EPST not used by the end of the fiscal year will carry over to the next fiscal year and may be used by the employee as permitted by these EPST Rules. Accrued Sick Leave, including the first 40 hours of Sick Leave credited as the employee’s EPST for the fiscal year, that is not used by the end of the fiscal year will carry over to the next fiscal year and may be used by the employee as permitted by the Sick Leave Rules.

EPST Uses

An employee may use EPST only for:

1. The employee’s preventive medical care; medical diagnosis, care, or treatment for mental or physical illness; or convalescence from mental or physical illness, injury, or health condition.
2. Care of a family member who needs preventive medical care; medical diagnosis, care, or treatment for mental or physical illness; or convalescence from mental or physical illness, injury, or health condition.
3. Care of the employee’s child if the child’s school or place of care has been closed by order of a public official due to a public health emergency.
4. Care of a family member during a confinement directed by health authorities or a health care provider because of exposure to a communicable disease.

GBBD-R (0) (Cont'd.)

5. The following victim assistance services, due to domestic violence, sexual violence, abuse or stalking, for the employee or a family member:
 - (a) Medical attention needed to recover from physical or psychological injury or disability;
 - (b) Services from a domestic violence or sexual violence program or victim services organization;
 - (c) Psychological or other counseling;
 - (d) Relocation or taking steps to secure an existing home; or
 - (e) Legal services, including preparing for or participating in a civil or criminal legal proceeding.

As used in this Administrative Regulation, "family member" means:

1. Regardless of age, a biological, adopted or foster child, a stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in loco parentis, or an individual to whom the employee stood in loco parentis when the individual was a minor;
2. A biological, foster, stepparent, or adoptive parent or legal guardian of an employee or an employee's spouse or domestic partner or a person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child;
3. A person to whom the employee is legally married under the laws of any state, or a domestic partner of an employee as registered under the laws of any state or political subdivision;
4. A grandparent, grandchild, or sibling (whether of a biological, foster, adoptive, or step relationship) of the employee or the employee's spouse or domestic partner; or
5. Any other individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

EPST Use Procedures

Employees and the District will comply with the following procedures regarding employees' use of EPST:

1. The employee will request EPST by giving notice to his or her immediate supervisor. Notification by telephone message, email message, or text message is acceptable.
2. The employee will request EPST at the earliest opportunity. A request for EPST will include the expected duration of the absence, if known. Unless EPST for a planned absence has been scheduled with the employee's immediate supervisor, the employee will make a good faith effort to give notice of an absence no later than two hours before the start of his or her regular workday and report by 3:00 p.m. on the day of the absence whether he or she will return to work the next day.
3. When use of EPST is foreseeable, the employee will make a reasonable effort to schedule EPST in a manner that does not unduly disrupt the operations of the District.

4. The District will not require an employee to disclose details of the employee's or family member's health information or details of the basis for the employee's or family member's need for victim assistance services as a condition for use of EPST. However, the District may require the employee to provide a health care provider's note, in writing or electronic form, or other reasonable documentation that the EPST was used for a valid purpose when used for three or more consecutive workdays.
5. The employee may use EPST in the same increments used by the District's payroll system to account for the employee's absences or use of other time.

EPST Reinstatement and Reimbursement

1. If a separated employee is rehired by the District within nine months after separation, any unused EPST will be reinstated.
2. The District will not reimburse an employee for unused EPST during or upon termination of employment. Unused Sick Leave credited as the employee's EPST for a fiscal year will be eligible for reimbursement according to the Sick Leave Rules and the current agreement or Working Conditions and Benefits document for the employee group in which the employee is a member.

No Retaliation

The District and its employees will not retaliate or discriminate against a current or former employee because the person exercised his or her right to use EPST.

Notices

1. The District's pay stubs will provide employees with a record of their current amount of accrued EPST, the amount of EPST used to date, and the amount of pay received as EPST.
2. On or before July 1, 2017, or the commencement of employment, whichever is later, the District will provide employees appropriate written notice stating:
 - Employees are entitled to EPST;
 - The amount of EPST that employees will accrue;
 - The terms of use of EPST under Arizona law;
 - Retaliation against employees who request or use EPST is prohibited;
 - Each employee has the right to file a complaint if EPST is denied or the employee is subjected to retaliation for requesting or taking EPST; and
 - The contact information for the Arizona Industrial Commission (AIC).
3. The AIC's EPST rights poster will be placed in a conspicuous location in each school and facility.

Adopted: June 13, 2017

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: FMLA Leave
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBB-R (1)

FMLA LEAVE

Basic Leave Entitlement

Pursuant to the Family and Medical Leave Act of 1993 (hereinafter “FMLA”), an eligible employee may take up to 12 weeks of FMLA leave under any of the following circumstances:

- For incapacity due to pregnancy, prenatal medical care, or childbirth;
- To care for the employee’s child after birth, or placement for adoption or foster care;
- To care for the employee’s spouse, son, daughter, or parent who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee’s job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week entitlement to address certain qualifying exigencies. FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period.

Eligibility

An employee becomes eligible to apply for and receive FMLA leave when the employee has been employed for a cumulative total of 12 months by the district and has completed at least 1,250 hours of service, excluding any unpaid leave, in the 12-month period immediately prior to the time the leave is to commence.

“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves any of the following:

- A period of incapacity or treatment in connection with inpatient care, i.e., overnight stay in a hospital, hospice, or residential medical care facility.
- A period of incapacity requiring absence from work or regular daily activities for more than three calendar days and requiring treatment by a health care provider.
- A period of incapacity or treatment by a health care provider for chronic or long-term health condition.
- Any period of absence to receive multiple treatments by a health care provider (e.g., dialysis, chemotherapy, radiation).
- A period of incapacity due to pregnancy or for prenatal care.

“Health care provider” means any doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the state in which the doctor practices and other persons capable of providing health services as described in FMLA regulation 29 CFR §825.118.

Notice and Application Requirements

An employee should request FMLA leave when the need for such leave is foreseeable. In such instances, the request should be made at least 30 days prior to the time the leave is to commence. Otherwise, the employee must make the request as soon as practicable after the need for leave is known. Requests for FMLA leave should be made to Human Resources by calling the appropriate leave specialist (certified HR technician or classified HR technician) and requesting a leave of absence packet.

When an employee is absent for five consecutive workdays and has not made arrangements for a leave of absence, the district may inquire further of the employee or the employee’s spokesperson to ascertain whether the leave qualifies as FMLA leave. The district will require that FMLA leave be used if the employee qualifies for FMLA, the reason for absence qualifies for FMLA, and the absence exceeds five consecutive workdays. Such absences include work-related injuries.

When the district receives a request for FMLA leave or has acquired knowledge that the reason for absence may qualify for FMLA, the Human Resources Department will, within five business days (absent extenuating circumstances), provide the employee the FMLA rights notice. The notice will inform the employee if he or she qualifies for FMLA leave and if the time off work will be counted against his or her FMLA entitlement.

The required documents for a leave of absence are:

- A personal letter of request from the employee that includes the purpose of the leave, the expected duration of the leave and any other information that would help the district determine whether the leave qualifies as FMLA leave.
- A health care provider’s written certification of serious health condition (districted-provided form preferred) or, in the case of birth/adoption/foster care placement, documentation establishing such fact. The district may, at its own expense, obtain a second opinion by an independent health care provider selected by the district. After 30 days or upon expiration of prior certification, whichever is later, the district may require that the employee submit updated certification. Each certification must use the district-prescribed form or its equivalent.
- A Personnel Action Request Form (PARF). The PARF will be initiated by the HR technician when sufficient information is received and then sent to the appropriate administrator(s) and/or supervisor(s) for approval.

Leave Rules

1. FMLA leave will not exceed 12 weeks in any rolling 12-month period. The district will use a “rolling” method to calculate FMLA leave. Under the rolling method, each time an employee takes FMLA leave, the remaining leave entitlement is the balance of the 12 weeks, if any, that was not used during the immediately preceding 12 months.

2. A husband and wife who are eligible employees may take only a combined total of 12 weeks of FMLA leave during any 12-month period if leave is taken for any of the following purposes:
 - For the birth of a son or daughter or to care for the child following birth.
 - For placement with the employee of a child for adoption or foster care, or to care for the child after placement.
 - To care for a parent with a serious health condition.

If the husband and wife both use a portion of the total 12-week FMLA leave for one of the above purposes, each is entitled to the difference between the amount he or she has taken individually and 12 weeks for a FMLA leave purpose other than above purposes. FMLA leave taken in connection with childbirth, adoption, or foster care placement must be completed within the 12-month period of entitlement.

3. An eligible employee will be required to use accrued sick leave, compensatory time, vacation, and personal leave during FMLA leave, and FMLA leave will run concurrently with long-term medical leave. Any leave period taken pursuant to Workers’ Compensation for an employee’s own work-related injury or illness that qualifies as a serious health condition will be credited against the employee’s FMLA leave entitlement.
4. The group health plan(s) in which an employee on FMLA leave is participating will continue under the same terms and conditions applicable to actively working employees. The district will require the repayment of any group health plan premiums paid by the district for continuing coverage during FMLA leave if the employee fails to return to work for at least 30 calendar days after the leave expires for a reason other than the continuation, recurrence, or onset of a serious health condition that would entitle the employee to FMLA leave, retirement, or other circumstances beyond the employee’s control.
5. An employee who voluntarily purchases, through payroll deduction, benefit coverage for which no contribution is made by the district must make payments to the Employee Benefits Department at intervals established by the Director of Employee Benefits. Failure to make payment on a timely basis will result in lapse of such coverage 15 days after the employee is given notice that failure to make payment will result in lapse.
6. Intermittent FMLA leave for up to 12 weeks is available when medically necessary and when a schedule of absences can be provided. An eligible employee may take intermittent leave to care for a seriously ill parent, spouse, son, or daughter or because the employee is seriously ill or unable to work. “Intermittent” means taking leave in blocks of time or by reducing the employee’s normal weekly or daily work schedule. District approval is required for leave taken intermittently after a birth or placement of a child for adoption or foster care. If an eligible employee whose principal job function is to teach and instruct students needs intermittent leave, which is foreseeable based on planned medical treatment, to care for a family member, or for the employee’s own serious health condition, and the employee would be on leave for more than 20 percent of the working days over the period the leave would extend, then the employee will choose either to (i) take the leave for a period(s) of a particular duration not greater than the duration of the planned medical treatment, or (ii) temporarily transfer to an available alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates the recurring period of leave.
7. Accruals for sick leave and vacation will be suspended during any unpaid portion of FMLA leave.

Return to Service

Under each of the following conditions, leave for an instructional employee will be required to continue through the academic semester:

- Leave for the employee’s own serious health condition begins more than five weeks before the end of the semester, leave is for at least three weeks, and return to employment would occur during the last three weeks of the semester.
- Leave other than for the employee's serious health condition begins within the last five weeks of the semester, leave is for greater than two weeks' duration, and return to employment would occur during the last two weeks of the semester.
- Leave other than for the employee's serious health condition begins within the last three weeks of the semester, and leave exceeds five working days.

An instructional employee is a person whose principal function is to teach and instruct students in a class, small group, or an individual setting and includes not only teachers, but also athletic coaches, driving instructors, and special education assistants. It does not include auxiliary personnel such as counselors/student advisors, psychologists, or curriculum specialists.

All employees returning from FMLA leave based on the employee’s own serious health condition must submit to the district medical certification on a district-prescribed form or its equivalent that the employee is cleared to return to work.

Upon return from FMLA leave, an employee will be restored to the same position held before the FMLA leave commenced or to an equivalent position with equivalent pay, benefits and working conditions.

Adopted: July 1, 2002

Revised: July 1, 2003
October 21, 2004
February 15, 2006
March 11, 2009
September 9, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Sick Leave
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBD-R (2)

SICK LEAVE

Sick Leave Uses

Sick leave is leave, with pay, that may be used by an employee for any of the following reasons:

- Personal illness or injury.
- Preventive medical examinations.
- Illness involving a member of the employee's immediate family or household.
- Family critical illness or bereavement. For the purpose of this regulation, "family" means the employee's spouse, children, parents, parents-in-law, siblings, stepchildren, paternal and maternal grandparents, grandchildren, brother-in-law or sister-in-law, and son-in-law or daughter-in-law.
- The care of a son or daughter after birth, or placement of child for adoption or foster care.
- Personal leave, which is a use of sick leave that is granted and may be taken only in accordance with the regulations for personal leave in GBBD-R (4).
- Continuing medical appointments or ancillary service appointments stemming from a work-related injury.

Sick Leave Entitlement

Classified Employees

Contract employees earn sick leave on a pro rata basis to a maximum of one day (eight hours) per month throughout the year, with 12 days (96 hours) maximum being granted for a full year. Accruals will be credited on the last calendar day of the month.

Non-contract employees, excluding substitutes and temporary employees, who work at least 20, but less than 30, hours per week and who have been employed by the District for at least five consecutive years, earn sick leave on a pro rata basis beginning the first calendar month following their fifth year of employment.

Certificated Employees

Certificated employees receive 11 days (88 hours) of sick leave per year for a full contract term of 9.25 to 10.5 months. Of the 11 sick leave days, 5.5 days (44 hours) are earned on the employee's start date, and the remainder are earned on January 1 of the contract year. Part-time and late-hire employees receive a pro rata amount of sick leave days. A late hire employee is an individual who begins work after the first day of the contract period.

Classified Supervisors

Classified supervisors earn sick leave according to the following schedule:

Contract Term	Leave Amount
9.75 months	11 ½ days
10.25 months	12 days
10.75 months	12 ½ days
12 months	14 days

Administrators

Administrators receive 14 days (112 hours) of sick leave for a full contract term of 12 months.

Sick Leave Rules

1. If a certificated employee, administrator, or classified supervisor is absent a fraction of a day, the employee will be charged with sick leave according to the following schedule:

Period of Absence	Leave Credited
0 - 2 ½ hours	0 days of sick leave
More than 2 ½ but less than 6 hours	½ day of sick leave
6 or more hours	1 day of sick leave

The employee must make a reasonable attempt to notify the immediate supervisor of an absence and the reason for the absence at the earliest opportunity, but in no case later than two hours before the start of his or her regular workday. Leaving a telephone message is acceptable notification. The employee will also be responsible for reporting to the immediate supervisor by 3:00 p.m. on the day of the absence whether he/she will return to work the next day. Failure to do so may be just cause for disciplinary action, including deduction of salary.

2. Absences by a classified employee will be reported and deducted from sick leave on an hourly basis. The employee must notify the immediate supervisor of an absence at the earliest opportunity, but in no case later than his/her scheduled start time. The employee will also be responsible for giving the reason and expected date of return. Failure to do so will be just cause for disciplinary action, including deduction of salary.
3. Sick leave will accumulate, and unused sick leave will carry forward from year to year without limitation. Accrual of sick leave will be suspended if an employee is absent on sick leave for more than 30 consecutive workdays. Accrual will resume when the employee returns to work.
4. An employee reporting an absence for personal illness may be expected to produce evidence supporting the reason, if requested by the immediate supervisor.
5. An employee eligible for vacation who becomes sufficiently ill while on vacation to warrant hospitalization or treatment by a physician may be granted sick leave for the time spent in the hospital or the time under the physician's care. The employee must provide a statement from the attending physician indicating the inclusive dates of the illness. Sick leave is not granted to cover District-designated holidays.

6. An employee must be employed in an active status for 51 percent of the workdays in any month to earn an accrual for that month.

Workers' Compensation

An employee who suffers an accident while actively employed must file an accident report with the Risk Management Department within 48 hours after the injury occurs. The Risk Management Department will file the accident report with the Industrial Commission of Arizona and the District's Workers' Compensation Claims Administrator. If the claim is approved, the Claims Administrator will pay the authorized medical expenses.

If seven calendar days or less are lost because of injury, the employee will be charged one day of sick leave for each workday absent. If more than seven calendar days are lost because of injury, the employee will receive Workers' Compensation pay as calculated and allowed by the Industrial Commission of Arizona. During this period, the employee will receive salary from Worker's Compensation only.

Medical Leave Assistance Program

The District will administer a Medical Leave Assistance Program to enable eligible employees to request and receive donations of sick leave from other employees so that income can be received during a period of absence due to prolonged illness or injury.

This program is available to employees:

- Who have depleted their accrued sick leave, personal leave, and vacation days (if earned) as a result of their own prolonged illness or injury; or
- Who qualify for family medical leave due to a family member's prolonged illness or injury and who have depleted all accrued sick leave, personal leave, and vacation days (if earned) as a result.

For the purpose of this section, a "family member" is defined as in the Family Medical Leave Act as a spouse, child, or parent.

"Prolonged illness or injury" is defined as a nonwork-related illness or injury that is anticipated to last for the continuous period of time of four or more weeks as verified by a licensed health care practitioner.

An employee may ask for donations of sick leave only one time during any semester. No employee is eligible for the Medical Leave Assistance Program after he/she qualifies for long-term disability coverage or, if the employee has not applied for long-term disability coverage, after he/she has been absent for 180 consecutive calendar days.

Employees who have submitted retirement paperwork and are receiving reimbursement for unused sick leave and vacation during their final year of employment will not qualify for Medical Leave Assistance.

Request Procedures

Requests for medical leave assistance will be processed according to the following procedures:

- a. Employees may request and donate sick leave only through the Medical Leave Assistance Program.

- b. The employee must complete a "Medical Leave Assistance Program Request" or "Medical Leave Assistance Intermittent Program Request" form and a "Verification of Prolonged Illness or Injury Form" and submit them, along with the necessary supporting documentation (as noted on the form) to the Assistant Superintendent of Human Resources.
- c. The Assistant Superintendent of Human Resources or designee will post the Medical Leave Assistance Program Informational Notice in appropriate locations throughout the District.
- d. Any employee wanting to make a donation must designate the donation on a "Sick Leave Donation Form" in the name of the employee to receive the donation.
- e. The donor employee must submit the "Sick Leave Donation Form" to the Assistant Superintendent of Human Resources no later than ten workdays from the date the informational notice is issued. Donations received in Human Resources after this deadline will be disapproved.
- f. The Assistant Superintendent or designee will either approve or disapprove each donation. If more days are donated than are required based on physician's certification, the Assistant Superintendent will hold the donation until it becomes known that the employee does not need more days to cover the illness/injury.
- g. The Assistant Superintendent of Human Resources or designee will notify donating employees whether their donations have been approved or disapproved.

Donation Restrictions

Donations are subject to the following restrictions:

- a. The employee must make any donation voluntarily. In no way, except for the official posting, may any donations be solicited. Evidence of solicitation may result in disapproval of donations.
- b. A donor employee may donate sick leave only if he/she has 30 or more days of accumulated sick leave.
- c. A donor employee may donate no more than five days of sick leave in any contract year.
- d. No employee will be allowed to make donations to the employee's immediate supervisor or to any official evaluator of the employee.
- e. Days of leave, not the actual wage of the donor employee, will be donated.
- f. Once approved, donated leave will not be returned or reimbursed to the donor employee.
- g. All donated leave becomes the permanent property of the receiving employee unless the employee is released to return to work earlier than originally stated by his/her physician and has a balance in excess of ten donated days.
- h. Information regarding a donation will be considered confidential and will be communicated by District employees only on a need-to-know basis.
- i. An employee may donate sick leave anonymously.

Reimbursement for Unused Sick Leave

The District will reimburse eligible employees for unused sick leave days upon termination of employment according to the following terms and conditions:

1. “Eligible employee” means an employee who has or will have at least five continuous years of service with the District when his or her employment ends and whose employment terminates by retirement, resignation, reduction in force, or death. The calculation of years of continuous service will not include a year that includes unpaid, non-FMLA leaves of absence that exceed a full semester.
2. An eligible employee will be reimbursed for not more than 220 unused sick leave days upon termination of employment. One sick leave day is eight hours. The maximum number of unused sick leave days will be prorated for employees who work less than 40 hours per week.
3. Eligible employees who have given written notice of retirement or resignation may have their reimbursement for all but five sick leave days paid in prorated amounts over their remaining pays to the end of their employment. Any unused sick leave days remaining at the end of employment will be reimbursed in a lump sum payment.
4. Reimbursement for unused sick leave will be made prior to the end of the fiscal year, subject to the availability of funds. If requests for reimbursement exceed funds available in the current fiscal year, the District will reimburse eligible employees who submitted written notice of retirement or resignation earliest among all eligible employees to be reimbursed in the same fiscal year until available funds are exhausted. Requests for reimbursement that cannot be honored for lack of funding will receive priority for reimbursement in the following fiscal year.
5. The reimbursement amount for one unused sick leave day will be the most recent reimbursement rate approved by the Governing Board for the employee group of the eligible employee. The Governing Board may authorize a greater reimbursement rate and/or maximum number of unused sick leave days that may be reimbursed as an incentive for an employee to give the District early notice of retirement or resignation effective at the end of the contract year.

Adopted: July 1, 2002

Revised: July 1, 2003

October 24, 2004
February 15, 2006
February 1, 2007
March 11, 2009
July 29, 2009
January 27, 2016
August 3, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Military Leave
GOVERNING BOARD POLICY	DISTRICT CODE: GBBD-R (3)

MILITARY LEAVE

Leave With Pay

An employee who is a member of the Arizona National Guard and Reserve or of another Armed Forces branch will be granted a leave of absence with pay for active duty or training. The leave of absence will be granted for a period not to exceed 30 working days in any two consecutive calendar years. The period of time spent in training under orders shall not be deducted from any sick leave or vacation with pay to which the employee is otherwise entitled. Any military leave in excess of 30 working days in any two consecutive calendar years must be taken as leave without pay or by using personal leave or accrued vacation. An employee who elects to take leave without pay will not accrue sick leave or vacation. Employees must provide their immediate supervisors with advance notice of military service and a copy of their official orders unless military necessity prevents the employee from doing so.

Extended Leave Without Pay

An employee who voluntarily or involuntarily enters active service in the Armed Forces of the United States will be placed on extended military leave without pay for the active service duration. Employees on extended military leave without pay will not accrue sick leave or vacation. An employee on a leave without pay may continue certain benefits coverage during the absence:

- When military medical, vision, and dental coverage is in effect for the military member, the district's employee group insurance ceases for the military member only. Dependents can remain covered under the district's plans.
- Employee and/or dependent medical, vision, and dental insurance may be continued under COBRA for a period of up to 18 months. It will be the employee's responsibility to ensure that the full premium is paid on a monthly basis.
- During the unpaid military leave of absence, the basic life insurance and any voluntary supplemental life insurance may be continued by paying the monthly premium. However, accidental death and dismemberment (AD&D) coverage, including the AD&D portion of the voluntary supplemental life insurance coverage will cease until the employee returns to full-time district employment.

Return to Work

After an honorable discharge or release from active duty, an employee may request reinstatement of his or her employment with the district, subject to the following conditions:

Application for Reemployment

- If the duration of military service is 1 to 30 days, the employee must apply for reemployment on the first workday that starts at least eight hours after the person has returned from the place of military service.

GBBD-R(3) – Cont'd.

- If the duration of the military service is 31 to 180 days, the employee must apply for reemployment within 14 days after the completion of the period of the military service.
- If the duration of the military service is more than 180 days, the employee must apply for reemployment within 90 days after the unconditional release from military service.

Work Assignment

If the period of service is 1 to 90 days, the employee will be returned:

- to the position he or she would have held if continuously employed; or
- to the former position held without loss of benefits or rate of compensation.

If the period of service was for more than 90 days, the employee will be returned:

- to the position he or she would have held if the continuous employment had not been interrupted by military service, or a position of like seniority, status and pay, the duties of which the person is qualified to perform; or
- to the former position held or a position of like seniority, status and pay, the duties of which the person is qualified to perform without loss of benefits or rate of compensation.

If the staff member has a disability incurred in, or aggravated during, his or her military service, the district will make reasonable efforts to accommodate the disability under federal and state laws.

Adopted: July 1, 2003

Debra Duvall
Superintendent

LEGAL REF.: A.R.S. §26-168
38-298
38-610

38 U.S.C. §4301, et seq. (Uniformed Services Employment and Reemployment Act
of 1994)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Personal Leave/Off-Contract Days/ Religious Observance
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBD-R(4)

PERSONAL LEAVE

1. General Rules for Personal Leave

Personal leave is provided to enable employees to attend to personal and business needs that cannot be addressed at times other than during their regular hours and days of work. Personal leave days will be granted to all employees who earn sick leave. Personal leave will be deducted from the employee’s accrued sick leave. Unused personal leave will not carry forward from one contract year to the next.

Except in case of an emergency, employees must request use of personal leave from their immediate supervisor at least one day prior to the date on which the leave is to be used. In case of an emergency, an employee must submit a written request for approval within 48 hours of the employee’s return to work.

2. Classified Employees

Twelve-month employees may use a maximum of three personal leave days during one contract year. Short-term contract employees may use a maximum of five personal leave days during one contract year. Personal leave will not be used on any day the employee is not scheduled to be at work.

3. Certificated Employees

Certificated employees (excluding certificated administrators and supervisors) may use a maximum of two personal leave days during one contract year.

Certificated employees may use an additional three personal leave days that will not be deducted from accrued sick leave. The three additional days may be used only after the first two personal days have been deducted from accrued sick leave or all accrued sick leave has been exhausted. For the three additional personal leave days, full-time certificated employees and part-time certificated employees on contract greater than 0.5 will be charged an amount equal to the daily substitute pay rate, regardless of whether or not a substitute is required. All employees on a contract of 0.5 or less will be charged an amount equal to one-half the daily substitute pay rate. The deductions will be made on the next paycheck following the reporting of the absence.

A certificated employee may use personal leave days only with prior approval from the immediate supervisor. If a request for personal leave days is denied by the immediate supervisor, the employee may appeal the denial to the Assistant Superintendent of Human Resources. For purposes of maintaining uniformity, all requests are subject to review by a designee of the Assistant Superintendent.

Generally, personal leave cannot be used on days immediately before or after a school holiday, legal holiday, fall break, winter break, spring break or at the beginning or end of the school year. An employee may request a waiver to this rule by submitting a PARF that explains the reason for the request to the Assistant Superintendent of Human Resources who will approve or decline the request based on district staffing needs.

4. Administrators and Supervisors

Administrators may use a maximum of eight days of personal leave during one contract year. Supervisors may use a maximum of seven days of personal leave during one contract year.

OFF-CONTRACT DAYS

If the employee’s available sick leave accrual is not sufficient to cover a personal leave at the time the leave is taken, the day or days will be taken as unpaid leave days (“off-contract days”) and the employee will not be paid for any holiday immediately prior to or following the off contract day. No appeal is available.

The district may allow an employee to use no more than five off-contract days during one contract year. The employee will be docked the daily rate of pay for each off-contract day. All conditions that apply to the use of personal leave will apply to the use of off contract days. Other than for an approved leave of absence, it is expected that employees will not use personal leave and/or off-contract days for more than five consecutive days during one contract year.

RELIGIOUS OBSERVANCE

Employees may use personal leave or vacation time to observe recognized religious holidays. Employees who do not earn personal leave or vacation time, or who have no unused personal leave or vacation time, may request to take off-contract days. If a request for time off for religious observance is denied by the immediate supervisor, the employee may appeal the denial to the Assistant Superintendent of Human Resources.

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Revised: February 27, 2003
July 1, 2003
October 21, 2004
February 15, 2006
June 2, 2010
August 1, 2013
July 27, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Leave
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBB-R (5)

Professional leave, with pay, may be granted by the Superintendent for an employee to attend an educational conference, convention, or curriculum meeting; to visit another school or educational institution; or to participate in other professional activities requested by the district. An employee may also request to participate in a professional activity that will benefit the district. A Travel Request form must be submitted to the supervising Assistant Superintendent through the employee's immediate supervisor.

Requests for professional leave will be evaluated on the basis of (i) value of the meeting or other activity, (ii) funds available in the appropriate budgets and (iii) the availability of a substitute, if necessary.

A per diem subsistence allowance and travel expenses may be paid in accordance with governing board policies and state law.

Adopted: July 1, 2002

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Long-Term Leave
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBD-R (6)

LONG-TERM LEAVE

The district may grant long-term leave to qualified employees for the following reasons:

- Health, which means a health condition of the employee that prevents the employee from performing the essential functions of his/her job;
- Hardship, which means a sudden and serious personal crisis that will prevent the employee from working for a specific period of time;
- Continuing education, which means a sabbatical or other continuing education opportunity; or
- Personal, which means a reason that does not fall within the other three categories of long-term leave but that will prevent the employee from working for a specific period of time and that will benefit the district.

To ensure that the district benefits from an employee's long-term leave, such leave will be granted only when there is a reasonable expectation that the employee will return to work at the district in a position appropriate to his/her certification or qualifications upon completion of the leave period.

General Provisions

Duration

The maximum duration of long-term leave will be computed on the basis of workdays. The duration of any long-term leave or combination of leaves used during a rolling 36-month period will not exceed the total number of workdays in one contract year for the employee's position. For example, if a teacher with a 185-workday contract requests long-term leave, the district may grant no more than 185 workdays of leave, less any workdays of long-term leave taken during the prior 36 months. A longer leave period may be allowed if required by section 504 of the Rehabilitation Act of 1973 or other federal law or regulation.

Compensation and Benefits

The district will not pay an employee compensation during long-term leave unless:

- The employee is granted a health leave and concurrently uses accrued sick leave, compensatory time, or vacation time; or
- The employee is granted a sabbatical.

During unpaid long-term leave, the employee may continue health plan coverage under the same terms and conditions applicable to actively working employees, by making payments for amounts that would otherwise have been deducted from the employee's paycheck. Payments must be made to the Employee

Benefits Department at intervals established by the director of employee benefits. Failure to make payment in a timely basis will result in lapse of such coverage. An employee will not accrue sick leave or vacation time while on long-term leave.

Preservation of Rights

Certificated Employees. Upon return from leave of absence, the employee will receive no less base salary than he or she received in his or her last contract period and will receive any "across-the-board" salary increases which have been granted to other employees during the school year in which the leave occurred.

All rights prescribed in A.R.S. §§15-538.01, 15-539, 15-544, and 15-547 for certificated teachers who have been employed for more than the major portion of three consecutive school years, and all rights of retirement, accrued leave with pay, salary increments, and other benefits provided by law will be preserved and available to the employee upon return from an authorized leave.

Classified Employees. To the extent possible, a classified employee returning from long-term leave within the contract year will be placed in a classified contract position for which the employee is qualified without loss of hourly wage. No right or expectation of reemployment may extend beyond the contract year.

Supervisors and Administrators. Upon return from leave, a supervisor or administrator will receive no less base salary than the employee received in the employee's last contract period and will receive any "across-the-board" salary increases granted to other employees during the school year in which the leave occurred.

No Work During Long-Term Leave

An employee must not accept employment during long-term leave without prior written authorization by the Superintendent. As used in this paragraph, "employment" includes district employment other than the employee's primary position.

Notification of Intent to Return

An employee who is granted a long-term leave must give written notification of intent to return as follows:

- Certificated employees must give written notice by October 15 when returning for the second semester, or by March 15 when returning for the next school year.
- All other employees must give written notice by March 15 when returning for the next contract year.

Failure to give notice as required will be considered abandonment of employment pursuant to Administrative Regulation GBBD-R(8), and the employment relationship between the district and the employee will terminate without the right to a hearing.

Return to Service

Instructional employees will be required to continue their long-term leave to the end of the academic semester in accordance with the FMLA return-to-service procedures.

Approval

The Superintendent or designee will submit a recommendation to the Governing Board regarding each application for long-term leave. Each application for long-term leave is subject to Board approval.

Health Leave

Eligibility

An employee may apply for long-term health leave if one of the following requirements is met:

- The employee has been employed for three or more consecutive contract years and requires long-term health leave in excess of available FMLA leave.
- The employee has not completed a sufficient number of cumulative months of employment and hours of service to be eligible for FMLA leave, and the duration of the long-term health leave will not exceed 12 weeks in any rolling 12-month period.
- Long-term health leave is required as an accommodation by federal law or regulation.

General Information

- An employee must provide notice and apply for long-term health leave in accordance with procedures for FMLA leave. Documentation required by the district to verify the need for long-term health leave must be received within 15 days of the leave start date, or the leave request may be denied.
- The district, in its sole discretion, may grant long-term health leave in incremental periods, provided that the incremental periods in combination will not exceed the maximum duration for which the employee is eligible.
- The district may base its decision whether to grant long-term health leave or to grant an additional incremental amount of leave on factors that include:
 - The current prognosis of the health condition as noted in writing by a physician or other qualified health care provider, indicating the employee is expected to return to work without exceeding the maximum amount of leave for which the employee qualifies.
 - The current status of an application for long-term disability (LTD) benefits with the Arizona State Retirement System.
- After FMLA leave and all paid leave accruals have been exhausted, the employee may continue health plan coverage under the same terms and conditions applicable to actively working employees by making payments for amounts that would otherwise have been deducted from the employee’s paycheck.
- If the employee remains absent from work after long-term health leave is denied or expired, the employee’s absence from work will be treated as unauthorized leave pursuant to Administrative Regulation GBBD-R(8).

Continuing Education Leave

1. *Sabbatical Leave*

Eligibility

Any certificated teacher or administrator employed by the district for a period of seven consecutive contract years immediately prior to the time the leave is to commence may apply for sabbatical leave under the following conditions:

- The applicant must seek the leave for continuing professional education. A request will be evaluated on the basis of improvement of professional preparation and/or the educational program of the district. Additional factors considered will be the impact to the educational program of the school, current assignment of the employee, value of the leave to the district, and availability of funds.
- The applicant must not have previously been granted sabbatical leave.
- The applicant must request sabbatical leave by a letter forwarded to the Human Resources Department through the employee's immediate supervisor. Applications must be submitted by January 20 to be considered for the subsequent school year. Requests for leave for the second semester must be submitted by September 1.

General Information

Sabbatical leave is subject to the following requirements:

- During the leave, the district will pay the employee one-half the salary received by the employee during the year of application for leave. The salary will be paid to the employee with the condition that the employee will return not later than one year after commencement of the leave and resume employment for at least one school year. The district will also maintain the employee's health insurance plans and pay into the employee's retirement fund one-half the applicable amount.
- If the employee does not return for the prescribed time following leave, all monies granted during the leave must be repaid to the district.
- Within six weeks after return to service, the employee must submit a written report to the Superintendent, describing educational programs undertaken and evidencing full compliance with leave requirements. The report must include detailed data as to the activities of the employee together with an appraisal of the professional value of the experience gained while on leave, the manner in which such experience or knowledge gained may be used for the benefit of the students or the school at which the employee is assigned, as well as other appropriate data.
- With regard to sabbatical leave for teachers:
 - No more than one-half of one percent of the district faculty may be granted leave at any given time.
 - The District Selection Committee will screen leave applications and conduct interviews with applicants. Applications will be treated confidentially. The District Selection Committee will be composed of the MEA President and Vice President, the Assistant Superintendent for Human Resources (or designee), and an administrator designated by the Superintendent. The committee will make recommendations to the Superintendent.

- With regard to sabbatical leave granted to administrators:
 - Only one administrator may be granted leave at any given time.
 - A member of the superintendency may be granted a leave; however, it may not exceed three months.
 - A committee composed of the MASA President, the Associate Superintendent, and the Assistant Superintendent of Human Resources will screen applicants. The committee will make recommendations to the Superintendent.

2. Other Continuing Education Leave

An employee who has been employed for three consecutive contract years of full-time service with the district may request long-term leave, without pay, for continuing professional education. A request will be evaluated on the basis of the current assignment of the employee and value of the leave to the district. Priority will be given to classified employees who need leave to complete course or practicum requirements for teacher certification. The request for continuing education leave must be received at least three months before the leave is to commence. Within six weeks after return to service, the employee must submit a documented report to the Superintendent, describing educational programs undertaken and evidencing full compliance with leave requirements.

Hardship Leave

Any employee who has been employed for a period of three consecutive contract years of full-time service with the district immediately prior to the time the leave is to commence may apply for unpaid, long-term hardship leave. An application must be made by letter to the Human Resources Department through the employee’s immediate supervisor. The letter, which will be maintained as a confidential record, must explain in detail the reason why leave is needed and the anticipated duration of the leave.

Personal Leave

A certificated employee who has completed six consecutive contract years of full-time service with the district immediately prior to the time the leave is to begin may apply for personal leave. An application must be made by letter to the Human Resources Department through the employee’s immediate supervisor at least three months before the leave is to commence.

Adopted: July 1, 2002
Revised: July 1, 2003
February 15, 2006
January 10, 2008
March 11, 2009
August 5, 2010
May 2, 2013
April 29, 2015
July 23, 2015
February 24, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Voting/Court Duty Leave
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBB-R (7)

VOTING

An employee entitled to vote at a primary or general election may receive leave for the purpose of voting if there are less than three consecutive hours between the opening of the polls and the beginning of the employee’s regular work hours for election day or between the end of the employee’s regular work hours for election day and the closing of the polls. The duration of the leave will be for such length of time at the beginning or ending of the employee’s regular work hours on election day that, when added to the time difference between the employee’s work hours and the opening and closing of the polls, will provide a total of three consecutive hours. Leave for voting will be provided with pay.

COURT DUTY

Jury Duty

An employee required to serve as a juror will receive leave during the period of jury duty. Employees other than part-time classified employees who have been employed by the district for less than five consecutive years and are not accruing sick leave will receive leave for jury duty with pay. Remuneration accepted by an employee for jury service must be deducted from the employee’s base salary to prevent duplication of salary. An employee who has completed jury duty must return to work if there are at least two hours remaining in the workday, provided that this requirement will not apply if the combined number of hours of jury duty and work would exceed the number of regularly scheduled work hours for the workday.

Witness in Court

An employee served with a subpoena requiring the employee’s testimony as a witness in court will be given leave, with pay, for the period of required travel and appearance in court. A copy of the subpoena must accompany the employee’s absence report statement upon return to work.

Victim of Crime

An employee who is a victim of a crime may request a leave of absence, without pay, to attend any court proceeding at which the perpetrator of that crime has a right to attend, including any hearing at which the perpetrator will be considered for post-arrest or post-conviction release, an initial-appearance hearing, a plea-negotiation hearing, a probation modification or termination hearing, a re-examination hearing, a disposition hearing and sentencing.

For the purposes of this regulation, “victim” means:

- a person against whom a criminal offense or delinquent act has been committed, or
- a spouse, parent, child, sibling, grandparent or lawful guardian or representative of such a person.

The victim must provide his or her immediate supervisor with a copy of the notice from a law enforcement agency regarding his or her rights as a crime victim and a copy of the notice of any scheduled proceeding.

GBBD-R (7) – Cont'd.

An employee who takes leave as a victim will not lose seniority or any accrued benefits. An employee taking leave as a crime victim must use any accrued sick or personal leave and any accrued vacation days to receive compensation during the period of leave.

Adopted: July 1, 2003

Debra Duvall
Superintendent

LEGAL REF.: A.R.S. § 8-420
13-4439
23-1501

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Unauthorized Leave
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBD-R (8)

"Unauthorized leave" means the absence of an employee from assigned duties without proper approval. Employees will not be paid for any period of unauthorized leave.

The Superintendent or the supervisor of an employee may require verification from a licensed physician or other approved source to confirm an absence for the reason claimed. Such verification will be submitted within five days of the request and shall be taken into consideration for approval.

Unauthorized leave of one or two consecutive working days will constitute a breach of contract and may result in suspension or dismissal or other appropriate disciplinary action.

Unauthorized leave of three or more days will constitute abandonment of employment and is considered voluntary termination. The employee who is determined to have abandoned employment will not be entitled to a hearing.

Adopted: July 1, 2002

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Leave for Elected Office
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBBD-R (9)

LEAVE FOR ELECTED OFFICE

An employee who has been employed by the district for three consecutive contract years immediately prior to the time when leave would commence may apply for leave to campaign for the employee's own election to an office in federal, state, county, or municipal government or a leadership position in a national or state organization and, if elected, to hold the office or position.

Duration

If leave for campaign purposes is granted, it will not exceed 20 continuous or cumulative workdays. Leave to hold an elected office or leadership position will not exceed one year. However, upon the request of the employee, the Governing Board may grant additional one-year leave periods as it deems appropriate.

Compensation and Benefits

All leave time is unpaid; however, the employee may continue his/her health care plan coverage in accordance with COBRA regulations. Employees will not accrue sick leave or vacation while on leave.

Preservation of Rights

Certificated Employees/Supervisors and Administrators. Upon return from leave, a certificated employee, supervisor, or administrator may return to the same or similar position previously assigned. The employee will receive no less base salary than the employee received in the employee's last contract period and will receive any "across-the-board" salary increases which have been granted to other employees during the school year in which the leave occurred.

Classified Employees. To the extent possible, a classified employee returning from leave within the contract year will be placed in a classified contract position for which the employee is qualified and will receive compensation without loss of hourly wage. No right or expectation of reemployment may extend beyond the contract year.

Notification of Intent to Return

An employee who is granted a leave must give written notification of intent to return as follows:

- Certificated employees must give written notice by October 15 when returning for the second semester, or by March 15 when returning for the next school year.
- All other employees must give written notice by March 15 when returning for the next contract year.

Failure to give notice as required will be considered abandonment of employment, and the employment relationship between the district and the employee will thereby be severed without the right to a hearing.

Return to Service

Instructional employees will be required to continue their leave to the end of the academic semester in accordance with the FMLA return-to-service procedures. The FMLA return-to-service procedures for instructional employees will apply equally to non-instructional employees whose contract is for the academic year.

Approval

The Superintendent or designee will submit to the Governing Board a recommendation regarding each application for leave. Each application for leave is subject to Board approval.

Adopted: August 5, 2010

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Conflict of Interest
GOVERNING BOARD POLICY	DISTRICT CODE: GBCA

STAFF CONFLICT OF INTEREST

Employees are expected to perform their responsibilities diligently, legally, honestly, and with loyalty and fidelity to the District and its mission. Employees who have an actual or potential conflict of interest in performing their duties for the District have an obligation to ascertain and, if necessary, disclose the conflict in writing in a timely fashion, so that the District can determine how best to avoid or manage the conflict. Employees must be sensitive to situations that may pose a conflict of interest or the appearance of a conflict of interest so that they are perceived at all times as objective, ethical, free from bias or undue influence, professional, and fair in performing their duties.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: February 26, 1980

Revised: February 7, 1989
 May 8, 2001
 May 9, 2006
 May 13, 2014
 May 24, 2016

LEGAL REF.: A.R.S. § 15-421 (D)
 15-502 (C)
 38-481 (C)
 38-501
 38-502 (2)(5)(9)(10[h][i])
 38-503

CROSS REF.: [BBFA – Board Member Conflict of Interest](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Conflict of Interest
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBCA-R(1)

STAFF CONFLICT OF INTEREST

Supervising or Working With Family Members

An employee will not exercise direct control over another employee who is a family member, and employees who are family members will not work in the same school or in the same department. An employee has direct control over a family member if the employee is in the direct line of authority, no matter how far removed, to make or participate in the decision regarding the family member, including employment, compensation, discipline, assignments, supervision, and other working conditions.

If either of the foregoing conflicts arise, the employee will notify and discuss it with the Superintendent. If any such conflicts exist when an individual is referred for placement in a position, the administrator responsible for the referral must complete a Workplace Conflict of Interest form [GBCA-R-F(1)]. An exception may be approved by the Superintendent if it is determined that the risks presented by a conflict are not significant or cannot be avoided without causing substantial harm to the District's operations.

Business Relations

Any employee who has, or whose family member has, a substantial financial interest in the purchase or sale of goods or services by the District, or in any decision of the District, will refrain from participating in any manner as an employee in such a decision and make known this interest in the official records of the District by delivering a Financial Conflict of Interest memorandum [GBCA-R-F(2)] to the employee's supervisor and to the Purchasing Department.

An employee will not enter into a contract for the sale of goods or services to the District unless the contract is awarded through public competitive bidding. Notwithstanding the foregoing prohibition, a family member of an employee may enter into contracts for the sale of goods and services to the District, provided that the employee has delivered a notice of conflict of interest memorandum and refrains from participating in any decision regarding the contract.

For the purpose of this policy:

- "Family member" means a spouse, domestic partner, persons residing in the same household, and persons related by blood, adoption, or marriage to the employee (including children, stepchildren, grandchildren, parents, stepparents, siblings, and their spouses).
- "Substantial financial interest" means any pecuniary or proprietary interest, either direct or indirect, other than a remote interest, as defined in A.R.S. §38-502(11).

Confidential Information

An employee will not disclose or use for any purpose, other than performance of the employee's official duties, any student, personnel, or business record of the District, or the information contained therein, unless the employee has requested and received the record or information pursuant to a public records request submitted in accordance with District policy.

Gifts and Expenses

No employee will accept or solicit, directly or indirectly, anything of economic value as a gift, gratuity, favor, entertainment, or loan that is, or may appear to be, designed to influence the employee's official conduct. This provision will not prohibit acceptance by an employee of food or refreshments that are incidental to a business meeting, or unsolicited advertising or promotional material of nominal value.

Private Activities

An employee will not:

- Use his or her official position for personal gain.
- Accept compensation for performing his or her official duties from a source other than the District unless the arrangement has been approved by the Superintendent or the assistant superintendent who supervises the employee.
- Permit himself or herself to be placed under any kind of personal obligation that could lead a person to expect official favors.
- Perform an act in a private capacity that may be construed to be an official act.
- Directly or indirectly use or allow the use of District equipment or property of any kind, including equipment and property leased to the District, for other than official activities unless authorized by District policy and by the District administrator responsible for the use of the equipment or property.
- Engage in outside employment or other activity that is not compatible with the full and proper discharge of the duties and responsibilities of District employment, or that tends to impair the employee's capacity to perform the employee's duties and responsibilities in an acceptable manner.

Outside Services Agreements

An employee will not enter into or perform an agreement with a third party such as a vendor of the District, an organization that has issued a grant to the District, or an organization that conducts education research to provide services for compensation that pertain to the operation of the District (including education services to students, training of employees, and analysis of District information) unless:

- The employee has disclosed to an assistant superintendent the proposed agreement and provided all relevant information that may be needed to evaluate the compatibility of the agreement with the employee's work for the District, and

GBCA-R(1) – Cont'd.

- The proposed agreement has been reviewed and approved by the assistant superintendent to whom the proposed agreement and relevant information were provided.

An assistant superintendent will not approve a proposed agreement if it would require the employee to (1) devote more than a nominal amount of time while performing his or her duties for the District, (2) make more than a nominal use of District equipment, or (3) otherwise be incompatible with the employee's full and faithful performance of his or her duties for the District.

Adopted: January 31, 2008

Revised: May 24, 2016

FORMS: GBCA-R-F(1) – Workplace Conflict of Interest Form (Nepotism)
 GBCA-R-F(2) – Financial Conflict of Interest Memorandum (to Purchasing)

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Conflict of Interest
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBCA-R(2)

STAFF CONFLICT OF INTEREST

For the benefit of all employees, the district will strive to maintain work environments in which employees receive fair treatment. For this purpose, the district may need to take reasonable measures to ensure that relationships between employees do not lead to concerns about favoritism, harassment, or discord in the workplace.

A. Amorous Relationships in the Workplace

Supervision of an employee with whom the supervising employee is currently engaged in an amorous relationship is a conflict of interest that must be resolved as necessary to avoid the risk of favoritism or sexual harassment in the workplace. If such conflict of interest arises, the supervising employee will remove himself or herself from participation in decisions affecting evaluation or employment conditions of the other person in the relationship and promptly inform the Assistant Superintendent for Human Resources or the Superintendent. The disclosure and discussion of such conflict will be treated as a confidential personnel matter. The district, in its discretion, may take any reasonable action necessary to resolve a conflict.

For the purpose of regulation,

“Amorous relationship” means a consensual romantic or sexual relationship.

“Supervise” means to directly or indirectly possess or exercise authority to evaluate, discipline, or direct an employee.

B. Employee Privacy

The district will implement this regulation so as to minimize intrusion upon employees' reasonable interest in privacy and freedom of association. This policy does not prohibit amorous relationships between employees or require a supervising employee to disclose an amorous relationship with a person whom he or she does not currently supervise.

Adopted: August 26, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Conduct
GOVERNING BOARD POLICY	DISTRICT CODE: GBCB

STAFF CONDUCT

The conduct of employees shall promote effective and orderly education, promote the safety of students and staff, protect District property, and maintain professional standards. No employee shall by action or inaction disrupt any legal District activity or encourage such disruption. Employees shall carry out reasonable orders given by the superintendent/designee.

Each employee is responsible for being familiar with and/or understanding the contents of district policies and regulations and other documents listed in the Statement of Awareness of policies, procedures, and regulations.

Employees are subject to disciplinary action for misconduct. The District may impose disciplinary action for off-duty misconduct that is related to the individual's employment or that places the District in a negative public light. The Board shall adopt policies on disciplinary action for misconduct for certificated staff and for classified support staff.

The Superintendent shall have the authority to conduct a background check on any employee nominated for any type of district/state award/recognition.

Abandonment of Employment

Whenever an employee, not on authorized leave, fails to report to work for three (3) consecutive working days without notice to the supervisor, the District shall deem the employment abandoned. The District shall treat abandonment as voluntary termination and the employee shall not be entitled to a hearing.

Approved: February 13, 1996

CROSS REF.: GCPD – Disciplinary Action: Professional Staff
 GDPD – Support Staff: Disciplinary Action for Misconduct; Dismissal for Unsatisfactory Performance

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Conduct
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBCB-R

STAFF CONDUCT

1. Duties in Care of Property

All employees are responsible for the care and safekeeping of district property and equipment under their control.

- a. Employees shall, as directed, keep an inventory of district property and equipment under their control.
- b. Employees who bring personal property to the workplace for use on their jobs shall clearly mark the property with the employee's name. In case of fire, theft, or other loss, the district's insurance program shall not generally protect personal property brought to the workplace. Employees should be aware that protection from loss under their homeowner's insurance (or equivalent) may require that the insured has an inventory of such personal property on file at the workplace.

2. Duty to Report Possession, Use or Sale of Drugs

School personnel who observe the possession, use or sale of marijuana, peyote, prescription-only drugs (other than use as prescribed), dangerous drugs or narcotic drugs in a drug-free school zone shall immediately report the incident to a school administrator. The administrator shall immediately report the incident to the appropriate law enforcement agency.

3. Statements of Awareness and Understanding

Each employee shall annually complete a Statement of Awareness (of district policies, procedures and regulations) and a Statement of Understanding (of the overtime requirements of the federal Fair Labor Standards Act).

The unit administrator is responsible for obtaining by the end of the second working Monday in September, the completed statements of each current employee under his/her authority/supervision. Within thirty calendar days after the hire date, the unit administrator shall obtain the completed Statements from new employees.

The completed statements shall be kept at the work site, except that statements completed by administrators and supervisors shall be forwarded to the Human Resources Department for retention in the administrator or supervisor's personnel file.

4. Violence or Threat of Violence

Any employee who engages in harassment, intimidation or violence, or who makes threat of violence on school property, at district functions or toward district employees or board members, shall be subject to disciplinary action, including dismissal.

5. Proper Use of District Technology

Employees must use district technology for school-related purposes and the performance of job duties in a manner consistent with Governing Board Policy GBSA – Employee Technology Use and its regulations and rules. Employees who misuse district technology are subject to disciplinary action, including dismissal.

Employees have no expectation of privacy in connection with their use of district technology. When supported by reasonable suspicion that an employee has used–district technology in violation of district policies, the Superintendent or an assistant superintendent may direct the district’s Information Systems Department to examine district technology, including email messages and stored files assigned to the employee, for the purpose of determining whether district policy has been violated.

6. Policies Applicable to Staff Conduct Not Found in Personnel (G) Section of Policy Manual

Expectations for staff conduct are found in some policies and regulations that are not located in the Personnel Section (G) of the district's policies/regulations manual. The following is a non-exclusive list such policies and regulations:

- EEB – Business and Personal Transportation Services
- EEBA – District-Owned Vehicles
- EGAA/EGAA-R – Copyright
- EGAB – Mail Services
- EJ/EJ-R – Records Management
- IB – Academic Freedom
- IGAC/IGAC-R – Religion in Relation to School Functions
- JB/JB-R – Equal Educational Opportunities
- JFCI – Alcohol and Illegal Drug Possession, Use and/or Sale by Students
- JFCJ/JFCJ-R – Dangerous Instruments and Deadly Weapons
- JFD – Student Harassment and Bullying
- JFG/JFG-R – Interrogations, Arrests/Removal of Students and Searches
- JGA/JGA-R – Student Behavior Management and Intervention
- JHG – Child Abuse
- JO/JO-R – Student Records
- JP – Student Privacy Protection
- KGB – Public Conduct on School Property
- KJ/KJ-R – Advertising in the Schools

Adopted: May 27, 2004

Revised: July 1, 2009
July 30, 2014

GBCB-R – Cont'd.

LEGAL REF.: A.R.S. § 13-3411(F)

FORMS: GBCB-R-F(1) – Annual Statement of Understanding (For All Employees)
GBCB-R-F(1)S – Annual Statement of Understanding (For All Employees) – Spanish Version
GBCB-R-F(2) – Classified Employee Statement of Awareness
GBCB-R-F(2)S – Classified Employee Statement of Awareness – Spanish Version
GBCB-R-F(3) – Classified Employee Statement of Awareness Addendum
GBCB-R-F(3)S – Classified Employee Statement of Awareness Addendum – Spanish Version
GBCB-R-F(4) – Certificated Employee Statement of Awareness
GBCB-R-F(5) – Certificated Employee Statement of Awareness Addendum
GBCB-R-F(6) – Classified Director Statement of Awareness
GBCB-R-F(7) – Classified Supervisor Statement of Awareness
GBCB-R-F(8) – Classified Director or Supervisor Statement of Awareness Addendum
GBCB-R-F(9) – Certificated Administrator Statement of Awareness
GBCB-R-F(10) – Specialist Statement of Awareness
GBCB-R-F(11) – Administrator/Specialist Addendum

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Workplace Harassment – Employees
GOVERNING BOARD POLICY	DISTRICT CODE: GBCX

WORKPLACE HARASSMENT

Workplace harassment of or by employees is prohibited on district property and during employment-related circumstances. All employees must avoid offensive or inappropriate verbal and physical behavior during employment-related circumstances. Employees found to be involved in workplace harassment activities will be subject to disciplinary action which may include, but is not limited to, suspension or dismissal.

The Superintendent will develop regulations for the enforcement of this policy.

Adopted: October 25, 2005

LEGAL REF: A.R.S. § 41-1461, et seq.
20 U.S.C. 1681-83 (1980)
42 U.S.C. 2000e (1980)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Workplace Harassment – Employees
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBCX-R

I. Workplace Harassment Definitions

- A. “Workplace harassment” means any unwelcome verbal, 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, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), disability, or age, and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; and (2) has the purpose or effect of unreasonably interfering with an employee's work performance or affecting an employee's employment opportunities or compensation.
- B. Workplace harassment includes sexual harassment. “Sexual harassment” means any unwelcome sexual advance, request for sexual favors or verbal, written or physical conduct of a sexual nature by an employee, student, volunteer, vendor, or contractor. Sexual harassment includes the following:
1. “Quid pro quo” – A form of sexual harassment 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.
 2. “Hostile environment” – A form of sexual harassment when a victim is subjected to unwelcome and severe or pervasive repeated sexual comments, innuendoes, touching, or other conduct of a sexual nature which creates an intimidating or offensive place for employees to work.
- C. Workplace harassment does not include legitimate supervision by a supervising employee. “Legitimate supervision” means the oversight, communications, directives, and disciplinary decisions of a supervising employee, unless the supervising employee’s action is based on race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status or pregnancy), disability, or age. Concerns regarding legitimate supervision may be addressed through the dispute resolution procedures of the applicable Working Conditions and Benefits document for the employee.

II. Workplace Harassment Prohibition and Consequences

The district strictly forbids workplace harassment of any employee, employment applicant, volunteer, vendor, or contractor. The district also will not tolerate any form of retaliation directed against an employee, employment applicant, volunteer, vendor, or contractor who either complains about workplace harassment or who participates in any investigation concerning workplace harassment.

A substantiated charge of workplace harassment or retaliation against an employee will subject the employee to disciplinary action which may include, but is not limited to, suspension or dismissal. Any volunteer, vendor, or contractor who is found to have engaged in workplace harassment will have their privilege of visiting the district’s facilities limited or revoked.

III. Reporting Workplace Harassment

Any employee believing to be harassed by a supervisor, co-employee, student, volunteer, vendor, or contractor with whom contact is made as a result of employment-related circumstances should promptly take one of the following actions:

A. Informal Resolution

Employees are encouraged, but not required, to confront the person whose conduct is perceived to be workplace harassment. The employee should tell the alleged harasser that the behavior is offensive and ask the person to stop the behavior. The employee should also write a statement about the incident of workplace harassment – indicating the date, a summary of the conversation with the alleged harasser and the reaction of the person when confronted regarding the situation – and keep the written statement for possible use at a later date. Finally, the employee should report the incident to the person's immediate supervisor or the next highest administrator, if the supervisor is the object of the report, or directly to the Assistant Superintendent of Human Resources or designee. Reports of workplace harassment by a volunteer, vendor, or contractor should be made to the school or facility administrator where the alleged harassment occurred.

B. Formal Report

If, for any reason, confronting the person whose conduct is perceived as workplace harassment is not an acceptable option to the employee, or if the employee believes his or her attempt to informally resolve the situation has failed, the employee should complete the Complaint of Workplace Harassment (form GBCX-R-F) and promptly submit it directly to the employee's immediate supervisor, the next highest administrator (if the supervisor is the object of the report), or directly to the Assistant Superintendent of Human Resources or designee.

IV. Administrative Procedures for Dealing with Employee Reports of Workplace Harassment

- A. Administrators or supervisors, upon receiving a report of workplace harassment, must forward the information to the Assistant Superintendent of Human Resources or designee within two working days.
- B. In a timely and prompt manner, the Assistant Superintendent of Human Resources or designee will conduct a thorough investigation and evaluate all 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 it was repeated;
 - whether the conduct was hostile or patently offensive;
 - whether the alleged harasser was a co-worker or supervisor;
 - whether others joined in perpetrating the harassment; and
 - whether the harassment was directed at more than one individual.

GBCX-R – Cont’d.

- C. The Assistant Superintendent of Human Resources or designee may determine that workplace harassment occurred or did not occur, or find that the evidence is inconclusive. If it is found that workplace harassment occurred, immediate and appropriate corrective action, which may include suspension or dismissal, will be taken to stop the workplace harassment and prevent its recurrence. If the evidence is inconclusive, no disciplinary action will be taken for violation of the workplace harassment policy, but the Assistant Superintendent of Human Resources may take reasonable remedial actions to reduce the likelihood of further tensions between the alleged victim and alleged harasser.
- D. The initiation of a report of workplace harassment will not adversely affect the employee reporting the harassment, nor will it affect future consideration for recruitment, hiring, transfer, promotion and other terms and conditions of employment. Anyone taking retaliatory action against an employee who has made a workplace harassment report or who has assisted in the investigation of a workplace harassment report will be subject to disciplinary action which may include, but is not limited to, suspension or dismissal.
- E. An employee who observes or has knowledge of possible workplace harassment behavior violating this policy will report the behavior to his or her immediate supervisor, the immediate supervisor of the alleged harasser or the Assistant Superintendent of Human Resources.
- F. Any report of workplace harassment will be treated in a confidential manner to the extent feasible.

Adopted: November 15, 1988

Revised: February 10, 1998
March 5, 1998
October 25, 2005
May 25, 2006
September 4, 2014
January 9, 2015

Michael B. Cowan
Superintendent

FORM: **GBCX-R-F – Complaint of Workplace Harassment**

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Board-Staff Communications
GOVERNING BOARD POLICY	DISTRICT CODE: GBD

Board-Staff Communications

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

- An employee or group of employees will first communicate on school- or employment-related matters at the administrative level. Any employee who exhausts the opportunity of discussing a matter at the various administrative levels may then communicate in writing with the Board on the matter. Letters written to the Board should include the writer's names(s) and signature(s), date, full address and daytime telephone number.
- Generally, neither the Board nor the administration will publicly comment on or publicly respond to anonymous letters that are received by the Board or the District.
- Any employee who wishes to request that an item be placed on the Board meeting agenda may do so by following the procedures in Policy BDDC.
- Any employee who wishes to address the Board in the employee's capacity as a parent, District resident, or individual, rather than as an employee, may do so by following the procedures in Policy BDDH.
- As appropriate, the Superintendent shall communicate to employees official communications, policies, directives, Board concerns, and Board action(s).

Nothing in this policy shall be interpreted as an attempt to deny an employee the right to talk with an individual Board member.

Adopted: February 10, 1987

Revised: February 13, 1996
August 13, 1996

Legal Ref.: A.R.S. § 15-321(C)
15-341(A)(1)
38-431.01
38-431.02(G)(H)

Cross Ref.: BDDH - Public Participation at Board Meetings
BDDC - Agenda Preparation and Dissemination

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Safety and Health
GOVERNING BOARD POLICY	DISTRICT CODE: GBE

The Superintendent shall establish procedures to promote the safety and health of employees and others present on district property or at school-sponsored events. The procedures will include emergency plans, reporting of accidents, and coordinating with appropriate governmental agencies for program implementation and compliance with applicable building codes and safety regulations.

Health Examinations

When deemed necessary by the Superintendent, employees may be required to undergo physical and/or psychiatric examination(s), by a doctor designated by the district, to determine fitness for employment or retention. The costs shall be borne by the district.

Communicable Diseases

No employee shall knowingly expose students or other employees to a communicable disease.

A staff member who has a communicable disease shall be excluded from work only if he or she presents a direct threat to the health or safety of others in the workplace. Staff members who have a chronic communicable disease, such as tuberculosis or HIV/AIDS, shall not be excluded unless they present a significant risk to the health and safety of others that cannot be eliminated by reasonable accommodation.

The Superintendent shall consult with legal counsel and health professionals, as necessary, to ensure that exclusion of a staff member with a chronic communicable disease will not violate his or her rights under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act. The district may require a medical certification before allowing the employee to return to work.

Adopted: February 26, 1980
 Revised: August 22, 1988
 February 27, 1996
 September 24, 1996
 June 29, 1999
 June 26, 2001

LEGAL REF.: A.R.S. § 15-151
 15-505
 23-403
 23-404
 23-427
 23-908 (D)
 36-621

CROSS REF.: EBA – Emergency Response Planning and Training
 JHF – Student Safety and Health

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Safety and Health
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBE-R

STAFF SAFETY AND HEALTH

Each school or department will comply with the safety and health standards and all rules, regulations, and orders set forth by the Occupational Safety and Health Act of 1970 and pursuant to A.R.S. § 23-403.

Purpose

The purpose of the safety and health program is to reduce accidents and injuries to employees by:

- Promoting the need for accident prevention.
- Instilling a safety-conscious attitude among the employees.
- Eliminating hazardous conditions.
- Training and educating employees in safe working practices.

School and Department Safety Committees

1. Each school or department will establish a safety committee with a chairperson. The committee will meet once a month with an agenda and objectives to improve the safety program. Copies of the minutes of the monthly meetings will be forwarded to the Risk Management office by the tenth of the month following the month in which the meeting was held.
2. These meetings will be conducted to provide accident statistics, safety instruction, cause of recent work accidents, cost, and how to control or eliminate accidents within the school or department. Safety meetings may be coordinated as part of other scheduled staff or faculty meetings but should appear as agenda items and a record kept of material covered or action taken.
3. Each school or department will post required state and federal safety regulations.
4. A safety inspection of the facility, including the school grounds, will be conducted by supervisory personnel within each school or department by a designated representative at least once each month. The appropriate check sheets, which are available through the Risk Management office, will be utilized. Safety hazards will be noted and corrective action taken to eliminate the hazards. Safety check sheets will be distributed to departments and schools for safety inspections prior to the beginning of each school year.

Employee Responsibilities

1. Report promptly to the unit administrator any defects in buildings, grounds, or equipment that might prove injurious to the safety and health of students, employees, or other individuals.

2. Take reasonable precautions for the safe use of buildings, grounds, and equipment by fellow employees, students, or other individuals.
3. Comply with occupational safety and health standards and all rules, regulations, and orders set forth by the Occupational Safety and Health Act of 1970 which are applicable to employee's own actions and conduct.

Physical Performance Tests

An administrator may require an employee to take a physical performance test if the administrator reasonably believes that the employee lacks the physical strength, stamina, or another physical skill required by district policy or state law to perform the essential functions of the position held by the employee. The employee will receive 48 hours' notice before administration of the test. An employee who refuses to attempt a physical performance test is subject to disciplinary action, including termination of employment.

Employee Accident and Injury Report

A written report will be made to the district's Risk Management office, initiated through the immediate supervisor, of any accident or injury to district employees occurring during the performance of employment duties. Such reports will include details of the accident, including substantiating signed statements of witnesses, when deemed advisable, if available.

Employees who are injured or are involved in an accident will:

1. Seek first aid.
2. Report the accident and any injuries to the immediate supervisor who will make a complete investigation of the accident and complete a "Supervisor's Report of Industrial Injury" form.
 - a. A "Supervisor's Report of Industrial Injury" form will be completed for every injury whether or not medical treatment is necessary. After the form is completed and signed by the injured employee and the supervisor, the form will be forwarded to the Risk Management office.
 - b. If additional medical treatment is indicated, the injured employee will be provided the yellow copy of the form to be given to the attending physician.
 - c. If injuries are minor and appear to be adequately cared for with proper first aid, the employee will not be encouraged to go to the doctor. If the injury turns out to be more serious than originally anticipated, the employee may see a physician at a later time.
 - d. If the injury appears to be serious, the employee will be taken to the nearest medical facility for proper care. The supervisor will be notified as soon as possible.

Note: If an employee needs continued medical care following a work-related injury, all follow-up appointments (for physical therapy, X-rays, ancillary services, etc.) are to be scheduled outside of the employee's normal work hours. If an employee earns accrued sick leave, he or she may use sick leave for medical appointments with prior approval by his or her immediate supervisor.

Employees who are involved in a vehicle accident will:

1. If an injury results, follow the previous steps.
2. Notify the immediate supervisor and, if the accident occurred in a public roadway, have the supervisor notify the police department.
1. With the assistance of the immediate supervisor, complete a “Vehicle Accident Report” form. The completed form will be forwarded to the Risk Management office with a copy sent to Vehicle Maintenance.

Corrective Measures for Safety Hazards

1. For hazards with no imminent danger to employees or students:
 - a. Notify the unit administrator or the appropriate supervisory personnel.
 - b. Submit a work order for corrective action to the appropriate department (Maintenance, Grounds, etc.)
2. If immediate action is required, as determined by the unit administrator or appropriate supervisory personnel, because imminent danger to employees or students exists, direction will be given to:
 - a. Rope off, or in some way, isolate the danger area.
 - b. Post with a danger sign.
 - c. Notify the unit administrator or the appropriate supervisory personnel.
 - d. Contact the appropriate department for immediate corrective action.

Communicable Disease Outbreak

1. In the event an outbreak requires exclusion of all nonimmune individuals from a particular location, the following guidelines will apply:
 - a. Individuals who present medical evidence that immunization would be detrimental due to health reasons, or who are not immunized for personal beliefs, may be granted sick leave. In this instance, the individual will continue to receive regular pay and benefits until the sick leave is exhausted.
 - b. Certified staff may request placement on the substitute teacher list for service in an unaffected school. In this instance, the individual will continue to receive regular pay and benefits.
2. In the event the exclusion is district-wide, individuals who present medical evidence that immunization would be detrimental due to health reasons, or who are not immunized for personal beliefs, may be granted sick leave. In this instance, the individual will continue to receive regular pay and benefits until the sick leave is exhausted.

Communicable Diseases

1. Questions or concerns regarding an employee with a communicable disease will be directed to the Assistant Superintendent of Human Resources.
2. The district will make reasonable efforts to maintain the confidentiality of staff members' medical conditions. All medical information relating to employees is confidential. The identity of a staff member who has a communicable disease and/or the nature of the communicable disease may be disclosed only to (i) staff members who must have such information to carry out their duties under this policy, or (ii) staff members or students (or their parents) who must have such information to protect themselves from a direct threat to their health or safety.
3. The district Director of Health Services or designee will report to its local health agency each diagnosed and suspected case of a communicable disease that must be reported under state or local law.
4. Any employee excluded from duties because of a communicable disease that is reportable to the local health agency will be required to provide a written statement by the physician of a recovered, noncontagious state with a recommended return to duty. This statement will be provided to the Assistant Superintendent of Human Resources.
5. Individuals with abnormally depressed immune systems may be at risk of acquiring certain communicable diseases. If an outbreak of any communicable disease occurs within the working environment, attempts will be made to inform at-risk employees who have notified the district, in writing, of a condition making such notification necessary.
6. Precautionary measures will be followed in handling blood and other body fluids. Procedures for the handling of body fluids are outlined in the information booklet about universal precautions, made available to employees through the unit administrator.
7. The district will implement guidance from the Center for Disease Control and the Maricopa County Public Health Department to help decrease the spread of communicable diseases among employees. Employees will be expected to comply with the following precautions:
 - Employees should be fever free without the use of fever-reducing medicines.
 - Employees should wash their hands frequently with soap and water, when possible, and cover their noses and mouths with a tissue (or a shirt sleeve or elbow, if no tissue is available) when coughing or sneezing.

Employees also are encouraged to routinely clean, with appropriate cleaners, areas in their workplace that other employees and students touch often.

Employees who have a communicable disease or fever of 101 degrees or higher without the use of fever-reducing medicines must not remain at their workplace. An employee who cannot remain in the workplace because of a communicable disease or fever must use vacation or sick leave, if available, for the period of the absence from work.

Procurement and Use of Toxic and Hazardous Substances

Each school or department will:

1. Ensure all chemical requests, either purchased or donated, have the proper authorization from the appropriate Operations Department personnel.
2. Develop a list of chemicals authorized to be used within various programs of the school or department and review and update annually.
3. Ensure all shipments received and delivered to the various schools and departments are properly and clearly labeled.
4. Notify the local fire department and district Operations Department of any imminently dangerous or serious situation.
5. Maintain a current Material Safety Data Sheet (MSDS) and instructions on proper procedures for spillage and leakage of hazardous substances for each chemical on site.
6. Ensure compliance as follows:
 - a. Only authorized chemicals present in school and department programs and facilities.
 - b. Proper labeling standards.
 - c. Proper storage.
 - d. Proper use of containers.
 - e. Complete MSDS files in the work area.
7. Training requirements.
 - a. Initial training of staff.
 - b. Ongoing training program for new staff.
 - c. Ongoing training program for staff regarding new chemicals used in the school or department.
 - d. Appropriate briefing of staff prior to involvement in non-routine tasks.
8. Proper documentation records.
 - a. Maintain an up-to-date list of approved chemicals for use in the school or department.
 - b. Document training programs.
 - c. Maintain a complete up-to-date MSDS file at designated location, available to employees working at that site.
9. Conduct inventories periodically to include:
 - a. Assurance that all chemicals on the premises are authorized for that school or department.
 - b. Proper storage.
 - c. Proper use of containers.
 - d. Proper labeling.

GBE-R - Cont'd.

- e. Complete up-to-date MSDS files.
- f. Shelf life compliance.

The Materiel Distribution Center (MDC) will:

- 1. Maintain a copy of the MSDS for the hazardous material management plan.
- 2. Ensure the MSDS is delivered with the chemical shipment to the receiving school or department.

The Purchasing Department will:

- 1. Inform all contractors and outside vendors of the presence of toxic and hazardous chemicals and ensure proper information is available prior to the start of activities on school premises or at other district facilities.
- 2. Initiate the necessary bid process and contract with qualified commercial vendors for disposal of all chemicals and substances relating to this regulation.
- 3. Coordinate with the designated Operations Department personnel for the disposal of all hazardous waste.

The Operations Department will:

- 1. Approve all requests to purchase chemicals in the school or department and assure the chemicals are on the approved list.
- 2. Maintain documentation for waste generation and disposal.

On-site chemical users will:

- 1. Ensure all chemicals requested for purchase or brought onto the premises are on the approved list.
- 2. Complete district chemical safety training programs as required.
- 3. Be familiar with the MSDS information regarding each chemicals utilized.
- 4. Ensure proper use of all chemicals.
- 5. Ensure proper storage of all chemicals.
- 6. Ensure proper container utilized.
- 7. Ensure proper labeling.
- 8. Follow proper disposal guidelines/procedures.

Failure to comply with an applicable regulation is misconduct and may result in disciplinary action up to and including termination.

GBE-R – Cont'd.

Adopted: March 6, 2003

Revised: July 8, 2009
August 27, 2009
April 20, 2011
April 10, 2013

LEGAL REF: Occupational Safety and Health Act of 1970
A.R.S. § 23-403

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Use of Physical Force or Restraint for Defense/Protection
GOVERNING BOARD POLICY	DISTRICT CODE: GBEA

USE OF PHYSICAL FORCE OR RESTRAINT FOR DEFENSE/PROTECTION

Procedures for Use of Physical Force or Restraint

As permitted by state law, including A.R.S. §15-843, an employee acting within the scope of his or her duties may respond to a person with reasonable and appropriate physical force or with the application of a reasonable and appropriate physical restraint when immediately necessary for defense of self and others or protection of district property and private property located on school grounds.

"Physical force" or "physical restraint" means an act of force or restraint used upon or directed toward the body of another person, but does not include deadly physical force. This authorization does not extend to the use of physical force or the application of physical restraint to inflict physical punishment. Corporal punishment is prohibited.

Employees who use physical force or apply a physical restraint to a person while on school grounds or otherwise acting within the scope of their duties will comply with the following procedures:

1. Whenever reasonable to do so, the employee should give the person a verbal order to stop or leave the area before using physical force or restraint.
2. Whenever reasonable to do so, the employee should seek assistance from a school administrator, security officer, or school resource officer before using physical force or restraint.
3. The employee will stop the use of physical force or a physical restraint when the person no longer presents an immediate threat to self, others, or property.
4. The employee will report the incident to the school administrator as soon as possible after the incident occurs. At the request of a school administrator, the employee will submit a written report that describes (a) the nature of the physical force or restraint used, (b) why such use was deemed immediately necessary, and (c) any verbal order to stop or leave that was given to the person before use of physical force or restraint.
5. The school administrator will evaluate whether a child abuse or other crime occurred and make a report to a law enforcement officer if necessary or appropriate.
6. The school administrator will promptly notify the appropriate assistant superintendent of the incident.

Special Procedures for Use of Restraints for Students

An employee who uses physical force or applies a physical restraint on a student pursuant to this policy must do so in a manner and for a duration that is consistent with the procedures set forth in Policy JGA and its Administrative Regulation, JGA-R.

Detention of Persons Who Commit Criminal Acts

The procedures in this policy do not limit the authority of a district administrator or security officer to temporarily detain a person when:

1. The detention is supported by a reasonable belief that the person has committed a felony or acts of disorderly conduct that likely will continue unless the conduct is stopped; and
2. The duration of the detention is no longer than necessary for a law enforcement officer to arrive and, if appropriate, take custody of the person.

Adopted: August 10, 1993

Revised: March 23, 1993
June 29, 2010
September 27, 2016

LEGAL REF.: A.R.S. §§ 13-403, 13-404, 13-406, 13-408
13-1601, 13-1602
15-843

CROSS REF.: [JGA – Student Behavior Management and Intervention](#)
[KGB – Public Conduct on School District Property](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Employee Assistance Program
GOVERNING BOARD POLICY	DISTRICT CODE: GBEX

Employee Assistance Program

It is recognized that unresolved personal problems may adversely impact the job performance of employees at all levels of responsibility. These problems may include, but are not limited to, alcohol/drug dependency, marital difficulties, financial troubles, and family concerns. The timely resolution of such concerns is of mutual benefit to both the employer and the employee. Therefore, while recognizing that the employee has the ultimate responsibility for his health, the District may provide employees with the benefit of confidential counseling and assistance through an Employee Assistance Program. Before a problem becomes overwhelming, employees are encouraged to participate in such a program.

Adopted: October, 4, 1983

Revised: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: District and Staff Participation in Political Activities
GOVERNING BOARD POLICY	DISTRICT CODE: GBG

DISTRICT AND STAFF PARTICIPATION IN POLITICAL ACTIVITIES

- A. The district and persons acting on behalf of the district must not use its employees, equipment, materials, buildings, or other resources for the purpose of influencing the outcome of an election, except that:
 - The district may distribute informational reports on a proposed budget override election and hold or participate in public hearings as provided in A.R.S. Section 15-481.
 - The district may distribute informational pamphlets on a proposed bond election as provided in A.R.S. Section 15-491.
 - The district may report on official actions of the Governing Board.
- B. As required by state law, the district will not spend monies for membership in an association that attempts to influence the outcome of an election.
- C. An employee acting as an agent of or working in an official capacity for the district must not give pupils written materials to influence the outcome of an election or to advocate support for or opposition to pending or proposed legislation.
- D. Employees must not use the authority of their positions to influence the vote or political activities of any subordinate employee.
- E. The Communications and Marketing Department will give all official candidates for the Governing Board the opportunity to provide campaign brochures for inclusion in an information packet that the Communications and Marketing Department will place in the employee lounge of each school and district facility approximately 30 days prior to the Governing Board election.
- F. This policy and its administrative regulation will be construed so as to not infringe upon an employee’s civil or political liberties as guaranteed by the United States and Arizona Constitutions.
- G. Sanctions
 1. Organizations or persons allowed access to school resources for purposes other than influencing the outcome of elections that violate this policy will have their access privileges revoked.
 2. Employees who violate this policy will be subject to district disciplinary action as set forth in Governing Board policy and accompanying regulations.

GBG – Cont’d.

- H. As used in this policy, “election” means an election conducted by federal, state, or local government. This policy does not apply to an election conducted by student government or a private organization.
- I. The Superintendent may adopt administrative regulations to implement this policy in accordance with state law and the *Guidelines for Use of School District or Charter School Resources to Influence the Outcome of Elections* adopted by the Arizona Attorney General.

Adopted: September 26, 1989

Revised: November 18, 1997
January 8, 2008
September 27, 2011

LEGAL REF.: A.R.S. § 15-481(B)(C)
15-511
15-1105(A)(B)

CROSS REF.: EGAB – Mail Services
GBBD – Leaves and Absences
GBBD-R(6) – Long-Term Leave
GBCB – Staff Conduct
GCPD – Disciplinary Action: Professional Staff
GDPD – Support Staff: Disciplinary Action for Misconduct; Dismissal for
Unsatisfactory Performance
IB – Academic Freedom
KG – Community Use of School Facilities

MESA UNIFIED SCHOOL DISTRICT	TOPIC: District and Staff Participation in Political Activities
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBG-R

DISTRICT AND STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The district and its employees must comply with state law and Governing Board Policy GBG by adhering to the guidelines issued by the Arizona Attorney General regarding use of school district resources to influence the outcome of elections. The following guidelines are based upon the guidelines issued by the Attorney General:

A. Advocacy in Private Capacity

Employees and board members may engage in activities for the purpose of influencing the outcome of an election, but only as private citizens, during non-duty time outside the classroom or other instructional settings, using their own or other private resources. Conversely, employees and board members must not engage in activities for the purpose of influencing the outcome of an election when they are on duty or otherwise acting as an agent or carrying out their official duties on behalf of the district. Such election activities include:

1. Circulating nomination petitions or ballot proposals.
2. Distributing or displaying campaign literature, unless the purpose of the distribution or display is to further the study of politics or government in the assigned curriculum for a course.
3. Soliciting campaign contributions.
4. Advocating for a particular candidate or ballot proposition to students in the classroom or other instructional setting, unless the purpose of the advocacy is to further the study of politics or government in the assigned curriculum for a course.

Employees and board members may engage in these activities at school-sponsored extracurricular activities, such as athletic events, only if they are not on duty or supervising or assisting with the supervision or organization of the event. Employees and board members must not represent that they are acting on behalf of the district while engaged in activities to influence the outcome of an election.

B. Political Buttons, T-shirts, etc.

Employees and others acting on behalf of the district may not wear political buttons, T-shirts, hats, or other items displayed on their persons, or apparel that is designed to influence the outcome of an election, in a classroom, in any other instructional setting, or at a school-sponsored extracurricular event at which they are supervising or assisting with the supervision or organization of the extracurricular event.

C. Private Vehicles

Private vehicles with bumper stickers and other electioneering signs or materials relating to an election may be parked on district property by employees, board members, parents, and visitors to the school for school-related activities or for voting when the school is used as a polling place.

D. Public Forums

The district may host a nonpartisan forum for the purpose of educating voters about issues or candidates at which candidates appear or speakers and/or members of the public discuss the pros and cons of a ballot measure, so long as there is an equal opportunity to present all viewpoints, or all candidates in a particular race are given an equal opportunity to make presentations.

E. District Responses to Questions About Ballot Measures

The district, through its employees or written materials, may respond to questions about ballot measures so long as the responses provide factual information in a neutral manner and do not encourage the person making the inquiry to vote for or against the measure, or take some other kind of action in support of or opposition to the measure.

F. Campaign Signs

1. No campaign signs, banners, stickers, or any item that advocates for or against a candidate, recall, initiative, referendum, bond election, budget override, or any ballot measure may be placed in or on school district buildings (including playing fields, parking lots, walls, and fencing), except as permitted in paragraph 2 of this Section.
2. As required by state law, a school that is used as a polling place on election day must allow persons to electioneer and engage in other political activity outside of the designated 75-foot perimeter of the polling place in public areas and parking lots used by voters. Persons engaged in electioneering may loiter, and electioneering signs may be posted only in the public areas where voters enter the school and proceed to the polling place, but they must not obstruct pedestrian and vehicular traffic entering or exiting the school.

G. Use of Premises by Outside Groups

The district may rent or lease its buildings and facilities to campaign and ballot measure organizations on the same basis and conditions as other groups who are permitted to rent or lease school buildings or facilities pursuant to district policy KG. An organization that has rented a district building or facility may use the property for political or election activities, provided that the use conforms to the terms and conditions required by the district for any other private organization.

A school-related organization that is permitted by the district to use a district building or facility without payment of rent may not use the building or facility for political or campaign activities intended to influence the outcome of an election, including ballot measures.

H. Use of Position to Influence Subordinates

Employees and board members may not use the authority of their positions when expressing an opinion, either verbally or in writing, or attempting in any other manner to influence the vote or political activities of any subordinate employee.

I. Use of School Mailboxes, Telephones, and E-mail

Employees may not use school mailboxes, telephones, or e-mail accounts to distribute a communication for the purpose of influencing the outcome of an election. E-mails to influence the outcome of elections may not be generated, distributed, or forwarded via a school e-mail account.

J. Students and Election or Legislative Materials

Employees and school-related organizations may not give students at school written materials to influence an election or to advocate support for or opposition to pending or proposed legislation regardless of the fact that no district resources were used to prepare the materials. This includes flyers prepared by a private citizen group supporting a candidate or passage of a ballot measure or materials urging citizens to call their legislators to support or oppose legislation.

K. Candidates and Their Representatives

Schools may not permit candidates or their representatives to announce their candidacy or advocate their election or the defeat of their opponents in district buildings and facilities, except when the candidate or representative is participating in a public forum.

Adopted: January 8, 2008

Debra Duvall
Superintendent

CROSS REF.: [KG – Community Use of School Facilities](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff-Student Relations
GOVERNING BOARD POLICY	DISTRICT CODE: GBH

STAFF-STUDENT RELATIONS

District employees shall relate to students in a manner that maintains social and moral patterns of behavior consistent with acceptable professional conduct.

When exercising general supervision over the conduct of students, employees shall treat students with dignity and respect.

Adopted: June 27, 1989

Revised: October 27, 1998

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff-Student Relations
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBH-R

STAFF-STUDENT RELATIONS

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct in violation of Governing Board Policies GCPD and GDPD, as applicable to the employee, and may result in disciplinary action.

The following actions violate professional boundaries:

- Engaging in sexual activity, a romantic relationship, or dating of a student.
- Making any sexual advance — verbal, written, or physical — towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics, including sexual jokes, that are not related to a specific curriculum.

In the absence of a legitimate health, safety, or educational purpose, the following actions violate professional boundaries:

- Using phone calls, e-mail, text messaging, or social networking sites to discuss with a student a matter that does not pertain to the student’s homework, class activity, school club, or other school-sponsored activity.
- Invading a student’s physical privacy (e.g., walking in on the student in a restroom).
- Being overly affectionate with a specific student.
- Allowing a specific student to engage in misconduct that is not tolerated from other students.
- Discussing with a student the employee’s personal problems that would normally be discussed with adults (e.g., marital problems).
- Giving gifts of a personal nature to a specific student without prior express permission of the school administrator.

In the absence of express permission of the student’s parent or school administrator, the following actions violate professional boundaries:

- Transporting a student in the employee’s personal vehicle in cases other than a health, safety, or emergency situation.
- Taking a student on a private outing or meeting a student at a prearranged location.
- Inviting a student to the employee’s home.
- Going to the student's home when the student’s parent or a parent figure is not present.

GBH-R – Cont'd.

The foregoing is a nonexclusive list of actions that, in the absence of a legitimate health or educational purpose, will be regarded as violations of professional boundaries. Any failure to interact with a student in keeping with reasonably expected standards of interaction for educators may be regarded as a professional boundary violation and a form of misconduct in violation of Governing Board Policies GCPD or GDPD, as applicable to the employee.

Approved: June 27, 1989

Revised: December 2, 1995
June 18, 2009

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Gifts and Solicitations
GOVERNING BOARD POLICY	DISTRICT CODE: GBI

STAFF GIFTS AND SOLICITATIONS

Gifts

Students, parents/guardians, and other patrons of the district are discouraged from the routine presentation of gifts to employees. This should not be interpreted as intended to discourage acts of generosity in unusual situations, and simple remembrances expressive of appreciation or gratitude will not be regarded as violations of this policy.

Gifts to students by staff members are discouraged. Simple remembrances on certain occasions to all students in a class or section will not be regarded as a violation of this policy.

Solicitations

Employees shall not use a position in the district to influence parents/guardians or students to purchase services, books, or other merchandise, except for materials approved by the Superintendent for use in the classroom.

No solicitations shall be made by or of employees during official duty time.

Adopted: July 6, 2004

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Gifts and Solicitations
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBI-R

STAFF GIFTS AND SOLICITATIONS

Solicitation

Employees shall not use district time or facilities in connection with any personal activity for financial profit. Any violation of this provision shall be held to be willful insubordination and appropriate disciplinary action shall be taken.

Solicitation during working hours of employees either for contributions or membership drives must be approved by the school principal or his designee before being made.

Approved: July 6, 2004

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Possession and Use of Tobacco Products
GOVERNING BOARD POLICY	DISTRICT CODE: GBK

POSSESSION AND USE OF TOBACCO PRODUCTS

The Governing Board shall conform to the City of Mesa ordinance, state law, and federal law regarding possession and use of tobacco products.

Tobacco products are prohibited on school grounds, inside school buildings, in school parking lots or playing fields, in school buses or vehicles, and at school-sponsored events.

With respect to non-school district property or facilities, smoking is prohibited in all district indoor facilities, as well as district outdoor facility entrances and exits; waiting areas, including outdoor waiting lines; hallways; stairways; elevators; and district vehicles. A separate smoking area outdoors, which does not require others to walk through it en route to other areas, may be provided by the building administrator.

Any employee observing a visitor smoking should politely inform the offender that the facility is smoke free. The supervisor in charge should be informed of situations of noncooperation.

Problems regarding conformance with city ordinance, state law, or federal law shall be resolved by the building administrator whenever possible.

Adopted: July 28, 1987

Revised: May 9, 1995
 July 15, 1996
 September 24, 1996
 August 10, 1999

LEGAL REF.: City of Mesa Ordinance
 A.R.S. § 36-798.03
 20 U.S.C. §6083

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Drugs and Alcohol
GOVERNING BOARD POLICY	DISTRICT CODE: GBKB

Drugs and Alcohol

(All provisions of this policy that are based on authority independent of the Omnibus Act are indicated by Italics.)

All Employees

The purpose of this policy is to facilitate a safe environment for students, employees and members of the community, to facilitate the health and well-being of employees and to facilitate compliance with the drug free workplace policy mandated by state and federal laws including the federal Drug-Free Workplace Act of 1988 and the federal Omnibus Transportation Employee Testing Act of 1991 (Omnibus Act).

Definitions

"Alcohol" means the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols.

"Drug(s)" means all substances covered by the federal Omnibus and Controlled Substances Acts and their implementing regulations, as well as all substances prohibited by Arizona Revised Statutes, Title 13, Chapter 34, including:

- dangerous drugs (including hallucinogenic substances, stimulants, depressants, anabolic steroids),*
- narcotic drugs (including cocaine),*
- opiates (including heroin and morphine),*
- marijuana,*
- peyote,*
- vapor-releasing substances containing a toxic substance, and*
- prescription-only drugs except if used as prescribed by a licensed physician.*

"Workplace" includes any school building, any district premises, and any district-owned vehicle or any other district-approved vehicle used to transport staff members or students to and from school or school activities or on district business. The workplace also includes any school-sponsored or school-approved activity, event, or function where students or staff members are under the jurisdiction of the district. In addition, the workplace shall include all property owned, leased, or used by the district for any educational or district business purpose.

I. Drug-Free Workplace

No employee shall possess, use, distribute, sell, or manufacture drug(s) or alcohol:

- (1) While on the job or on district property*, including district vehicles, or while responsible for the supervision of students,*

- (2) *At any school-sponsored activity where the employee is under the jurisdiction of the district.*
- (3) *Within a distance of 300 feet from the grounds of any district school, or*
- (4) *On any public property within a distance of 1000 feet from the grounds of any district school.*

No employee shall use alcohol within four (4) hours of reporting to the job.

No employee shall use drug(s) (without medical authorization) or alcohol within such time prior to reporting to the job that any effect or evidence of such use remains and/or can be detected.

As a condition of employment, each employee shall abide by the terms of the District policy respecting a drug-free workplace.

Violation of this policy or its implementing regulations shall be cause for disciplinary action, including termination.

The Superintendent shall establish drug-free awareness and training programs to inform employees regarding the following:

- the dangers of drug abuse in the workplace,*
- the policy of the district for maintaining a drug-free workplace,*
- any available drug counseling, rehabilitation, employee assistance program, and*
- the disciplinary action that may be imposed upon employees for drug and alcohol violations occurring in the workplace.*

II. Drug and Alcohol Testing

All Employees

*The Superintendent shall develop a drug and alcohol testing program for current district employees and for applicants for employment in positions covered by the Omnibus Act and those positions with heightened safety concerns. The Superintendent or designee shall require that an employee submit samples/specimens for testing whenever reasonable suspicion** exists that the employee has violated this policy. The program applicable to employees covered by the Omnibus Act shall comply with the Act and its implementing regulations.*

** It shall not be a violation of this policy for persons living in district-owned security trailers or their guests to consume alcohol within such trailer so long as no one consuming alcohol is an on-duty district employee.*

*** Pursuant to A.R.S. § 15-513 a probable cause standard shall be used for transportation employees not covered by the Omnibus Act.*

Employees Covered by Omnibus Act

The District is committed to the establishment of a drug and alcohol misuse prevention program that meets or exceeds all applicable requirements of the Omnibus Act. All statements in this document will be interpreted so as to conform to the United States Department of Transportation (DOT) rules.

The Omnibus Act applies to each employee of the District who is required to have a commercial driver's license (CDL) for performance of job functions and applicants for such positions (covered employees). Covered employees shall be prohibited from:

- Reporting for duty or remaining on duty to perform safety-sensitive functions* while having a prohibited concentration of alcohol** in his/her system.
- Being on duty or operating a commercial motor vehicle (school bus) while the covered employee possesses drug(s) without medical authorization and/or alcohol. This includes the possession of medicines containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken.
- Using drug(s) and/or alcohol while performing safety-sensitive functions.
- Performing safety-sensitive functions within four hours after using alcohol.
- Using drug(s) and/or alcohol within eight hours following an accident or prior to undergoing a post-accident alcohol test, whichever comes first.
- Refusing to submit to a drug and/or alcohol test as required under post-accident, random, reasonable suspicion testing requirements in DOT rules.
- Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drugs, except when the use is pursuant to the instructions of a physician who has advised the covered employee that the substance does not adversely affect the covered employee's ability to safely operate a commercial motor vehicle.

* A person is performing a safety-sensitive function during any period the person is actually performing, ready to perform, or immediately available to perform the following functions: (1) waiting to be dispatched, (2) inspecting equipment or inspecting, servicing or conditioning any school bus at any time, (3) driving a school bus, (4) being on or in a school bus, (5) loading or unloading a school bus, including assisting loading/unloading or attending a school bus being loaded/unloaded, (6) remaining in readiness to operate a school bus, (7) performing the requirements relating to an accident, and (8) repairing, obtaining assistance, or remaining in attendance upon a disabled school bus.

** A "prohibited concentration of alcohol" means a breath alcohol concentration of 0.04 or greater or a confirmed positive concentration in urine or blood.

- Reporting for duty, remaining on duty, or performing a safety-sensitive function if the covered employee tests positive for drug(s)*.

A covered employee will inform the immediate supervisor of any therapeutic drug use.

All covered employees shall be subject to pre-employment/preduty drug and/or alcohol testing, reasonable suspicion testing, random testing, and post-accident testing in accordance with the regulations of the Omnibus Act. *Covered employees are also subject to testing as required by state law governing bus driver certification.*

All offers of employment with the District for covered employees will be made contingent upon pre-employment test results. An applicant testing positive for drug(s) or having a prohibited concentration of alcohol will not be employed.

Before a covered employee may perform a safety sensitive function, the District shall, pursuant to the employee's consent, obtain from previous employers information of any alcohol test with a concentration result of 0.04 or greater, any positive controlled substances test result, and any refusal to be tested within the preceding two years. In any situation where the required information is not available from the previous employer(s), the District shall document its good-faith effort to obtain such information.

Therefore, as a condition of employment, an individual seeking employment in a covered position shall provide the District written consent that previous employers disclose to the District any such result or refusal. Before hiring the individual, the District shall seek the required information from any previous employer for whom the individual has worked during the preceding two years. In seeking the required information, the District shall provide the previous employer with a copy of the individual's written consent to disclosure. The District shall maintain a confidential written record of each previous employer contacted.

If the District receives information of such result or refusal, it shall not hire the applicant. The District may not consider an applicant for employment if any previous employer declines to provide the required information.

If a prospective employer calls MUSD seeking information about drug/alcohol testing results for an individual previously employed by MUSD in a covered position, the District shall ask for a copy of the applicant's consent to disclosure of alcohol/drug testing results or refusal to be tested. If the prospective employer does not have such consent, the District shall inform the prospective employer that, absent the consent, the District cannot release any information pertaining to drug/alcohol testing.

A covered employee who refuses to submit to drug and/or alcohol testing, or whose test results are positive for drug(s), or show a prohibited concentration of alcohol shall be subject to disciplinary action, or terminated from employment. Any covered employee whose CDL is suspended, cancelled or revoked or whose state bus driver certification is cancelled, shall be terminated from employment.

*A covered employee tests positive for drugs if a medical review officer verifies as positive a test result confirmed positive by the laboratory.

Each covered employee who engages in the conduct prohibited herein shall:

- Be advised of resources available to the covered employee in evaluating and resolving problems associated with drug and/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 individual needs to resolve drug and/or alcohol problems. The District shall assume the cost for the initial evaluation by a substance abuse professional. If results of pre-employment testing are positive for drugs or show a prohibited concentration of alcohol, the District shall not refer the individual for evaluation. *The referral for evaluation shall not affect the timing of the disciplinary action.*

The District shall not pay for any assistance needed in resolving problems associated with alcohol misuse and/or controlled substance use by the covered employee who tests positive and is evaluated by a substance abuse professional.

The school district shall initially assume the costs of the drug and/or alcohol testing of a covered employee. If the results of the test are positive for drug(s) or show a prohibited concentration of alcohol, the school district may charge the costs of the test to the tested employee. The costs charged to the employee are limited to the actual costs incurred as a result of testing and may be offset from any monies owed the employee by the district. If the results of a test are negative, the school district shall not charge the costs of testing to the tested employee.

All information obtained in the course of testing is confidential and shall be kept in a secure location with controlled access.

Adopted: July 14, 1988

Revised: January 8, 1991
December 13, 1994
April 11, 1995
February 13, 1996
September 24, 1996

Legal Ref.: A.R.S. § 15-513
15-341(A) (1), (31)
28-414.01
28-900
A.R.S. Title 13, Chapter 34, Drug Offenses
A.A.C. R17-4-606(G)(6)
A.A.C. R17-4-607
21 U.S.C. § 812
41 U.S.C. § 702
41 U.S.C. § 703
49 U.S.C. § 2717
21 C.F.R. §§ 1300.11 through 1300.15
34 C.F.R. Part 85
49 C.F.R. Parts 40, 382, 395

GBKB - Cont'd

- Cross Ref.: GBCB - Staff Conduct
 GCPD - Disciplinary Action: Professional Staff
 GDPD - Support Staff: Disciplinary Action for Misconduct; Dismissal for
 Unsatisfactory Performance
 KGB - Public Conduct on School District Property

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Drug and Alcohol Testing
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBKB-R(1)

DRUG AND ALCOHOL TESTING: EMPLOYEES COVERED BY OMNIBUS ACT

(All provisions of this regulation that are based on authority independent of the Omnibus Act are indicated by italics.)

The following procedures and guidelines apply to this drug and alcohol testing program:

I. GENERAL GUIDELINES

- A. The district will inform all employees subject to this regulation of the drug and alcohol testing policy and regulation. The Director of Transportation and department staff members who have supervisory, training, and dispatching responsibilities will receive training for detection of alcohol misuse and drug use and procedures for enforcing this regulation.
- B. Employees subject to this regulation include any employee who is required to have a Commercial Driver's License (CDL) for performance of job functions, including:
 - 1. Employees certified by the state as school bus drivers.
 - 2. Employees involved in the maintenance and service of vehicles used to transport students while performing safety-sensitive functions. A person is performing a safety-sensitive function during any period the person is actually performing, ready to perform, or immediately available to perform the following functions:
 - (a) waiting to be dispatched;
 - (b) inspecting equipment or inspecting, servicing, or conditioning any school bus at any time;
 - (c) driving a school bus;
 - (d) being on or in a school bus;
 - (e) loading or unloading a school bus, including assisting loading/unloading or attending a school bus being loaded/unloaded;
 - (f) remaining in readiness to operate a school bus;
 - (g) performing the requirements relating to an accident; and
 - (h) repairing, obtaining assistance, or remaining in attendance upon a disabled school bus.
- C. *Failure to fully cooperate with any aspect of this regulation will be considered insubordination and is cause for disciplinary action, including termination. The district recognizes the employee's right not to incriminate self.*
- D. All information obtained in the course of testing will be kept in a secure location with controlled access.

II. DRUG AND ALCOHOL TESTING

Drug and alcohol testing will be required as follows:

- A. Pre-employment test.
 - 1. Drivers: Initial testing as required in the medical examination of an individual applying for state certification as a school bus driver.
 - 2. Other Covered Employees: Testing prior to employment or before performing a safety-sensitive function.
- B. *Periodic testing as required by the state for bus driver certification.*
- C. Random test: A minimum of 50% of covered employees will be tested annually for drugs and 25% of covered employees will be tested annually for alcohol, subject to the Federal Highway Administration's administrator raising or lowering the annual percentage rate in accordance with regulations. Random testing selection will be as follows:
 - Employees are to be placed in and remain in a pool for random selection.
 - A scientifically 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 50% drug random rate and 25% alcohol random rate, half of the randomly selected covered employees chosen for testing could be tested for both drugs and alcohol, while the rest could be tested only for drugs.

- D. Post-accident test: Covered employees are required to submit to drug and alcohol testing as soon as possible following an accident that involves/results in:
 - the loss of human life;
 - bodily injury to a person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident;
 - one 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; or
 - receipt by the covered employee of a citation under state or local law for a moving traffic violation.

If a covered employee is seriously injured and cannot submit to testing at the time of the accident, the covered employee must provide the necessary authorization for obtaining hospital reports and other documents that may indicate whether there were any drugs or alcohol used by the covered employee prior to the accident.

A covered employee who is subject to post-accident testing must remain readily available for such testing or may be deemed by the district to have refused to submit to testing. Nothing in this section will be construed to require the delay of necessary medical treatment or to prohibit the covered employee 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.

No covered employee required to take a post-accident drug and/or alcohol test will use drugs and/or alcohol for eight hours following the accident, or until the covered employee undergoes a post-accident drug and/or alcohol test, whichever occurs first.

The results of a breath, blood, or *urine* 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 will be considered to meet the requirements for post-accident testing if the results are obtained by the school district.

III. REASONABLE SUSPICION STANDARD

The district will require that covered employees submit to testing whenever a supervisor/district official has reasonable suspicion to believe the employee has violated governing board policy. The determination that reasonable suspicion exists must be based on specific, contemporaneous, articulable observations concerning the behavior, speech, body/breath odor, or appearance of a covered employee, while on duty, including indications of the chronic and withdrawal effects of drugs. The indication of drug and/or alcohol use must be observed by a supervisor or district official trained in the detection of probable drug use and/or alcohol misuse.

Reasonable suspicion may also be based on:

- 1. Information from any law enforcement agency, provided that the information relates to recent use.*
- 2. Information from an employee or a citizen, if provided by a reliable and credible source or independently corroborated, provided that the reported information relates to recent use as defined herein.*

When an employee has reasonable suspicion that his/her immediate supervisor has used drug(s) or consumed alcohol on district property, while on the job, or within such time prior to reporting to the job that any effect or evidence of such remains and/or can be detected, the employee will report such reasonable suspicion to the next-level supervisor. The next-level supervisor will begin the procedures for testing, provided that the information comes from a reliable and credible source or the next-level supervisor has independently corroborated the information.

Drug and/or alcohol testing is authorized only if the observations are made during, just before performing, or just after performing a safety-sensitive function.

The person making the reasonable suspicion determination will seek confirmation by a second person, generally a supervisor, provided that the second person is immediately available.

A written record will be made of the observations leading to a drug and/or alcohol test. This record is to be signed by the supervisor/district official who made the observations. The record will be made within 24 hours of any observation(s) leading to drug testing or before results of drug testing are released to the district, whichever is earlier.

If a reasonable suspicion drug and/or alcohol test is not administered within two hours following the observations, the witness will prepare and maintain a record stating the reasons the drug and/or alcohol test was not administered promptly. In addition, if not administered within eight hours, all attempts to administer the test will cease. A record will be prepared and maintained stating why the drug and/or alcohol test was not administered. (49 CFR 382.307)

IV. PROCEDURES FOR TESTING, POST-TESTING, AND APPEAL

- A. Medical facilities will be selected on an annual basis by the district to provide the testing. Any testing facility selected will be licensed or certified by the appropriate governmental and/or medical agency.*
- B. Depending on the circumstances, the employee or applicant may be asked to give a sample/specimen of urine, breath, and/or blood. Any samples/specimens will be used exclusively for the purpose of drug and/or alcohol testing as provided under this regulation. If required by the testing facility, the employee must promptly produce a second sample/specimen.*
- C. The employee will be notified of the district's receipt of a positive test result in a confidential manner. At the employee's request, the district will provide the employee a copy of the written test results.*
- D. The district will treat an employee's refusal to test in the same manner as a positive test result. An employee refusing to test or showing a positive test will be placed on leave with pay beginning the day test results are made known to the district. Leave with pay will continue until final disposition of the matter pursuant to regulation GDPD-R or expiration of the employee's term of employment, whichever is earlier.*
- E. If test results are negative, the sample/specimen will be destroyed.*
- F. Positive urine samples/specimens will be maintained for at least six months. Sample/specimen is positive if confirmed test result indicates breath alcohol concentration of 0.04 or greater, a confirmed positive alcohol concentration in urine or blood, or drug test is verified positive by the medical review officer.*
- G. Positive test results will be forwarded to the Arizona Department of Public Safety as required for bus driver certification.*

- H. *The employee will be informed of the right to request analysis of the reserved urine split specimen at a certified laboratory of the employee's choice at the employee's own expense. Any employee who wishes to appeal the accuracy of test results is responsible for requesting to have the split specimen analyzed within 72 hours of being notified of the test results.*
- I. *In addition to the above, the following additional procedures apply to reasonable suspicion testing:*
1. *When there is reasonable suspicion that an employee has used a drug(s) and/or consumed alcohol in any situation where testing is required, the supervisor will tell the employee the reasons the employee is being sent for testing and give the employee an opportunity to provide a written alternative explanation for the facts and circumstances giving rise to reasonable suspicion. The supervisor will inform the employee as to the right not to incriminate self. After considering the employee's explanation, if the supervisor still has reasonable suspicion that the employee has violated this policy, the employee will then be immediately transported to an approved medical facility by the supervisor or designee.*
 2. *If the determination is made that reasonable suspicion exists, the employee will not be allowed to drive the employee's own vehicle from district premises. The district will assist the employee in finding safe transportation to his/her destination. If an employee insists on driving from the premises, local law enforcement authorities will be notified.*
 3. *An employee will not be allowed to perform normal transportation job responsibilities until test results are known. (The district will pay the employee for the test day and the time off while awaiting the results.)*
- J. Additional process when laboratory reports confirmed positive result for drugs:

Participation of Medical Review Officer.

1. Whenever the testing laboratory reports a confirmed positive result, a medical review officer (MRO) will review the results prior to transmission of the results to the district. As part of the review, the MRO will:
 - Inform the tested individual that he/she has 72 hours within which to request analysis of the split specimen.
 - Review the chain of custody to ensure that it is complete and sufficient on its face.
 - Make direct confidential contact with the tested individual to allow the tested individual the opportunity to discuss the test result with the MRO. (If the MRO is unable to make direct contact with the tested individual, the MRO will contact a designated management official who will direct the tested individual to contact the MRO.)

- Examine any alternate medical explanation for the confirmed positive test result, including review of all medical records made available by the tested individual when the confirmed positive test could have resulted from legally-prescribed medication. (The MRO will inform the tested individual that information may be disclosed to third parties as authorized by federal regulation or required by law.) In his/her examination of any alternate medical explanation, the MRO will not consider results of samples/specimens that are not obtained in accordance with this regulation.
 - If test result is confirmed positive for opiates other than 6-monoacetylmorphine, the MRO will determine that there is clinical evidence in addition to the urine/blood test of unauthorized use.
2. Within three business days of completion of his/her review, the MRO will report to the district Director of Transportation whether he/she has verified as positive or negative a test result confirmed positive by the laboratory. If verified positive, the MRO will report the identity of the drugs for which the test was verified positive.
 3. The MRO will also report to the district Director of Transportation any negative test results forwarded to the MRO by the laboratory and any cancelled test.

K. The following procedure will apply to any appeal of the test results:

1. *No disciplinary action will be taken pending the outcome of a test result.*
2. *Any appeal will be made in writing to the Associate Superintendent or designee within two working days following receipt by the district of the test results from the MRO.*
3. *The appeal will specify the basis of the employee's challenge to the test results. Appeals of test results will be confined to procedural errors by the district that violate the employee's rights under policy GBKB or this regulation. The Associate Superintendent or designee lacks authority to overrule the finding of a confirmed positive drug test or finding of the MRO that there is no alternate medical explanation for the confirmed positive drug test.*
4. *The Associate Superintendent or designee will meet with the employee and his/her representative and the appropriate district representative to hear the employee's appeal.*
5. *If the Associate Superintendent or designee determines that the employee's challenge to the findings is valid, disciplinary action will not be taken unless there are independent grounds for such action.*
6. *If the Associate Superintendent or designee determines that the employee's challenge is valid, any pay withheld will be reinstated and the employee reimbursed for any cost of testing paid by the employee.*

7. *Any appeal will be held in abeyance pending the outcome of any action taken by the State Department of Public Safety.*
8. *The administration will recommend that the Board not approve for rehire any classified contract employee who has an appeal pending. On disposition of an appeal in favor of the classified contract employee, the Board will consider recommendations from the administration regarding employment and will take appropriate action.*

V. PENALTIES FOR VIOLATING THIS REGULATION

- A. *Failure to immediately submit to and fully cooperate with testing as required will be considered a refusal to submit to testing and is an act of insubordination which is cause for termination.*
 1. *In a random testing situation, "immediately" means as soon as possible after notification of selection for testing.*
 2. *In a reasonable suspicion testing situation, any employee who refuses to be immediately transported to the testing facility will be in violation of this regulation.*
 3. *Any employee who refuses to give sample/specimen of urine, breath, and/or blood, or refuses to complete paperwork as required in connection with testing will be in violation of this regulation.*
- B. *Any employee having a positive test will be subject to disciplinary action, including termination.*
- C. *Any applicant who refuses to submit to or cooperate fully with testing in conjunction with the physical examination required for certification as a school bus driver will no longer be considered for employment.*
- D. *Any applicant having a positive test will no longer be considered for employment unless the use of only prescription or over-the-counter medications voluntarily disclosed is detected, in which case the applicant may seek re-testing, at the applicant's expense, after such use is discontinued.*
- E. *Any current employee applying for initial bus driver certification who refuses to submit to testing will not be considered for employment as a driver.*
- F. *Any staff member with the responsibility of enforcing this regulation who has reasonable suspicion that an employee has used drug(s) and/or alcohol in any situation where testing is required, and who does not act according to the guidelines and procedures of this regulation, will have violated district regulations. Such violation is cause for disciplinary action, including termination. An employee who knowingly makes false accusations that another employee has violated this policy/regulation is subject to disciplinary action, including termination.*

NOTE: *Special consideration will be given employees using prescription or over-the-counter drugs who have complied with Section V of this regulation and who test positive only for the drug voluntarily disclosed.*

VI. USE OF PRESCRIPTION AND/OR OVER-THE-COUNTER DRUGS

Employees subject to this regulation will report to their immediate supervisor use of prescription drugs that may impair their ability to safely operate a vehicle or that may otherwise affect the safety of themselves or others.

- A. Before allowing the employee to continue on the job, the unit administrator may require that the employee submit a written statement from a medical doctor that, in the doctor's opinion, the employee is able to perform job functions, and that use of the medication does not create a safety risk to the employee or others. The department retains the right to request a second medical opinion at district expense.*
- B. An employee reporting use of prescription drugs which may impair job performance may be assigned other duties if this option is available, or may be required to take vacation, sick leave, or if necessary, leave without pay until use is discontinued.*

The following is applicable to any employee whose medical condition requires ongoing use of medication that may impair job performance, thereby creating a continuous risk of impairment:

- 1. The employee will be considered unable to perform employment duties in the position for which the employee was hired.*
 - 2. If reassignment to a position reasonably related to the position for which the employee was hired is not possible either because no such position is available or because the continuous risk of impairment would render the employee unable to perform the employment duties of such position, the employment relationship with the district will be terminated.*
- C. Documentation related to use of prescription drugs and written authorization from a doctor will be confidential.*
 - D. Any employee who fails to comply with this reporting requirement will be subject to disciplinary action, including termination.*
 - E. Employees are expected to act responsibly with regard to use of over-the-counter drugs. It is the employees' responsibility to request reassignment or take sick leave if use of over-the-counter drugs impairs job performance and/or affects the safety of themselves or others.*

VII. REPORTING DRUG- AND/OR ALCOHOL-RELATED CRIMINAL MATTERS

- A. Any employee arrested, cited, or charged with a drug- and/or alcohol- related criminal offense, whether a felony or a misdemeanor, must notify his or her immediate supervisor no later than 48 hours after such event. (The term "charged" as used in this Section VI includes a charge, indictment, information, or complaint.) Upon review, the district may require the employee to enter and successfully complete a rehabilitation program. Depending on the circumstances, the employee may be subject to disciplinary action, including termination.*

- B. *Any employee convicted of a drug- or alcohol-related criminal offense must notify, in writing, his or her immediate supervisor no later than five days after the conviction. (The term "convicted," as used in this Section VI, includes a plea agreement.) Upon review, the district may require the employee to enter and successfully complete a rehabilitation program. Depending on the circumstances, the employee may be subject to disciplinary action, including termination.*
- C. *Any employee convicted under a criminal drug statute for violation occurring in the workplace must notify his or her immediate supervisor not later than five days after such conviction.*
- D. *Any employee arrested, cited, or charged with or convicted of any such offense who fails to notify his or her immediate supervisor or fails to satisfy any rehabilitation requirement will be subject to disciplinary action, including termination.*
- E. *All convictions, when known by the district, involving employees engaged in the performance of a grant from the United States Government will be processed by the district as follows:*
- *Within ten days of receiving any notice of conviction, the district will notify the U.S. Department of Education of such notice.*
 - *Within 30 days of receiving any notice of conviction, the district will (1) take appropriate disciplinary action against the employee, including termination, or (2) require the employee to participate satisfactorily in an approved drug abuse assistance or rehabilitation program.*

VIII. EMPLOYEE ASSISTANCE PROGRAM

Employees who have drug, alcohol, or controlled substance problems are encouraged to seek assistance. A staff member who requests assistance prior to the detection of a problem will be directed to an appropriate employee assistance program. A staff member who requests assistance prior to detection and is referred to the employee assistance program may be placed on some category of leave until the district receives a medical and/or professional certification of the ability to resume responsibilities.

IX. CONFIDENTIALITY

- A. Confidential medical information relating to this drug and alcohol testing program and documentation referring to such information will be handled in a confidential manner.
- B. *Confidential medical information relating to any testing incident will be officially communicated within the district only on a need-to-know basis. Employees who violate this provision will be subject to disciplinary action.*
- C. Confidential medical information will be released only as required by law or authorized by the Omnibus Act.

- D. Employee records pertaining to this regulation will be subject to normal district procedures relating to confidential medical records and state law; however, individual records of reports of prescription/over-the-counter drug use will not be maintained beyond one year. Any report of a negative or cancelled test will be maintained for a minimum of one year.

X. TRAINING OF COVERED EMPLOYEE

A copy of materials explaining the requirements of the Omnibus Act and the district's policies and procedures with respect to meeting such requirements will be distributed to each covered employee prior to the start of drug and/or alcohol testing and to each covered employee hired or subsequently transferred into a driving position. The district will provide written notice to representatives of employee organizations of the availability of this information. (49 CFR 382.601) Each driver must provide a signed receipt for the materials. (49 CFR 382.401(c)(5)(iii)).

These materials will 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 covered employees to make clear what part of the workday a covered employee must be in compliance with the policy/regulation.
- Specific information concerning covered employee conduct that is prohibited by the policy/regulation.
- The circumstances under which a covered employee will be tested for drugs and/or alcohol by policy/regulation.
- The procedures that will be used to test for the presence of drugs and/or alcohol, to protect the covered employee 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 covered employee.
- The requirement that the employee submit to drug and/or alcohol tests administered in accord with Omnibus Act regulations.
- An explanation of what constitutes a refusal to submit to a drug and/or alcohol test and the attendance consequences.
- The consequences for covered employees found to have violated the policy/regulation, including requirements for removal from duty.
- Information concerning the effects of drug and/or alcohol use on an individual's health, work, and personal life; signs and symptoms of a drug and/or alcohol problem (the covered employee or a co-worker); and available methods of intervention, including confrontation and referral. (49 CFR 382.601)

Policies, regulations, and consequences based on the district's independent authority outside of the Omnibus Act will be clearly and obviously described as being based on independent authority (49 CFR 382.601).

XI. SUPERVISOR TRAINING

Persons designated to determine whether reasonable suspicion exists to require a covered employee to undergo reasonable suspicion testing will receive at least 60 minutes of training on alcohol misuse and at least an additional 60 minutes of training on drug use. The training will cover the physical, behavioral, speech, and performance indicators of probable alcohol misuse and use of drugs, including indications of chronic and withdrawal effects of drugs. (49 CFR 382.603)

Adopted: July 14, 1988

Revised: January 8, 1991
December 13, 1994
April 11, 1995
October 4, 1995
August 1, 1996
November 10, 1998
January 14, 2000
November 30, 2005
August 1, 2007
January 8, 2009
December 17, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Drug and Alcohol Testing
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBKB-R(2)

DRUG AND ALCOHOL TESTING: ALL EMPLOYEES EXCEPT THOSE COVERED BY ADMINISTRATIVE REGULATION GBKB-R (1)

The following procedures and guidelines apply to this drug and alcohol testing program:

I. GENERAL GUIDELINES

- A. The district will inform all employees of its drug and alcohol testing policy and regulation. Staff members who have supervisory, dispatching, and/or training responsibilities for employees subject to this regulation will receive training for detection of any effect or evidence of use of drugs or consumption of alcohol and procedures for enforcing this regulation.
- B. Employees subject to this regulation include all employees except transportation employees covered by Administrative Regulation GBKB-R (1).
- C. Failure to fully cooperate with any aspect of this regulation will be considered insubordination and is cause for disciplinary action, including termination. The district recognizes the employee's right not to incriminate self.
- D. All information obtained in the course of testing will be kept in a secure location with controlled access.

II. DRUG AND ALCOHOL TESTING

Drug and alcohol testing will be required as follows:

- A. Testing will be required whenever the supervisor of the employee or the supervisor's designee has reasonable suspicion that an employee who is subject to this regulation has used a drug(s) or consumed alcohol on district property, while on the job, or within such time prior to reporting to the job that any effect or evidence of such use remains and/or can be detected or that job performance has been impaired by use of drugs or alcohol. The determination that reasonable suspicion exists will be documented in writing and signed by the person who observed the behavior and the supervisor of the employee under suspicion or the supervisor's designee, who will be an employee with authority corresponding to that of the supervisor.
- B. Post-accident testing will be required whenever the supervisor of an employee involved in an accident, or the supervisor's designee, has reasonable suspicion based on knowledge of the events and circumstances of the accident that the employee's involvement in the accident was influenced by the use of a drug(s) and/or alcohol. The determination that reasonable suspicion exists will be documented in writing, signed by the supervisor of the employee or

the supervisor's designee. In any significant accident, testing may be required if the district official investigating the accident on the scene determines such testing is necessary. A significant accident is defined as an accident 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 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.

For the following employees, documentation must be in the form of an affidavit: (a) employees involved in the maintenance and service of vehicles used to transport students, who are not required to have a Commercial Driver's License for performance of job functions; (b) Transportation staff members involved in dispatching and supervision; and (c) employees transporting any student in any vehicle for any district-related purpose.

- C. When an employee has reasonable suspicion that his/her immediate supervisor has used drug(s) or consumed alcohol on district property, while on the job, or within such time prior to reporting to the job that any effect or evidence of such remains and/or can be detected, the employee will report such reasonable suspicion to the next-level supervisor. The next-level supervisor will begin the procedures for testing, provided that the information comes from a reliable and credible source or the next-level supervisor has independently corroborated the information.
- D. Prior to employment or during the first three months of the new-hire probationary period of classified employees, testing will be required of all new contract employees who work in positions having heightened safety concerns. An employee who transfers from a contract position within the district will be exempt from this testing. The following employee positions are considered positions having heightened safety concerns:
1. Positions requiring that the employee prepare or serve food.
 2. Positions requiring that the employee work with chemicals.
 3. Positions requiring that the employee operate construction equipment, including trenchers, backhoes, road graders, and grounds maintenance and landscaping equipment.
 4. Positions requiring that the employee work with high-risk equipment (including high-pressure painting equipment) or in high-risk areas (including electrical connections or HVAC equipment rooms).
 5. Positions requiring that the employee be involved in any aspect of construction.
 6. Positions requiring that the employee be involved in dispatching and supervision of Operations personnel.
 7. Positions requiring that the employee handle and dispense materials.
 8. Positions requiring that the employee be involved in maintenance and service of district vehicles.

9. Positions requiring that the employee drive a vehicle of any type.
10. Positions requiring that the employee transport any student in any vehicle for any district-related purpose.

III. REASONABLE SUSPICION STANDARD

The determination of reasonable suspicion may include, but is not limited to, the following indications:

- direct observation of on-the-job consumption or use;
- direct observation of the employee's appearance, behavior, speech, or body/breath odor, including such factors as slurred speech, incoherence, inability to carry on a rational conversation, red eyes, dilated pupils, unsteadiness on feet, increased carelessness, inability to perform requested tasks or activities, and erratic behavior;
- evidence of possession;
- a pattern of abnormal conduct or erratic behavior that is likely to be attributable to drug and/or alcohol use by the employee;
- documented deterioration in the employee's job performance that is likely to be attributable to drug and/or alcohol use by the employee;
- information from any law enforcement agency, provided that the information relates to recent use as defined herein;
- information from an employee or a citizen, if provided by a reliable and credible source or independently corroborated, provided that the reported information relates to recent use as defined herein.

IV. PROCEDURES FOR TESTING, POST-TESTING, AND APPEAL

- A. Medical facilities will be selected on an annual basis by the district to provide the testing. Any testing facility selected will be licensed or certified by the appropriate governmental and/or medical agency.
- B. When there is reasonable suspicion that an employee has used a drug(s) and/or consumed alcohol in any situation where testing is required, the supervisor will tell the employee the reasons the employee is being sent for testing and give the employee an opportunity to provide an alternative explanation for the facts and circumstances giving rise to reasonable suspicion. The supervisor will inform the employee as to the right not to incriminate self. After considering the employee's explanation, if the supervisor still has reasonable suspicion that the employee has violated this policy, the employee will then be immediately transported to an approved medical facility by the supervisor or designee.
- C. Depending on the circumstances, the employee may be asked to give samples/specimens of urine, breath and/or blood. Any blood sample/specimen will be used exclusively for the purpose of drug and/or alcohol testing as provided under this regulation. If required by the testing facility, the employee must promptly produce a second sample/specimen.

- D. If the determination is made that reasonable suspicion exists, the employee will not be allowed to drive the employee's own vehicle from district premises. The district will assist the employee in finding safe transportation to his/her destination. If an employee insists on driving from the premises, local law enforcement authorities will be notified.
- E. An employee will not be allowed to perform normal job responsibilities until test results are known. The district will pay the employee for the test day and the time off while awaiting the results.
- F. *The employee will be notified of the district's receipt of a positive test result in a confidential manner. At the employee's request, the district will provide the employee a copy of the written test results.*
- G. The district will treat an employee's refusal to test in the same manner as a positive test result. An employee refusing to test or showing a positive test will be placed on leave with pay beginning the day test results are made known to the district. Leave with pay will continue until final disposition of the matter pursuant to regulation GCPD-R or GDPD-R or expiration of the employee's term of employment, whichever is earlier.
- H. If test results are negative, the sample/specimen will be destroyed.
- I. Positive urine samples/specimens will be maintained for at least six months. Sample/specimen is positive if confirmed test result indicates breath alcohol concentration of 0.04 or greater, a confirmed positive alcohol concentration in urine or blood, or drug test is determined positive.
- J. The employee will be informed of the right to second testing of the reserved urine sample/specimen at a certified laboratory of the employee's choice at the employee's expense. Any employee who wishes to appeal the accuracy of test results is responsible for requesting to have the split specimen analyzed within 72 hours of being notified of the test results.
- K. Additional process when laboratory reports confirmed positive result for drugs.

Participation of Medical Review Officer.

1. Whenever the testing laboratory reports a confirmed positive result, a medical review officer (MRO) will review the results prior to transmission of the results to the district.

As part of the review, the MRO will:

- Inform the tested individual that he/she has 72 hours within which to request analysis of the split specimen.
- Review the chain of custody to ensure that it is complete and sufficient on its face.

- Make direct confidential contact with the tested individual to allow the tested individual the opportunity to discuss the test result with the MRO. (If the MRO is unable to make direct contact with the tested individual, the MRO will contact a designated management official who will direct the tested individual to contact the MRO.)
 - Examine any alternate medical explanation for the confirmed positive test result, including review of all medical records made available by the tested individual when the confirmed positive test could have resulted from legally-prescribed medication. (The MRO will inform the tested individual that information may be disclosed to third parties as authorized by federal regulation or required by law.) In his/her examination of any alternate medical explanation, the MRO will not consider results of samples/specimens that are not obtained in accordance with this regulation.
 - If test result is confirmed positive for opiates other than 6-monoacetylmorphine, the MRO will determine that there is clinical evidence in addition to the urine/blood test of unauthorized use.
2. Within three business days of completion of his/her review, the MRO will report to the district Director of Classified Personnel whether he/she has verified as positive or negative a test result confirmed positive by the laboratory. If verified positive, the MRO will report the identity of the drugs for which the test was verified positive.
 3. The MRO will also report to the district Director of Classified Personnel any negative test results forwarded to the MRO by the laboratory and any cancelled test.
- L. The following procedure will apply to any appeal of the test results:
1. No disciplinary action will be taken pending the outcome of an appeal of a test result.
 2. Any appeal will be made in writing to the Associate Superintendent or designee within two working days following receipt by the district of the test results.
 3. The appeal will specify the basis of the employee's challenge to the test results. Appeals of test results will be confined to procedural errors by the district that violate the employee's rights under policy GBKB or this regulation. The Associate Superintendent or designee lacks authority to overrule the finding of a confirmed positive drug test or finding of the MRO that there is no alternate medical explanation for the confirmed positive drug test.
 4. The Associate Superintendent or designee will meet with the employee and his/her representative and the appropriate district representative to hear the employee's appeal.
 5. If the Associate Superintendent or designee determines that the employee's challenge to the test results is valid, disciplinary action will not be taken unless there are independent grounds for such actions.

6. If the Associate Superintendent or designee determines that the employee's challenge is valid, any pay withheld will be reinstated and the employee reimbursed for any cost of testing paid by the employee.
7. The administration will recommend that the Board not approve for rehire any classified contract employee who has an appeal pending. On disposition of an appeal in favor of the classified contract employee, the Board will consider recommendations from the administration regarding employment and will take appropriate action. If a certificated employee has an appeal pending, statutory provisions governing employment will apply.

V. PENALTIES FOR VIOLATING THIS REGULATION

- A. Failure to immediately submit to and fully cooperate with testing as required will be considered a refusal to submit to testing and is an act of insubordination which is cause for disciplinary action, including termination.
 1. In a new hire testing situation, "immediately" means as soon as possible after notification of selection for testing.
 2. In a reasonable suspicion testing situation, any employee who refuses to be immediately transported to the testing facility will be in violation of this regulation.
 3. Any employee who refuses to give sample/specimen of urine, breath, and/or blood, or refuses to complete paperwork as required in connection with testing will be in violation of this regulation.
- B. Any employee having a positive test will be subject to disciplinary action, including termination. Any classified employee having a positive test during the new-hire probationary period as provided in Section II will be immediately terminated.
- C. Any staff member with the responsibility of enforcing this regulation who has reasonable suspicion to believe that an employee has used a drug(s) and/or consumed alcohol in any situation where testing is required, and who does not act according to the guidelines and procedures of this regulation, will have violated district regulations. Such violation is cause for disciplinary action, including termination.

NOTE: Special consideration will be given employees using prescription or over-the-counter drugs who have complied with Section VI of this regulation and who test positive only for the drug voluntarily disclosed.

VI. USE OF PRESCRIPTION AND/OR OVER-THE-COUNTER DRUGS

Employees who are subject to this regulation and whose positions require them to operate a district vehicle or other dangerous machinery must report to their immediate supervisor use of any prescription drugs that may impair their ability to operate a vehicle or machinery or that may otherwise affect the safety of themselves or others.

- A. Before allowing the employee to continue on the job, the supervisor of the employee or supervisor's designee may require that the employee submit a written statement from a medical doctor that, in the doctor's opinion, the employee is able to perform job functions and that use of the medication does not create a safety risk to the employee or others. The department retains the right to request a second medical opinion at district expense.
- B. An employee reporting use of prescription drugs which may impair job performance may be assigned other duties if this option is available, or may be required to take vacation, sick leave, or, if necessary and applicable, leave without pay, until use is discontinued.

The following is applicable to any employee whose medical condition requires ongoing use of medication that may impair job performance, thereby creating a continuous risk of impairment:

- 1. The employee will be considered unable to perform employment duties in the position for which the employee was hired.
 - 2. If reassignment to a position reasonably related to the position for which the employee was hired is not possible, either because no such position is available or because the continuous risk of impairment would render the employee unable to perform the employment duties of such position, the employment relationship with the district will be terminated in the case of a classified employee. If the employee is certificated, the employee will be reassigned to home with pay until further disposition of the matter.
- C. Documentation related to use of prescription drugs and written authorization from a doctor will be confidential.
 - D. Any employee who fails to comply with this reporting requirement will be subject to disciplinary action, including termination.
 - E. Employees are expected to act responsibly with regard to use of over-the-counter drugs. It is the employee's responsibility to request reassignment or take sick leave if use of over-the-counter drug(s) impairs job performance and/or affects the safety of themselves or others.

VII. REPORTING DRUG- AND/OR ALCOHOL-RELATED CRIMINAL MATTERS

- A. Any employee arrested, cited, or charged with a drug- and/or alcohol-related criminal offense, whether a felony or a misdemeanor, must notify his or her immediate supervisor no later than 48 hours after such event. (The term "charged" as used in this Section VII includes a charge, indictment, information, or complaint.) Upon review, the district may require the employee to enter and successfully complete a rehabilitation program. Depending on the circumstances, the employee may be subject to disciplinary action, including termination.
- B. Any employee convicted of a drug- or alcohol-related criminal offense must notify, in writing, his or her immediate supervisor no later than five days after the conviction. (The term "convicted" as used in this Section VII includes a plea agreement.) Upon review, the district may require the employee to enter and successfully complete a rehabilitation program. Depending on the circumstances, the employee may be subject to disciplinary action, including termination.

- C. Any employee convicted under a criminal drug statute for violation occurring in the workplace must notify his or her immediate supervisor not later than five days after such conviction.
- D. Any employee arrested, cited, or charged with or convicted of any such offense who fails to notify his or her immediate supervisor or fails to satisfy any rehabilitation requirement will be subject to disciplinary action, including termination.
- E. All convictions, when known by the district, involving employees engaged in the performance of a grant from the United States Government will be processed by the district as follows:
 - Within ten days of receiving any notice of conviction, the district will notify the U.S. Department of Education of such notice.
 - Within 30 days of receiving any notice of conviction, the district will (1) take appropriate disciplinary action against the employee, including termination, or (2) require the employee to participate satisfactorily in an approved drug abuse assistance or rehabilitation program.

VIII. EMPLOYEE ASSISTANCE PROGRAM

Employees who have drug, alcohol, or controlled substance problems are encouraged to seek assistance. A staff member who requests assistance prior to the detection of a problem will be directed to an appropriate employee assistance program. A staff member who requests assistance prior to detection and is referred to the employee assistance program may be placed on some category of leave until the district receives a medical and/or professional certification of the ability to resume responsibilities.

IX. CONFIDENTIALITY

- A. Confidential medical information relating to this drug and alcohol testing program and documentation referring to such information will be handled in a confidential manner.
- B. Confidential medical information relating to any testing incident will be officially communicated within the district only on a need-to-know basis. Employees who violate this provision will be subject to disciplinary action.
- C. Confidential medical information will be released only as permitted by law.
- D. Employee records pertaining to this regulation will be subject to normal district procedures and state law relating to confidential medical information; however, individual records of reports of prescription/over-the-counter drug use will not be maintained beyond one year. Any report of a negative test will be maintained for a minimum of one year.

Adopted: March 3, 1993

GBKB-R(2) – Cont'd.

Revised: April 11, 1995
 October 4, 1995
 August 1, 1996
 November 10, 1998
 January 14, 2000
 May 12, 2000
 April 1, 2004
 November 30, 2005
 August 1, 2007
 January 8, 2009
 December 17, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Dangerous Instruments and Deadly Weapons – Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GBKC

DANGEROUS INSTRUMENTS AND DEADLY WEAPONS

Definitions

1. “Dangerous Instrument” means a knife, CO₂-powered gun, or other instrument not designed for lethal use, but which may be capable of causing death or other serious physical injury. The term includes anything perceived by a reasonable person to be capable of causing injury or death, given the manner in which it is possessed, used, attempted to be used, or threatened to be used.
2. “Deadly weapon” means anything designed for lethal use, including a firearm.
3. “Firearm” means any operable or inoperable, loaded or unloaded (a) weapon, including a starter gun, which will or is designed to, or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) a firearm muffler or firearm silencer; or (d) any destructive device, including (i) any explosive, incendiary, or poison gas device, (ii) any weapon which will or may readily be converted to expel a projectile by the action of a non-explosive propellant and which has any barrel with a bore of more than one-half inch in diameter, and (iii) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may readily be assembled.

Dangerous instruments and deadly weapons prohibited on district property include, but are not limited to, firearms, CO₂ guns, knives with fixed blades, folding knives with blades exceeding 1 1/2 inches in length, ice picks, nun-chucks, brass knuckles, clubs, and fireworks.

Except as provided below, any employee using, displaying, or knowingly carrying or possessing any dangerous instrument or deadly weapon on district property or at district functions will be subject to disciplinary action, including suspension without pay and dismissal.

Any employee knowingly assisting another in using, displaying, or knowingly carrying or possessing any dangerous instrument or deadly weapon on district property or at district functions may be subject to the same disciplinary action as is the employee using, displaying, or knowingly carrying or possessing the dangerous instrument or deadly weapon.

Exceptions:

1. It will not be a violation of this policy if the employee displays, knowingly carries, or possesses a dangerous instrument or deadly weapon in connection with employment duties, including use on district property in a program approved by a school/the district.

GBKC – Cont'd.

2. It will not be a violation of this policy if the employee possesses a firearm in the parking lot of a district facility if:
- the firearm is transported and stored at all times in the employee's locked and privately-owned vehicle or in a locked compartment on the employee's motorcycle, and
 - the firearm is not visible from the outside of the motor vehicle or motorcycle.

Adopted: March 23, 1993

Revised: February 27, 1996
September 8, 2009

LEGAL REF.: A.R.S. § 12-781
13-105
13-2911
13-3101
13-3102(A)(12)
13-3102(J)
15-341(A)(1)
15-341(A)(26)
15-507
15-515
20 U.S.C. § 3351

Cross Ref.: [GBCB – Staff Conduct](#)
[GCPD – Disciplinary Action: Professional Staff](#)
[GDPD – Support Staff: Disciplinary Action for Misconduct; Dismissal for Unsatisfactory Performance](#)
[JFCJ – Dangerous Instruments and Deadly Weapons](#)
[KGB – Public Conduct on School Property](#)
[KK – Visitors to the Schools](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Personnel Records
GOVERNING BOARD POLICY	DISTRICT CODE: GBL

DEFINITION

For the purposes of this policy:

"Personnel records" means any hard copy document placed in the employee's personnel file maintained at either the district or site level, as well as employee information entered in the district's computer database.

"Employee" includes any former employee of the district.

PERSONNEL RECORDS

- A. The Assistant Superintendent of Human Resources will be responsible for establishing, maintaining, and controlling access to personnel records.
- B. Personnel File: A personnel file will be maintained in the Human Resources Department for each employee. Written materials entered into an employee's personnel file (excluding confidential information obtained by the district prior to employment or in the course of seeking promotion, e.g., third party reports, recommendations, or references) will be subject to the employee's inspection. Such inspection will be done in the presence of an authorized administrator. The Superintendent will develop guidelines for an employee's review of his/her personnel file.

Subject to the exceptions set forth in paragraph D below, documents in the personnel file are public records and are therefore open to inspection by any person during regular office hours in accordance with district procedure for gaining access as set forth in paragraph I below.

- C. Computer Database: Employee information in the district's computer database is not subject to access by the public or by employees in general. Certain employees will have access to employee information in the computer database as necessary to fulfill employment duties. In response to specific inquiry by an employee, personnel or payroll administrators may, as appropriate, authorize disclosure to the employee of information from his/her own personnel record entered into the computer database. In response to a public record request, Human Resources administrators may, as appropriate, authorize disclosure of non-confidential employee information entered into the computer database.

Printouts from the computer database that include confidential employee information will be distributed within the district only on a need-to-know basis.

- D. Confidential information contained in a personnel file is not subject to inspection by the public. Confidential information includes, but is not necessarily limited to:
 - 1. Social Security numbers, birth dates, race/ethnicity designations, and information concerning payroll deductions or health-related leaves.

2. Evaluations of employees other than certificated teachers, with the following exceptions: (a) where the employee wishes to make use of it; (b) where it is needed by authorized district officers and employees to carry out their duties; and (c) where required for introduction into evidence or discovery in any dispute between the Governing Board and the employee where the performance or conduct of the employee is at issue or where the result of a lower level proceeding is being challenged.
 3. Letters of recommendation and other information provided to the district by third parties with an expectation of privacy.
 4. Any information that would unduly infringe upon the employee's interest of privacy or confidentiality as determined by the Assistant Superintendent of Human Resources in his/her discretion and in accordance with Arizona law.
 5. Information that is designated confidential by the district because the district's ability to effectively perform its duties would be seriously impaired if disclosure of the information is made, as determined by the Superintendent or designee in his/her discretion.
 6. Unless the employee has given written permission to the district, the district will not release to the public an employee's personal contact information, including home address, phone numbers, and email address).
- E. Confidential information contained in an employee's personnel file (other than the evaluation report of a certificated teacher) may be disclosed only as follows:
1. To the employee or any individual who has written authorization from the employee to review the confidential information contained in an employee's personnel file or who has specific authorization for access to certain confidential information under Arizona law;
 2. To authorized administrative personnel and the Governing Board in furtherance of district-related business (individual Board members will have access only when specifically authorized by the Board in a properly noticed legal meeting);
 3. In response to court orders or subpoenas;
 4. To an attorney for the district acting at the direction of the Superintendent, the Superintendent's designee or Governing Board; and
 5. To the Arizona State Department of Education, in response to a request for information pursuant to A.R.S. § 15-350.
- F. The evaluation of a certificated teacher will not be disclosed or released, except to the following:
1. The teacher who is the subject of the evaluation.
 2. An authorized district administrator in furtherance of district-related business. Individual Governing Board members will have access only when specifically authorized by the Governing Board.

GBL - Cont'd.

3. A court, administrative hearing officer, or designated party in a court action or administrative hearing pursuant to a valid court or administrative hearing order or subpoena directing production of the teacher's evaluation for introduction as evidence or for discovery.
 4. The Arizona Department of Education pursuant to a written request for the teacher's evaluation.
 5. A school district or charter school pursuant to a written request for a copy of the evaluation for hiring purposes as a prospective employer of the teacher.
- G. Non-confidential information kept on file by Human Resources is subject to inspection by the public in accordance with district procedure for gaining access as set forth in paragraph I below. Non-confidential information includes, but is not necessarily limited to:
1. Name of employee
 2. Date of employment
 3. Current and previous job titles and dates received
 4. Current and previous salaries and dates of each change
 5. Name of employee's current or last known supervisor
 6. Official oaths of office
 7. Employee contracts
- H. Records reasonably necessary or appropriate to maintain an accurate knowledge of disciplinary actions regarding district employees will be maintained. Disciplinary action records will be open to inspection unless disclosure of records and information is contrary to the law.
- I. Personnel file will be maintained in a secure area. The following procedure will apply when a person, other than those listed in section E, seeks access to non-confidential information contained in personnel folders:
1. Other than the employee, any person seeking access to personnel file shall request access, in writing, to the Assistant Superintendent of Human Resources.
 2. The request shall specify the particular information the person seeks to review.
 3. The Assistant Superintendent of Human Resources will be allowed a reasonable time to determine whether the specified information is confidential information not subject to inspection/disclosure and to produce for review any non-confidential information that is specified.
 4. Examination of the contents of a personnel file will be conducted in the presence of an authorized administrator.

GBL - Cont'd.

- J. Personnel file of resigned and retired employees will be kept in accordance with the Arizona Records Retention Schedule for public school employees. The district will retain, for 20 years after the employment ends, the contents of any personnel file that the Human Resources Department identifies for retention because of concerns about the possibility of future litigation involving claims or conduct by the employee.
- K. Any medical records received or gathered by the district as the employer are considered confidential and will be kept in a location separate from personnel file and disclosed within the district only on a need-to-know basis.

Adopted: September 25, 1990

Revised: February 9, 1993
February 13, 1996
September 24, 1996
November 10, 1998
March 11, 2003
October 14, 2008
January 8, 2013
June 24, 2014

LEGAL REF.: A.R.S. § 38-233
39-121

A.G.O. 78-241
81-38
84-179

CROSS REF.: [GBLA – Employee References](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Personnel Records
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBL-R

PERSONNEL RECORDS

Each employee will have the right, upon request, to review the contents of his or her own personnel file – excluding confidential information obtained by the District prior to employment or in the course of seeking promotion, e.g., third party reports, recommendations, or references. The file will be available for review during normal office hours in the presence of a District administrator.

Emergency Information

Employees are required to provide emergency information to the Human Resources office, including the name, telephone number, and address of the person to be notified in the event of an emergency. It is the responsibility of the employee to keep emergency information up-to-date.

Certification Records

Certificated employees will provide the District's Human Resources office with a copy of current certification for the personnel file.

Adopted: February 26, 1980

Revised: September 25, 1990
February 13, 1996
November 10, 2004
June 24, 2014
February 8, 2017

Michael B. Cowan
Superintendent

CROSS REF.: [KBA-R – Public Record Requests](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Employee References
GOVERNING BOARD POLICY	DISTRICT CODE: GBLA

EMPLOYEE REFERENCES

When requested by a prospective employer, the district may provide employment reference information relating to a current or former employee. The district will communicate personnel data confirming the employee’s positions held and dates of service and may also provide qualitative information based upon the employee’s written performance evaluations and other relevant information held by the district. Formal evaluations of a certificated teacher may be provided only with the consent of the teacher. The district, in its discretion, may require that the current or former employee provide an authorization to release information as a condition for providing employment reference information or may decline to provide employment reference information. (See GBLA-F for sample form.)

Authority to provide employment reference information on behalf of the district is limited to the Superintendent, assistant superintendents, directors, school principals and assistant principals. No employees, other than the Superintendent, assistant superintendents, directors, school principals and assistant principals, will give an employment reference on behalf of the district unless specifically authorized by the Superintendent or an assistant superintendent.

Employees who choose to give personal letters of recommendation may do so in their individual capacity only and should clarify in their communication that they do not speak on behalf of the district. Unauthorized use of letterhead or stationery of the district or of a school or department of the district by an employee to provide a letter of recommendation or other employment reference information is prohibited. In accordance with State Board of Education Rule R7-2-1308, no employee will provide a written or oral recommendation to assist in the professional certification or employment of a person whom the employee knows to be unqualified to hold the position sought or whom the employee reasonably believes may pose a danger to students or co-workers.

The superintendent will adopt regulations as necessary to implement this policy.

Adopted: March 11, 2003

LEGAL REF.: A.R.S. §15-537
State Board of Education Rule R7-2-1308

FORM: GBLA-F – Authorization to Release Information

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Staff Complaints
GOVERNING BOARD POLICY	DISTRICT CODE: GBM

STAFF COMPLAINTS

Employees may file complaints in accordance with appropriate procedures set forth in the appropriate Working Conditions and Benefits document.

Adopted: March 11, 2003

Revised: July 1, 2009

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Prohibited Personnel Practices
GOVERNING BOARD POLICY	DISTRICT CODE: GBP

PROHIBITED PERSONNEL PRACTICES

Retaliation

No district employee shall retaliate against an employee for the employee's disclosure to a public body when the employee reasonably believes there has been a violation of law and/or mismanagement, gross waste of public monies or an abuse of authority.

Any employee or former employee dismissed by the district during the contract term, who believes that a district employee has retaliated against the employee for disclosure to a public body when the employee reasonably believes there has been a violation of law and/or mismanagement, gross waste of public monies or an abuse of authority shall, in accordance with A.R.S. §38-532, make complaint to the Governing Board.

Any district employee who retaliates against an employee (applicant) in violation of this policy will be subject to disciplinary action, including dismissal if the conduct is considered willful misconduct.

An employee who knowingly makes false accusations of retaliation or who knowingly makes false accusations that a district employee has engaged in a violation of any law, mismanagement, a gross waste of monies, an abuse of authority or a false accusation of retaliation for making disclosure as set forth above is subject to disciplinary action, including dismissal. Pursuant to A.R.S. §38-532, an employee who knowingly makes a false accusation that a district employee has engaged in a violation of any law, mismanagement, a gross waste of monies or an abuse of authority is subject to a civil penalty of up to \$25,000.

Adopted: January 25, 1994

Revised: March 11, 2003

LEGAL REF.: A.R.S. § 38-532

CROSS REF.: AC – Nondiscrimination/Equal Opportunity
 GBA – Equal Opportunity Employment
 JB – Equal Educational Opportunities

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Research and Publishing
GOVERNING BOARD POLICY	DISTRICT CODE: GBQB

RESEARCH AND PUBLISHING

Publication

The district encourages employees to contribute to professional periodicals/literature. In any published material, the employee is accountable for the accuracy of any statements about or attributed to the district and for reasonable identification of opinion.

Copyrights and Patents

Employees may, within the scope of their employment, develop original works of authorship or patentable inventions or ideas. Such materials are the property of the district.

The Board retains proprietary rights to original works of authorship and patentable inventions and ideas, including instructional materials and devices, developed/prepared, in whole or in part, by employees within the scope of their employment or through the use of the district's facilities, materials or equipment. Employees retain proprietary rights to original works of authorship and patentable inventions and ideas, including instructional materials and devices, developed/prepared exclusively on their own time and without use of school facilities, materials or equipment.

All original works of authorship created by employees within the scope of employment shall contain the following copyright notice: "Copyright, (year), Mesa Unified School District #4."

In order to minimize misunderstandings about the ownership of original works of authorship or patentable inventions or ideas, the Superintendent shall develop a procedure applicable to all employees who are or might be developing original works of authorship or patentable inventions or ideas, which are or may be construed to be developed within the scope of employment. The procedure shall include provisions allowing employees to request that the district waive its proprietary interest in copyright or patentable materials developed within the scope of employment.

Adopted: February 26, 1980

Revised: March 23, 1993
June 25, 1996

LEGAL REF.: A.R.S. 15-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Research and Publishing
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBQB-R

RESEARCH AND PUBLISHING

Publication or Creation of Materials

The following procedure is applicable to all employees who are or might be developing original works of authorship or patentable inventions or ideas, which are or may be construed to be developed within the scope of employment:

- o The employee-author/inventor shall file a notice of intent to publish or manufacture with the assistant superintendent to whom the employee is administratively responsible. The notice of intent to publish or manufacture shall include the following information:
 - A description of the original work of authorship or patentable invention or idea (publication or product).
 - The name(s) of the author(s) or inventor(s).
 - The period of time during which the work/invention/idea (publication or product) was developed.
 - The percentage of the employment time, if any, that was devoted to development of the work/invention/idea (publication or product) during the period of development.
 - The percentage of the overall time spent developing the work/invention/idea (publication or product) that was employment time, if any.
- o Within 15 working days of receipt of the notice of intent the assistant superintendent* shall prepare a report for the Superintendent verifying the above information.
- o Upon receipt of the notice of intent and accompanying report, the Superintendent shall appoint a committee of three (3) individuals having knowledge of the work/invention/idea (publication or product), excluding those involved in creating/developing it, to review the notice of intent and the report and prepare a written recommendation for action to the Superintendent. The committee shall forward its written recommendation to the Superintendent within 20 working days after appointment. The recommendation shall include the committee's conclusion regarding ownership and a recommendation regarding whether the district should waive any ownership interest.

* If the employee-author/inventor is an assistant superintendent, the Associate Superintendent shall prepare the report. If the employee-author/inventor is an associate superintendent or superintendent, the Superintendent shall prepare the report to be submitted to the Governing Board for discussion.

GBQB-R - Cont'd

In those situations where the publication or product has been or will be created on both school district time and the employee's own time, the Superintendent or designee shall confer with the employee-author/inventor prior to making a decision to attempt to reach a mutually satisfactory agreement as to any employee rights with respect to the publication or product, including without limitation any right to receive royalties or other income from any commercial exploitation of the publication or product.

Within 10 working days of receipt of the committee's written recommendation the Superintendent/designee shall inform the employee in writing of the Superintendent's/designee's decision.

If the employee involved is dissatisfied with the decision of the Superintendent/designee, the employee may, within fifteen working days after receipt of the decision, request an appeal before the Governing Board. The Governing Board will decide whether they will hear the appeal.

Approved: February 26, 1980

Revised: March 23, 1993
June 25, 1996

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Research and Publishing
EXHIBIT	DISTRICT CODE: GBQB-E

COPYRIGHT AND INVENTION ASSIGNMENT AGREEMENT

THIS AGREEMENT is made and entered into as of the _____ day of _____, 20____ by _____.

In consideration of my employment or continued employment by Mesa Unified School District #4 (the "District") and the compensation to be paid to me by the District from time to time, I hereby represent, warrant and agree as follows:

1. I have read and understand the Governing Board Policy (GBQB) and the related Administrative Regulation (GBQB-R) of the District and agree to comply with all of the provisions thereof.
2. I understand and agree that the District shall retain the copyright to any original work of authorship which I may from time to time prepare within the scope of my employment with the District. I agree to place a copyright notice in the following form on all such works:

"Copyright, (insert year), Mesa Unified School District #4"

3. I hereby assign and transfer to the District all right, title and interest in any Inventions (as defined below) which I may from time to time conceive, develop or reduce to practice, either alone or with others, during my employment by the District. I agree to disclose any such Inventions to the District promptly in writing. When requested, and at the District's expense, I agree to assist the District or its designee in efforts to protect any such Inventions, including without limitation by taking any of the following actions:
 - a) making application in the United States and foreign countries for a patent,
 - b) executing documents of assignment to the District or its designee; and
 - c) executing such other documents and rendering such other assistance as the District may reasonably request in order to protect the rights of, or vest title in, the District or its designee with respect to any such Inventions.

Each of my obligations hereunder shall survive the termination of my employment to the extent such obligations relate to Inventions made or conceived by me during my employment. I have prepared and attached to this Agreement a list of all Inventions made or conceived by me prior to my employment with the District which shall be excluded from this Agreement, or if no such list is attached, I hereby represent and warrant that there are no such Inventions.

4. As used in this Agreement, "Inventions" means all inventions, discoveries, concepts and ideas, and the expressions of all concepts and ideas, whether or not patentable or copyrightable, including without limitation articles, processes, methods, formulas, systems and techniques, as well as improvements thereof and know-how related thereto.

5. Notwithstanding any provision hereof to the contrary, this Agreement shall not apply to any Invention which I may develop entirely on my own time and without the use of the District's facilities, materials or equipment.
6. I understand that this Agreement is not a contract of employment and shall not be construed to create any right to be hired by, or to continued to be employed by, the District. All references in this agreement to my employment by the District shall be deemed to refer to my initial or current term of employment and any subsequent renewal thereof.
7. This Agreement constitutes the entire agreement among the parties and supersedes all prior and contemporaneous agreements and understandings of the parties with respect to the subject matter hereof. No supplement, modification or amendment of this Agreement shall be binding and enforceable unless executed in writing by the parties hereto.
8. The invalidity or unenforceability of any particular provision, or any part thereof, of this Agreement shall not affect the other provisions hereof and this Agreement shall be continued in all respects as if such invalid or unenforceable provision were omitted.
9. This Agreement shall be binding upon, inure to the benefit of, and be enforceable by and against the respective heirs, executors, administrators, personal representatives, successors and permitted assigns of the parties to this Agreement.
10. This Agreement shall be construed in accordance with, and governed by, the laws of the State of Arizona.
11. In the event an action or suit is brought to enforce the terms of this Agreement, the prevailing party shall be entitled to the payment of reasonable attorneys' fees and costs, as determined by the judge of the court.

IN WITNESS WHEREOF, I have executed this Agreement as of the date first written above.

Employee Signature

ACCEPTED AND APPROVED:

Mesa Unified School District #4

By: _____

Title: _____

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Employee Technology Use
GOVERNING BOARD POLICY	DISTRICT CODE: GBSA

EMPLOYEE TECHNOLOGY USE

Mesa Public Schools provides its employees with technology to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and staff. As used in this policy, “district technology” means computers, telephones, cellphones and radio communications equipment, telecommunications networks, and Internet access that are owned, leased, or controlled by the district.

Employees are to use district technology for school-related purposes and the performance of job duties. Incidental personal use of district technology is permitted as long as the use does not result in any additional cost to the district and does not interfere with the employee's job duties and performance, with technology operations, or with other technology users. "Incidental personal use" is defined as incidental, occasional, and reasonable use by an individual employee for personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules. Any employee who violates this policy and/or rules governing use of district technology will be subject to disciplinary action, up to and including discharge. Illegal uses of district technology will also result in referral to law enforcement authorities.

All district technology remains under the control, custody, and supervision of the district which reserves the right to monitor all district technology used by employees. Employees have no right of privacy in their use of district technology.

The Superintendent may adopt administrative procedures, as necessary, to implement this policy.

Adopted: March 23, 2004

Revised June 10, 2014

CROSS REF.: JFCH – Student Technology Use
EGAA – Copyright

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Employee Technology Use
ADMINISTRATIVE REGULATION	DISTRICT CODE: GBSA-R

EMPLOYEE TECHNOLOGY USE

The intent of this regulation is to provide employees with general requirements for their use of District technology. This regulation provides general guidelines and examples of prohibited uses for illustrative purposes but does not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the appropriate administrator or from the system administrator. Failure to comply with Governing Board Policy GBSA, this regulation, and/or other established procedures or rules governing District technology may result in disciplinary action, up to and including discharge. Illegal uses of District technology may also result in referral to law enforcement authorities.

As used in this regulation, “District technology” means computers, telephones, cellphones and radio communications equipment, telecommunications networks, and internet access that are owned, leased, or controlled by the District.

Access to District Technology

The level of access that employees have to District technology is based upon specific employee job requirements and needs.

The Superintendent may authorize a certificated or exempt classified employee to have remote access to the District’s technology while working at home.

Acceptable Use

Employee access to District technology is provided for administrative, educational, communication, and research purposes consistent with the District's educational mission, curriculum, and instructional goals. General rules and expectations for professional behavior and communication apply to use of District technology. Employees are to use District technology for school-related purposes and performance of job duties. Incidental personal use of District technology is permitted as long as the use does not result in any additional cost to the District and does not interfere with the employee's job duties and performance, with system operations, or with other system users. "Incidental personal use" is defined as incidental, occasional, and reasonable use by an individual employee for personal communications. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

Prohibited Use

The employee is responsible for his/her actions and activities involving District technology. Unacceptable uses of District technology include the following:

1. Any use that is illegal or in violation of other policies, including (a) Policy GBCX – Workplace Harassment – Employees, (b) Policy EGAA – Copyright, (c) Policy GBG – District and Staff Participation in Political Activities, and (d) Policy JO – Student Records.

GBSA-R – Cont'd.

2. Any use involving communications or materials that are obscene, pornographic, sexually explicit, or sexually suggestive.
3. Any use involving communications with students that violates Policy GBH – Staff-Student Relations.
4. Any use for private financial gain or for commercial, advertising, or solicitation purposes.
5. Any use to solicit, proselytize, or campaign for an individual or any non-District-sponsored organization or non-District-sponsored purpose, whether for profit or not for profit. Any use to communicate with District employees on behalf of an employee organization unless the use complies with the guidelines for use of District technology by employee organizations established by the District. No employee will knowingly provide District email addresses to outside parties whose intent is to communicate with District employees, students, and/or families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable should seek further guidance from the principal, other appropriate administrator or supervisor, or the system administrator.
6. Any use to misrepresent personal views as those of the District or that could be misinterpreted as such.
7. Downloading or loading software or applications that have not been approved for installation on District technology. Employees who are uncertain as to whether a particular software or application may be downloaded should seek further guidance from the building principal, other appropriate administrator or supervisor, or the system administrator.
8. Sending mass communications to District users or outside parties for District or non-District purposes without the permission of the building principal or other appropriate administrator or supervisor.
9. Any malicious use or disruption of District technology or breach of District technology security features.
10. Any misuse resulting in damage to District technology.
11. Any use that violates generally accepted rules of technology etiquette and/or professional conduct.
12. Any attempt to access unauthorized sites or to circumvent the District's internet filter system.
13. Failing to report a known breach of District technology security to the building principal, other appropriate administrator or supervisor, or the system administrator.
14. Any use after such access to District technology has been denied or revoked.
15. Any attempt to delete, erase, or otherwise conceal any information stored on District technology that violates these rules.
16. Accessing non-work-related social networks.
17. Misuse of a school name or logo on a personal website that gives the reader the impression that the website is an official website of the school or District.

All personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any District facility, who have access to the District network, or who store any non-public District information will comply with the following requirements regarding passwords.

Password Protection

Passwords created and used by employees to access District technology and use a District account are property of the District. Employees will safeguard passwords by taking appropriate steps to create, change, and protect passwords in compliance with the following rules:

1. Users will create user-level and system-level passwords that conform to the *Password Construction Guidelines*.
2. User-level passwords, such as email, active directory, and desktop computer, should be changed at least every 90 days and must be changed at least every 120 days.
3. Information systems' system-level passwords, such as root, enable, NT admin, and application administration accounts, will be changed at least quarterly.
4. A user will immediately change a password when requested by information systems for a security reason.
5. Users will not share passwords with anyone. All passwords will be treated as sensitive, confidential District information.
6. Users will not insert passwords into email messages or other forms of electronic communication.
7. Users will not reveal passwords over the phone or on questionnaires or security forms.
8. Users will not give hints for others as to the format of a password (for example, "my family name").
9. Users will not store passwords on paper in the user's office or in a file on a computer system or mobile device unless encrypted.
10. Users who suspect that a password may have been compromised will immediately report the incident to information systems and change the password.

No Right of Privacy

The District retains control, custody, and supervision of all technology owned or leased by the District. The District reserves the right to monitor all District technology by employees and other system users. Employees have no right of privacy in their use of District technology, including email messages and stored files.

Confidentiality of Information

Employees are expected to use appropriate judgment and caution in communications concerning students and staff to ensure that personally identifiable information remains confidential.

Staff Responsibilities to Students

Teachers, staff members, and volunteers who use District technology for instructional purposes with students are expected to provide reasonable supervision commensurate with the student’s age, maturity, and experience. Teachers, staff members, and volunteers are expected to be familiar with the District's policies and rules concerning student technology use and to enforce them. When, in the course of their duties, employees/volunteers become aware of student violations, they are expected to stop the activity and inform the building principal or other appropriate administrator or supervisor.

No Unauthorized Charges, Costs, or Illegal Use

Employees are not authorized to purchase services or incur costs or charges on behalf of the District in connection with their use of District technology and will be held responsible for illegal use of District technology.

Adopted: March 23, 2004

Revised: June 10, 2014
May 6, 2015
April 5, 2017

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Positions
GOVERNING BOARD POLICY	DISTRICT CODE: GCA

PROFESSIONAL STAFF POSITIONS

Professional staff positions are those positions for which either a certificate issued by the State Board of Education or a license issued by the appropriate state agency is required, except that the phrase/term does not include school bus drivers. Individuals holding professional staff positions shall be designated as "certificated personnel."

The Governing Board shall employ certificated personnel as needed to conduct the educational programs and functions of the District. As necessary throughout the year, the Superintendent shall submit for Board approval, additional positions not on the Table of Organization.

Hiring requires official action by the Board. However, the Board recognizes that, in order to provide continuity of District programs and functions, the Superintendent may hire certificated personnel provisionally in advance of official action and confirmation by the Board. The Superintendent shall oversee procedures for recruitment, application, screening, interview, and recommendation for employment.

The Superintendent shall direct that job descriptions be developed and maintained for professional staff positions approved by the Governing Board. Job descriptions shall include the essential duties of and required qualifications for the position.

Certificated personnel shall adhere to the following Statement of Ethical Conduct:

Each certificated employee shall:

1. Make the well-being of students the fundamental value in all decision making and actions.
2. Make reasonable effort to protect students from conditions disruptive to learning or harmful to health and safety.
3. Develop and maintain fair, courteous, and proper relationships with students, parents, staff, and community members.
4. Perform employment responsibilities in a manner that meets or exceeds district standards as set forth on the applicable evaluation instrument.
5. Fulfill employment responsibilities with honesty and integrity.
6. Respect and support the principles of due process and equal opportunity for all individuals.
7. Maintain the proper professional certification.

GCA - Cont'd.

8. Continue professional growth/development.
9. Keep in confidence information obtained in the course of employment, unless disclosure is needed to further employment responsibilities or is required by law.
10. Use appropriate means when complaining about the conduct of staff or challenging policies and regulations.
11. When serving in an employment capacity, refrain from using District contacts and privileges for personal or partisan gain.
12. Honor the terms of all contracts or appointments until fulfillment or release.
13. Implement the policies of the Governing Board and the accompanying administrative regulations.
14. Obey local, state and federal laws.
15. Take and subscribe the oath of office prescribed by state law.

Any non-certificated person employed in an "additional compensation" position normally filled by a certificated employee shall adhere to every provision of the Statement of Ethical Conduct applicable to the position.

A certificated employee who fails to adhere to any provision of the Statement of Ethical Conduct is subject to disciplinary action, including dismissal.

Adopted: February 26, 1980

Revised: April 12, 1988
December 17, 1996
November 10, 1998

LEGAL REF.: A.R.S. § 15-341(17)
15-501
15-502
15-503
15-521

CROSS REF.: [GBH – Staff-Student Relations](#)
[GCD – Professional Staff Hiring](#)
[GCN – Evaluation of Professional Staff](#)
[GCPD – Disciplinary Action: Professional Staff](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Positions
GOVERNING BOARD POLICY	DISTRICT CODE: GCA

PROFESSIONAL STAFF POSITIONS

Professional staff positions are those positions for which either a certificate issued by the State Board of Education or a license issued by the appropriate state agency is required, except that the phrase/term does not include school bus drivers. Individuals holding professional staff positions shall be designated as "certificated personnel."

The Governing Board shall employ certificated personnel as needed to conduct the educational programs and functions of the District. As necessary throughout the year, the Superintendent shall submit for Board approval, additional positions not on the Table of Organization.

Hiring requires official action by the Board. However, the Board recognizes that, in order to provide continuity of District programs and functions, the Superintendent may hire certificated personnel provisionally in advance of official action and confirmation by the Board. The Superintendent shall oversee procedures for recruitment, application, screening, interview, and recommendation for employment.

The Superintendent shall direct that job descriptions be developed and maintained for professional staff positions approved by the Governing Board. Job descriptions shall include the essential duties of and required qualifications for the position.

Certificated personnel shall adhere to the following Statement of Ethical Conduct:

Each certificated employee shall:

1. Make the well-being of students the fundamental value in all decision making and actions.
2. Make reasonable effort to protect students from conditions disruptive to learning or harmful to health and safety.
3. Develop and maintain fair, courteous, and proper relationships with students, parents, staff, and community members.
4. Perform employment responsibilities in a manner that meets or exceeds district standards as set forth on the applicable evaluation instrument.
5. Fulfill employment responsibilities with honesty and integrity.
6. Respect and support the principles of due process and equal opportunity for all individuals.
7. Maintain the proper professional certification.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Positions
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCA-R

PROFESSIONAL STAFF POSITIONS

Responsibilities and Duties

All certificated employees will comply with all Governing Board policies, administrative regulations, applicable federal and state law, and current association agreements.

All certificated employees will comply with all conditions of the employment contract and/or to the specific terms of an appointment until the employment period is ended or the employment terminated.

A. Administrators

Administrators will perform the essential employment duties set forth in the written job description. Job descriptions will include:

- Job title
- Qualifications
- Essential employment duties (primary job duties)
- To whom the administrator reports
- Whom the administrator supervises

The job description will determine the appropriate administrator compensation plan placement for the position.

B. Classroom Teachers

Classroom teachers are assigned to a position under the supervision of a unit administrator. The essential employment duties of classroom teachers are set forth in the applicable job description. Certificated employees are encouraged to support and participate in extracurricular activities.

C. Other Certificated Employees (Non-Administrators)

Other certificated employees (non-administrators) will perform the essential employment duties set forth in the applicable job description and, where applicable, addendum. Such employees include homebound teachers, resource teachers, counselors/student advisors, nurses, audiologists, and occupational therapists.

D. Possession of Valid Certificate and Fingerprint Clearance Card (All Certificated Employees)

Certificated employees must possess a valid certificate or license, issued by the State Board of Education or other state agency to perform assigned duties, and a valid fingerprint clearance card, issued by the Arizona Department of Public Safety Fingerprinting Division. The employee is not entitled to compensation for any period during which such certificate, license, or card is not maintained and in effect.

Upon the suspension, revocation, or nonrenewal of such certificate, license, or fingerprint clearance card for any reason and at any time during the term of employment, the district will relieve the employee of his or her assigned duties and, at the district's option, reassign the employee to another position; place the employee on leave without pay pending reinstatement of the certificate, license, or fingerprint clearance card; or immediately terminate the employee's contract. If the employee is employed as a teacher, the district, in its discretion, may permit the employee to continue to perform assigned duties while the employee is awaiting restoration of a certificate, license, or card, so long as the employee is accompanied by a qualified substitute teacher at all times when the employee is in the presence of students. In that case, the daily rate paid the substitute teacher will be deducted from the employee's salary, and in no event will any part of the difference between the substitute teacher's daily rate and the employee's salary be returned to the employee for the period in which the employee failed to have the certification, license, or card.

For the purposes of this regulation, "nonrenewal" includes expiration of a fingerprint card unless the certificated employee has not requested a good cause exception hearing and submits an affidavit stating that:

1. The employee submitted a completed application to the Fingerprinting Division within 90 calendar days before the expiration of the employee's current card.
2. The employee is not awaiting trial on and has not been convicted of a criminal offense that would make the employee ineligible for a card.

Adopted: December 17, 1996

Revised: February 27, 2003
August 1, 2013
September 9, 2014
July 23, 2015

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. §41-1758.08

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Additional Compensation Positions - Professional Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GCAA

ADDITIONAL COMPENSATION POLICIES – PROFESSIONAL STAFF

Definition

"Additional compensation position" means any position for which a certificated employee of the district may be employed in addition to the position for which the certificated employee was hired by the district.

Additional compensation positions include those positions listed in the extra factor salary schedule set forth in the Working Conditions and Benefits for Certificated Employees and any other employment position contracted for and paid under the terms of an additional compensation contract.

Employment

The Governing Board may hire personnel as needed to fill additional compensation positions. The Board will hire any individual hired for an additional compensation position for the limited period of one school or fiscal year or any portion thereof. Any such individual has no right to continued employment in an additional compensation position beyond the period set forth in the additional compensation contract.

The administration will present to the Board for its approval the names of individuals recommended for hire in additional compensation positions. The contract offered any person approved for hire will indicate on its face the limited nature of the employment.

In the event that no certificated employee is selected by the Unit Administrator for the additional compensation position, the district may hire an individual who is not a certificated employee of the district.

Any individual employed in an additional compensation position may be dismissed for cause during the period of the additional compensation contract. The Superintendent will develop guidelines for dismissal.

Compensation

The district will pay any employee hired in an additional compensation position in accordance with the district's extra-factor salary schedule or other established district guidelines. On an annual basis, the Superintendent will recommend to the Governing Board an extra-factor salary schedule for review and approval.

Adopted: March 9, 1993

Revised: September 24, 1996
July 1, 2009

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Additional Compensation Positions - Professional Staff
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCAA-R

Disciplinary Action: Additional Compensation Position

During the period of an additional compensation contract the district may take disciplinary action, including dismissal, for conduct relating solely to the additional compensation position, where such conduct is in violation of law, policy or additional compensation contract.

After an informal conference between the unit administrator and the additional compensation employee, the unit administrator may issue a verbal or written reprimand or suspend with or without pay, for ten (10) working days or less, the employee from performing the duties of the additional compensation position. During the informal conference the Unit Administrator shall verbally inform such employee of the alleged behavior that is considered a violation of law, policy or employment contract and The employee shall have an opportunity to respond. If, after the informal conference the unit administrator decides that a short suspension with or without pay of ten (10) days or less is appropriate, the suspension will begin the next working day.

A short suspension cannot be appealed.

Dismissal From Additional Compensation Position

"Dismissal" means that the district is terminating the additional compensation employment of the additional compensation employee before the expiration of the contract period. Dismissal does not include those situations where the district does not offer the individual an additional compensation contract for the following school year/contract period.

If, after the informal conference the unit administrator believes that cause exists to terminate the additional compensation employee, the unit administrator will initiate the following procedure:

Notice

The Unit Administrator shall give the additional compensation employee notice that the Unit Administrator believes that cause exists to dismiss the additional compensation employment.

Right to Hearing

Within five (5) working days of receipt of notice, the employee may request that the appropriate assistant superintendent hear the matter. If the employee does not request a hearing, the additional compensation employment shall terminate effective the Board's action of the recommendation at the next regularly scheduled meeting of the Board following the expiration of the five (5) day period within which to request a hearing.

Hearing

Within ten (10) days of receipt of the request for hearing, the Assistant Superintendent shall conduct a hearing to determine if cause exists to terminate the additional compensation employment. Both the employee and the Unit Administrator may make a presentation to the Assistant Superintendent.

Within five (5) working days following the hearing, the assistant superintendent shall inform in writing the employee and unit administrator of the recommendation.

If the assistant superintendent recommends termination of the additional compensation employment, the recommendation shall go to the Board for its consideration and vote at its next regularly scheduled meeting.

Appeal

The employee may submit in writing any reasons the employee believes that the Board should not terminate the additional compensation employment to be considered by the Board along with the recommendation of the assistant superintendent.

The decision of the Governing Board is final and binding.

Adopted: March 9, 1993

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Contracts
GOVERNING BOARD POLICY	DISTRICT CODE: GCB

PROFESSIONAL STAFF CONTRACTS

Certificated personnel employed for professional staff positions will be employed pursuant to written employment contracts approved by the Governing Board. “Certificated personnel” and “professional staff positions” will have the meanings set forth in Governing Board Policy GCA – Professional Staff Positions.

Multi-Year Contracts

The Superintendent may recommend to the Board issuance of a two- or three-year employment contract to a classroom teacher or principal, as defined in Governing Board Policy GCN – Evaluation of Professional Staff, under the following conditions:

1. The classroom teacher receives a rating of “Highly Effective” for the current school year.
2. The classroom teacher receives a rating of “Highly Effective” or “Effective” for the current school year and accepts reassignment to a school that has been assigned a letter grade of “D” or “F.”
3. The principal receives a rating of “Highly Effective” or “Effective” and accepts reassignment as a principal to a school that has been assigned a letter grade of “D” or “F.”

A classroom teacher who accepts a multi-year contract will continue to be evaluated pursuant to Governing Board Policy GCN and A.R.S. §15-537 and will remain subject to dismissal or nonrenewal for unprofessional conduct or inadequate classroom performance pursuant to Governing Board Policy GCPD and State law. A principal who accepts a multi-year contract will continue to be evaluated pursuant to Governing Board Policy GCN and will remain subject to dismissal for cause.

Employment Contract – Non-Administrators

The following regulations apply to certificated personnel other than administrators:

1. The district will not employ an individual if the district’s employment of the individual would cause the individual to breach his or her employment contract with another district.
2. Employment contracts will specify the beginning date and ending date for the contract year.
3. Workdays and holidays will be as specified in a personnel calendar approved by the Board.
4. Employees who are hired or who resign during the school year will be paid on the basis of the number of days worked. Holidays will be prorated to the number of days worked.

5. Names of employees who are not recommended for reemployment will be presented to the Board for approval.

Employment Contract – Administrators

The following regulations apply to administrators:

1. School- and district-based administrators will be employed on a 12-month contract, beginning July 1 and ending June 30, unless a contract of shorter or longer duration is approved by the Governing Board.
2. Workdays and holidays will be as specified in a personnel calendar approved by the Board.
3. Names of administrators recommended for renewal will be presented to the Board for approval.

The Superintendent may adopt administrative regulations as necessary and appropriate to implement this policy, including dates for issuance of contracts and notices of intention to not offer a contract.

Adopted: February 26, 1980

Revised: October 11, 1988
January 23, 1990
August 26, 1996
November 24, 1998
March 11, 2003
May 11, 2010
May 10, 2011
February 11, 2014

LEGAL REF.: A.R.S. § 15-501
15-502
15-503
15-536 to 15-539
15-544

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Contracts and Compensation Plans
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCB-R

PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS

Contract Extensions

1. Contract extensions shall be approved by the Superintendent.
2. The starting and ending dates on extended contracts shall be determined by the unit administrator/director and the Assistant Superintendent for Human Resources.
3. Salary for a deduction of an administrative contract will be determined by dividing the administrator's contract salary by the number of days in the contract, including holidays.

Adopted: February 27, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Compensation Plan
GOVERNING BOARD POLICY	DISTRICT CODE: GCBA

PROFESSIONAL STAFF COMPENSATION PLAN

Professional staff will be compensated according to a Compensation Plan developed by the Superintendent and approved by the Governing Board. The Compensation Plan will be designed to meet the following benchmarks:

1. The Plan will be financially responsible, sustainable and affordable, competitive for the purpose of employee recruitment and retention, and flexible in the distribution of funds available for compensation.
2. The Plan will reward unprecedented employee performance, encourage continued education and professional growth of employees, and avoid false assumptions created by salary projections.

The Compensation Plan will be implemented according to Hiring Guidelines and Placement Worksheets for certificated personnel that will be developed by the Superintendent and approved annually by the Board. The Hiring Guidelines and Placement Worksheets will provide sufficient information to enable employees to understand how their salaries were determined for the applicable school year.

Hiring Guidelines and Placement Worksheets will be developed for each of the following employee groups:

- Administrators and directors
- Deans of students
- Department specialists
- JROTC
- School psychologists and speech language pathologists
- Teachers, counselors/student advisors, nurses, occupational therapists, physical therapists, and audiologists
- Team leaders

The Superintendent is authorized and directed to adopt an administrative regulation with exhibits, as necessary and appropriate, to define the Compensation Plan, Hiring Guidelines, and Placement Worksheets prescribed by this policy.

Adopted: February 26, 1980

Revised: May 9, 1989
June 25, 1996
November 10, 1998
February 11, 2014
September 9, 2014
August 9, 2016

LEGAL REF.: A.R.S. §15-502 (A) (B)
CROSS REF.: GCD – Professional Staff Hiring

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Compensation Plan
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCBA-R

PROFESSIONAL STAFF COMPENSATION PLAN

This Professional Staff Compensation Plan will be used to determine the salaries of professional staff employees.

The annual salary of a professional staff employee will be the sum of the following compensation elements approved annually by the Governing Board for the employee’s professional staff work group:

- Base salary
- Experience and/or education factors
- Additional factors, if any, for the employee’s position

Compensation elements, and the amounts allocated to them for the previous school year, are subject to amendment by the Governing Board for the following year.

The professional staff employee’s contractually assigned position will determine his or her placement in one of the following employee groups:

- Administrators and directors
- Deans of students
- Department specialists
- JROTC
- School psychologists and speech language pathologists
- Teachers, counselors/student advisors, nurses, occupational therapists, physical therapists, and audiologists
- Team leaders

The Hiring Guidelines and the Annual Placement Guidelines adopted by the Governing Board as part of the budget development process for the next school year will be used to calculate the salary of a new hire employee and a returning employee, respectively, for the next school year. For the purpose of this regulation:

- “New hire employee” means an employee who will start employment in a professional staff position and was not employed by the District in the same professional staff work group for the previous year. A new hire employee will become a returning employee if the employee is rehired for a position in the same work group for the following school year.
- “Returning employee” means a professional staff employee who was employed by the District in the same professional staff work group during the previous contract year, remained employed throughout the work term of the previous contract, and returned for employment in the same work group.

The amounts specified in the Hiring Guidelines and Annual Placement Guidelines for base salary and other factors are for an employee in a 1.0 full-time equivalent (FTE) position. Base salary and other factors will be prorated if the employee's contract is less than 1.0 full-time equivalent (FTE) or specifies a term of fewer days than the full contract period for his or her work group.

Hiring Guidelines for New Hire Employees

Base Salary Calculation

1. A new hire employee will receive the base salary amount for his or her work group approved by the Governing Board for the Hiring Guidelines.
2. The base salary for a new hire employee who was previously employed by the District within the past 24 months, as measured from his or her last day of employment to his or her new start date of employment, will receive a base salary equal to that of his or her last year of employment. This base salary will be adjusted if salaries decrease during the employee's absence from the District.

Experience Compensation Calculation

The District will use the following guidelines to calculate a new hire employee's experience compensation:

1. Only a full-time year of verified contractual, certificated teaching or like experience in a public or private school will be honored. Experience for less than a full-time year will not be credited in any manner. "Full-time year of experience" means a 0.75 full-time equivalent or more, for at least 135 workdays in the contract term.
2. Experience may be given for previous employment in the same or equivalent position, if determined to be appropriate, on a case-by-case basis.
3. Experience compensation will be calculated only for years that are verified. Experience verification forms must be submitted to the Human Resources Department at the time of hire. If sufficient verification is not received within 45 days after the contract start date, the employee's salary may be recalculated.
4. If a new hire employee is granted experience that a subsequent verification reveals to be incorrect or unsupported, the employee's contract and salary will be revised retroactively to the date of the contract.

Education Compensation Calculation

The District will use the following guidelines to calculate a new hire employee's education compensation:

1. Only coursework and/or degrees relevant to the pre-K–12 field of education or the employee's job responsibilities will be considered for education compensation.
2. Education compensation will be given only for credits or degrees that are verified. Official transcripts must be submitted to the Human Resources Department at the time of hire. If official transcripts are not received within 45 days after the contract start date, the employee's salary will be recalculated.

GCBA-R (Cont'd.)

3. Approved graduate-level coursework will be compensated at the amount approved by the Governing Board for the Hiring Guidelines, with a maximum of 45 credits beyond an awarded BA or BS degree and a maximum of 60 credits beyond an awarded MA or MS degree. Only courses taken after completion of all requirements for the degree will be credited.
4. An MA or MS degree and an EdD or PhD degree will be compensated at the amount approved by the Governing Board for the Hiring Guidelines, unless the degree is required for the employee's position.
5. If an MA or MS degree program required more than 45 semester hours of graduate-level coursework, an employee will be credited with additional semester hours above the master's degree, providing all other criteria have been met.

Additional Compensation

Additional compensation may be given for competitive market value, unique skills and experiences, and District- or school-specific needs.

Annual Placement Guidelines for Returning Employees

Base Salary Calculation

1. A new base salary of a returning employee will be calculated each school year. The new base salary will be calculated using the employee's previous year's base salary, and any across-the-board adjustments and education compensation earned.
2. An across-the-board adjustment to the full-time base salary may be made at the discretion of the Governing Board.

Education Compensation Calculation

The District will use the following guidelines to calculate a returning employee's education compensation:

1. Coursework/degrees completed during the 12-month period beginning June 1 and ending May 31 will be credited in the calculation of the employee's compensation for the next school year if the District receives all required documentation, including official transcripts, on or before July 15 following the 12-month period. Coursework/degrees completed and submitted outside the foregoing time periods will not be credited in the calculation of compensation for the next school year unless, upon submission of a written appeal, the District finds good cause for the appeal.
2. Only coursework and/or degrees relevant to the pre-K–12 field of education or the employee's job responsibilities will be considered for education compensation.
3. Employees who wish to enroll in an MA or MS degree program or an EdD or PhD degree program and receive education compensation must file a proposed course of study with the Human Resources Department. The proposed course of study must be signed and approved by the Assistant Superintendent of Human Resources or designee prior to enrollment in any classes.
4. All coursework, other than the District's professional development coursework, must be submitted for approval on an electronic Personal Action Request Form (PARF). The PARF must be submitted for approval within one week after the first day of class.

GCBA-R (Cont'd.)

5. Education coursework and/or degrees must be verified. An official transcript or certificate of completion for coursework, other than District professional development coursework, must be sent to Human Resources within 45 days after the last day of class in order to have the education compensation added to the following year's base salary.
6. Education compensation will be limited to 45 credits beyond an awarded BA or BS degree and 60 credits beyond an awarded MA or MS degree. Only coursework taken after completion of all requirements for the degree will be credited.
 - a. Graduate-level coursework documented on an official transcript from a nationally accredited college or university, as recognized through the Council for Higher Education Accreditation, will be compensated at the per-credit-hour rate approved by the Governing Board for the Annual Placement Guidelines.
 - b. Graduate-level coursework documented with a certificate of completion (e.g., SELECT coursework through Northern Arizona University) from a nationally accredited state college or university, as recognized through the Council for Higher Education Accreditation, will be compensated at a per-credit-hour rate approved by the Governing Board for the Annual Placement Guidelines.
 - c. District-approved professional development coursework will be compensated at a per-credit-hour rate approved by the Governing Board for the Annual Placement Guidelines, unless the employee was paid a stipend or otherwise compensated for attending the course. One (1.0) hour of credit will be granted for each 16 hours of classroom hours, and one-half (0.5) hour of credit will be granted for each eight hours of classroom hours.
 - d. A maximum of 12 credits of undergraduate coursework will be compensated at a per-credit-hour rate approved by the Governing Board for the Annual Placement Guidelines. Only undergraduate coursework completed while an employee of the District will be considered.
7. An MA or MS degree and an EdD or PhD degree will be compensated at the amount approved by the Governing Board for the Annual Placement Guidelines, unless the degree is required for the employee's position.
8. If an MA or MS degree program requires more than 45 credits, the additional credits will be applied above the master's degree, provided that all other criteria have been met.
9. Education compensation will not be given for coursework or a class that is taken more than once, or where the employee receives a grade of less than a "C."
10. Coursework taken to obtain a provisional or reciprocal certificate, to convert a provisional or reciprocal certificate, or to clear deficiencies will not be compensated.

A returning employee may appeal the application of the Annual Placement Guidelines for education compensation. An appeal must be submitted in writing to the Assistant Superintendent of Human Resources within five school days after learning of the decision. The Assistant Superintendent of Human Resources or designee will review and decide the appeal within five school days after receiving the appeal.

Additional factors

The Governing Board may adopt additional compensation factors, such as National Board Certification and hard-to-fill positions.

Guidelines for Retired ASRS Members

1. The base salary for an active Arizona State Retirement System retiree (Retiree) who returns to work in his or her previous work group with the District will receive 83 percent of his or her most recent salary, less a percentage equal to the current Alternative Contribution Rate. This base salary will be further adjusted if salaries decreased following an employee's retirement from the District.
2. The base salary for a Retiree who is hired following pre-retirement employment with another district will receive 83 percent of base salary specified in the Hiring Guidelines, less a percentage equal to the current Alternative Contribution Rate.
3. A starting or returning employee who is a Retiree will not receive education or experience compensation.
4. A returning employee who is a Retiree will receive across-the-board compensation adjustments approved by the Governing Board.
5. A starting or returning employee who is a Retiree will accrue sick leave in the same manner as his or her non-retired counterparts. Leave days are not cumulative or reimbursable. Retiree administrators will not earn vacation leave, but may use all accrued sick leave.

Adopted: February 14, 1984

Revised: May 9, 1989
May 8, 1990
June 7, 1992
January 24, 1996
June 25, 1996
November 10, 1998
August 10, 2000
February 8, 2001
June 4, 2001
June 25, 2001
July 1, 2003
November 30, 2005
July 19, 2007
May 7, 2009
July 13, 2010
August 30, 2012
June 5, 2014
September 9, 2014
May 6, 2015
August 9, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Benefits Program
GOVERNING BOARD POLICY	DISTRICT CODE: GCBC

Professional Staff Benefits Programs

The health and welfare plans and life and accidental death and dismemberment (AD&D) insurances for certificated staff shall be granted in accordance with state and federal laws and as approved by the Governing Board.

Adopted: February 26, 1980

Revised: October 11, 1988
October 8, 1996

LEGAL REF.: A.R.S. 15-502 (A)

CROSS REF.: DLB - Salary Deductions

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Benefits Program
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCBC-R

PROFESSIONAL STAFF BENEFITS PROGRAM

Employee Coverage

The health and welfare plans and life and accidental death and dismemberment (AD&D) insurances provided by the district will be granted to certificated staff.

1. The district will pay for a portion of the cost of health and welfare plans and insurances for eligible employees, as determined by the Governing Board annually. Employees will pay for the cost of benefit plans that cover any dependent member of their families unless the dependent is also an eligible employee of the district.
2. Certificated staff new to the district will become eligible for the district-paid health and welfare plans and life and AD&D insurances the first day of the month coinciding with or immediately following the completion of 31 days of active employment. Those employees hired in the summer prior to the first day of school will be eligible for coverage effective October 1 of that year.
3. Those employees hired after October 1 will become eligible for such coverage on the first day of the month coinciding with or immediately following the completion of 31 days of active employment.
4. Employees not on a 12-month contract that are hired after April 1 in a contract position will become eligible for the district-provided health and welfare plans and insurances effective October 1 of that year.
5. An employee who signs a renewal contract and fails to work at least 30 days in the following school year term will be liable to reimburse the district for the cost of district-provided benefits from the month they last worked until coverage ceases.
6. Upon termination of employment at any time during the year, such coverage of the employee will cease at the end of the month in which the termination is effective. Employees will be reimbursed for premiums deducted in advance.

Dependent Coverage

Dependent coverage for certificated staff will be available as follows:

1. Certificated staff eligible for health and welfare plans and life and AD&D insurances who desire such coverage for dependents will have deductions made from their salary upon election of such coverage. Deductions for such dependent coverage will be made during the period extending from October through May based on the coverage effective date. Deductions during this period will cover the period of eligibility, including the summer months. Employees hired after October 1 will have

GCBC-R – Cont'd

such dependent insurance cost deducted from their salary on a prorated basis, the payment being such to cover the remainder of the year to the following October 1.

2. Those employees hired in the summer prior to the first day of school and electing dependent coverage will be eligible for coverage effective October 1 of that year.

Adopted: February 26, 1980

Revised: October 11, 1988
October 8, 1996
April 16, 1998
October 1, 2001
July 17, 2014

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. 15-502 (A)

CROSS REF.: DLB - Salary Deductions

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Vacations and Holidays
GOVERNING BOARD POLICY	DISTRICT CODE: GCBE

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

- 1. Holidays for certificated employees will be designated each year on the appropriate employee calendar.
- 2. Administrators employed on a 12-month basis will be entitled to 22 vacation days per year, or 1.8 days for each month worked.

Adopted: March 11, 2003

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Vacations and Holidays
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCBE-R

PROFESSIONAL STAFF VACATIONS AND HOLIDAYS

Vacations/Holidays – Administrators

1. Vacation for 12-month administrators may be accrued to a maximum of 55 days. No administrator will be permitted to take more than 55 days of vacation in one fiscal year.
2. Requests for vacation days must be submitted through the Human Resources Department to the appropriate area assistant superintendent at least five days prior to the requested day. Vacation may be used in whole- or half-day increments only and will be charged as noted below:

Period of Absence	Amount Charged
0 - 2 ½ hours	0 days of vacation
More than 2 ½ but less than 6 hours	½ day of vacation
6 or more hours	1 day of vacation

An Absence Report Statement shall be submitted immediately after each period of absence.

3. A 12-month administrator not completing the full term of his/her contract will receive 1.8 days of vacation for each full month of service. An administrator not completing the full term of his/her contract shall reimburse the district for any excess days of vacation for which compensation was received.
4. In the case of the death of an employee, unused vacation time will be compensated for by the district. No compensation will be made for more than the actual vacation earned.
5. Prior to June 15 of each year, an administrator who is employed on a 12-month basis shall submit for approval a tentative vacation schedule through the Human Resources Department to the appropriate area assistant superintendent. Any deviation in the proposed schedule must be approved, in writing, by the Superintendent.
6. All administrators shall be in their respective buildings except for those days designated as vacation, holidays, sick leave, or other approved leave. An absence report shall be submitted on the district Absence Report Statement immediately after each period of absence.

Adopted: May 3, 2006

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Recruitment and Selection
GOVERNING BOARD POLICY	DISTRICT CODE: GCC

PROFESSIONAL STAFF RECRUITMENT AND SELECTION

To employ the best-qualified certificated employees, district officials shall:

- Actively recruit the best-qualified candidates available.
- As appropriate, inform district personnel of vacancies within the district.
- Inform appropriate career placement offices or agencies of job vacancies in the district.

The Human Resources Department is charged with the responsibility to attract the best-qualified employees possible to fill all positions in the district.

Adopted: February 26, 1980

Revised: October 11, 1988
October 8, 1996

Legal Ref.: A.R.S. §15-502

Cross Ref.: GB – General Policy Statement
GBA – Equal Opportunity Employment

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Recruitment and Selection
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCC-R

PROFESSIONAL STAFF RECRUITING AND SELECTION

I. Recruitment

- A. The Assistant Superintendent of Human Resources will supervise the preparation of recruiting materials for publicizing the district. Application materials and advertisements will include appropriate language to reflect that the district is an equal opportunity employer. The district will not discriminate on the basis of race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), disability, age, or any other reason prohibited by state or federal law.
- B. The Assistant Superintendent of Human Resources and/or designees will visit appropriate colleges and universities in Arizona and other states for recruiting purposes.
- C. With the approval of the Superintendent, other administrative personnel may assist the Human Resources Department with the district's recruiting program, under the guidance of the Assistant Superintendent of Human Resources. Administrative personnel will be absent from their positions a minimum length of time and without impairment of the program under their direction.

II. Screening

Initial requirements: In order to be considered for employment as a certificated employee, a candidate must have on file in the Human Resources Department the following:

- Online application form
- University/college transcripts
- University Career Placement file or three current letters of recommendation
- Results of the online assessment if required

III. Selection

A. Selection Interview

- (1) When a vacancy occurs, the site administrator will contact the Human Resources Department to request names and applicant file information of the best qualified candidates. The site administrator may request specific applicants be included for consideration.
- (2) Human Resources staff will review all required application materials submitted by the applicant. An electronic folder of qualified applicants will be sent to the site administrator.

- (3) The site administrator will review all available information relative to the recommended candidates. The site administrator will interview at least three candidates. The administrator may invite others at the school site (i.e., teachers, department chairpersons) to participate in the selection interview process.

B. Hiring

- (1) After the selection interviews have been completed, the site administrator will complete and send to the Human Resources Department the interview schedule list and submit a Personnel Action Request Form (PARF) naming the individual recommended for employment.
- (2) After completing a satisfactory reference verification, the Assistant Superintendent of Human Resources or designee will approve the site administrator's employment selection and submit the request to the Superintendent for approval. Upon receiving the satisfactory information from a background investigation, the Superintendent will submit the request to the Governing Board for final approval.
- (3) Candidates interviewed but not recommended for employment will be notified by the site administrator.

C. Exceptions

- (1) Disagreement between administrator and Assistant Superintendent of Human Resources.

In the event that a site administrator and the Assistant Superintendent of Human Resources disagree on the recommendation of a candidate for a position, the Superintendent will make a decision concerning the recommendation for the appointment.

- (2) Candidate selection by more than one administrator.

In the event that more than one administrator recommends a candidate for a vacancy, the Assistant Superintendent of Human Resources may confer with the appropriate area assistant superintendent to review school and district needs in order to determine placement. If the aforementioned seems to be equal, the applicant will be consulted regarding preference for placement.

D. Reemployment

The normal application process and selection procedures are followed for reemployment. Those individuals seeking reemployment will be employed only if they are best qualified for the position.

IV. Selection of Administrators

Generally, vacancies for certificated administrative positions will be announced in the district and posted through various university/college career placement centers and other agencies. Lateral transfer requests of current district administrators will be considered by the superintendency.

A screening committee will be selected by the Assistant Superintendent of Human Resources. Screening committees selecting recommendations for principal will also include one member selected from a list of names submitted by the Mesa Education Association (MEA). Additional members of committees may include representatives of the superintendency, administrators, district staff and parents.

The screening process will be developed by the Assistant Superintendent of Human Resources. After interviewing the position finalists, the screening committee will submit recommendations to the Superintendent who will in turn, present a recommendation to the Governing Board.

Adopted: February 26, 1980

Revised: January 7, 1986
March 5, 1992
October 8, 1996
October 30, 2003
August 1, 2013
January 9, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Hiring
GOVERNING BOARD POLICY	DISTRICT CODE: GCD

PROFESSIONAL STAFF HIRING

The district will make hiring decisions on the basis of qualification.

Hiring requires official action by the Governing Board. All reference and background checks will be conducted prior to recommendation of an individual to the Board for hire. The Board recognizes that in order to provide continuity of educational services, programs and functions, the Superintendent may hire professional staff conditionally in advance of official action by the Board. Where Board action follows such conditional employment, the individual's benefits and compensation plan placement are retroactive to the starting date of conditional employment.

The superintendent will develop guidelines for the recommendation of professional staff members for Board approval.

Adopted: October 8, 1996

Legal Ref.: A.R.S. § 15-502
38-481

Cross Ref.: [GBA – Equal Opportunity Employment](#)
[GBCA – Staff Conflict of Interest](#)
[GCC – Professional Staff Recruitment and Selection](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Hiring
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCD-R

PROFESSIONAL STAFF HIRING

1. Nomination

Following the recruitment and selection process, the Superintendent will submit names of candidates recommended for vacant positions to the Governing Board for its approval.

2. Conditional Employment

a. Duration

The duration of conditional employment will depend upon the completion of the investigation of previous employment and history. However, the duration of conditional employment will be no more than 30 days, except that, at the discretion of the district, it may notify the conditional employee that the period has been extended. The district will also notify the employee of the reason for the extension and the expected duration of the extension.

b. Fitness to Teach

The applicant is required to indicate on the application form all prior work history and any convictions other than minor traffic violations. If, during the conditional period, the employee refuses to cooperate, is found to have falsified information during the application process, or is discovered, through the background investigation, to be unfit to work with children, the employee may be dismissed. The Assistant Superintendent of Human Resources will determine whether or not an employee is unfit to work with children and will base this decision on such information as actions against the certificate or professional license, felony convictions, and/or substantiated discipline from a previous employer for actions having a nexus to the job responsibilities of the employee. If such information is discovered, the conditional employee will be afforded the right to hear the allegations and an opportunity to explain or rebut these allegations to the Assistant Superintendent of Human Resources.

c. Conditional employment merging with probationary employment time spent during the conditional period will count as employment for the "major portion of three consecutive school years" for purposes of Arizona Revised Statutes Title 15, Chapter 5, Article 3, Certification and Employment of Teachers.

3. Effect of Misrepresentation or Omission on Application

Misrepresentation or omission of pertinent facts on the employment application may be cause for dismissal.

4. Provision of Information to Human Resources Department

Each newly-hired employee and conditional employee will provide all the information that the district, as employer, is required by law to obtain.

Before assuming employment duties, an employee must provide the appropriate valid Arizona certificate or notice from the Arizona Department of Education that certification is in process.

New employees will provide an official transcript of credits.

5. Oath of Office

All professional staff will take and subscribe the oath or affirmation required by A.R.S. § 38-231. (See GCD-R-F for Loyalty Oath.)

In order to accommodate religious beliefs, the district will allow individuals to subscribe to an alternate oath or provide a handwritten explanation why religious beliefs preclude subscription to the/an oath.

6. Conditions of Employment

- a. The Assistant Superintendent of Human Resources will notify employees in writing of Governing Board hiring action. The employee will sign and return the approved district contract for certificated staff, which will then go to the clerk of the Governing Board for signature. The district will send the employee a copy of the contract.
- b. The district will hire employees for a term of working days depending upon the calendar adopted by the Governing Board.
- c. Employees will report for duty on those days preceding the opening of schools or following the close of schools as may be designated by the Superintendent for meetings, workshops, or other purposes.
- d. The district will pay employees on a biweekly basis, in equal amounts or with a provision for a balance of contract amount for the summer. The employee will choose the pay plan.
- e. Employees will perform all professional duties and observe and abide by Governing Board policies and administrative regulations.
- f. At the direction of a member of the superintendency, an employee who is off contract is required to provide reasonable assistance in resolving issues that arise during the off-contract period but are related to actions or duties of the employee during the contract period.

7. Emergency Information

Employees of the district are required to provide emergency information to the Human Resources office. The information will include the name, telephone number, and address of the individual to be notified in the event of an emergency. Employees are responsible for keeping this information up to date.

8. Reemployment

The normal application process and selection procedures are followed for reemployment.

Any individual seeking reemployment will be employed only if he/she is the best qualified applicant for the position.

Adopted: October 30, 2003

Revised: April 12, 2013

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. Title 15, Chapter 5, Article 3
A.R.S. §38-231

FORM: GCD-R-F – Loyalty Oath

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Summer and Night School Employment
GOVERNING BOARD POLICY	DISTRICT CODE: GCDB

Summer and Night School Employment

Teachers for summer and night school may be employed by the Superintendent on an hourly rate of pay. The hourly rate of pay shall be established by the Governing Board.

Driver Education

Teachers for behind-the-wheel Driver Education may be employed by the Superintendent on an hourly rate of pay. The hourly rate of pay shall be established by the Governing Board.

Curriculum Development

Teachers may be employed for curriculum development as needed by the Superintendent on an hourly rate of pay. The hourly rate of pay shall be established by the Governing Board.

Adopted: February 26, 1980

Revised: February 25, 1992

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Summer and Night School Employment
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCDB-R

Summer and Night School Employment

1. The Human Resources Department and/or Community Education Department shall notify employees when applications may be filed for summer or night school employment.
2. All professional staff members requesting summer or night school employment must properly complete an application.
3. All applications will be reviewed by the appropriate selection committee. The criteria used in order of priority by the committee shall be:
 - a. Employment as a teacher with the district.
 - b. Proper certification for desired grade level and subject area.
 - c. Satisfactory evaluation of performance by principal in reference to predictability of success in teaching summer school or night school students.
 - d. Previous successful experience teaching summer school or night school.
4. Selection and assignment of teachers will be made in a timely manner. Teachers will be notified of the results of the selection committee.

Approved: February 26, 1980

Revised: February 25, 1992

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Part-Time and Substitute Professional Staff Employment
GOVERNING BOARD POLICY	DISTRICT CODE: GCE

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

Part-Time Personnel

The Governing Board has the responsibility to employ the necessary personnel to conduct the business of the district. Such employment requires the official action of the Board, even though employment practices are delegated to the Superintendent.

The Board recognizes that conditions may warrant that the Superintendent hire personnel provisionally in advance of official action of confirmation, in order to ensure the continuity of the district's functions and programs.

Requests from full-time certificated employees to obtain part-time contract status will be reviewed considering personal needs of employees, students, the site, and the district.

Substitute Teachers/Nurses

The Superintendent will establish procedures for the employment of substitute personnel. Employment of any individual as a substitute is solely at the discretion of the district. Placement of an individual on the list does not assure employment. Once called as a substitute for a day or partial day, the individual has no expectation of continued employment. The individual has no right to notice or hearing in connection with the district's decision not to call or to no longer call the individual as a substitute.

Adopted: October 30, 2003

LEGAL REF.: A.R.S. 15-502

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Part-Time and Substitute Professional Staff Employment
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCE-R

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

Part-Time Professional Staff Employment

Full-time certificated employees requesting part-time status will make their request of their immediate supervisor(s), providing the rationale for the request. Immediate supervisors will review this rationale, as well as site and district needs, in considering the request. If an employee is supervised by both a school administrator and a district administrator, all appropriate administrators will consider the request. The Assistant Superintendent of Human Resources and any other appropriate assistant superintendent will be consulted prior to a final decision.

Substitute Teachers/Nurses

1. Employment of Substitute Teachers/Nurses

Substitute personnel will be employed through the Substitute Office in the Human Resources Department. Only those substitutes who have complete application files and have registered with the Human Resources Department will be employed. Every effort will be made to provide the best qualified substitutes.

2. Registration of Substitute Teachers/Nurses

The following documents must be provided and requirements must be met before a substitute teacher/nurse may be employed:

- Substitute application for employment
- Copy of current Arizona certificate or an official receipt from the State of Arizona Certification Unit indicating certification application is in process
- Copy of current Arizona fingerprint clearance card
- Copy of transcript(s) of university/college credits
- Loyalty Oath
- Tax forms
- Rubella/rubeola immunization records
- Employment Eligibility Verification (Form I-9)
- Substitute Teacher/Nurse Statement Of Understanding
- Verification of Social Security card
- Substitute orientation and training on the automated calling system
- Background check

A confidential reference check from a previous employer or a personal reference is an additional step which is completed within the application process.

3. Payment of Substitute Teachers/Nurses

The daily rate of pay for substitutes for each school year will be set at the same time the regular Compensation Plan for teachers/nurses is adopted. Substitute teachers/nurses will be paid the daily rate designated by the Governing Board, with the following exceptions:

- Long-Term Substitute Teachers/Nurses: Substitute teachers/nurses who work in the same assignment for a certificated teacher/nurse will receive an increased rate of pay for each day worked beyond the initial 20 consecutive working days, dependent upon certification held. If extenuating circumstances exist, the Superintendent may authorize fewer required consecutive working days in order to qualify for an increased rate of pay.
- Substitute teachers/nurses receive no benefits, except as required by law, and no contracts will be issued.
- If a substitute teacher/nurse is required to be at school longer than 4½ hours in a day, a full-day salary will be paid. If a substitute teacher/nurse is at a school 4½ hours a day or less, a half-day salary will be paid.

4. Professional Responsibility

- The substitute teacher/nurse is responsible for:
 - Assuming normal duties and responsibilities of the classroom teacher/nurse.
 - Reporting to the office of the principal upon arrival at the assigned school.
 - Maintaining high professional standards in contacts with students, other teachers/nurses, and parents or guardians.
 - Adhering to rules and regulations which pertain to a specific assignment.
 - Implementing the program of the certificated classroom teacher/nurse as outlined in the list of duties.
 - Adhering to the established professional working hours of the school.
 - Seeking guidance in any unusual situation from appropriate school personnel.
 - Reporting, in summary form, progress and activities of the day for the benefit of the regular classroom teacher/nurse.
- The classroom teacher who is absent has a professional responsibility to aid the substitute teacher by:
 - Maintaining up-to-date lesson plans.
 - Itemizing relevant information which pertains to the classroom situation.
 - Encouraging and guiding the substitute teacher in everyday school procedures.
 - Developing a proper attitude in the classroom, among the students, toward the role substitutes have in the educational program.
 - Adhering to additional relevant requirements established by the site administrator.

- The administrative responsibility to the substitute teacher/nurse includes:
 - Defining the role and responsibility of the substitute teacher/nurse.
 - Establishment of professional and personal communication.
 - Submitting substitute evaluation reports.
 - Involvement of the substitute in the professional climate of the school.

5. Acquisition of Substitutes

Teachers/nurses who use the services of a substitute teacher/nurse must contact the automated calling system as early as possible. The automated calling system is in operation 24 hours a day. To ensure obtaining the best substitute teacher/nurse, absences should be reported to the automated calling system with as much as advance notice as possible, and no later than 6:00 a.m. on the day of the absence.

Adopted: February 26, 1980

Revised: February 7, 1989
June 24, 1997
October 30, 2003
August 2, 2012

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Orientation
GOVERNING BOARD POLICY	DISTRICT CODE: GCF

PROFESSIONAL STAFF ORIENTATION

The Superintendent will establish procedures to provide orientation for new district employees.

Adopted: February 26, 1980

Revised: August 22, 1988
February 13, 1996

LEGAL REF.: A.R.S. §15-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Orientation
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCF-R

PROFESSIONAL STAFF ORIENTATION

The Director of Certificated Personnel will, after consultation with appropriate persons/groups, make recommendations to the Superintendent for the orientation of professional staff members.

At a minimum, the recommendations will cover the following items:

- Goals, objectives, and programs of the district
- Personnel policies
- Terms of employment
- General disciplinary rules and procedures
- Salary and fringe-benefit plans
- Self-improvement opportunities
- Evaluation procedures

Adopted: February 26, 1980

Revised: August 22, 1988
February 13, 1996
February 27, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Development For Professional Staff
GOVERNING BOARD POLICY	DISTRICT CODE GCFA

PROFESSIONAL DEVELOPMENT FOR PROFESSIONAL STAFF

All certificated personnel will be encouraged to develop professionally. One resource for this purpose is the district's professional development program. The school district may provide professional development opportunities and other educational activities leading to professional growth.

Professional development may be required by the Superintendent, his/her designee, or a site administrator.

Adopted: March 11, 2003

Revised: August 11, 2015

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Development For Professional Staff
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCFA-R

PROFESSIONAL DEVELOPMENT FOR PROFESSIONAL STAFF

District-Approved Professional Development Courses

The goal of the Professional Development Department is to provide educators with professional development opportunities that foster the development and/or assessment of specific skills. These skills include one or more of the following: student instruction, student management, and student counseling. Training is also provided for the attainment of knowledge that produces student achievement and positive self-esteem.

1. District professional development courses for salary credit must be approved by the directors of the Curriculum and Instruction departments. Requests to offer professional development for salary credit are to be submitted to the Professional Development Department at least three weeks prior to the beginning of the course.
2. Following approval of a course, the instructor must comply with the original description of activities and requirements as approved by the directors of the Curriculum and Instruction departments. Upon completion of the course, the instructor is required to file with the Professional Development Department a complete list of participants who have satisfactorily completed requirements for salary credit. This complete list is then forwarded to the Human Resources Department for final salary credit processing.
3. No Personnel Action Request Form (PARF) needs to be filed by certificated employees for prior approval for any district professional development in order to receive salary credit for education compensation.

Adopted: February 27, 2003

Revised: July 23, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Assignments and Transfers
GOVERNING BOARD POLICY	DISTRICT CODE: GCI

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The Superintendent will have the authority to assign and reassign personnel. Changes will be made as needed in the best interests of the district. Whenever possible, employee needs and desires will be considered prior to a final decision.

Obligatory Transfer

The Superintendent has the authority to transfer personnel to other positions for the betterment of the district when conditions such as the following exist:

- Increases or decreases of enrollment in various grades and classes.
- Opening of new buildings or closing of old ones.
- Changes in organization of the district.
- Addition or elimination of an educational service.
- Vacancies created by promotions, leaves of absence, death, retirement, transfer, etc.
- Special circumstances which enhance the district's educational program.

The Superintendent may make all transfers of personnel which are deemed necessary, provided:

- Written notice of transfer is given to the individuals affected.
- Reasons for transfer be given in writing, if requested, by the individuals involved.
- Opportunity to meet with the Superintendent be given to discuss the transfer.

Voluntary Transfer

The Superintendent will receive and act upon recommendations for personnel transfers. Whether or not an individual is qualified for a proposed position will depend upon such factors as the following:

- Certification and qualification for the position.
- Potential for contributing to the program needs of the school or department.
- Potential for contributing to the cocurricular activities of a school.
- Success in previous assignments.

Adopted: November 4, 2004

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Assignments and Transfers
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCI-R

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Unit administrators are responsible for determining specific assignments of personnel assigned to their unit of responsibility.

Transfer/Reassignment

Questions and special considerations concerning transfer/reassignment should be referred to the Assistant Superintendent for Human Resources.

Obligatory Transfers

1. A teacher may be designated as an obligatory transfer as outlined in Governing Board policy.
2. Unit administrators who must designate teachers as obligatory transfers will do so on the basis of seniority, unless specific needs exist. The teacher has the right of appeal.
3. Teachers who are identified as obligatory transfers will have an opportunity to indicate position preferences.
4. Unit administrators will have the opportunity to provide information pertaining to obligatory transfers. Final decisions will be made by the appropriate assistant superintendent. The transferee will be notified of the decision.
5. Every attempt will be made to place obligatory transfers before work is begun on voluntary transfers.

Voluntary Transfers

1. Teachers who, at their request, are relocated are designated as voluntary transfers.
2. Vacancies for voluntary transfer are posted weekly throughout the process.
3. Employees eligible for voluntary transfer must call the site administrator within two days of the posting to schedule an interview.
4. Unit administrators have the right to accept or reject voluntary transfers. The transferee will be notified of the decision by the unit administrator.
5. Requests for voluntary transfers will not be considered after the second Monday of June.

Administrative Reassignment

Administrators have the right to apply for promotion, transfer, and/or reassignment and, if possible, will be informed of the availability of any new administrative positions or vacancies prior to the filling of such positions in sufficient time to permit formal application.

Adopted: February 26, 1980

Revised: November 15, 1988
August 27, 1996
November 4, 2004
August 8, 2007

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Load/Scheduling/Hours of Employment
GOVERNING BOARD POLICY	DISTRICT CODE: GCK

Load/Scheduling/Hours of Employment

The Teacher Day

The specific professional working hours for classroom teachers shall be determined by the unit administrator after consulting with staff members, and submitted to the Superintendent for final approval.

Teachers Assigned to Specific Schools

In order to help schools establish a daily schedule, assure students of sufficient opportunity to confer with teachers, enable normal coordination for good building management, provide for an effective communication among students and staff, and provide a reasonable guideline to serve as a District standard, each school's professional working hours for classroom teachers shall commence at least thirty (30) minutes prior to the first class and continue at least thirty (30) minutes beyond the last regularly scheduled class period, not to be less than seven and one-half (7 1/2) hours on campus, excluding lunch.

Teachers Assigned to District Level Departments

The professional working hours for other certificated personnel shall be eight (8) hours, exclusive of lunch.

Adopted: February 26, 1980

Revised: August 22, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Staff Meetings
GOVERNING BOARD POLICY	DISTRICT CODE: GCKB

Professional Staff Meetings

Professional Staff meetings shall be held regularly in all schools. The principal shall be responsible for establishing dates for the meetings. Part of the time in some meetings shall be devoted to helping staff members to become familiar with the goals and objectives of the District for the continuing improvement of the education of all students.

Adopted: February 26, 1980

Revised: August 22, 1988

LEGAL REF.: A.R.S. 15-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Development Opportunities
GOVERNING BOARD POLICY	DISTRICT CODE: GCL

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

All certificated personnel will be encouraged to develop professionally. One resource for this purpose is the district's Professional Development programs. The school district will provide professional libraries, in-service opportunities and other educational activities leading to professional development.

College or university courses, extension courses and district-approved in-service programs are other resources for professional development.

Attendance at in-service sessions may be required by the Superintendent, his/her designee or a site administrator.

Adopted: November 4, 2004

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Professional Development Opportunities
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCL-R

PROFESSIONAL DEVELOPMENT DEPARTMENT

Goal

The goal of the Professional Development Department is to provide educators with training that applies to the development and/or assessment of specific skills. These skills include one or more of the following: student instruction, student management and student counseling. Training is also provided for the attainment of knowledge that produces student achievement and positive self-esteem.

Professional Development Committee

The Professional Development Committee is comprised of the Professional Development Department staff, ten teachers recommended to the Superintendent by the Mesa Education Association (MEA), five classified employees recommended to the Superintendent by the Mesa Education Support Personnel Association (MESPA) and ten employees appointed by the Superintendent. Every member of the Professional Development Committee serves for a two-year term with the opportunity for reappointment at the end of a term.

The purpose of the Professional Development Committee is to:

- approve in-service courses and activities;
- approve instructors of in-service courses and activities;
- approve tuition charges for in-service courses and activities;
- review participant-generated evaluations of in-service courses and activities; and
- assess employees' needs and interests for professional development.

Professional Development Subcommittees

- Planning Committee:
Purpose: To determine Professional Development Committee meeting agendas
- Course Approvals Committee:
Purpose: To review course request applications for quality, meaningfulness and alignment with the district curriculum
- Evaluation Committee:
Purpose: To review participant evaluations of courses offered and instructor's presentation
- Public Relations Committee:
Purpose: To provide input regarding the distribution of information about the Professional Development courses and related areas

- Vision Committee:
Purpose: To align the activities offered through the Professional Development Department with the goals and objectives as determined by the Professional Development Committee and the district
- Appeals Committee:
Purpose: To review requests of appeal generated from decisions made by the Professional Development Committee. The Professional Development Appeals Committee is comprised of one MPS certificated employee appointed by the Mesa Education Association, one classified employee appointed by the Mesa Education Support Personnel Association and one employee appointed by the Superintendent.

Staff Development Advisory Council

The Staff Development Advisory Council is a nine-member committee which reviews requests and recommends salary credit for certificated employees who attend seminars, workshops and other non-university courses presented outside of the district. The committee members serving on the council include:

- Assistant Superintendent of Human Resources
- Assistant Superintendents (2) of other divisions (e.g., Ed. Services and Student Services)
- Assistant Superintendent of Curriculum and Instruction
- Director of Certificated Personnel
- Director of Classified Personnel
- Elementary Principal
- Secondary Principal
- Professional Development Department Specialist

Functions of the council include:

- Reviewing all requests for district salary credit for seminars, workshops and other non-university courses taken outside the district.
- Reviewing all requests for professional travel for district salary credit.

Approved: November 4, 2004

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Professional Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GCN

EVALUATION OF PROFESSIONAL STAFF

Purpose

The district will develop and implement a formal process for the evaluation of professional staff employees for the following purposes:

- To identify areas of strength and weakness in the employee’s performance based on principles of effective practice and organization for the employee’s work assignment.
- To provide information for improvement of the employee’s performance through effective training and supervision of the employee.
- To provide a basis for informed administrative decisions, including promotion, demotion, and termination of employment.

Definitions

For the purpose of this policy:

“Classroom teacher” means a certificated teacher who provides instruction to pre-kindergarten, kindergarten, grades 1 through 12, or ungraded classes, or who teaches in an environment other than a classroom setting and who maintains student attendance records for each instructional meeting. Classroom teacher includes certificated teachers who perform the duties of the teaching positions so designated by the Superintendent in the administrative regulation to this policy.

“Principal” means an employee who holds a principal certificate issued by the State Board of Education (SBOE) and who performs the duties of a principal of a school or educational program. Principal does not include assistant principals or team leaders.

“Professional staff” means the group of employees who hold an administrative, teaching, special education, career and technical education, or professional non-teaching certificate issued by the SBOE, or a nursing license issued by the State Board of Nursing and Psychologist Examiners, and are required by the district to hold such certificate to perform their assigned duties. Professional staff includes those positions so designated by the Superintendent in the administrative regulation to this policy.

“Specialist” means an employee who holds a teaching or professional non-teaching certificate from the SBOE and whose primary responsibility is to perform the duties of the specialist positions so designated by the Superintendent in the administrative regulation to this policy.

Design and Implementation of Evaluation Systems for Classroom Teachers, Specialists, and Principals

The Superintendent will develop and implement evaluation systems for classroom teachers, specialists, and principals. The classroom teacher and principal evaluation systems will be designed and implemented in a manner consistent with the Arizona Framework for Measuring Educator Effectiveness, adopted by the SBOE, and applicable state laws for the evaluation of teachers and principals.

Classroom teachers, specialists, and principals will participate as members of evaluation committees that review and make recommendations regarding the classroom teacher, specialist, and principal evaluation systems. Evaluation booklets describing the evaluation systems, with forms and procedures, will be presented to the Governing Board for review and adoption each year. A copy of the current appropriate evaluation system booklet will be available electronically to each classroom teacher, specialist, and principal each school year.

Evaluation Components

The classroom teacher and principal evaluation systems will include two weighted components:

- Teaching or School Leadership Performance (67 percent) and
- Student Academic Progress (33 percent)
 - Growth (20%)
 - Other Student Achievement (13%)

The specialist evaluation system will include, as one component, the following four domains: (1) Planning and Preparation, (2) the Environment, (3) Delivery of Service, and (4) Professional Responsibilities.

Performance Classifications

For the final annual evaluation and for each component thereof, the classroom teacher, specialist, and principal will be rated according to four performance classifications:

- Highly Effective,
- Effective,
- Developing, or
- Ineffective

The four performance classifications will be based on the qualitative definitions of these terms approved by the State Board of Education.

As required by State law, the Governing Board will adopt quantitative definitions of the four performance classifications and annually discuss the district's aggregate performance ratings for classroom teachers and principals. The quantitative definitions of the four performance classifications will be set forth in the administrative regulation adopted by the Superintendent and approved by the Governing Board to implement this policy.

Inadequate Classroom Performance

Pursuant to A.R.S. §15-537, the Governing Board must adopt a definition for inadequacy of classroom performance of a classroom teacher that is aligned with the performance classifications and that may set standards for teaching performance that exceed the standards of the performance classifications.

“Inadequacy of classroom performance” means:

- The classroom teacher receives a performance rating of “**Ineffective**” for the Fall Summative Evaluation, or for the Final Summative Evaluation for any school year; or
- The classroom teacher receives a performance rating of “**Ineffective**” or “**Developing**” for the Fall Summative Evaluation, or for the Final Summative Evaluation for two consecutive school years.

The district will use the same definition for determining inadequacy of performance of a specialist.

The Superintendent or the Assistant Superintendent of Human Resources, as designee, is authorized to issue preliminary notices of inadequacy of classroom performance without prior Governing Board approval. The Superintendent, in consultation with the principal or supervisor of the classroom teacher or specialist, will consider any mitigating circumstances before issuing such notice to a classroom teacher who is new to the profession or who was recently reassigned to a new grade level or content area. The Board will be notified within ten days of such issuance.

Qualified Evaluators

The performance of classroom teachers and specialists will be evaluated by a qualified evaluator approved by the Governing Board. The Superintendent will annually submit a list of the district’s qualified evaluators to the Governing Board for approval. All qualified evaluators will be sufficiently trained and qualified to evaluate classroom teachers or specialists by completing training for the evaluation systems approved by the Governing Board.

Evaluation of Other Professional Staff Employees

All professional staff employees, other than classroom teachers, specialists and principals, will be evaluated annually by the employee’s supervisor, using evaluation instruments developed by the Assistant Superintendent of Human Resources and approved by the Superintendent. The Superintendent will be evaluated by the Governing Board.

The Superintendent is authorized to adopt administrative regulations as necessary or appropriate to implement this policy.

Adopted: July 28, 1983
Revised: June 26, 1990
May 13, 1997
November 24, 1998
March 11, 2003
July 25, 2006
May 11, 2010
June 25, 2013
August 11, 2015

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Professional Staff
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCN-R

EVALUATION OF PROFESSIONAL STAFF

I. Definitions

- A. “Classroom teacher” means a certificated teacher who provides instruction to pre-kindergarten, kindergarten, grades 1 through 12, or ungraded classes, or who teaches in an environment other than a classroom setting and who maintains student attendance records for each instructional meeting. Classroom teacher includes the teaching positions so designated in Exhibit A of this Administrative Regulation.
- B. “Classroom Teacher Evaluation system” means the evaluation system for classroom teachers set forth in the Classroom Teacher Evaluation System Handbook adopted by the Governing Board for the current school year (CTES Handbook).
- C. “Principal” means an employee who holds a principal certificate issued by the State Board of Education (SBOE) and who performs the duties of a principal of a school or educational program.
- D. “Principal Evaluation System” means the evaluation system for principals set forth in the Principal Evaluation System Handbook adopted by the Governing Board for the current year (PES Handbook).
- E. “Professional staff” means the group of employees who hold an administrative, teaching, special education, career and technical education, or professional non-teaching certificate issued by the SBOE, or a nursing license issued by the State Board of Nursing and Psychologist Examiners, and are required by the District to hold such certificate to perform their assigned duties. Professional staff includes the positions so designated in Exhibit A of this Administrative Regulation.
- F. “Qualified evaluator” means a person approved by the Governing Board and trained to evaluate the performance of classroom teachers and/or specialists.
- G. “Specialist” means an employee who holds a teaching or professional non-teaching certificate from the SBOE and whose primary responsibility is to perform the duties of the specialist positions so designated in Exhibit A of this Administrative Regulation.
- H. “Specialist evaluation system” means the evaluation system for specialists set forth in the Specialist Evaluation System handbook adopted by the Governing Board for the current school year (SES Handbook). The specialist evaluation system may prescribe differentiated evaluation instruments for specialists based on the categories of services provided by specialists.

II. Evaluation of Classroom Teachers

Classroom teachers will be evaluated by a qualified evaluator using the District’s Classroom Teacher Evaluation System (CTES), which have two weighted components: (1) Teaching Performance and (2) Student Academic Progress.

A. Teaching Performance

The District will evaluate teaching performance using the Charlotte Danielson Framework for Teaching, as modified by the Mesa Public Schools CTES approved by the Governing Board for the current school year or another specialist evaluation instrument approved by the Superintendent.

A performance rating will be calculated using the Performance Profile and Rating forms in the CTES or other evaluation instrument approved by the Superintendent. The performance of a classroom teacher will be placed into one of the following four performance classifications based on the scores from the Classroom Teacher Performance Profile and Rating forms:

Classroom Teacher	
Highly Effective	<p>Description: There is evidence of high levels of knowledge, implementation, and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues. This rating refers to professional teaching that innovatively involves all students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside their school.</p> <p>Standard: 5 or more “Highly Effective” ratings combined in domains 2 and 3 and no “Developing” or “Ineffective” ratings in any domains</p>
Effective	<p>Description: There is evidence of increased knowledge, implementation, and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional teaching or other work performance that is consistently at a high level. It is expected that most experienced teachers frequently perform at this level.</p> <p>Standard: 3 or fewer “Developing” ratings and no “Ineffective” ratings</p>
Developing	<p>Description: There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.</p> <p>Standard: 4 or more “Developing” ratings or 1 or 2 “Ineffective” ratings</p>
Ineffective	<p>Description: There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimal performance standards and needs substantial improvement. This rating refers to teaching performance that does not convey an understanding of the concepts underlying the component. This level of performance is hindering learning or is doing harm in the classroom.</p> <p>Standard: 3 or more “Ineffective” ratings</p>

B. Performance Evaluation Procedures

A qualified evaluator will evaluate the teaching performance of a classroom teacher according to the following procedures:

- The qualified evaluator will conduct an orientation meeting about the Classroom Teacher Evaluation System and confirm that each classroom teacher has access to a paper or electronic copy of the CTES Handbook.
- For classroom teachers, the qualified evaluator will conduct at least one formal classroom observation and additional classroom observations, if deemed necessary by the evaluator or teacher, before completing a Fall Summative Evaluation, and at least one formal classroom observation and additional classroom observations, if deemed necessary by the evaluator or teacher, before completing the Spring Summative Evaluation. The qualified evaluator will provide the classroom teacher with a choice of a scheduled or unscheduled formal observation for the Fall Summative Evaluation.
- For a classroom teacher, the duration of a formal observation will be sufficient to allow the classroom teacher to demonstrate teaching skills in a complete and uninterrupted lesson. No formal classroom observation will occur within 2 instructional days of the fall, winter, or spring breaks.
- The qualified evaluator will provide written feedback to the classroom teacher within 10 calendar days after each formal observation.
- All classroom teachers, other than a continuing teacher as defined in A.R.S. §15-538.01(D) who receives a “Highly Effective” or “Effective” rating on the Fall Summative Evaluation, will receive a Fall Summative Evaluation and Spring Summative Evaluation. The results of the two evaluations will be used to complete a Final Summative Evaluation that rates the teacher in one of the four performance categories. At least 60 calendar days must elapse between the formal observation of the Fall Summative Evaluation and the formal observation of the Spring Summative Evaluation.
- The qualified evaluator will complete the Fall, Spring, and Final Summative Evaluations based on evidence collected from or discussed during pre-conferences, formal and informal observations, and post-conferences. Written communications and other information regarding interactions with students, parents, and co-workers may be considered by the qualified evaluator, provided that the classroom teacher is given an opportunity to comment on the information during a conference with the qualified evaluator.
- If a classroom teacher is a continuing teacher as defined in A.R.S. §15-538.01(D) and receives a “Highly Effective” or “Effective” rating on the Fall Summative Evaluation, the qualified evaluator may waive the requirement of conducting a Spring Summative Evaluation, unless the teacher requests such evaluation. If the waiver occurs, the employee’s Final Summative Evaluation will be completed using the Fall Summative Evaluation scores.

- A continuing status teacher who has a performance classification of “Effective” or “Highly Effective” and no “Developing” marks in domains 1 and 4 in his or her evaluation after completing four consecutive years will start a two-year transition to an ongoing three-year evaluation cycle. During the two-year transition, the teacher will be evaluated in domains 2 and 3 only. The three-year evaluation cycle will begin if the teacher has a performance classification of “Effective” or “Highly Effective” with no “Developing” marks in domains 1 and 4 after completing the two-year transition. The three-year evaluation cycle is the following:
 - a. Year One – Full evaluation
 - b. Year Two – Evaluation in domains 2 and 3 only
 - c. Year Three – Evaluation in domains 2 and 3 only
- If at any time during the three-year cycle, the teacher earns a performance classification of “Ineffective” or “Developing,” a full evaluation will be conducted annually until the teacher achieves a minimum performance classification of “Effective” and no “Developing” marks in domains 1 and 4. At any time during the three-year cycle, an evaluator, in his or her sole discretion, may conduct a full evaluation, and a teacher may request a full evaluation.
- A classroom teacher who is scheduled to be evaluated by a school principal or other qualified evaluator who was rated “Ineffective” or “Unsatisfactory” for the preceding school year may decline to be evaluated by such evaluator. By September 1, the District will notify teachers who have the foregoing right and, if so notified, the teacher must exercise the right by delivery of written notice to the Superintendent of Human Resources no later than September 15 of the current school year. Upon receipt of notice from the teacher, the Superintendent of Human Resources will assign responsibility for the teacher’s evaluation to another qualified evaluator.
- A classroom teacher who is transferred to a school that was assigned a letter grade of “D” or “F” for the previous school year may exercise the right to have the student academic progress part of the teacher’s evaluation from the teacher’s previous school used as the student academic progress part of the teacher’s current year evaluation. By September 1, the District will notify teachers who have the foregoing right and, if so notified, the teacher must exercise the right by delivery of written notice to the Superintendent of Human Resources no later than November 1 of the current school year. A teacher may exercise the foregoing right only for the first year of the teacher’s assignment to a new school.
- If a classroom teacher has been issued a preliminary notice of inadequate classroom performance, the Assistant Superintendent of Human Resources will assign a second qualified evaluator to independently complete a second Summative Evaluation, which will include a review of all evidence collected by the original qualified evaluator and at least one formal observation, after the employee has been given an opportunity to complete a Professional Refinement Plan. The original qualified evaluator and second qualified evaluator will meet to determine whether there is agreement between them that the employee has corrected inadequacies and demonstrated adequate classroom performance to establish consensus regarding the teacher’s Final Summative Evaluation. The qualified evaluators will inform the employee and the Assistant Superintendent of Human Resources of the results of the Final Summative Evaluation.

- The qualified evaluator will schedule a meeting with the classroom teacher to discuss the completed Final Summative Evaluation. The Final Summative Evaluation, including the performance classification of the classroom teacher, will be provided in written or electronic format within 5 calendar days after completion of the evaluation instrument.
- A classroom teacher who disagrees with a Final Summative Evaluation may submit a written appeal to the Assistant Superintendent of Human Resources or designee within 10 calendar days after receipt of the evaluation instrument. The appeal must describe with specificity the alleged error or errors that are the basis for the appeal. Allegations of error regarding the evaluator’s judgment of the teacher’s performance during a formal or informal observation will not be considered in an appeal, if the evaluator’s perceptions of the teacher’s performance with regard to specific elements are properly documented. The Assistant Superintendent may decline to consider an appeal if the appeal is not timely or if the Assistant Superintendent determines that the evaluation will not affect the employee’s eligibility for, or amount of, performance pay or other form of compensation and will not materially affect an administrative decision regarding the employee’s employment for the subsequent school year.
- If a classroom teacher receives a preliminary notice of inadequate classroom performance, the notice will be accompanied by a Professional Remediation Plan that is designed to help the teacher correct inadequacies and demonstrate adequate classroom performance. The Professional Remediation Plan will remain in effect for not less than 45 instructional days. A Professional Remediation Plan developed by the qualified evaluator pursuant to subsection D of this Section II will suffice as a “Performance Improvement Plan” required by A.R.S. §15-538.

C. Student Academic Progress

The District will evaluate student academic progress using appropriate classroom-level, grade-level, and/or school-level student assessment data. Unless otherwise specified in this Administrative Regulation or authorized by the Superintendent for Human Resources, present-year student academic data will be used for teacher evaluations.

A classroom teacher will be identified as being in Group A or Group B. Group A includes only teachers who teach a class or subject with multiple approved classroom-level student assessments aligned to the State’s academic standards. Group B includes all other classroom teachers. The CTES Handbook will identify by class or subject the groups of classroom teachers that are in Group A and Group B for the current school year.

District and State assessments will be reviewed and those deemed valid and reliable will be used for the student academic progress component and to establish student academic progress cut scores. Furthermore, a set of equitable student academic progress cut scores will be established for selected success and choice schools.

D. Final Performance Evaluation and Rating

For the purpose of completing the Final Summative Evaluation, the qualified evaluator will review the teacher’s teaching performance scores for the Fall and Spring Summative Evaluations and apply the appropriate scores for the Final Summative Teaching Performance Profile and Rating Form. If the teacher receives unequal scores for the same component of the Fall and Spring Summative Evaluations, the qualified evaluator will determine, in his or her sole discretion, which score most accurately reflects the teacher’s performance over the school year. If a Spring Summative Evaluation was waived, the Fall Summative Evaluation scores will apply directly to the Final Summative Evaluation. The scores for student academic achievement will be placed in the Student Academic Progress Profile and Rating form when available.

The weighted scores for Teaching Performance (67%) and Student Academic Progress (33%) will result in a Final Evaluation Numerical Score which will result in a Final Teacher Evaluation Rating of “**Highly Effective**,” “**Effective**,” “**Developing**,” or “**Ineffective**.” The weighted scores will be determined as follows:

- Conversion of Scores to Points

Scores (points) for Teaching Performance and Student Academic Progress:

Ineffective – 0 Developing – 1 Effective – 2 Highly Effective – 3

- Weighting of Points

Weighted Teaching Performance Score (67%) - Score (points) multiplied by 0.67

Weighted Student Academic Progress (33%)

- Growth (20%) – Score (points) multiplied by 0.20
- Other Student Achievement (13%) – Score (points) multiplied by 0.13

- Final Teacher Evaluation Rating

The Final Teacher Evaluation Rating is the sum of the weighted Teaching Performance and Student Academic Progress scores (points) applied to the following standards:

- Ineffective – Less than 1.0
- Developing – Greater than or equal to 1.0 and less than 1.7
- Effective – Greater than or equal to 1.7 and less than 2.5
- Highly Effective – Greater than or equal to 2.5

E. Professional Development

For classroom teachers who receive a “Highly Effective” or “Effective” rating on the Teaching Performance section of their Fall Summative Evaluation, the qualified evaluator, in collaboration with the employee, will develop a Professional Refinement Plan that targets a specific area for improvement. The Professional Refinement Plan will be implemented through the end of the next evaluation cycle.

For classroom teachers who receive a “Developing” or “Ineffective” rating on the Fall Summative Evaluation, the qualified evaluator, in collaboration with the employee, will develop a Professional Remediation Plan that targets each area of deficiency identified on the employee’s Teaching Performance Profile and Rating form. The plan will include goals, strategies, and action steps; identify training opportunities and other resources available for the employee to correct the deficiencies and demonstrate adequate classroom performance; and specify the date by which the employee must correct any deficiencies and demonstrate adequate classroom performance.

III. Evaluation of Specialists

Specialists will be evaluated by a qualified evaluator using the District’s Specialist Evaluation System (“SES”), which will include, as one component, the following four domains: (1) Planning and Preparation, (2) the Environment, (3) Delivery of Service, and (4) Professional Responsibilities.

A. Specialist Performance

The District will evaluate specialist performance using the Charlotte Danielson Framework for Specialists, as modified by the SES Handbook approved by the Governing Board for the current school year or another evaluation instrument approved by the Superintendent.

A performance rating will be calculated using the Performance Profile and Rating forms in the SES or other evaluation instrument approved by the Superintendent. The performance of a specialist will be placed into one of the following four performance classifications based on the scores from the Specialist Performance Profile and Rating forms:

Specialist	
Highly Effective	<p>Description: There is evidence of high levels of knowledge, implementation, and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues. Specialists performing at this level are masters of their specialist responsibilities and leaders in the field, both inside and outside their school.</p> <p>Standard: 7 or more “Highly Effective” ratings and no “Developing” or “Ineffective” ratings</p>
Effective	<p>Description: There is evidence of increased knowledge, implementation, and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional specialist performance that is consistently at a high level. It is expected that most experienced specialists frequently perform at this level.</p> <p>Standard: 3 or fewer “Developing” ratings and no “Ineffective” ratings</p>

Specialist (Cont’d.)	
Developing	<p>Description: There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the specialist has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.</p> <p>Standard: 4 or more “Developing” ratings or 1 or 2 “Ineffective” ratings</p>
Ineffective	<p>Description: There is little or no knowledge and minimal implementation of performance standards. The specialist does not meet minimal performance standards and needs substantial improvement. This rating refers to specialist performance that does not convey an understanding of the concepts underlying the component. This level of performance is hindering learning.</p> <p>Standard: 3 or more “Ineffective” ratings</p>

B. Performance Evaluation Procedures

A qualified evaluator will evaluate the performance of a specialist according to the following procedures:

- The qualified evaluator will conduct an orientation meeting about the Specialist Evaluation System and confirm that each specialist has access to a paper or electronic copy of the SES Handbook.
- The qualified evaluator, in consultation with the specialist, will establish an observation experience that will serve in place of the formal classroom observations required for classroom teacher evaluations. The observation experience may consist of one or more physical observations of the specialist while delivering services in the work environment. The duration of the observation experience as a whole will be sufficient to allow the specialist to demonstrate delivery of skills assessed through the evaluation instrument.
- The qualified evaluator will conduct at least one observation experience before completing the Fall Summative Evaluation and at least one observation experience before completing a Spring Summative Evaluation. The qualified evaluator will give the specialist prior notice of the first observation experience for the Fall Summative Evaluation.
- No observation experience will occur within 2 instructional days of the fall, winter, or spring breaks. The qualified evaluator will provide written feedback to the specialist within 10 calendar days after the conclusion of an observation experience.

- All specialists, other than a continuing teacher as defined in A.R.S. §15-538.01(D) who receives a “Highly Effective” or “Effective” rating on the Fall Summative Evaluation, will receive a Fall Summative Evaluation and Spring Summative Evaluation. The results of the two evaluations will be used to complete a Final Summative Evaluation that rates the specialists in one of the four performance categories. At least 60 calendar days must elapse between the observation experience of the Fall Summative Evaluation and the observation experience of the Spring Summative Evaluation.
- The qualified evaluator will complete the Fall, Spring, and Final Summative Evaluations based on evidence collected from or discussed during pre-conferences, observation experiences, and post-conferences. Written communications and other information regarding interactions with students, parents, and co-workers may be considered by the qualified evaluator, provided that the specialist is given an opportunity to comment on the information during a conference with the qualified evaluator.
- If a specialist receives a “Highly Effective” or “Effective” rating on the Fall Summative Evaluation, the qualified evaluator may choose to not conduct a Spring Summative Evaluation, unless the specialist requests such evaluation. If a Spring Summative Evaluation is not conducted, the employee’s Final Summative Evaluation will be completed using the Fall Summative Evaluation scores.
- A specialist who is scheduled to be evaluated by an evaluator who was evaluated and rated “Ineffective” or “Unsatisfactory” for the preceding school year may decline to be evaluated by such evaluator. By September 1, the District will notify specialists who have the foregoing right and, if so notified, the specialist must exercise the right by delivery of written notice to the Superintendent of Human Resources no later than September 15 of the current school year. Upon receipt of notice from the specialist, the Superintendent of Human Resources will assign responsibility for the specialist’s evaluation to another qualified evaluator.
- If a specialist has been issued a preliminary notice of inadequate performance, the Assistant Superintendent of Human Resources will assign a second qualified evaluator to independently complete a second Summative Evaluation, which will include a review of all evidence collected by the original qualified evaluator and at least one observation experience after the employee has been given an opportunity to complete a Professional Remediation Plan. The original qualified evaluator and second qualified evaluator will meet to determine whether there is agreement between them that the specialist has corrected inadequacies and demonstrated adequate performance to establish consensus regarding the specialist’s Final Summative Evaluation. The qualified evaluators will inform the specialist and the Assistant Superintendent of Human Resources of the results of the Final Summative Evaluation.
- The qualified evaluator will schedule a meeting with the specialist to discuss the completed Final Summative Evaluation. The Final Summative Evaluation will be provided in written or electronic format within 5 calendar days after completion of the evaluation instrument.

- A specialist who disagrees with a Final Summative Evaluation may submit a written appeal to the Assistant Superintendent of Human Resources or designee within 10 calendar days after receipt of the evaluation instrument. The appeal must describe with specificity the alleged error or errors that are the basis for the appeal. Allegations of error regarding the evaluator’s subjective judgment of the specialist’s performance during a formal or informal observation will not be considered in an appeal, if the evaluator’s perceptions of the specialist’s performance with regard to specific elements are properly documented. The Assistant Superintendent may decline to consider an appeal if the appeal is not timely or if the Assistant Superintendent determines that the evaluation will not affect the specialist’s eligibility for, or amount of, performance pay or other form of compensation and will not materially affect an administrative decision regarding the employee’s employment for the subsequent school year.
- If a specialist receives a preliminary notice of inadequate classroom performance, the notice will be accompanied by a Professional Remediation Plan designed to help the specialist correct inadequacies and demonstrate adequate classroom performance. The Professional Remediation Plan will remain in effect for not less than 45 instructional days. A Professional Remediation Plan developed by the qualified evaluator pursuant to subsection D of this Section II will serve as the “Performance Improvement Plan” required by A.R.S. §15-538.

C. Final Performance Evaluation and Rating

For the purpose of completing the Final Summative Evaluation, the qualified evaluator will review the specialist’s performance rubric scores for the Fall and Spring Summative Evaluations and apply the appropriate rubric scores for the Final Summative Evaluation. If the specialist receives unequal scores for the same component of the Fall and Spring Summative Evaluations, the qualified evaluator will determine, in his or her sole discretion, which score most accurately reflects the specialist’s performance over the school year. If the Spring Summative Evaluation was not required, the Fall Summative Evaluation scores will apply directly to the Final Summative Evaluation.

D. Professional Development

For specialists who receive a “Highly Effective” or “Effective” rating on the Specialist Performance section of their Fall Summative Evaluation, the qualified evaluator, in collaboration with the employee, will develop a Professional Refinement Plan that targets a specific area for improvement. The Professional Refinement Plan will be implemented through the end of the next evaluation cycle.

For specialists who receive a “Developing” or “Ineffective” rating on the Fall Summative Evaluation, the qualified evaluator, in collaboration with the employee, will develop a Professional Remediation Plan that targets each area of deficiency identified on the employee’s Performance Profile and Rating form. The plan will include goals, strategies, and action steps; identify training opportunities and other resources available for the employee to correct the deficiencies and demonstrate adequate classroom performance; and specify the date by which the employee must correct any deficiencies and demonstrate adequate classroom performance.

IV. Evaluation of Principals

Principals will be evaluated by a qualified evaluator using the Principal Evaluation System, which has two weighted components: (1) Leadership Performance and (2) Student Academic Progress.

A. Leadership Performance

The District will evaluate leadership performance using the Leadership Performance Evaluation forms in the PES Handbook.

Using the Leadership Performance Profile and Rating form in the PES Booklet, a performance rating will be calculated for six performance standards: (1) Instructional Leadership, (2) School Climate, (3) Human Resource Management, (4) Organizational Management, (5) Communication and Community Relations, and (6) Professionalism. The performance of a principal will be placed into one of the following four performance classifications based on the scores from the principal evaluation instrument:

Principal	
Highly Effective	<p>Description: The principal performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.</p> <p>Standard: At least three “Highly Effective” ratings, including “Highly Effective” in Instructional Leadership, and no “Ineffective” or “Developing” ratings</p>
Effective	<p>Description: The principal meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress.</p> <p>Standard: Less than two “Developing” ratings and no “Ineffective” ratings</p>
Developing	<p>Description: The principal is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the principal’s performance is lacking in a particular area (i.e., needs improvement). The principal often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals, resulting in below average student academic progress.</p> <p>Standard: Two or more “Developing” ratings and no “Ineffective ratings”</p>
Ineffective	<p>Description: The principal consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals, resulting in minimal student academic progress.</p> <p>Standard: One or more “Ineffective” ratings</p>

B. Student Academic Progress

The District will evaluate student academic progress for principals using appropriate school-level student assessment data. Unless otherwise specified in this Administrative Regulation or authorized by the Superintendent for Human Resources, present-year student academic data will be used for principal evaluations.

C. Performance Evaluation Procedures

The evaluator will schedule a meeting with the principal to discuss the completed Final Summative Evaluation. The Final Summative Evaluation, including the performance classification of the principal, will be provided in written or electronic format within 5 calendar days after completion of the evaluation instrument.

D. Dismissal/Non-Renewal

On or before April 15, the Governing Board will give notice of intention not to offer a new contract to any principal who will not be offered a contract for the following school year. Notwithstanding the right of notice, the decision to not renew the employment of a principal upon expiration of the contract term shall not be construed to provide the employee with a right to a hearing regarding the decision.

V. Evaluations of Other Professional Staff Employees

Professional staff employees other than classroom teachers, specialists, and principals, will be evaluated by their supervisor at least once each school year using an evaluation instrument developed by the Assistant Superintendent of Human Resources and approved by the Superintendent.

The evaluation will be in writing and transmitted to the employee within 5 calendar days after completion of the evaluation instrument. Where warranted, the written evaluation will include recommendations for improvement in performance.

The Governing Board will give notice of intention not to offer a new contract to the professional staff employee who will not be offered a contract for the following school year. Notwithstanding anything to the contrary in this Administrative Regulation, the decision to not renew the employment of the professional staff employee upon expiration of the contract term shall not be construed to provide the employee with a right to a hearing regarding the decision.

VI. Role of District-Based Evaluators in Evaluation Process

District-based evaluators will evaluate District-based classroom teachers and specialists. An evaluator will provide a principal the opportunity to make evaluative comment, participate in observations, and/or participate in post-observation or final evaluation conferences. Similarly, a principal will provide an evaluator the opportunity to make evaluative comment, participate in observations, and/or participate in post-observation or final evaluation conferences of school-based teachers and specialists.

GCN-R – Cont'd.

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May 13, 1997
November 24, 1998
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July 25, 2006
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June 25, 2013
July 23, 2015
July 27, 2016

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. § 15-501
15-503(C)
15-536
15-537
15-538
15-538.01
15-539
15-541

CROSS REF.: [GBCB – Staff Conduct](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Professional Staff
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCN-R-E

EXHIBIT A

1. Professional staff members who hold the following positions are deemed to be classroom teachers:

- Career and Technical Education Teacher
- Community Education Teacher
- Computer-Based Instruction Teacher
- Creative Arts Teacher
- ELD Teacher
- Elementary or Secondary Teacher who is assigned one or more classes of students
- Gifted and Talented Teacher
- Math/Reading Interventionist
- Mesa Distance Learning Program Teacher
- Preschool Teacher
- Special Education Teacher who teaches students with disabilities in an inclusive, resource or self-contained classroom

2. Professional staff members who hold the following positions are deemed to be specialists:

- Career & Technical Education Specialist
- Community Education Specialist
- Content/Program Specialist
- Counselor (K-8)
- Department Specialist
- Educational Technology Trainer
- Elementary/Secondary Division Specialist
- English as a Second Language/Bilingual Specialist
- Flight Simulator Teacher
- Instructional Intervention Specialist
- Math/Reading Coach
- Mesa Distance Learning Program Specialist
- Music Specialist
- Native American Specialist
- Preschool Evaluator
- Preventive Programs Specialist
- Professional Development Specialist
- Project MESA Teacher
- School Nurse
- School Psychologist
- Space Integration Module Teacher

GCN-R-E – Cont'd.

- Speech Language Pathologist
 - Student Advisor
 - Sub Cadre Teacher
 - Therapeutic Specialist (OT/PT)
 - Title 1 Specialist
3. Professional staff members who are not classroom teachers, specialists, or principals include the following:
- Assistant Principal
 - Team Leader
 - Dean of Students
 - Director
 - Assistant Superintendent
 - Associate Superintendent
 - Superintendent

Adopted: June 25, 2013

Revised: October 31, 2013
November 14, 2013
September 9, 2014
July 23, 2015
July 27, 2016

Michael B. Cowan
Superintendent

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Reduction in Force: Certificated Teachers</p>
<p>GOVERNING BOARD POLICY</p>	<p>DISTRICT CODE: GCPA</p>

REDUCTION IN FORCE: CERTIFICATED TEACHERS

I. Purpose

The Governing Board recognizes that the district may need to reduce positions held by certificated teachers (“teachers”) to effectuate economies in the operation of the district or to improve the efficient conduct and administration of its schools. The reasons for a reduction in force (“RIF”) may include decreased student enrollment, loss of funding, and reorganization of schools and programs.

The purpose of this policy is to establish an orderly procedure for the determination that a RIF of teachers is necessary and its implementation. When implementing the RIF, the district’s primary objective will be to maintain a sound and balanced educational program that is consistent with the vision, mission, functions, and responsibilities of the district. This objective will be achieved by retaining the highest performing teachers who have the requisite qualifications and certifications under state and federal law to teach in the subjects, grade levels, and programs that the district will maintain after the RIF. As required by state law, a decision regarding which teachers will be released or recalled in connection with a RIF may not be based on seniority.

II. The RIF Determination

When the Superintendent finds that a reduction in force of teachers is appropriate to effectuate economies in the operation of the district or to improve the efficient conduct and administration of its schools, the Superintendent will present a recommendation to the Governing Board. The recommendation will include:

- The reasons for the RIF.
- The estimated number of teacher positions to be eliminated.
- The positions or categories of positions that may be reduced or eliminated.
- Background information in support of the recommendation.

The Governing Board will review the Superintendent’s recommendation and may order a reduction in force for teachers pursuant to A.R.S. §15-544.

III. RIF Implementation

Before implementing a reduction in force, the district will seek to minimize the number of teachers who must be released by means of transfers and attrition by retirement or resignation.

The Superintendent will recommend to the Governing Board a list (“List”) of teachers currently employed by the district who will not be offered employment for the following school year to implement the reduction in force. All teachers who lack the qualifications or certifications required by federal or state law to teach a subject, grade level, or program that will be offered by the district after the RIF will be

GCPA - Cont'd.

placed on the List. All other teachers placed on the List will be determined by the Superintendent, based on the following factors relating to the teacher:

- Classroom teacher evaluation system
- Professional conduct
- Education/certification credentials

The Superintendent, in consultation with teacher representatives and principals, will adopt an administrative regulation that specifies how a Teacher Profile, based on the foregoing factors, will be created by the Human Resources Department for each teacher who may be affected by the RIF. The Teacher Profile will be designed to rate each teacher on a 100-point scale, thus enabling the Superintendent to compare teachers in affected positions or categories of positions based on the foregoing factors. Teachers will be compared only with other teachers currently assigned to the same position or category of positions. Subject to the exception set forth below, the Superintendent will place on the List those teachers whose Teacher Profiles are lower on the 100-point scale as compared to other teachers who are in the same positions or categories of positions that must be reduced or eliminated to implement the RIF.

The Governing Board recognizes that Teacher Profiles will be based upon classroom performance evaluations and other measures that require, to some degree, subjective appraisals by school principals and other qualified evaluators across the district. The Governing Board, therefore, finds that it is in the best interest of the district to grant the Superintendent discretionary authority to place on or remove from the List up to ten percent of the total number of teachers that must be released to implement the RIF.

The Superintendent may present the List of teachers recommended for release at the meeting when the Governing Board orders a RIF or at a later meeting. The Governing Board will review and act upon the recommendation. Following the decision by the Governing Board to release teachers as part of a RIF, the affected teachers will be notified promptly in writing of the decision.

Adopted: January 25, 2011

Revised: November 12, 2013
August 11, 2015

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Reduction in Force: Certificated Teachers
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCPA-R

REDUCTION IN FORCE: CERTIFICATED TEACHERS

The purpose of this administrative regulation is to establish a process for implementing a reduction in force (“RIF”) for certificated teachers (“teachers”) in order to effectuate economies in the operation of the district or to improve the efficient conduct and administration of its schools pursuant to A.R.S. § 15-544.

In connection with the planning of the budget for the following school year, the Superintendent will determine whether it may be necessary to recommend that the Governing Board order a RIF for teachers. If a RIF is anticipated, the Superintendent will direct Human Resources to prepare a proposed RIF List.

I. Classroom Teacher RIF Profile

The Human Resources Department will complete a Classroom Teacher RIF Profile for each teacher who may be affected by the RIF. Based on the recommendations of a committee comprised of teacher representatives and principals, the Classroom Teacher RIF Profile template will incorporate the following elements: Classroom Performance as measured by the teacher’s most recent Final Summative Teaching Performance Evaluation under the Classroom Teacher Evaluation System (76%), Professional Conduct (20%), and Education/Certification Credentials (4%).

The evaluation used to complete a Classroom Teacher RIF Profile will be the teacher’s most recent Final Summative Teaching Performance Evaluation prepared by the teacher’s school principal or other qualified evaluator designated by the school principal. A second evaluation requested pursuant to an appeal of the evaluation process will not modify or supersede the original evaluation unless approved by the school principal.

The Classroom Teacher RIF Profile template will be reviewed annually by the Assistant Superintendent of Human Resources or designee, together with teacher representatives and principals, to determine whether factors should be added or eliminated, or weighted differently.

II. Use of the Classroom Teacher RIF Profile

The Human Resources Department will use the Classroom Teacher RIF Profiles to rank all teachers currently assigned to a position or category of positions that may be reduced or eliminated to implement the RIF. Teachers ranked lowest in comparison to other teachers currently assigned to a position or category of position will be placed on the RIF List. If two or more teachers occupy the same rank, the Assistant Superintendent of Human Resources will use a tie-breaking procedure that will compare the components of the total RIF score in the following priority order:

1. Classroom Teacher Evaluation System points,
2. Professional Conduct points, and
3. Education/Certification Credentials points.

If for any reason a tie is not broken by the procedure, the Superintendent, after conferring with the school principals who supervise the teachers, will determine which teachers will be rated higher and lower than the others who occupy the same rank.

The Superintendent may add teachers to or remove teachers from the List of teachers who will be recommended for release in the position or category of position. The total number of teachers affected by the Superintendent's decision will not exceed ten percent of the total number of teachers released in the RIF.

III. Classroom Teacher RIF Profile Appeals

A teacher may appeal his or her Classroom Teacher RIF Profile by signing the completed Classroom Teacher RIF Profile document and submitting the completed appeal form to Human Resources on or before the deadline established each year by Human Resources. An appeal may be based only on an alleged error regarding a mathematical calculation in a content area and/or regarding the award of points for education/certification credentials and/or professional contributions. A teacher's appeal will be reviewed only if the teacher could be affected by a RIF in the teacher's position or category of position.

The appeal committee will be the Associate Superintendent or designee, the Assistant Superintendent of Human Resources or designee, and the Assistant Superintendent for Curriculum and Instruction or designee. The disposition of appeals will be completed prior to the Superintendent's presentation to the Governing Board of the List of teachers recommended for RIF.

IV. Notification of Teachers

The Assistant Superintendent of Human Resources or designee will send written notification of the possible RIF to all teachers who may be released, based on the number of teachers that may be released and the teacher positions or categories of positions that may be affected. This notification will be sent at least 48 hours prior to the Superintendent's presentation to the Governing Board of the List of teachers recommended for RIF.

V. Governing Board Decision and Notification

The Superintendent will submit the List of teachers that are recommended for release to implement the RIF. If the Governing Board approves the release of teachers to implement a RIF, the affected teachers will be notified in writing promptly.

VI. Counselors/Student Advisors

A profile for counselors/student advisors will be developed for each counselor/student advisor using a Counselor/Student Advisor RIF Profile. In all other respects counselors/student advisors, as certificated teachers, are subject to the RIF procedures set forth in this administrative regulation.

Adopted: January 25, 2011
Revised: March 1, 2012
October 31, 2013
September 9, 2014
July 23, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Resignation of Professional Staff Members
GOVERNING BOARD POLICY	DISTRICT CODE: GCPB

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Resignation

1. A certificated employee must submit a letter of resignation to the Superintendent at least 30 days prior to release.
2. The letter of resignation will be given by the employee to the unit administrator who will forward it, along with a Personnel Action Request Form (PARF), to the Human Resources Department.
3. If the employee has signed a contract, the employee will be released only (a) if the educational program is not negatively affected, and (b) if a suitable replacement can be obtained.
4. An employee who fails to meet the conditions outlined here will be subject to charges of unprofessional conduct and will be subject to penalty provided by law, which may include suspension or revocation of certificate.
5. An administrator must submit a letter of resignation to the Superintendent at least 60 days prior to release.
6. The above listed timelines may be waived at the discretion of the Superintendent.

Exit Feedback Form

Each contract employee who terminates employment will be asked to complete an exit feedback form.

Adopted: February 9, 2006

LEGAL REF.: A.R.S. §15-545

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Retirement of Professional Staff Members
GOVERNING BOARD POLICY	DISTRICT CODE: GCPC

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

1. A certificated employee who wishes to retire shall submit a written notification of retirement to the Superintendent by October 1 for retirement at the end of the first semester, and by March 1 for retirement at the end of the school year.
2. A letter of retirement shall be given by the employee to the unit administrator who shall forward it, along with a signed Personnel Action Request Form, to the Human Resources Department.
3. An administrator shall submit a written notification of retirement to the Superintendent by September 1 for retirement at the end of the first semester, and by March 1 for retirement at the end of the school year.
4. The above listed timelines may be waived at the discretion of the Superintendent.

Adopted: March 11, 2003

LEGAL REF.: § 38-741 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Disciplinary Action: Professional Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GCPD

This policy applies to all certificated personnel, including administrators, as defined in Governing Board Policy GCA – Professional Staff Positions.

I. Definitions Relating to Policy

- A. "Documentation relating to the matter" means any written communication between the employee (or association representative) and the administration relating to the disciplinary matter, including the letter of reprimand and any accompanying documentation, the appeal form as completed and submitted by the employee, the record of the hearing prepared by the Associate Superintendent or designee, the written decision of the Associate Superintendent or designee, and any procedural record that summarizes dates and procedural events. "Documentation relating to the matter" does not mean a transcript of the hearing before the Associate Superintendent or designee unless the Superintendent or Board has specifically requested that the recording be transcribed or the employee has submitted a transcription that has been verified as accurate by the administration. The recording itself is a part of the record; however, the Superintendent and Board are not required to listen to the recording. The Superintendent or Board may listen to the recording or portions thereof at their discretion.
- B. "Unit administrator" means a principal or an administrator who supervises the employee. At any time, an Assistant Superintendent may act in place of the unit administrator.

II. District Disciplinary Actions

- A. This policy has been adopted with the intent of giving the administration the broadest discretion in administering appropriate disciplinary action for employee misconduct.
- B. Any certificated employee who engages in misconduct may be subject to one or more of the following disciplinary actions:
 1. Letter of reprimand
 2. Suspension with pay
 3. Suspension without pay for a period not to exceed 10 school days
 4. Dismissal

In furtherance of the above disciplinary actions, the administration may also require the certificated employee to participate in a counseling program, at district expense, or may reassign the employee, temporarily or permanently, to another position or location, provided that such reassignment does not result in a reduction of salary.

- C. The above list of disciplinary actions does not imply a scheme of progressive discipline. The disciplinary action imposed will be consistent with the nature of the misconduct. Certain single or repeated acts of misconduct may, at the discretion of the administration, warrant immediate recommendation for dismissal.
- D. Not all administrative actions regarding a certificated employee are considered disciplinary action, even though they may respond to alleged or possible violations by the certificated staff member. This policy addresses only discipline and has no application to any of the following:
- The certificated employee evaluation procedure or the resulting evaluations as they pertain to the adequacy of the certificated staff member's classroom performance.
 - Letters or memorandums directed to a certificated employee containing directives or instructions for future conduct.
 - Counseling of a certificated employee concerning expectations of future conduct.
 - Nonrenewal of a contract of a certificated employee employed by the district for less than the major portion of three consecutive school years (noncontinuing certificated staff member).
 - Employee transfers or reassignments that are not made in furtherance of a defined disciplinary action.
- E. The Superintendent or designee has the authority to conduct a background check as part of any district investigation into employee misconduct, provided that the district has satisfied any applicable provisions of the federal Fair Credit Reporting Act.
- F. The Superintendent or designee has the authority to reassign an employee pending an investigation into employee misconduct.

III. Definition and Consequences of Misconduct

- A. "Misconduct" means any act or omission by a certificated employee, whether administrator or non-administrator, which constitutes a breach of the employee's duties or obligations pursuant to employment, employment contract, policies, rules, and regulations of the district, or any act or omission which adversely affects an interest of the district. Misconduct includes, but is not limited to, the following:
1. Dishonesty, falsification, or omission of information on the employment application or other written documents relating to obtaining and maintaining employment, falsification of time records or work records, or untruthfulness during or related to the job which would injure or jeopardize an interest of the district.
 2. Absence from work without authorization; excessive absences from work, and/or tardiness.
 3. Insubordination, disobedience, refusal to accept or to perform assigned duties, failure to perform assigned duties in a timely and expeditious manner. Insubordination includes lack of cooperation in any investigation conducted by the district. The district recognizes the employee's right not to incriminate himself or herself.

4. Misuse, unauthorized use, or abuse of district property or materials; theft; or conversion of any property. This category of misconduct includes use of district equipment or materials for personal use or non-school employment.
5. Misuse of time on duty for personal matters. This category of misconduct includes excessive personal cellphone, email, or computer use.
6. Violation of the protocol or established norms for administration of a test or assessment. This category of misconduct includes falsification or misrepresentation of data from the administration of a test or assessment.
7. Giving a student preferential treatment in return for gratuity, gift, or favor.
8. Violation of the district corporal punishment policy and/or inappropriate use of physical force or contact.
9. Harassment or intimidation of others while on district property or when acting as a member of the school community.
10. Engaging in sexual harassment behavior.
11. Failure to interact with a student, parent, or co-worker in keeping with reasonably expected standards of interaction for educators.
12. Indecent exposure, sexual contact, or other sexual behavior involving any student or a child under age 18.
13. Disrupting or obstructing, by action or inaction, the effective and orderly functioning of the district, or encouraging any such disruption or obstruction.
14. Unlawful use, possession of, or distribution, sale, or manufacture of any narcotic drug (including cocaine), dangerous drug, opiate, marijuana, peyote, vapor-releasing substances containing a toxic substance, or drug paraphernalia as defined in the Arizona Revised Statutes or any controlled substance as defined by state and federal statute or regulation or of any imitations of the above.
15. Possession or consumption of alcohol on the job or on district property.
16. Demonstrating any evidence of or effect from consumption or use of alcohol or illegal drugs whether consumed/used on the job, on district property, or prior to reporting to work.
17. Demonstrating impairment on duty from use of prescription drugs, whether or not prescribed to the employee, if such impairment materially negatively affects the employee's performance of the essential functions of their job, or creates a direct threat to the safety of students, staff, or other individuals with whom the employee comes into contact as part of their duties for the district.
18. Carrying or possessing a weapon, dangerous instrument, or explosive on the job or on district property in violation of Governing Board Policy GBKC.

19. Immoral conduct, if such conduct is likely to affect the fitness or the ability of the employee to perform employment responsibilities.
20. Failure to report to the employee's supervisor within 48 hours any arrest, charge, citation, indictment, information, complaint, conviction, or plea agreement involving (a) a felony, regardless of its nature or seriousness; or (b) a misdemeanor involving drugs or alcohol (including, without limitation, driving while impaired) or moral turpitude (including, without limitation, indecent exposure and any offense that may require an offender to register as a sex offender). A failure to report any such criminal matter constitutes unprofessional conduct and may result in immediate termination of employment.
21. Failure to comply with city, state, or federal law or Governing Board policies and administrative regulations.
22. Failure to adhere to any provision of the district's Statement of Ethical Conduct set out in district policy GCA.
23. Failure to adequately supervise students, when students are directly under the employee's supervision, such that students are placed at risk from the lack of supervision.

IV. Disciplinary Action Procedures

A. Disciplinary Action by Unit Administrator (Non-administrator Employees)

If the unit administrator believes that misconduct may justify disciplining a non-administrator employee, the following procedures will apply:

1. The unit administrator will confer with the Assistant Superintendent and will either (a) follow procedures for notice, investigation, and possible issuance of letter of reprimand set forth below; or (b) refer the matter to the Assistant Superintendent. The unit administrator's disciplinary authority is limited to issuance of a letter of reprimand. A unit administrator may at any time refer a disciplinary matter to the Assistant Superintendent for disciplinary action in addition to a letter of reprimand.
2. Procedures for possible letter of reprimand from the unit administrator:
 - a. The employee will be contacted by the unit administrator to schedule an initial conference. The employee will receive a minimum of 48 hours' notice prior to the initial conference, barring unique or emergency circumstances as determined by the Superintendent or designee. At the time of such contact, the employee will be informed of the alleged misconduct and of the employee's right to present his or her version of the situation at the conference.
 - b. The employee has the right to representation at the initial conference and at any subsequent conference/meeting relating to the alleged misconduct. The administration is not responsible to inform the employee of the right to representation. The unit administrator is not obligated to delay the initial conference to accommodate the schedule of the employee's representative. The unit administrator is encouraged to work with the employee and the organization representative to schedule the initial conference at a mutually agreeable time.

- c. The unit administrator will conduct an initial conference with the individual in order to:
 - (1) Explain the charge(s) and inform the employee of the factual basis of the charge(s) and
 - (2) Hear the response of the employee, who may submit written information before or after the initial conference.

The failure of an employee to appear for the initial conference at the time scheduled will be deemed to be a waiver of the opportunity for an initial conference.

- d. If appropriate, the unit administrator will conduct a further investigation of the situation.
- e. If the initial conference and investigation results in a resolution satisfactory to the unit administrator and the employee, the matter will be considered resolved and no letter of reprimand will be filed.
- f. If the initial conference and investigation results in a determination that a letter of reprimand is the appropriate disciplinary action, the unit administrator will prepare the letter of reprimand which will include:
 - (1) A brief description of the misconduct,
 - (2) An explanation of the corrections that are expected,
 - (3) The prescribed period of time within which the corrections are expected, and
 - (4) An indication of whether the reprimand will be filed at the building or district level. The appropriate Assistant Superintendent will be informed of any letter of reprimand filed at the building level.
- g. At the time the letter of reprimand is presented, the administrator will:
 - (1) Give the employee an opportunity to read and sign the letter of reprimand,
 - (2) Provide the employee with a copy of the letter of reprimand and any other data to be placed in the personnel file as a consequence of the incident, and
 - (3) Inform the employee of the right to appeal to the Associate Superintendent.
- h. The letter of reprimand is final and binding if an appeal is not filed within 10 business days after receipt of the letter of reprimand.
- i. The filing of an appeal will suspend imposition of disciplinary action pending outcome of the appeal.

B. Disciplinary Action by Assistant Superintendent (Non-administrator and Administrator Employees)

If it is determined that the misconduct may justify disciplinary action by an Assistant Superintendent, the following procedures will apply:

1. The employee will be contacted by the Assistant Superintendent to schedule an initial conference. At the time of such contact, the employee will be informed of the alleged misconduct and of the employee's right to present his or her version of the situation at the conference.
2. The employee has the right to representation at the initial conference and at any subsequent conference/meeting relating to the alleged misconduct. The administration is not responsible to inform the employee of the right to representation.
3. The Assistant Superintendent will conduct an initial conference with the individual in order to:
 - a. Explain the charge(s) and inform the employee of the factual basis of the charge(s),
 - b. Hear the response of the employee, who may submit written information before or after the initial conference, and
 - c. Explain the range of disciplinary actions that may be taken by the Assistant Superintendent.
4. The Assistant Superintendent will inform the employee of his or her right not to incriminate himself or herself.
5. If appropriate, the Assistant Superintendent will conduct a further investigation of the situation.
6. If the initial conference and investigation results in a resolution satisfactory to the Assistant Superintendent and the employee, the matter will be considered resolved and no additional action will be taken.
7. If the initial conference and investigation results in the determination that a letter of reprimand is the appropriate disciplinary action, the Assistant Superintendent will prepare a letter of reprimand which will include:
 - a. A brief description of the misconduct,
 - b. An explanation of the corrections that are expected, and
 - c. The prescribed period of time within which the corrections are expected.
8. If the initial conference and investigation results in the determination that a letter of reprimand and suspension with or without pay is the appropriate disciplinary action, the Assistant Superintendent will prepare the letter of reprimand as set forth above and prepare a written notice of suspension with or without pay as follows:

- a. Such notice will set forth the dates of the suspension. With the consent of the employee, the Assistant Superintendent may consider a day or days when the employee was on paid administrative leave pending an investigation of misconduct as a day or days of suspension when determining the dates of suspension. Unless the suspension period is applied retrospectively, the first day of suspension will be no sooner than 10 business days after notification of the suspension.
 - b. Such notice will set forth the expectations of the district relative to the employee's professional responsibilities for the period of suspension.
 - c. Such notice will include information relative to appeal of the suspension.
 - d. The notice of suspension with or without pay will be attached to the letter of reprimand.
9. The Assistant Superintendent will meet with the employee in a response conference to inform the employee of the disciplinary action taken. The Assistant Superintendent will inform the employee of his/her right to decline to answer specific questions that may incriminate himself or herself. At that time, the Assistant Superintendent will:
- a. Give the employee an opportunity to read and sign the letter of reprimand,
 - b. Provide the employee with a copy of the letter of reprimand and any other data to be placed in the personnel file as a consequence of the incident, and
 - c. Inform the employee of the right to appeal to the Associate Superintendent.

Any written notice of suspension with or without pay will be attached to the letter of reprimand.

10. The employee will receive a minimum of 48 hours' notice prior to the initial or response conference, barring unique or emergency circumstances as determined by the Superintendent or designee. The failure of an employee to appear for the initial or response conference at the time scheduled will be deemed to be a waiver of the opportunity for such conference. Notice of an initial or response conference is sufficient if delivered by telephone, cellphone, or email, using the current contact information provided by the employee to the district.
11. The disciplinary action is final and binding if an appeal is not filed within 10 business days after receipt of the letter of reprimand and any notice of suspension with or without pay.
12. If the decision is not appealed, the Board will be given notice of any suspension with or without pay, including the reason therefore, at or before its next regularly scheduled meeting.
13. The filing of an appeal will suspend imposition of disciplinary action pending outcome of the appeal.

C. Dismissal

1. If, after conducting an initial conference and investigation, the Assistant Superintendent, with concurrence of the Superintendent, determines that dismissal is the appropriate disciplinary action, the Assistant Superintendent will meet with the employee in a response conference and advise the employee that the Superintendent will present to the Governing Board a statement of charges requesting the employee's dismissal from his or her employment for cause. The failure of an employee to appear for the initial or response conference at the time scheduled will be deemed to be a waiver of the opportunity for such conference.
2. A proceeding for dismissal of a certificated employee will be conducted in accordance with state law then in effect.
3. All hearings on dismissal of a certificated will be conducted before a hearing officer approved by the Governing Board.
4. Whenever the administration receives information that constitutes reasonable grounds to believe that a certificated employee has engaged in conduct involving minors that would be subject to the child abuse reporting requirements of A.R.S. § 13-3620, the administration will report or cause a report to be made to the Department of Education within 72 hours.
5. Whenever the Superintendent has reasonable grounds to believe that a certificated employee has engaged in immoral conduct that would constitute grounds for dismissal or criminal charges, the Superintendent will report the conduct to the Department of Education.

V. **Appeal of Disciplinary Action (Except Dismissal)**

A. Appeal of Letters of Reprimand and Suspensions With Pay:

1. A certificated staff member or administrator may appeal a letter of reprimand and a suspension with pay by completing the appeal form attached to the letter of reprimand and submitting it to the Associate Superintendent within 10 business days after receipt of the letter of reprimand and any notice of suspension with pay.
2. The Associate Superintendent may designate a hearing officer to consider the appeal. The hearing officer designated by the Associate Superintendent will be a member of the superintendency or a hearing officer approved by the Governing Board.
3. The Associate Superintendent or designee will:
 - a. Schedule the appeal conference no sooner than 5 and no later than 20 business days after the date the appeal is received by the Associate Superintendent.
 - b. Meet with the employee and the unit administrator, or if the employee is an administrator, with the Assistant Superintendent, prior to the conference to establish the issues for the conference and exchange any relevant information.

- c. Allow both the employee and the unit administrator, or if the employee is an administrator, the Assistant Superintendent, to present evidence relevant to the incident in question.
 - d. Conduct the conference in a manner to promote the orderly presentation of information by each side. The Associate Superintendent or designee has the right to reasonably limit the time for presentation by each side. Unless a request is made in advance to the Associate Superintendent or designee and approved, each side will have no more than 15 minutes.
 - e. Make a recording of the appeal conference. A copy of the recording will be available to the employee upon request of the employee; however, the recording will not routinely be transcribed except at the request of and upon payment by the employee for the cost of transcription.
 - f. Within 5 business days after the date of the conference, notify the employee in writing of the decision to affirm, reverse, or modify the disciplinary action.
4. The employee has the right to representation during the appeal process. The administrator is not responsible to inform the employee of this right to representation.
 5. The decision of the Associate Superintendent or designee will be final and binding.
 6. The Board will be given notice that the employee was suspended with or without pay at its next regularly scheduled meeting after the decision of the Associate Superintendent or designee.

B. Appeal of Suspensions Without Pay:

1. A certificated staff member or administrator may appeal a suspension without pay and, if desired, the accompanying letter of reprimand, by completing the appeal form attached to the letter of reprimand and submitting it to the Associate Superintendent within 10 business days after receipt of the letter of reprimand and notice of suspension without pay.
2. The Associate Superintendent may designate an impartial hearing officer to consider the appeal. Any hearing officer designated by the Associate Superintendent will be a member of the superintendency or hearing officer approved by the Governing Board.
3. Prior to the hearing, the Associate Superintendent or designee will:
 - a. Schedule the hearing no sooner than 5 and no later than 20 business days after the date of receipt of the appeal.
 - b. Prior to the hearing, meet with the employee and the administration to establish the issues for the hearing and exchange any relevant information.

- c. At least 5 business days prior to the hearing, give the employee written notice of the date, time, and place of the hearing. The notice will contain a short statement of the allegations against the employee and will reference any policy/regulation/rule allegedly violated.

4. Conduct of the Hearing:

- a. The hearing will be closed to the public unless both parties agree that it be open.
- b. The hearing will be recorded by recording device. A copy of the recording will be available to the employee upon request. However, unless requested by the Superintendent or Board, the recording will be transcribed by the district only at the request of and upon payment by the employee for the cost of transcription.
- c. The hearing will be conducted in an informal manner and technical rules of evidence will not apply.
- d. The employee and the administration have the right to representation during the appeal process.
- e. The employee and the administration may present and cross-examine witnesses and give evidence. Witnesses will testify under oath.
- f. The Associate Superintendent or designee may limit testimony that is irrelevant, cumulative, repetitive, unresponsive, or evasive.

5. Record of the Hearing:

The Associate Superintendent or designee will prepare a record of the hearing, including all testimony as audio-recorded, exhibits, and official correspondence between the parties relating to the hearing. The record of the hearing will not include a transcription of the audio-recording.

6. Decision of Associate Superintendent or Designee:

- a. The Associate Superintendent or designee will, within 5 business days after the hearing, notify the employee and administration in writing of the decision to affirm, reverse, or modify the decision to suspend without pay. The decision will include the findings of fact and conclusions upon which the decision is based. The decision of the Associate Superintendent or designee is not limited by the original decision of the Assistant Superintendent.
- b. The decision of the Associate Superintendent or designee will become final and binding after the employee's receipt of the Associate Superintendent's/designee's decision unless a request for a Superintendent's review is filed no later than 5 business days after such date.

7. If the Associate Superintendent's decision becomes final, the Superintendent will give the Board notice that the employee was suspended without pay, including the reason therefore, on or before its next regularly scheduled meeting.
8. Request for Superintendent's Review:
 - a. The employee or administration may request that the Superintendent review the decision of the Associate Superintendent/designee on one or more of the following grounds:
 - (1) The decision was not supported by the evidence.
 - (2) The decision was contrary to law, policy, or regulation.
 - (3) The disciplinary action was excessive or insufficient.
 - b. Any such request for the Superintendent's review will be in writing and made within 5 business days after receipt of the Associate Superintendent's/designee's decision. The request will set forth the ground(s) for requesting review and include a statement regarding why the employee or administration believes such ground(s) exists.
 - c. The filing of a request for a Superintendent's review will suspend imposition of the suspension without pay, pending the outcome of the review.
 - d. The Superintendent's review will be of the documentation relating to the matter only, including a transcript of the hearing if requested by the Superintendent or if provided by the employee and verified as accurate by the administration. New or additional evidence will be heard at the discretion of the Superintendent.
 - e. Within 10 business days after receipt of the documentation relating to the matter and of any additional evidence requested by the Superintendent, the Superintendent will notify the employee and administration in writing of the decision to affirm, reverse, or modify the decision of the Associate Superintendent/designee.
 - f. The Superintendent's decision will state whether the Associate Superintendent's or designee's findings of fact are adequately supported by the documentation relating to the matter and whether suspension without pay is the appropriate disciplinary action. The Superintendent will affirm the Associate Superintendent's/designee's decision if it is supported by the documentation relating to the matter.
 - g. If the Superintendent reverses or modifies the decision of the Associate Superintendent or designee, the Superintendent will set forth the reasons why the Associate Superintendent's or designee's findings of fact and conclusions are not supported by the documentation relating to the matter and will set forth any new findings of fact made by the Superintendent.
 - h. The decision of the Superintendent will be final and binding unless the employee requests review by the Board within 5 business days after receipt of the Superintendent's decision and such review is subsequently granted by the Board.

9. The Board will be given notice of any suspension without pay at its next regularly scheduled meeting after the decision of the Superintendent.
10. Request for Board Review:
 - a. Within 5 business days after receipt of the Superintendent's decision, the employee or administration may request Board review of the Superintendent's decision by setting forth in writing the part of the Superintendent's decision with which the employee or administration disagrees and the reasons the employee or administration believes the decision is incorrect.
 - b. The filing of a request for Board review will suspend imposition of the suspension without pay, pending either the outcome of any review or the passage of 10 business days without the matter being placed on the Board's agenda.
 - c. The request for review will be filed with the Board secretary. The Board secretary will distribute the request to individual members of the Board.
 - d. The matter will be reviewed by the Board if, within 10 business days after the request is filed with the Board secretary, any Board member places the matter on the agenda of the next regularly scheduled meeting of the Board.
 - e. Procedure for Board Review:
 - (1) The matter will be held in executive session pursuant to A.R.S. § 38-431.03(A)(1) unless the employee requests that the matter be heard in open meeting.
 - (2) The Board will discuss the matter after each Board member has examined the documentation relating to the matter, including the written request for review. Oral arguments will be heard at the Board's discretion.
 - (3) The Board will vote to affirm, reverse, or modify the Superintendent's decision at the open meeting.

VI. Misconduct by Assistant or Associate Superintendent

In the event the misconduct is that of an Assistant or Associate Superintendent, disciplinary action procedures will be the same as those outlined above except that the matter will initially be handled by the Superintendent or designee with any appeal to the Board.

VII. Reassignment/Administrative Leave

- A. Pending possible disciplinary action or an investigation into allegations of misconduct, the employee may be reassigned by the Superintendent pursuant to Governing Board Policy GCI – Professional Staff Assignments and Transfers.

- B. Pursuant to A.R.S. § 15-540, upon presentation of a written statement of charges to the Board, the employee may be placed on administrative leave of absence by the Board and given notice of the administrative leave of absence. Such administrative leave of absence may be effective until the matter is resolved at the discretion of the Board.
- C. Pursuant to A.R.S. § 15-549, if the employee is charged with a criminal offense which would be considered willful misconduct and cause for dismissal, the Board may immediately place the employee on compulsory leave of absence for a period of time extending for not more than 10 days after the date of the entry of the judgment in the proceedings or until dismissal is effective.
- D. Any employee placed on administrative or compulsory leave of absence will be paid regular salary during the period of such leave.

VIII. Protecting the Identity of Students and Minors

- A. Pursuant to A.R.S. § 15-551, the name of any student involved in a hearing regarding dismissal or discipline of an employee will be confidential and will not be disclosed without the consent of the parent/guardian or emancipated student, or by court order.
- B. If the testimony of a student is required, the testimony will be taken in executive session. During any public portions of the hearing, the student will be referred to by a fictitious name.
- C. Any person who participates in a hearing before the Board regarding dismissal or discipline of an employee will keep confidential the name of any student involved in the hearing. Employees who violate this policy will be subject to disciplinary action.
- D. The above provisions protecting the identity of students will apply to any minor involved in a hearing regarding discipline or dismissal of an employee.

Adopted: February 26, 1980

Revised: February 14, 1984
August 28, 1990
September 22, 1992
February 13, 1996
February 10, 1998
November 24, 1998
August 10, 1999
May 8, 2001
December 7, 2004
September 11, 2012

GCPD - Cont'd.

LEGAL REF.: A.R.S. § 13-604.01
15-341(A) (23)(24)
15-501
15-514
15-538.01
15-539
15-540
15-541
15-542
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CROSS REF.: GBCB – Staff Conduct
GBG – District and Staff Participation in Political Activities
GBCX – Workplace Harassment – Employees
GBH – Staff-Student Relations
GBKB – Drugs and Alcohol
GBKC – Dangerous Instruments and Deadly Weapons – Staff
GCA – Professional Staff Positions
GCI – Professional Staff Assignments and Transfers
JFD – Student Harassment and Bullying
JGA – Student Behavior Management and Intervention
KGB – Public Conduct on School District Property

FORMS: GCPD-F(1) – Employee Letter of Reprimand – Professional Staff
GCPD-F(2) – Appeal of Letter of Reprimand – Professional Staff

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Nonschool Employment by Professional Staff Members
GOVERNING BOARD POLICY	DISTRICT CODE: GCQA

NONSCHOOL EMPLOYMENT BY PROFESSIONAL STAFF MEMBERS

A regular, full-time employee shall give his position in the district precedence over any type of outside work. Employees are free to carry on individual work projects as long as no district facilities or equipment are used and the outside work does not interfere with the employees' performance of district-assigned duties.

The outside work done by a staff member is of concern to the Governing Board insofar as it may:

- prevent the employee from performing his responsibilities in an effective manner.
- be prejudicial to his effectiveness in the position or compromise the district.
- raise a question of conflict of interest. Included, but not limited to the following example, would be where the employee's position in the district gives him access to information or other advantage useful to the outside employer.

Therefore, an employee may not perform any duties related to an outside job during his regular working hours or during the additional time that he needs to fulfill the responsibilities of his position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Adopted: February 26, 1980

Revised: June 25, 1991

LEGAL REF.: A.R.S. § 15-321 (C)
15-341 (A) (1)

CROSS REF.: EDB – Control of Materials & Equipment
KG – Community Use of School Facilities

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Tutoring For Pay
GOVERNING BOARD POLICY	DISTRICT CODE: GCQAB

TUTORING FOR PAY

The Superintendent shall establish tutoring for pay regulations.

Adopted: February 26, 1980

Revised: September 25, 1990

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Tutoring For Pay
ADMINISTRATIVE REGULATION	DISTRICT CODE: GCQAB-R

TUTORING MESA STUDENTS BY MESA EMPLOYEES FOR PAY

When parents or guardians of Mesa school students believe private tutoring, private instruction, private therapy, or private treatment at a monetary cost to themselves or students is necessary, Mesa educators may provide these services under the following conditions:

- Tutoring requests must be initiated by parents or guardians.
- Educators may not privately tutor, privately instruct, provide private therapy, or administer private treatment to students enrolled in their classes or under their supervision during the regular school year unless parents or guardians believe no satisfactory alternatives exist. Educators must inform their building unit administrators about situations of this nature.
- Educators may not privately tutor, privately instruct, provide private therapy, administer private treatment on district premises or in district facilities unless a Use of Facilities Document to do so has been approved by the Governing Board.

Approved: February 26, 1980

Revised: September 25, 1990

James K. Zaharis
 Superintendent

CROSS REF.: [KJ-R – Advertising in the Schools](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Exchange Teaching
GOVERNING BOARD POLICY	DISTRICT CODE: GCQC

EXCHANGE TEACHING

The Superintendent may approve participation of a "continuing" teacher in an exchange teaching program subject to the following conditions:

1. Exchange shall be limited to authorized teaching exchange programs approved by the Superintendent.
2. The Superintendent shall have authority to limit the number of teachers exchanged annually.
3. Duration of exchange teaching shall not exceed one (1) school year.
4. Mesa Unified School District (MUSD) shall pay the salary of the MUSD exchange teacher unless another situation is approved by the Superintendent.
5. MUSD shall make all regular deductions required by law for retirement from the salary of the MUSD exchange teacher.
6. No loss of continuing teacher status nor compensation plan placement shall occur during leave.
7. The visiting exchange teacher has been issued proper certification.
8. The salary of the visiting exchange teacher shall be paid by the visiting exchange teacher's home district.
9. MUSD has no responsibility for any financial obligation incurred by either the MUSD exchange teacher or the visiting exchange teacher in connection with the exchange.
10. Both the MUSD exchange teacher and the visiting exchange teacher are subject to MUSD disciplinary action for misconduct in connection with the exchange.
11. MUSD has no duty to place and/or pay the salary of any MUSD exchange teacher who does not complete the entire term of the exchange teaching program. The occurrence of this circumstance does not alter the teacher's right to receive a contract for the following year.

Adopted: February 26, 1980

Revised: March 12, 1991
August 8, 1995

Cross Ref.: [GBBD-R\(5\) - Professional Leave](#)

GCQC – Cont'd

LEGAL REF.: A.R.S. § 15-131
15-132
15-133
15-134
15-135

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Positions
GOVERNING BOARD POLICY	DISTRICT CODE: GDA

SUPPORT STAFF POSITIONS

Support Staff positions are those positions for which no certificate is required, other than bus driver certification. "Support staff" are also known as classified personnel.

Support staff positions include contract positions and part-time, non-contract positions.

The Governing Board will create contract support staff positions by annually approving the Table of Organization presented by the Superintendent. Hiring requires official action by the Board for contract positions. However, the Board recognizes that, in order to provide continuity of district programs and functions, the Superintendent may hire contract personnel provisionally in advance of official action and confirmation by the Board. The Governing Board authorizes the Assistant Superintendent for Human Resources to hire, without Board approval, individuals for part-time support staff positions not included on the Table of Organization.

Job Descriptions

The Superintendent will direct that job descriptions be developed and maintained for all support staff positions approved by the Governing Board. Job descriptions will include the jobholder qualifications and performance responsibilities.

Statement of Ethical Conduct

Support staff personnel will adhere to the following Statement of Ethical Conduct.

Each employee will:

1. Make the well-being of students the fundamental value in all decision-making and actions.
2. Make reasonable effort to protect students from conditions disruptive to learning or harmful to health and safety.
3. Develop and maintain fair, courteous and proper relationships with students, parents, staff and community members.
4. Perform employment responsibilities in a manner that meets or exceeds district standards as set forth on the applicable evaluation instrument.
5. Fulfill employment responsibilities with honesty and integrity.
6. Respect and support the principles of due process and equal opportunity for all individuals.

GDA – Cont'd.

7. Maintain the proper certification, as appropriate for the position.
8. Continue professional growth/development.
9. Keep in confidence information obtained in the course of employment, unless disclosure is needed to further employment responsibilities or is required by law.
10. Use appropriate means when complaining about the conduct of staff or challenging policies and regulations.
11. When serving in an employment capacity, refrain from using district contacts and privileges for personal or partisan gain.
12. Implement the policies of the Governing Board and the accompanying administrative regulations.
13. Obey local, state and federal laws.
14. Take and subscribe the oath of office prescribed by state law.

Any support staff employee who fails to adhere to any provision of the Statement of Ethical Conduct is subject to disciplinary action, including dismissal.

Adopted: March 11, 2003

LEGAL REF.: A.R.S. § 15-502

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contract Support Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GDB

CONTRACT SUPPORT STAFF

Support staff who are employed pursuant to written contract for 30 hours or more per week will be designated as “contract support staff.”

Contract support staff will be hired on an annual contract basis.

Contract support staff have no reasonable expectation of continued employment beyond the period of employment set forth in the contract. Any oral or written representation to the contrary cannot be relied upon by any prospective or current employee.

The names of contract support staff recommended for reemployment will be presented to the Governing Board for approval at a regularly-scheduled meeting. The names of contract support staff who are on for-cause probation at the time of this meeting will not be included in the recommendation.

It is within the sole discretion of the Governing Board to offer a contract of employment to an individual. No employee has any authority to make any representation or agreement regarding employment.

An individual who has been offered a contract of employment by the Governing Board will indicate acceptance by signing and returning the contract within 15 business days from the date of issuance.

Any individual who does not receive an offer of employment for the ensuing contract year is not entitled to any type of due process hearing to challenge the decision not to offer a contract.

Adopted: March 12, 1991
 Revised: June 27, 1995
 November 10, 1998
 July 9, 2001
 March 11, 2003
 May 10, 2011

LEGAL REF.: A.R.S. §15-502 (A)

CROSS REF.: [GDN-R – Evaluation of Support Staff](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Compensation Plan
GOVERNING BOARD POLICY	DISTRICT CODE: GDBA

SUPPORT STAFF COMPENSATION PLAN

Support staff will be compensated according to a Compensation Plan developed by the Superintendent and approved by the Governing Board. The Compensation Plan will be designed to meet the following benchmarks:

1. The Plan will be financially responsible, sustainable and affordable, competitive for the purpose of employee recruitment and retention, and flexible in the distribution of funds available for compensation.
2. The Plan will reward unprecedented employee performance, encourage continued education and professional growth of employees, and avoid false assumptions created by salary projections.

The Compensation Plan will be implemented according to Hiring Guidelines and Placement Worksheets for support staff that will be developed by the Superintendent and approved annually by the Board. The Hiring Guidelines and Placement Worksheets will provide sufficient information to enable employees to understand how their salaries were determined for the applicable school year.

Hiring Guidelines and Placement Worksheets will be developed for each of the following employee groups:

- Hourly classified support staff
- Classified supervisors

The Superintendent is authorized and directed to adopt an administrative regulation with exhibits, as necessary and appropriate, to define the Compensation Plan, Hiring Guidelines, and Placement Worksheets prescribed by this policy.

Adopted: February 26, 1980

Revised: September 11, 1990
June 27, 1995
February 11, 2014

LEGAL REF.: A.R.S. § 15-502

CROSS REF.: GDA – Support Staff Positions
GDB – Contract Support Staff

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Compensation Plan
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDBA-R

SUPPORT STAFF COMPENSATION PLAN

The Support Staff Compensation Plan will be used to determine the salaries of support staff employees.

The annual salary of a support staff employee will be the sum of the following compensation elements approved annually by the Governing Board for the employee's work group:

- Base salary or hourly rate
- Experience and/or education factors
- Additional factors, if any, for the employee's work group or position

Compensation elements, and the amounts allocated to them for the previous school year, are subject to amendment by the Governing Board for the following year.

The support staff employee's contractually assigned position will determine his or her placement in one of the following support staff work groups:

- Classified Hourly
- Classified Supervisor
- Classified Director

The Hiring Guidelines and the Annual Placement Guidelines adopted by the Governing Board as part of the budget development process for the next school year will be used to calculate the salary of a new hire employee and a returning employee, respectively, for the next school year. For the purpose of this regulation:

- "New hire employee" means an employee who will start employment in a support staff position and was not employed by the district in the same support staff work group for the previous year or any employee who voluntarily resigns from a position anytime during their work term. A new hire employee will become a returning employee if the employee is rehired for a position in the same work group for the following school year and completed the work term for that position.
- "Returning employee" means a support staff employee who was employed by the district in the same work group in the previous fiscal year, completed the work term for that position, and returned to a position in the same work group within 15 school days of the first day of the school year.

Base salary and other factors for exempt employees under the Fair Labor Standards Act will be prorated if the employee's contract is less than 1.0 full-time equivalent (FTE) or specifies a term of fewer days than the full contract period for his or her work group.

Hiring Guidelines for New Hire Employees

Base Salary or Hourly Rate Calculation

A new hire employee will receive a base salary or an hourly rate for the position, based on the Hiring Guidelines and the position range.

Experience Compensation Calculation

The district will use the following guidelines to calculate a new hire employee's experience compensation:

1. Verified work experience in the same or a like position within the past 10 years may be granted for additional compensation. Each year of verified like experience, excluding the minimum experience requirement for the position, up to a maximum of 5 years, will be compensated at the amount approved by the Governing Board for the Hiring Guidelines.
2. If a new hire employee is granted experience compensation that subsequent verification reveals to be incorrect or unsupported, the employee's contract and salary will be revised retroactively to the date of the contract.

Education Compensation Calculation

The district will use the following guidelines to calculate a new hire employee's education compensation:

1. A verified AA or higher degree, other than a degree required for the employee's current position, will be compensated at the amount approved by the Governing Board for the Hiring Guidelines.
2. Other verified professional training and certifications that are directly related to the current position held or are otherwise of clear benefit to the district also may be considered for compensation.

Additional Compensation

Additional compensation may be given for competitive job market value, unique skills and experiences, and district- or school-specific needs.

Annual Placement Guidelines for Returning Employees

Base Salary or Hourly Rate Calculation

1. A new base salary or hourly rate of a returning employee will be calculated each school year. The new base salary or hourly rate will be calculated using the employee's previous year's base salary or hourly rate, and any across-the-board adjustment and education compensation earned.
2. An across-the-board adjustment may be made to the base salary or hourly rate of returning employees at the discretion of the Governing Board.
3. If a returning employee transfers to a new position with a higher pay range, the new rate will be the greater of: (a) 110 percent of the employee's pre-transfer base salary or hourly rate or (b) the base salary or hourly rate for the range of the new position.

4. If a returning employee transfers to a new position with a lower range, his or her base salary or hourly rate will be the greater of: (a) the base salary or hourly rate of the new position or (b) a percentage that is proportionate to the employee's pre-transfer rate as compared to the base rate of the pre-transfer position.

For example, if the employee's pre-transfer pay rate was 15% of the range minimum for the previous position, then the employee's pay rate will be adjusted so that it is 15% above the range minimum for the new position.

5. If a returning employee's position is reclassified by the Governing Board, his or her base salary or hourly rate will be the greater of (a) 110 percent of the employee's base salary or hourly rate before reclassification or (b) the base salary or hourly rate of the position after reclassification.
6. Shift differential amounts approved by the Governing Board will be added to the regular hourly rate of full-time, contract employees if 51 percent or more of the employees' hours are worked during the second shift (2 p.m. to midnight) or the third shift (11 p.m. to 7 a.m.). Substitute, part-time, or temporary employees do not qualify for a shift differential.

Professional Development and Education Compensation Calculation

The district will use the following guidelines to calculate a returning employee's professional development and education compensation:

1. Pre-approved professional development workshops, conferences, courses, and classes that are directly related to the employee's current position or are otherwise of clear benefit to the district are eligible for professional development credit.
2. Professional development credits may be submitted only in blocks of 15 credits. An employee will qualify for one education compensation increase for every 15 professional development credits. Accumulated credits completed by May 31 and submitted to Human Resources by June 15 of each year will be considered for compensation effective July 1 of the next fiscal year.
3. An education compensation increase will be calculated at the amount or rate approved by the Governing Board for the Annual Placement Guidelines.
4. A total of four education compensation increases may be earned during a support staff employee's employment with the district. The increases will occur when the employee earns 15, 30, 45, and 60 credits. Only one education compensation increase will be permitted each fiscal year.
5. Employees who earn an AA degree or higher degree will be compensated at the amount or rate approved by the Governing Board for the Annual Placement Guidelines. Degrees earned between June 1 and May 31 of each year will be considered and calculated for compensation for the next fiscal year. Official transcripts for degrees completed must be submitted no later than June 15 of that year.

GDBA-R (Cont'd.)

The following rules will govern eligibility for and calculation of professional development credits:

- Coursework offered at any college, university, or other accredited educational institution may be taken for credit. University and college coursework will be credited at the rate of one professional development credit for one course credit.
- All other workshops, conferences, and coursework will be credited at the rate of one-half professional development credit for 16 seat hours.
- District approved professional development coursework may be taken for credit and do not require pre-approval.
- Programs conducted during the employee's workday or at any other time when the employee is compensated by the district for his or her participation are not be eligible for credit.
- Trade school courses must be for a skill area above the entry-level skill required for the employee's current position to be eligible for credit.

Additional Factors

The Governing Board may adopt additional compensation factors, such as performance evaluation ratings.

Guidelines for Retired ASRS Members

1. The base hourly rate for a new hire employee who is an active Arizona State Retirement System retiree (Retiree) returning to work in the same hourly support staff position with the district will be 83 percent of his or her most recent pre-retirement rate. If the new hire employee will serve in a different position, his or her base hourly rate will be 83 percent of the base hourly rate specified in the Hiring Guidelines. This hourly rate will be further adjusted if hourly rates decreased following an employee's retirement from the district.
2. The base salary for a new hire employee who is an active Retiree returning to work in a classified supervisor position with the district will be 83 percent of his or her most recent pre-retirement rate for the same position, less a percentage equal to the current Alternative Contribution Rate. If the new hire employee will serve in a different classified supervisor position, his or her base salary will be 83 percent of the base salary in the Hiring Guidelines. This base salary will be further adjusted if salaries decreased following an employee's retirement from the district.
3. The base salary or hourly rate for a Retiree who is hired following pre-retirement employment with another Arizona State Retirement System employer will receive 83 percent of the base salary or hourly rate specified in the Hiring Guidelines. In addition, the base salary for exempt status employees will be less a percentage equal to the current Alternative Contribution Rate.
4. The base salary or hourly rate for a returning employee who is an active Retiree will be his or her previous year's base salary or hourly rate, if returning to the same position.

GDBA-R (Cont'd.)

5. A returning employee who is a Retiree may receive across-the-board compensation adjustments approved by the Governing Board. The Retiree will not receive additional compensation for professional development or education.
6. Retirees hired in contract positions will receive the number of workdays plus holidays specific to the position being filled.
7. Retirees hired in contract positions will be granted leave days consistent with district employees in similar positions and in accordance with the hours per day for the position. Leave days are not cumulative and not reimbursable.

Adopted: October 19, 2005

Revised: May 7, 2009
July 13, 2010
June 5, 2014
May 6, 2015
March 30, 2016
July 27, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contract Support Staff Benefits Program
GOVERNING BOARD POLICY	DISTRICT CODE: GDBC

Contract Support Staff Benefits Program

The health and welfare plans and life and accidental death and dismemberment (AD&D) insurances for support staff shall be granted in accordance with state and federal laws and as approved by the Governing Board.

For the purpose of determining any benefit based upon number of consecutive years of employment, the district shall consider as a consecutive year any year when an employee employed the previous school year is rehired within fifteen (15) work days after the first day of a new school year.

Adopted: February 26, 1980

Revised: June 27, 1995
October 8, 1996

LEGAL REF.: A.R.S. §15-502 (A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contract Support Staff Benefits Program
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDBC-R

CONTRACT SUPPORT STAFF BENEFITS PROGRAM

Employee Coverage

The health and welfare plans and life and accidental death and dismemberment (AD&D) insurances provided by the district will be granted to support staff employed under contract for nine (9) or more months of the year, including Food and Nutrition elementary school managers and "grandfathered" bus drivers.

Non-contract personnel employed on a daily part-time basis for nine (9) months or more of the year, will receive only benefits required by law (OASI, State Retirement, and Workers' Compensation) upon initial employment. They are not eligible for district-provided health and welfare plans and life and AD&D insurances. (High school students employed by the district are eligible only for Workers' Compensation.)

Support staff are covered for health and welfare plans and life and accidental death and dismemberment (AD&D) insurances in accordance with the following:

1. The district will pay for a portion of the cost of health and welfare plans and insurances for eligible employees, as determined by the Governing Board annually. Employees will pay for the cost of benefit plans that cover any dependent member of their families unless the dependent is also an eligible employee of the district.
2. Support staff new to the district will become eligible for the district-paid health and welfare plans and life and AD&D insurances the first day of the month coinciding with or immediately following the completion of 31 days of active employment. Those employees hired in the summer prior to the first day of school will be eligible for coverage effective October 1 of that year.
3. Those employees hired after October 1, will become eligible for such coverage on the first day of the month coinciding with or immediately following the completion of 31 days of active employment.
4. Employees not on a 12-month contract who are hired after April 1 in a contract position, will become eligible for the district-provided health and welfare plans and insurances effective October 1 of that year.
5. An employee who signs a renewal contract and fails to work at least 30 days in the following school year term will be liable to reimburse the district for the cost of district-provided benefits from the month they last worked until coverage ceases.
6. Upon termination of employment at any time during the year, such coverage of the employee will cease at the end of the month in which the termination is effective. Employees will be reimbursed for premiums deducted in advance.

Dependent Coverage

Dependent coverage for support staff will be available as follows:

1. Support staff eligible for health and welfare plans and life and AD&D insurances who desire such coverage for dependents will have deductions made from their salary upon election of such coverage. Deductions for such dependent coverage will be made during the period extending from October through May based on the coverage effective date. Deductions during this period will cover the period of eligibility, including the summer months. Employees hired after October 1 will have such dependent insurance cost deducted from their salary on a prorated basis, the payment being such to cover the remainder of the year to the following October 1.
2. Those employees hired in the summer prior to the first day of school and electing dependent will be eligible for coverage effective October 1 of that year.

Adopted: February 26, 1980

Revised: September 16, 1993
September 12, 1995
February 9, 1996
October 8, 1996
April 16, 1998
October 1, 2001
July 17, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Holidays and Vacations
GOVERNING BOARD POLICY	DISTRICT CODE: GDBE

SUPPORT STAFF HOLIDAYS AND VACATIONS

Holidays

Holidays for classified employees will be designated each year on the appropriate calendar.

Vacations

Vacation for classified employees will be designated in the appropriate Working Conditions and Benefits document.

Adopted: March 11, 2003

LEGAL REF.: A.R.S. § 15-801

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Holidays and Vacations
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDBE-R

SUPPORT STAFF HOLIDAYS AND VACATIONS

Holidays

Twelve-month contract employees will be paid for the following holidays:

- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving (2 days)
- Semester Break (7 days)
- Martin Luther King Jr./Civil Rights Day
- Presidents Day
- Spring Break (2 days)
- Spring Holiday
- Memorial Day

Short-term contract employees (those with contracts less than 12 months in length) will be paid for the following holidays that occur during their work term:

- Labor Day
- Thursday and Friday of Fall Break (2 days)
- Veterans Day
- Thanksgiving (2 days)
- Semester Break (9 or 10 days, depending on position)
- Martin Luther King Jr./Civil Rights Day
- Presidents Day
- Wednesday, Thursday, and Friday of Spring Break (3 days)
- Spring Holiday
- Memorial Day (if contract ends after Memorial Day)

All part-time personnel (less than 30 hours per week), excluding substitutes and temporary employees working a minimum of eight months, will be paid for nine holidays beginning with the sixth year of continuous employment. This includes 12-month part-time employees. The nine holidays are as follows:

- Veterans Day
- Thanksgiving (2 days)
- Semester Break (2 days)
- Presidents Day
- Spring Break (2 days)
- Spring Holiday

Beginning with the ninth year of continuous employment, two additional holidays will be granted and will be taken at semester break.

Beginning with the fourteenth year of continuous employment, two additional holidays will be granted. One will be on Labor Day, and one will be on Martin Luther King Jr./Civil Rights Day.

The number of hours eligible Food and Nutrition employees and Transportation employees are paid for holidays will be based on the average number of hours worked per day as designated in the appropriate Working Conditions and Benefits document.

Employees who are off contract immediately prior to or following a scheduled holiday will not be paid for that holiday. Employees who are on an unpaid leave of absence will not be paid for any holidays occurring during that leave. Employees will only be paid for holidays occurring during their normal work term. Employees will not be paid for holidays occurring during work extensions.

In the event of an emergency, a substitute holiday may be declared by the Governing Board.

Vacations

Twelve -Month Contract Non-exempt Employees

Twelve-month contract employees will accrue vacation leave as follows:

- 1-5 years continuous contract service = 1 day per contractual month
- 6-10 years continuous contract service = 1¼ days per contractual month
- 11-15 years continuous contract service = 1½ days per contractual month
- 16 or more years continuous contract service = 1¾ days per contractual month

Personnel who have been employed on a non-contract status will not be credited with service as mentioned above.

Twelve-month employees may accrue vacation days up to the following maximums:

- 1-5 years continuous contract service = 36 days
- 6-10 years continuous contract service = 39 days
- 11-15 years continuous contract service = 42 days
- 16 or more years continuous contract service = 45 days

Days over the indicated number of maximum days will be converted to sick leave. Employees may make written appeal to the Superintendent to accrue more than the designated maximum amount.

Full-time employees receiving retirement benefits from the Arizona State Retirement System will not accrue vacation.

If an employee changes from a 12-month position to a short-term position (less than 12 months), the employee will be reimbursed for accrued vacation at the time of the contract term change. Future accrual of vacation days will occur as if the person had always held a short-term contract.

Employees with accumulated vacation who leave the district for any reason will be fully compensated for accrued vacation days not to exceed 36 days.

Short-Term Contract Employees

Any new short-term contract employee hired after July 1, 1995, will not receive vacation leave.

Less than 12-month contract personnel who have not used their accrued vacation by December 31 of the following year will automatically have those days converted to their sick leave account.

Classified employees who are paid at an hourly rate and who are eligible for vacation days and holidays will receive payment for these on the next available payroll, not to exceed 20 working days, providing the correct documentation has been submitted to Payroll prior to the payroll cut-off date. Such documentation will include absence reports and payroll time sheets.

Effective with the 1995-96 school year, in lieu of receiving 5% vacation differential, contract bus drivers will be paid for the same holidays as outlined for teachers in the school calendar. Additional vacation differential pay may be applied as defined in the Working Conditions and Benefits document for classified employees.

Classified Supervisors

Vacation for 12-month supervisors may be accrued to a maximum of 55 days. No supervisor will be permitted to take more than 55 days of vacation in one fiscal year.

Vacation may be used in whole- or half-day increments only and will be charged as noted below:

Period of Absence	Amount Charged
0 - 2 ½ hours	0 days of vacation
More than 2 ½ but less than 6 hours	½ day of vacation
6 or more hours	1 day of vacation

Periods of absence noted above may vary for classified supervisors on an alternative work schedule.

Classified Administrators

Vacation for administrators may be accrued to a maximum of 55 days. No administrator will be permitted to take more than 55 days of vacation in one fiscal year.

Requests for vacation days must be submitted through the Human Resources Department to an appropriate area assistant superintendent at least five days prior to the requested day. An absence report will be submitted immediately after each period of absence.

Vacation may be used in whole- or half-day increments only and will be charged as noted below:

Period of Absence	Amount Charged
0 - 2 ½ hours	0 days of vacation
More than 2 ½ but less than 6 hours	½ day of vacation
6 or more hours	1 day of vacation

Periods of absence noted above may vary for classified administrators on an alternative work schedule.

An administrator not completing the full term of his/her contract will receive 1.8 days of vacation for each full month of service. An administrator not completing the full term of his/her contract will reimburse the district for any excess days of vacation for which compensation was received.

In the case of the death of an employee, unused vacation time will be compensated for by the district. No compensation will be made for more than the actual vacation earned.

Prior to June 15 of each year, administrators will submit for approval a tentative vacation schedule through the Human Resources Department to the appropriate assistant superintendent. Any deviation in the proposed schedule must be approved, in writing, by the Superintendent.

All administrators will be at their appropriate work site except for those designated as vacation, holidays, sick leave or other approved leave. An absence report will be submitted on the district Absence Report Statement immediately after each period of absence.

General Provisions

Vacations may be taken at a reasonable time with prior approval of the employee's immediate supervisor.

If an employee's request to take vacation is denied, he/she may file a written appeal to the Assistant Superintendent of Human Resources for reconsideration. This appeal must be received by the Assistant Superintendent of Human Resources at least five working days prior to the starting vacation date requested.

Accrued vacation time may not be used during contract work extensions.

Employees with accumulated vacation who leave the district for any reason will be fully compensated for accrued vacation days not to exceed 36 days.

Adopted: February 26, 1980
Revised: October 24, 1989
January 25, 1994
July 19, 1995
September 19, 1996
November 10, 1998
May 3, 2006
August 1, 2013
April 13, 2016
July 27, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contract Support Staff: Recruitment
GOVERNING BOARD POLICY	DISTRICT CODE: GDC

RECRUITMENT OF CONTRACT SUPPORT STAFF

It shall be the policy of the district to employ the best qualified personnel. This will be accomplished by giving careful consideration to applicant qualifications and by providing a competitive compensation plan within the financial capabilities of the district.

The superintendent shall develop a procedure for recruitment and selection of contract support staff.

The superintendent shall recommend to the Governing Board all contract support staff selected through the recruitment process.

Adopted: February 26, 1980

Revised: October 24, 1989
June 27, 1995

LEGAL REF.: A.R.S. § 15-502 (A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contract Support Staff: Recruitment
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDC-R

PERSONNEL SELECTION PROCEDURE

Advertisement

With the exception of entry level positions, the district will advertise available positions for a minimum of five days.

Application

In order to be considered for employment as support staff, a candidate must have the following on file in the Human Resources Department:

- Application
- Qualification sheet, if required for the position
- Consent to conduct background investigation
- Authorization to procure consumer report
- Skill and aptitude test, if required for the position
- Consent for Information on Alcohol & Controlled Substances Testing, if required for the position

Screening

The Human Resources Department will make applications of qualified applicants available to the unit administrator. The unit administrator will review the applications of all qualified applicants to determine the finalists for the position.

Interview

The unit administrator will interview the finalists for the position.

Selection

The unit administrator will select an applicant to be recommended for employment. Selection of an applicant for the position will be based upon:

- Interview results and qualifications
- Education
- Experience
- Previous employment history
- Ability to perform the essential functions of the job
- Results of such ability and skill tests as may be necessary

Adopted: February 9, 2006

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Hiring
GOVERNING BOARD POLICY	DISTRICT CODE: GDD

SUPPORT STAFF HIRING

I. Hiring Requirements

- A. The district shall make hiring decisions on the basis of qualification.
- B. Prior to any offer of employment, for the purpose of employee/applicant evaluation, the district shall conduct an appropriate background investigation consisting of communication with an applicant's former employer concerning the applicant's education, training experience, qualifications and job performance. The Superintendent shall adopt procedures for conducting such background investigations.
- C. Hiring of support staff is contingent on satisfactory results of the fingerprint check required by state law.
- D. Hiring of bus drivers is also contingent upon satisfactory results of a background check into driving record and possession of proper license and certification.
- E. The hiring of any applicant for a position covered by the federal Omnibus Act is further contingent upon the district's obtaining from previous employer(s) confirmation that the individual had no alcohol test with a concentration result of 0.04 or greater, no positive controlled substances test result, or no refusal to be tested within the preceding two years.
- F. Hiring of any employee for a position subject to pre-employment drug/alcohol testing pursuant to Governing Board policy GBKB and its accompanying administrative regulations, is contingent upon test results being negative.
- G. Until the Board has taken action approving the hiring of any applicant for a contract position, no district administrator or supervisor has authority to make any representation or agreement regarding employment.

II. Probationary Period

Each newly-hired contract employee shall serve a six-month probationary period.

Newly-hired contract employees are (i) employees serving under their first contract with the district; or (ii) employees who are serving under a subsequent contract with the district but who have, immediately prior to that contract, left the district's employment for any period of time, except that employees who are rehired within the first fifteen (15) days of a new school year due to district financial considerations are not newly-hired contract employees.

Adopted: August 8, 1995
Revised: February 13, 1996
November 10, 1998

GDD – Cont'd.

Legal Ref.: A.R.S. § 15-502
38-481

Cross Ref.: GBA – Equal Opportunity Employment
GBCA – Staff Conflict of Interest
GBKB – Drugs and Alcohol
GDI – Support Staff Assignments and Transfers

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Hiring
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDD-R(1)

SUPPORT STAFF HIRING

1. Recommendation for Employment

After the unit administrator has selected an applicant to be recommended for employment, the unit administrator will forward the applicant's interview forms and a Personnel Action Request Form (PARF) to the Human Resources Department with the name of the individual recommended for employment. The Superintendent/designee will submit the request for hiring to the Board for final approval. Applicants for contract positions not recommended for employment will be notified in writing by the Human Resources Department.

2. Background Investigation

a. Procedures

- (1) Background investigations will be conducted by persons designated by the Assistant Superintendent of Human Resources as authorized to do so.
- (2) The background investigator will contact the applicant's former employer and provide the following information:
 - (a) Name of the investigator and the identifying information of the district.
 - (b) Name of the former employee and the period of employment as indicated by the individual whose background is being investigated.
- (3) The background investigator will:
 - (a) Ask questions as specified on and complete the district's Employer Reference form. See GDD-R(1)-F(1).
 - (b) Forward the completed Employer Reference form for review as appropriate.
 - (c) Place the Employer Reference form in the applicant's personnel file.
- (4) The background investigator will document all attempts to conduct a background investigation. If a background investigation of previous employers cannot be obtained, the background investigator will contact at least one personal reference given by the applicant and document the contact and the reference's responses using the Personal Reference form. See GDD-R(1)-F(2).

- b. The background investigation of applicants for positions covered by the federal Omnibus Act will include the district's obtaining from previous employers, pursuant to the applicant's consent, any information relating to any alcohol test with a concentration result of 0.04 or greater, any positive controlled substances test result, or any refusal to be tested within the preceding two years.

- c. The background investigation of any person recommended for hire as a school bus driver will include obtaining information on whether the applicant has the proper license and on the applicant's driving record. Any offer of employment is contingent upon satisfactory results of the background investigation.

3. Fingerprint Check

State law requires that a fingerprint check be conducted on all support staff. Failure to cooperate with mandated fingerprinting within the specified time is a violation of state statutes and will result in termination. See Administrative Regulation GDD-R(2).

4. Pre-Employment Drug/Alcohol Testing

Individuals seeking hire as a district bus driver will submit to drug/alcohol testing as part of the medical examination required for state bus driver certification. Individuals seeking hire in a district position involving maintenance, service and repair of vehicles used to transport students will submit to drug/alcohol testing prior to employment or before performing any safety-sensitive function. Individuals seeking hire in a contract support staff position having heightened safety concerns will submit to drug/alcohol testing prior to employment or during the first three months of the new-hire probationary period. See Administrative Regulation GBKB-R(2).

5. Health Examinations

Bus drivers will undergo a pre-employment and biannual physical examination in connection with state bus driver certification. The employee will pay all costs for the first physical examination, and the district will pay the costs for biannual examinations thereafter.

6. Emergency Information

Employees of the district are required to provide emergency information to the Human Resources office. The information will include the name, telephone number and address of the individual to be notified in the event of an emergency. Employees are responsible for keeping this information up to date.

7. Effect of Misrepresentation/Omission on Application

Misrepresentation or omission of pertinent facts on the employment application may be cause for immediate dismissal.

8. Provision of Information

Each newly-hired employee will provide all the information that the district, as employer, is required by law to obtain.

9. Oath of Office

All support staff will take and subscribe the oath or affirmation required by A.R.S. § 38-231. See GDD-R(1)-F(3) for sample of Loyalty Oath.

10. Probationary Period for Newly-Hired Contract Employees (Contract Positions Only)

- a. Newly-hired contract employees are (i) employees serving under their first contract with the district; or (ii) employees who are serving under a subsequent contract with the district but who have, immediately prior to that contract, left the district's employment for any period of time, except that employees who are rehired within 15 days after the first days of a new school year due to district financial considerations are not newly-hired employees.
- b. All newly-hired contract support staff must successfully complete a probationary period of six months, during which the individual will perform actual job duties.
- c. Employment is "at-will" during the probationary period. The district may, at any time during or at the end of the probationary period, release the employee.
- d. An individual released during or at the end of the probationary period has no right to a hearing.
- e. Upon successful completion of the probationary period, the employee employed in a contract position will achieve contract status for the remainder of the current contract term.
- f. An employee's rights to receive health, accident and hospitalization insurance, as well as other employment-related benefits, will not be affected by the employee's probationary status, if the employee would otherwise qualify to receive these benefits.

11. Probationary Period For Transfer Employees

- a. All employees who transfer to a new position will serve a probationary period of 90 days, during which the individual will perform actual job duties.
- b. If the individual does not successfully complete the probationary period, the district may return the individual to the previous employment position, if the position is available, or dismiss the individual from employment. An employee recommended for dismissal will be advised of his/her due process rights as provided in Administrative Regulation GDDP-R – Support Staff: Disciplinary Action for Misconduct; Dismissal for Unsatisfactory Performance.

12. Reemployment

Any individual formerly employed by the district will be reemployed only if he/she is the best-qualified applicant for the position and has a satisfactory employment record.

Adopted: February 27, 2003

Revised: April 12, 2013

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. 38-231

CROSS REF.: GBKB-R(2) – Drug and Alcohol Testing
GDD-R(2) – Support Staff Hiring
GDPD-R – Support Staff: Disciplinary Action for Misconduct; Dismissal for
Unsatisfactory Performance

FORMS: GDD-R(1)-F(1) – Classified Personnel Employer Reference
GDD-R(1)-F(2) – Classified Personnel Personal Reference
GDD-R(1)-F(3) – Loyalty Oath

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Hiring
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDD-R(2)

I. Fingerprinting Requirements:

- A. All newly-hired noncertificated district personnel shall be fingerprinted as a condition of employment:
- B. The candidate's fingerprints shall be submitted, along with the notarized certification required by A.R.S. § 15-512 (see GDD-R(2)-F, MUSD Certification Form), within 20 days after the date the employee begins work. The district may elect to employ a candidate on a-contingent basis until the fingerprint check is complete. The district may dismiss an employee if the information on the certification is inconsistent with the fingerprint check results.
- C. The district shall initially assume the cost of fingerprint checks, but will assess the employee for charges incurred, unless the employee falls into one of the following categories:
 - 1. Personnel who are required as a condition of licensing to be fingerprinted if the license is required for employment;
 - 2. Personnel who were previously employed by the district and who re-established employment with the district within one year after the date that the employee terminated employment with the district.
- D. Fingerprint checks shall be conducted pursuant to A.R.S. § 47-1750(G). Fees charged for fingerprinting shall be deposited with the county treasurer.

II. Certification Regarding Criminal Offenses

- A. Individuals shall certify on the notarized MUSD Certification Form whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction:
 - sexual abuse of a minor
 - incest
 - first or second-degree murder
 - kidnapping
 - arson
 - sexual assault
 - sexual exploitation of a minor
 - felony offenses involving contributing to the delinquency of a minor
 - commercial sexual exploitation of a minor

- felony offenses involving sale, distribution, or transportation of; offer to sell, transport, or distribute; or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs
- felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs
- misdemeanor offenses involving the possession or use of marijuana or dangerous drugs
- burglary in the first, second or third degree
- robbery; aggravated or armed 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
- manslaughter
- assault; aggravated assault
- exploitation of minors involving drug offenses.

B. The district may refuse to hire or may review or dismiss personnel who have been convicted of or admitted in open court committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. § 15-534, subsection G. In considering whether to hire or dismiss the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. § 15-512(E):

1. The nature of the crime and the potential for crimes against children.
2. Offenses committed as a minor for which proceedings were held under the jurisdiction of a juvenile or an adult court.
3. Offenses that have been expunged by a court of competent jurisdiction, if the person has been pardoned or if the person's sentence has been commuted.
4. The employment record of the person since the commission of the crime if the crime was committed more than ten years before the Governing Board's consideration of whether to hire or terminate the person.
5. The reliability of the evidence of an admission of a crime unless made under oath in a court of competent jurisdiction.

When considering dismissal of an employee pursuant to the above paragraph, the district shall hold a hearing to determine whether the employee shall be dismissed.

Adopted: August 8, 1995

Revised: November 10, 1998

James K. Zaharis
Superintendent

LEGAL REF.: A.R.S. § 15-512
41-1750

CROSS REF.: GDE - Classified Part-Time, Temporary and Substitute Support Staff

FORM: GDD-R(2)-F: Support Staff Hiring – Fingerprint Requirements

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Classified Part-Time, Temporary and Substitute Support Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GDE

CLASSIFIED PART-TIME, TEMPORARY AND SUBSTITUTE SUPPORT STAFF

The Governing Board authorizes the Assistant Superintendent for Human Resources to hire part-time support staff as well as temporary and substitute employees without Board approval.

The district will employ part-time, temporary, and substitute support staff on an at-will basis. This means that the employment relationship may be terminated at any time by either the employee or the district.

Part-Time Employment

Support staff who are employed for less than 30 hours per week will be designated as part-time support staff.

Temporary Employment

The district may hire temporary employees to replace contract support staff absent due to illness, long-term leave, retirement, resignation or death. Ordinarily, temporary employees will not be hired to replace contract employees taking vacation. Temporary employees may also be employed to perform specific duties for a period of time not to exceed twelve months in a position not specified in the Table of Organization. The district will pay a temporary employee on an hourly basis of one hundred percent (100%) of the beginning rate for the given grade.

Substitute Employment

The district may hire substitute employees to replace part-time support staff on a short-term basis. The district will pay a substitute employee on an hourly basis of one hundred percent (100%) of the beginning rate for the given grade.

Adopted: March 11, 2003

LEGAL REF.: A.R.S. § 15-502

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Orientation
GOVERNING BOARD POLICY	DISTRICT CODE: GDF

SUPPORT STAFF ORIENTATION

The Superintendent will establish procedures to provide orientation for new district employees.

Adopted: February 26, 1980

Revised: August 22, 1988
February 13, 1996

LEGAL REF.: A.R.S. 15-341 (A) (1)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Orientation
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDF-R

SUPPORT STAFF ORIENTATION

The Director of Classified Personnel will, after consultation with appropriate persons/groups, make recommendations to the Superintendent for the orientation of support staff members.

At a minimum, the recommendations shall cover the following items:

- Goals, objectives, and programs of the district
- Personnel policies
- Terms of employment
- General disciplinary rules and procedures
- Salary and fringe-benefit plans
- Self-improvement opportunities
- Evaluation procedures

Approved: February 26, 1980

Revised: August 22, 1988
February 13, 1996

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Assignments and Transfers
GOVERNING BOARD POLICY	DISTRICT CODE: GDI

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

Assignment/Reassignment of Support Staff

The Superintendent or designee has the authority to assign or reassign personnel in the best interests of the district. Before assignment or reassignment is made, the Superintendent or designee will take into consideration the requirements of the job, the employee's qualifications and any relevant circumstances surrounding the assignment or reassignment.

Transfer of Support Staff

Employees may be considered for a transfer to another position within the district. Approval will be granted for transfer providing:

- An appropriate position is available.
- It is in the best interest of the district.
- The employee has served at least six months in the present contract position.

An exception may be made upon recommendation of the Superintendent or designee.

Adopted: November 10, 1998

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Assignments and Transfers
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDI-R

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

1. All support staff desiring consideration for transfer to different positions in the district must submit such requests by letter or memo. The request must be signed by the person requesting the transfer and the immediate supervisor.
2. The letter or memo will be forwarded to the Director of Classified Personnel.
3. Questions and special considerations concerning transfer should be referred to the Director of Classified Personnel.
4. Upon an approved transfer, the employee will serve the prescribed 90-day probationary period in the new position. At the end of the probationary period, the employee may remain in the new position if performing satisfactorily. If the supervisor determines that the employee is not performing satisfactorily in the transfer position, the district may at its option:
 - a. transfer the employee back to the old position if still available, or
 - b. dismiss the employee pursuant to procedures set forth in GDPD-R, or
 - c. allow the employee to work out the remainder of the contract period and recommend that the Governing Board not rehire the individual for the following contract period.

Approved: February 26, 1980

Revised: October 24, 1989
 February 13, 1996
 November 10, 1998

James K. Zaharis
 Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Workday
GOVERNING BOARD POLICY	DISTRICT CODE: GDK

SUPPORT STAFF WORKDAY

The Working Day

The specific schedule of work hours in a day for classified employees will be determined by the unit administrator or designee, with approval of the appropriate assistant superintendent.

The Workweek

The scheduled workweek for classified employees will not exceed 40 hours. A classified employee will not work more than 40 hours in one workweek unless the employee’s supervisor requests the additional work and has obtained approval from the Superintendent or designee.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: March 11, 2003

Revised: August 9, 2016

LEGAL REF.: Arizona Constitution,
Article 18, Section 1

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Workday
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDK-R

SUPPORT STAFF WORKDAY

All classified personnel, except for supervisors and administrators, are considered non-exempt employees for the purpose of the Fair Labor Standards Act and are subject to the following time reporting guidelines:

1. Employees must record all hours worked in the Kronos timekeeping system.
2. Employees may not clock in or out for another employee.
3. The record of time worked must be signed by both the employee and the administrator/supervisor.

Falsification by the employee of recorded time shall result in disciplinary action.

"Full-time" for classified employees is 8 hours per day or 40 hours per week, exclusive of meal breaks. Wherever possible, an employee shall be scheduled to avoid split shifts. At such time as personnel are required by the district to attend a specific meeting, release from normal duties shall be granted.

Meal Breaks

Each full time employee must be given a minimum uncompensated meal break of 30 minutes to a maximum of 60 minutes, as scheduled by the appropriate administrator/supervisor. Employees working less than 8 hours per day may be scheduled for a meal break at the discretion of the supervising administrator. Employees are required to clock in and out for meal breaks.

Rest Periods

Employees who work 8 hours per day shall be accorded two separate 15-minute rest periods per day, one in the first half of shift and one in the second half of shift.

Employees who work a minimum of 4 hours but fewer than 8 hours per day shall be accorded one 15-minute rest period per day.

Administrators/supervisors will determine the rest period schedule.

Compensatory Time/Overtime Pay

Any time worked in excess of 40 hours per week is considered overtime and requires the prior approval of the appropriate division assistant superintendent. Only in cases of emergency may approval be obtained after the fact. The request for late approval must be submitted on the first working day after the time is worked. Only actual hours worked in a week are considered. Paid holidays, sick leave

days, personal leave, compensatory time, and vacation do not qualify as actual hours worked. Overtime shall be paid either in the form of monetary compensation or compensatory time off, as determined by department policy. The district may require that all accrued compensatory time be exhausted before accrued vacation can be used for absences.

1. Monetary compensation for overtime shall be paid at one and 1/2 times of the employee's hourly rate.
2. Compensatory time off at a rate of 1/2 hours for each overtime hour worked, may be used in lieu of monetary compensation if an agreement or understanding is arrived at between the supervisor and employee before work is performed. The maximum number of overtime hours for which compensatory time may be accumulated is 80 hours. Compensatory hours accrued in one contract year must be used by December 31 of the following contract year. Compensatory time may not be used while on an extended contract.

Provisions regarding overtime hours do not apply to exempt employees.

Adopted: October 6, 2005

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Professional Development
GOVERNING BOARD POLICY	DISTRICT CODE: GDL

SUPPORT STAFF PROFESSIONAL DEVELOPMENT

All support staff will be encouraged to develop professionally. To this end, the district will attempt to provide professional libraries, courses, and other services leading to professional growth. Enrollment in college or university summer sessions or extension courses is encouraged. Attendance at professional development may be required by the Superintendent, his or her designee, or the supervisor. Each employee will attend all mandatory meetings unless excused by the Superintendent.

Adopted: February 26, 1980

Revised: March 12, 1991
August 11, 2015

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Apprenticeships
GOVERNING BOARD POLICY	DISTRICT CODE: GDLX

Support Staff Apprenticeships

An apprenticeship program will be initiated and implemented, contingent upon availability of funds, as approved by the Governing Board.

Apprenticeship is training for those occupations commonly known as skilled crafts or trades which require a wide and diverse range of skills and knowledge, as well as maturity and independent judgment. This system of training involves thorough instruction and experience on and off the job, in all the theoretical and practical aspects of the work in a skilled trade.

Adopted: February 26, 1980

Revised: March 12, 1991

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Support Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GDN

EVALUATION OF SUPPORT STAFF

Support staff employees shall be evaluated for the purpose of improving job understanding and performance and as a basis for assessing whether employment with the district should be continued. The Superintendent shall establish guidelines for the evaluation of support staff.

Adopted: February 26, 1980

Revised: October 24, 1989
January 25, 1994

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Support Staff
ADMINISTRATIVE REGULATION	DISTRICT CODE: GDN-R

EVALUATION OF SUPPORT STAFF

Supervision of Support Staff

Classified employees are responsible to the individual under whom they are assigned and from whom instructions are received. This individual is known as the immediate supervisor.

New Hire Evaluation

1. Each newly-hired contract employee shall serve a probationary period of six months. Employment during the new-hire probationary period is “at will,” and the district may at any time during this period release the employee regardless of whether evaluation procedures have been completed. Newly-hired contract employees are (i) employees serving under their first contract with the district; or (ii) employees who are serving under a subsequent contract with the district but who have, immediately prior to that contract, left the district’s employment for any period of time, except that employees who are rehired within the first 15 days of a new school year due to district financial considerations are not newly-hired contract employees. If an employee is placed on leave during the probationary period, then the probationary period is extended by the same number of days that the employee is on leave.
2. The district will not offer an employment contract to a new employee unless the employee successfully completes the probationary period.
3. Midway through the probationary period, the immediate supervisor shall complete an informal evaluation of the new employee for the purpose of improving job understanding and performance. The supervisor shall discuss the informal evaluation with the employee and document the evaluation and discussion.
4. During the last two weeks of the probationary period, the immediate supervisor shall complete an Evaluation Summary Form for the purpose of evaluating the performance of the new employee and recommending whether employment with the district should be continued. The immediate supervisor shall discuss the Evaluation Summary Form with the employee. Both the employee and the immediate supervisor shall sign and date the Evaluation Summary Form and the supervisor shall forward the form to the Human Resources Department. The employee's signature indicates that he/she has seen and discussed the evaluation, not necessarily that he/she agrees with the evaluation.
5. If the new employee successfully completes the new-hire probationary period, the employee will be placed on regular status upon offer and acceptance of an employment contract.

Annual Evaluation

1. The immediate supervisor shall annually complete an Evaluation Summary Form, including the supervisor's recommendation regarding reemployment, in accordance with the following schedule:
 - a. Classified employees who have signed contracts for the first, second or third year in the same position shall be evaluated annually.
 - b. Classified employees who have signed contracts for the same position for at least three consecutive years shall be evaluated once every two years.

Both the employee and the immediate supervisor shall sign and date the Evaluation Summary Form, and the supervisor shall forward the form to the Human Resources Department. The employee's signature indicates that he/she has seen and discussed the evaluation, not necessarily that he/she agrees with the evaluation.

Transfer Evaluation

1. When an employee transfers from one position to a different position within the district, the employee shall serve a 90-day probationary period. During the last two weeks of the transfer probationary period, the immediate supervisor shall complete an evaluation of the transferred employee using the same procedure outlined for a new employee.
2. Midway through the transfer probationary period, the immediate supervisor shall complete an informal evaluation of the transferred employee for the purpose of improving job understanding and performance. The supervisor shall discuss the informal evaluation with the employee and shall document the evaluation and discussion.
3. At the end of the transfer probationary period, the employee will be placed on regular status upon written notification from the Human Resources Department that the transferred employee has successfully completed the probationary period.
4. If the supervisor determines that the employee is not performing satisfactorily in the transfer position, the district may at its option:
 - a. transfer the employee back to the old position if still available, or
 - b. dismiss the employee pursuant to procedures set forth in GDPD-R, or
 - c. allow the employee to work out the remainder of the contract period and recommend that the Governing Board not rehire the individual for the following contract period.

For-Cause Evaluation

1. Anytime a supervisor deems an evaluation is warranted based on the employee's performance, an evaluation shall be made by the immediate supervisor and discussed with the employee. A copy of the evaluation shall be signed and dated by both the employee and the immediate supervisor, and forwarded to the Human Resources Department. The employee's signature indicates that he/she has seen and discussed the evaluation, not necessarily that he/she agrees with the evaluation.

2. In the event the evaluation results in the employee being placed on for-cause probation, the immediate supervisor shall develop a performance improvement plan to advise the employee of clearly-defined expectations for correcting each identified skill deficiency or job-related behavior requiring correction. The growth plan shall also specify the length of the probationary period, that is the time within which the employee is expected to correct the deficiency and/or behavior.
3. During the for-cause probationary period, the immediate supervisor will review the employee's progress in correcting the identified deficiency(ies) and/or behavior(s) and advise the employee as to the supervisor's assessment of progress. The supervisor shall document the progress check and the communication to the employee. At the end of the for-cause probationary period, the immediate supervisor shall complete the performance improvement plan, indicating the final results. The employee shall sign, date and receive a copy of the growth plan which shall be forwarded to the Human Resources Department. The employee's signature indicates that he/she has seen and discussed the report, not necessarily that he/she agrees with the report.
4. If the supervisor determines that the employee is not performing satisfactorily at the conclusion of the for-cause probationary period, the district may at its option:
 - a. dismiss the employee pursuant to procedures set forth in GDPD-R, or
 - b. allow the employee to work out the remainder of the contract period and recommend that the Governing Board not rehire the individual for the following contract period.
5. If an employee is on for-cause probation when the annual recommendations for reemployment are presented to the Governing Board, the employee's name will not be included and a contract will not be issued at that time. A contract will be issued at a later date only if the employee successfully completes probation.

Employee Request

The employee may request an evaluation at any time during the contract year. When an employee requests an evaluation, it shall be completed within 30 days of the request. If an administrator receives requests from three employees during any one calendar week, the administrator may refuse to accept any further requests until the next calendar week.

Employee Response

If the employee receives an evaluation with which the employee does not agree, the employee may submit a written response to the evaluation within ten working days after the employee has signed and dated the evaluation. The employee's written response will be included with the evaluation in the personnel file.

Adopted: February 26, 1980

GDN-R - Cont'd.

Revised: October 24, 1989
 September 16, 1993
 August 8, 1996
 November 10, 1998
 February 27, 2003
 May 17, 2007
 October 3, 2013

Michael B. Cowan
Superintendent

CROSS REF.: GDB – Contract Support Staff
 GDPD – Support Staff: Disciplinary Action for Misconduct;
 Dismissal for Unsatisfactory Performance

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff Promotions
GOVERNING BOARD POLICY	DISTRICT CODE: GDO

Support Staff Promotions

All openings, except entry level positions, for each job classification shall be announced throughout the district and qualified classified employees will be given the opportunity to apply for such positions.

Adopted: February 26, 1980

Revised: October 24, 1989

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Reduction in Support Staff Work Force
GOVERNING BOARD POLICY	DISTRICT CODE: GDPA

Reduction in Support Staff Work Force

Reductions in personnel shall be at the discretion of the Governing Board, upon recommendation of the Superintendent. A reduction in personnel may be necessary because of a decrease in student enrollment, a decrease in revenues or budget reductions, change in the organization of the District, change in state educational requirements, or for other reasons.

Adopted: November 24, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Resignation of Support Staff Members
GOVERNING BOARD POLICY	DISTRICT CODE: GDPB

RESIGNATION OF SUPPORT STAFF MEMBERS

1. Classified employees who wish to resign must submit a letter of resignation at least two weeks in advance in order to be considered eligible for rehire. The letter, stating the reason for leaving, last day of work and any other details, is to be submitted to the unit administrator. The unit administrator will prepare a Personnel Action Request Form (PARF) and forward it with the letter of resignation to the Human Resources Department.
2. Classified administrators must submit their resignation, in writing, to the Superintendent through their immediate supervisor at least 30 days prior to release.
3. Each contract employee who terminates employment will be asked to participate in an exit interview conducted by a personnel administrator or designee. Exit interviews for non-contract employees are to be conducted at the department or school level.

Adopted: February 9, 2006

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Retirement of Support Staff
GOVERNING BOARD POLICY	DISTRICT CODE: GDPC

RETIREMENT OF SUPPORT STAFF

A classified employee desiring to retire will submit a written notification of retirement to the Superintendent as far in advance as practicable, but in no event less than two weeks prior to the date of retirement.

A classified supervisor desiring to retire will submit a written notification of retirement to the Superintendent as far in advance as practicable, but in no event less than 60 days prior to the date of retirement.

A classified administrator desiring to retire will submit a written notification of retirement to the Superintendent by September 1 for retirement at the end of the first semester, and by March 1 for retirement at the end of the school year.

The above listed timelines may be waived at the discretion of the Superintendent.

Adopted: December 7, 2004

LEGAL REF.: A.R.S. 38-741 et seq.
38-758

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Support Staff: Disciplinary Action for Misconduct; Dismissal for Unsatisfactory Performance
GOVERNING BOARD POLICY	DISTRICT CODE: GDPD

This policy applies to all classified personnel, including classified directors and supervisors, as defined in Governing Board Policy GDA – Support Staff Positions.

Disciplinary Action for Misconduct

Administrators have broad discretion in administering appropriate disciplinary action for misconduct by classified personnel who are either non-contract or contract employees.

Non-contract employees may be dismissed with or without cause at any time without the right to a hearing.

Contract employees, other than newly hired contract employees serving their probationary period, may be dismissed for cause at the discretion of the Board during the contract term. Newly hired contract employees serving their probationary period may be dismissed at any time without the right to a hearing. Newly-hired contract employees are: (a) employees serving under their first contract with the district; or (b) employees who are serving under a subsequent contract with the district but who have, immediately prior to that contract, left the district’s employment for any period of time, except that new employees who are rehired within the first 15 days of a new school year due to district financial considerations are not newly-hired contract employees.

The Superintendent or designee has the authority to:

- Reassign any employee in the best interest of the district, pending possible disciplinary action or during investigation of any allegations of misconduct; and
- Conduct a background check as part of any district investigation into employee misconduct, provided the district has satisfied any applicable provisions of the federal Fair Credit Reporting Act.

The Superintendent will develop procedures for: (a) warnings and reprimands; (b) suspension with or without pay, not to exceed 10 business days; (c) dismissal; and (d) post-dismissal hearings.

In furtherance of the above disciplinary actions, the administration may also require the employee to participate in a counseling program, at district expense, or may reassign the employee, temporarily or permanently, to another position or location, provided that such reassignment does not result in a reduction of salary.

Not all administrative actions regarding an employee are considered disciplinary action, even though they may respond to alleged or possible violations by the staff member. This policy addresses only discipline and has no application to any of the following:

- Letters or memorandums directed to an employee containing directives or instructions for future conduct.
- Counseling of an employee concerning expectations of future conduct.

Definition and Consequences of Misconduct

"Misconduct" means any act or omission by a staff member which constitutes a breach of the employee's duties or obligations pursuant to employment, employment contract, policies/regulations or rules of the district, or any act or omission which adversely affects an interest of the district. Misconduct includes, but is not limited to, the following:

1. Dishonesty, falsification, or omission of information on the employment application or other written documents relating to obtaining and maintaining employment; falsification of time records or work records; or untruthfulness during or related to the job which would injure or jeopardize an interest of the district.
2. Absence from work without authorization; excessive absences from work and/or tardiness.
3. Insubordination, disobedience, refusal to accept or to perform assigned duties, failure to perform assigned duties in a timely and expeditious manner. Insubordination includes lack of cooperation in any investigation conducted by the district. The district recognizes the employee's right not to incriminate himself or herself.
4. Misuse, unauthorized use, or abuse of district property or materials; theft; or conversion of any property. This category of misconduct includes use of district equipment or materials for personal use or non-school employment.
5. Misuse of time on duty for personal matters. This category of misconduct includes excessive personal cellphone, email, or computer use.
6. Violation of the protocol or established norms for administration of a test or assessment. This category of misconduct includes falsification or misrepresentation of data from the administration of a test or assessment.
7. Inappropriate use of physical force or contact.
8. Harassment or intimidation of others while on district property or when acting as a member of the school community.
9. Engaging in sexual harassment behavior.
10. Failure to interact with a student, parent, or co-worker in keeping with reasonably expected standards of interaction.
11. Indecent exposure, sexual contact, or other sexual behavior involving any student or a child under age 18.

GDPD – Cont'd.

12. Disrupting or obstructing, by action or inaction, the effective and orderly functioning of the district or encouraging any such disruption or obstruction.
13. Unlawful use, possession, distribution, sale, or manufacture of any narcotic drug (including cocaine), dangerous drug, opiate, marijuana, peyote, vapor-releasing substances containing a toxic substance, or drug paraphernalia, as defined in the Arizona Revised Statutes, or any controlled substance, as defined by state and federal statute or regulation, or of any imitations of the above.
14. Possession or consumption of alcohol on the job or on district property.
15. Demonstrating any evidence of or effect from consumption or use of alcohol or illegal drugs, whether consumed or used on the job, on district property, or prior to reporting to work.
16. Demonstrating impairment on duty from use of prescription drugs, whether or not prescribed to the employee, if such impairment materially negatively affects the employee's performance of the essential functions of their job, or creates a direct threat to the safety of students, staff, or other individuals with whom the employee comes into contact as part of their duties for the district.
17. Carrying or possessing a weapon, dangerous instrument, or explosive device on the job or on district property in violation of Governing Board Policy GBKC.
18. Immoral conduct, if such conduct is likely to affect the fitness or the ability of the employee to perform employment responsibilities.
19. Failure to report to the employee's supervisor within 48 hours any arrest, charge, citation, indictment, information, complaint, conviction, or plea agreement involving (a) a felony, regardless of its nature or seriousness; or (b) a misdemeanor involving drugs or alcohol (including, without limitation, driving while impaired) or moral turpitude (including, without limitation, indecent exposure and any offense that may require an offender to register as a sex offender). A failure to report any such criminal matter constitutes unprofessional conduct and may result in immediate termination of employment.
20. Failure to comply with city, state, or federal law or Governing Board policies or administrative regulations.
21. Failure to adequately supervise students, when students are directly under the employee's supervision, such that students are placed at risk from the lack of supervision.
22. Failure to adhere to any provision of the district's Statement of Ethical Conduct set out in Governing Board Policy GDA.

Disciplinary Action

Disciplinary action for misconduct may include one or more of the following:

- written warning
- letter of reprimand
- suspension with pay for a period not to exceed 10 business days
- suspension without pay for a period not to exceed 10 business days
- dismissal

Employees exempt from the overtime provisions of the Fair Labor Standards Act are not subject to suspension without pay for a period of less than one or two full workweeks, except that the district may impose suspension without pay for one or more full days, but not more than 10 business days, for violation of workplace conduct or major safety rules of the district.

The above list of options does not imply a scheme of progressive discipline. The disciplinary action imposed will be consistent with the nature of the misconduct.

Dismissal for Unsatisfactory Performance

If, at the end of a "for cause" probationary period prescribed by GDN/GDN-R, Evaluation of Support Staff, the contract employee's performance is deemed unsatisfactory, the administration will, at its option, recommend dismissal of the employee or allow the employee to work out the remainder of the contract period and recommend that the Governing Board not rehire the individual for the following contract period.

Non-contract employees may be dismissed with or without cause at any time without a right to a hearing. A newly-hired contract employee serving the original probationary period may be dismissed at any time without the right to a hearing.

The Superintendent will develop procedures for dismissal and for post-dismissal hearings.

Adopted: November 24, 1987

Revised: June 27, 1989
August 28, 1990
February 27, 1996
November 10, 1998
July 9, 2002
December 7, 2004
August 26, 2008
January 27, 2009
September 11, 2012

Legal Ref.: 15 U.S.C. 1681
A.R.S. § 15-203 (A) (28)
41-770

CROSS REF.: [GBCB – Staff Conduct](#)
[GBCX – Workplace Harassment - Employees](#)
[GBG – District and Staff Participation in Political Activities](#)
[GBH – Staff-Student Relations](#)
[GBKB – Drugs and Alcohol](#)
[GBKC – Dangerous Instruments and Deadly Weapons - Staff](#)
[GDA – Support Staff Positions](#)
[GDI – Support Staff Assignments and Transfers](#)
[JFD – Student Harassment and Bullying](#)
[JGA – Student Behavior Management and Intervention](#)
[KGB – Public Conduct on School District Property](#)

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Support Staff: Disciplinary Action for Misconduct; Dismissal For Unsatisfactory Performance</p>
<p>ADMINISTRATIVE REGULATION</p>	<p>DISTRICT CODE: GDPD-R</p>

I. Applicable Definitions

- A. "Unit supervisor" means an employee who has supervisory responsibility over one or more employees, including a school administrator, director, department head, classified supervisor, or member of the superintendency.
- B. "Dismissal" means that the contract employee is being involuntarily terminated from employment before the expiration of his or her contract term. Dismissal does not include those situations where the Governing Board chooses not to extend an offer of employment for another annual contract term.

II. Initial Conference

- A. If the unit supervisor believes that an employee’s behavior may warrant disciplinary action for misconduct or dismissal for unsatisfactory performance, the unit supervisor will contact the employee to schedule an initial conference with the unit supervisor. The employee will receive a minimum of 48 hours’ notice prior to the initial conference, barring unique or emergency circumstances as determined by the Superintendent or designee. At the time of such contact, the employee will be informed of the alleged misconduct and of the employee’s right to present his or her version of the situation at the conference.
- B. The unit supervisor will meet with the employee in an initial conference.
 - 1. If misconduct is alleged, the unit supervisor will inform the employee of the alleged misconduct; the factual basis for the allegations; and the specific directives, rules, regulations, or policies allegedly violated.
 - a. If it is reasonably foreseeable that misconduct may lead to a loss of property or liberty interest, including suspension without pay or dismissal, the unit supervisor will notify the employee that the employee is not required to incriminate himself or herself.
 - b. If it is reasonably foreseeable that allegations of misconduct may lead to a loss of property or liberty interest, including suspension without pay or dismissal, and/or at any initial conference where more than one supervisory employee is present, the employee may be represented by a person of his/her choice. The representative will attend primarily as an observer. The administration is not responsible for informing the employee of the right to representation. The unit supervisor is not obligated to delay the initial conference to accommodate the schedule of the employee’s representative. The unit supervisor is encouraged to work with the employee and the organization representative to schedule the initial conference at a mutually agreeable time.

2. If unsatisfactory performance is alleged, the unit supervisor will inform the employee of the facts supporting unsatisfactory performance. The unit supervisor will give the employee an opportunity to present his or her version of the situation. The employee may submit written information before or after the initial conference.

The failure of an employee to appear for the initial conference at the time scheduled will be deemed to be a waiver of the opportunity for an initial conference.

- C. If appropriate, the unit supervisor will conduct a further investigation of the allegations of misconduct.

III. Misconduct: Disciplinary Action Resulting in Warning/Reprimand or Suspension

A. Warning/Reprimand

1. After the initial conference and any investigation have been completed, the unit supervisor may issue a written warning or letter of reprimand to the employee.
2. The unit supervisor will follow the due process provisions governing disciplinary action in the applicable working conditions and benefits document.
3. The unit supervisor will use the appropriate district warning/reprimand form.
4. The employee will have the right to submit a letter responding to a written warning to be placed with the warning in the unit level personnel file. Any letter of response must be submitted within 10 business days after the employee has received a copy of the warning.
5. The employee will have the right to appeal a written reprimand by submitting the appeal form to the Assistant Superintendent of Human Resources within 10 business days after receipt of the written reprimand. The reprimand is final and binding if the appeal is not filed within the designated time frame.
6. The Assistant Superintendent of Human Resources will consider the appeal. The Assistant Superintendent may assign a hearing officer to hear an appeal when appropriate.
7. The decision of the Assistant Superintendent of Human Resources will be final and binding.

B. Suspension With or Without Pay

1. After the initial conference and any investigation have been completed, if the unit supervisor believes suspension with or without pay is the appropriate disciplinary action, the unit supervisor will confer with the Director of Classified Personnel regarding the situation. The unit supervisor and the Director of Classified Personnel will make a joint decision on whether such suspension is appropriate.
2. The unit supervisor will meet with the employee and inform the employee of the joint decision.

3. The suspension is final and binding if the employee does not file a request for review by the Associate Superintendent within the appropriate time limit. In such case, the Board will be given notice of the suspension.
4. Request for Review by Associate Superintendent (Suspension With or Without Pay):
 - a. The employee may request a review of the unit supervisor's decision by submitting the appeal form to the Associate Superintendent within 10 business days after notification of the unit supervisor's decision.
 - b. The Associate Superintendent may designate a hearing officer to consider the appeal.
 - c. The Associate Superintendent or designee will:
 - (1) Schedule an appeal conference no sooner than 5 business days and no later than 20 business days after the date the appeal is received by the Associate Superintendent.
 - (2) Allow both the employee and the unit supervisor to present evidence relative to the incident in question (unless a request is made and approved in advance, each side will have no more than 15 minutes).
 - (3) The appeal conference will be audio-recorded. Unless review of any decision to suspend without pay is requested, the recording will not be transcribed except at the request and upon payment by the employee.
 - (4) Within 5 business days after the conference, notify the employee in writing of the decision to affirm, reverse, or modify the determination of the unit supervisor to suspend with or without pay.
 - d. A decision of the Associate Superintendent or designee imposing a suspension with pay will be final and binding. A decision of the Associate Superintendent or designee to impose a suspension without pay will be final and binding if the employee does not file a request for review by the Governing Board within the appropriate time limit. In either case, the Board will be given notice of the suspension.
5. Request for Review by Governing Board (Suspension Without Pay):
 - a. No later than 5 business days after the employee's receipt of the decision of the Associate Superintendent or designee, the employee may request review by the Governing Board of the Associate Superintendent or designee's decision imposing a suspension without pay by setting forth in writing the part of the decision with which the employee disagrees and the reasons the decision is incorrect.
 - b. The request for review will be filed with the Board secretary who will distribute the request to individual members of the Board.

- c. The matter will be reviewed by the Board if, within 10 business days after the petition is filed with the Board secretary, any Board member requests that the matter be placed on the agenda of the next regularly-scheduled meeting of the Board. If no Board member requests that the matter be placed on the agenda, the decision of the Associate Superintendent will be final and binding.
- d. Procedure for Board Review:
 - (1) The matter may be discussed in executive session pursuant to A.R.S. §38-431.03(A)(1) unless the employee requests that the matter be heard in open meeting.
 - (2) The Board will discuss the matter after each Board member has individually examined the entire record, including the written request for review. Oral argument or new or additional evidence may be heard at the Board's discretion.
 - (3) The Board will vote to affirm, reverse or modify the decision of the Associate Superintendent at the open meeting.

IV. Dismissal: Unsatisfactory Performance or Misconduct

- A. After the initial conference and any investigation have been completed, if the unit supervisor believes that unsatisfactory performance or allegations of misconduct warrant dismissal, the unit supervisor will recommend to the Director of Classified Personnel that the employee be dismissed for cause.
- B. The Director of Classified Personnel will:
 - 1. Review the charges, the factual basis/evidence on which the recommendation of dismissal for cause is based, and any position or evidence asserted or produced by the employee;
 - 2. Confirm whether the unit supervisor gave the employee the required process;
 - 3. Determine whether dismissal is appropriate;
 - 4. If appropriate, make recommendation to the Governing Board that it dismiss the employee for cause; and
 - 5. Inform the employee in writing that the administration has recommended that the Board dismiss the employee for cause.
- C. The employee recommended for dismissal will be paid according to his or her contract term pending Board action.
- D. Unless dismissed for gross misconduct, dismissed employees may elect to continue health care coverage, in accordance with the COBRA privileges, by paying the appropriate premium.

- E. If the Governing Board approves the dismissal recommendation, the employee will be notified, in writing, of the dismissal and of the right to request a post-dismissal hearing. The notice of dismissal will include the specific grounds for the dismissal. The dismissed employee must request a hearing in writing no later than 5 business days after service of the dismissal notice, or the right to a hearing is waived.
- F. Post-Dismisal Hearing:
1. The Superintendent will be responsible for maintaining a list of no less than two hearing officers who will be available to preside over post-dismissal hearings of support staff.
 2. If the dismissed employee timely requests a post-dismissal hearing, the Superintendent will designate a hearing officer to preside over the hearing.
 3. The hearing will be scheduled no less than 5 and no more than 20 business days after receipt of a timely request from the dismissed employee for a post-dismissal hearing, unless it is otherwise agreed between the parties.
 4. At least 3 business days prior to the post-dismissal hearing, the district and the dismissed employee will each provide to the other the names and nature of the testimony of all witnesses and copies of all documentary evidence each side plans to introduce at the hearing. Dismissed employees will have access to materials in their official personnel records relevant to the post-dismissal hearing.
 5. The post-dismissal hearing will provide:
 - a. an opportunity to confront and cross-examine available adverse witnesses,
 - b. an opportunity to present witnesses and introduce evidence,
 - c. an opportunity to be represented by counsel, and
 - d. an impartial hearing officer.

The hearing will be audio-recorded. A copy of the recording will be available to the dismissed employee upon request; however, the recording will not routinely be transcribed. The dismissed employee may make a recording of the hearing at his or her own expense.

The hearing will be closed.

6. The hearing officer will make a written recommendation to the Board within 10 business days after the hearing. The written recommendation will include a statement of the evidence relied upon, findings of fact, and the conclusions upon which the recommendation is based. This recommendation is advisory only and is not binding on the Board. The written recommendation will also be provided to the administration and the dismissed employee.

GDPD-R - Cont'd.

7. The Board will review the written recommendation of the hearing officer and, in open meeting, render a decision whether to uphold dismissal or reinstate the dismissed employee with back pay and retroactive benefits. If the dismissed employee is reinstated and had opted to continue medical insurance coverage, he or she will be reimbursed for all applicable premiums paid from the date of termination.

Adopted: November 24, 1987

Revised: August 28, 1990
February 27, 1996
September 19, 1996
December 7, 2004
August 1, 2007
August 14, 2008
September 11, 2012
October 7, 2015
November 4, 2015

Michael B. Cowan
Superintendent

FORMS: GDPD-R-F(1) – Employee Written Warning (Building/Unit Level)
GDPD-R-F(2) – Employee Letter of Reprimand (District Level)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Nonschool Employment by Support Staff Members
GOVERNING BOARD POLICY	DISTRICT CODE: GDQA

NONSCHOOL EMPLOYMENT BY SUPPORT STAFF MEMBERS

A regular, full-time employee will give his or her position in the district precedence over any type of outside work. Employees are free to carry on individual work projects as long as no district facilities, equipment, or school(s) are used and the outside work does not interfere with the employees' performance of district-assigned duties.

The outside work done by a staff member is of concern to the Board insofar as it may:

- Prevent the employee from performing his responsibilities in an effective manner.
- Be prejudicial to his effectiveness in the position or compromise the district.
- Raise a question of conflict of interest - for example, where the employee's position in the district gives him access to information or other advantage useful to the outside employer.

Therefore, an employee may not perform any duties related to an outside job during his regular working hours or during the additional time that he needs to fulfill the responsibilities of his position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Adopted: February 26, 1980

Revised: October 24, 1989

LEGAL REF.: A.R.S. 15-321 (C)
15-341 (A) (1)

CROSS REF.: EDB - Control of Materials and Equipment
KG - Community Use of School Facilities

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Volunteers
GOVERNING BOARD POLICY	DISTRICT CODE: GEA

VOLUNTEERS

The Governing Board recognizes that volunteers make many contributions to the students and educational programs in the district. A volunteer program subject to suitable rules, safeguards, and regulations is approved by the Board. The Superintendent will develop administrative regulations which will be used to promote the use of volunteers and to guide the day-to-day activities.

The district will promote appropriate recognition of volunteer services on a monthly or annual basis.

Adopted: November 18, 1986

Revised: January 27, 2009

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Volunteers
ADMINISTRATIVE REGULATION	DISTRICT CODE: GEA-R

VOLUNTEERS

Parents, Guardians, and Adults Other Than District Employees

Parents, guardians, and other adults may serve as school volunteers and may provide other types of volunteer services to the district. Requests to serve as a volunteer will be made directly to a school principal or other district administrators.

No person will be permitted to serve as a volunteer if:

- The person has been convicted of, pled guilty or no contest to, or admitted the commission of a felony.
- The person has been convicted of, pled guilty or no contest to, or admitted the commission of a misdemeanor criminal violation that, in the judgment of the district, creates a reasonable inference that the applicant may not be suitable to work with children.
- The person is a registered sex offender or is required to register as a sex offender.
- The person’s conduct or demeanor creates, in the judgment of the district, a reasonable inference that the applicant may not be suitable to work with children, or the applicant’s presence at school may create a controversy or disruption that would detract from the school’s educational mission.

Volunteer Screening

Administrator approval is required for any person who wishes to serve as a volunteer. In addition, screening by the Human Resources Department is required for anyone who wishes to volunteer other than (i) a district employee or (ii) a parent or guardian of a student attending school where the volunteer service would occur. To refer an individual for screening, the administrator must sign a Volunteer Program Referral Form [GEA-R-F(1)] and give it to the applicant to take to Human Resources.

Upon referral from a school or department, the Human Resources Department will screen any applicant who is not a parent or guardian of a student attending the school where volunteering. The screening services provided by the Human Resources Department will consist of the background and fingerprint checks that are routinely performed for new non-certificated employees, unless the volunteer is a community college or university service participant who will (i) be directly supervised by a certificated staff member, (ii) provide no more than 60 hours of field experience, and (iii) sign a Field Experience Agreement for Volunteer [GEA-R-F(2)].

The Human Resources Department will notify the school or department when the applicant is clear to begin service. A volunteer must not begin service until cleared.

General Guidelines for Volunteers Other than District Employees

- The district will not use volunteers to replace paid school staff members. Volunteer service will be used to supplement the services provided by district employees.
- Volunteers must comply with all district policies applicable to the conduct of employees while on duty. Each volunteer will receive information about district policies before the volunteer begins service.
- Volunteers, in all instances, must work under the direct supervision of school personnel. When volunteers work directly with students, the activities must be under the direct supervision of a teacher or administrator. “Direct supervision” means under the direction of and, except for brief periods of time during a school day or a school activity, within the sight of a certificated employee when providing direct services to students.
- School staff will not request or allow volunteers to supervise students in the absence of a teacher, provide the curriculum or the teaching plan, diagnose student needs or evaluate achievement, counsel or discipline students, or contact the parent/guardian regarding students’ academic performance or conduct.
- Volunteers will not have access to student cumulative records.

District Employees

A district employee may serve as a volunteer if (1) the person does not perform as part of his or her job assignment the same type of service as the person would perform as a volunteer, and (2) the person offers volunteer services freely and without coercion. The term “same type of service” means similar or identical services. The Human Resources Department will determine whether a proposed volunteer activity is the same type of service as the person performs in his or her capacity as a district employee based upon the Fair Labor Standards Act, as implemented by administrative regulations promulgated by the United States Department of Labor.

The administrator at the location where the volunteer activity is to occur must complete a Certification of Classified Employee Regarding Volunteer Activity form [GEA-R-F(3)] prior to the employee volunteering in the district. The completed form must be signed by both the employee and the administrator and then sent to Human Resources for approval. The Human Resources Department will notify the school or department when the employee is cleared to volunteer his or her services.

Volunteer Coaches

Subject to the restrictions of the Fair Labor Standards Act, the district may provide compensation to a nonexempt, support staff employee who volunteers to serve as a coach of a secondary school athletic team (the volunteer) if each the following three requirements are met:

- The volunteer’s services are offered freely and voluntarily without any expressed or implied coercion by the district, including its employees.
- The volunteer’s regular job duties are not the same type of services as the duties of a coach.
- The compensation is limited to reimbursement for authorized expenses, reasonable benefits, nominal fees or any combination thereof.

GEA-R – Cont’d.

A nonexempt support staff member may not provide volunteer coaching services until the arrangement, including any compensation, is reviewed and approved by the district’s Human Resources Department.

The administrator at the location where volunteer coaching is to occur must complete a Certification of Classified Employee Regarding Volunteer Coaching form [GEA-R-F(4)] prior to the employee volunteering in the district. The completed form must be signed by both the employee and the administrator and then sent to Human Resources for approval. The Human Resources Department will notify the school or department when the employee is cleared to volunteer his or her services.

Adopted: January 12, 2006

Revised: January 27, 2009
September 3, 2010
February 21, 2013
June 22, 2016

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. §15-512(A)
Fair Labor Standards Act, 29 U.S.C. §203(e)(4)(A)
29 C.F.R. §553.100, et seq.

FORMS: **GEA-R-F(1) – MPS Volunteer Program Application Form**
 GEA-R-F(2) – Field Experience Agreement for Volunteer
 GEA-R-F(3) – Certification of Classified Employee Regarding Volunteer Activity
 GEA-R-F(4) – Certification of Classified Employee Regarding Volunteer Coaching

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Independent Contractors
GOVERNING BOARD POLICY	DISTRICT CODE: GEB

INDEPENDENT CONTRACTORS

The district may contract with an independent contractor to provide services to the district that cannot be provided economically or efficiently by district employees. The services of an independent contractor will be purchased in compliance with the district's policies and regulations relating to the purchase of goods and services. An independent contractor is not an employee of the district.

An independent contractor who is contracted to provide services on a regular basis at an individual school of the district must obtain a valid fingerprint clearance card pursuant to A.R.S. § 41-1758. The Superintendent may exempt from this requirement an independent contractor whom the Superintendent has determined is not likely to have independent access or unsupervised contact with students as part of the contractor's normal job duties while performing services to the school or the district. No independent contractor who is a registered sex offender may perform services on district property.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: January 27, 2009

Revised: February 9, 2010

LEGAL REF.: A.R.S. § 15-512(H)
41-1758 et seq.

CROSS REF.: [DJA – Purchasing](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Independent Contractors
ADMINISTRATIVE REGULATION	DISTRICT CODE: GEB-R

INDEPENDENT CONTRACTORS

Confidentiality

An independent contractor may obtain access to a student’s education records only if necessary to provide a service to the student or to perform an administrative service on behalf of the district. The independent contractor will at all times maintain confidentiality of education records pursuant to the Family Educational Rights and Privacy Act (FERPA).

Fingerprint Clearance Cards

Pursuant to A.R.S. §15-512(H), an independent contractor who is contracted to provide services on a regular basis at an individual school must obtain a valid fingerprint clearance card.

An independent contractor who is required to possess a fingerprint clearance card must not commence work on school grounds unless (i) the independent contractor has in his or her possession a valid fingerprint clearance card; or (ii) the independent contractor is directly supervised by a district employee. For the purposes of this regulation, “independent contractor” includes all persons, other than employees and volunteers, who provide services to the district, regardless of whether such person is a contractor, contractor employee, subcontractor, or subcontractor employee.

An independent contractor who is required to possess a fingerprint clearance card while on school grounds, pursuant to this administrative regulation, must produce for inspection his or her fingerprint clearance card upon request of a school or facilities administrator.

Independent Contractor Service Categories that Require a Fingerprint Clearance Card

In accordance with A.R.S. § 15-512(H), the Superintendent, acting on authority granted by the Governing Board, has determined that independent contractors for all types of services will be excluded from the fingerprint clearance card requirement except for independent contractors who perform services on school grounds within the following categories:

1. Audiology, psychology, and speech, occupational, and physical therapy
2. Refilling vending machines located at schools
3. Teaching or school administration pursuant to a contracted employment program for retirees
4. Student tutoring pursuant to a contract with the district for supplemental education services
5. Student transportation by private carrier or cab company
6. Network and communications consultants
7. Any other independent contractor services category that the Superintendent determines is likely to have direct unsupervised contact with students

GEB-R – Cont'd.

Adopted: January 27, 2009

Revised: December 9, 2009
November 7, 2012

LEGAL REF.: A.R.S. § 15-512(H)

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Teachers
GOVERNING BOARD POLICY	DISTRICT CODE: GEC

STUDENT TEACHERS

If approved by his or her school principal, a qualified teacher may serve as a mentor to a university or college student who needs field experience as a student teacher to complete his or her training to become a certificated teacher. A student teacher must sign and deliver to the Human Resources Department a Field Experience Agreement and fingerprint clearance card, issued by the Arizona Department of Public Safety, before starting his or her field experience. A student teacher is not an employee of the district unless a formal employment contract is executed by the person and district.

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: September 8, 2009

LEGAL REF.: A.R.S. § 15-534(G)

FORM: GEC-F – Field Experience Agreement

Section H - Negotiations

Code	Topic	Policy	Regulation
HG	Meet-and-Confer	X	

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Meet-and-Confer
GOVERNING BOARD POLICY	DISTRICT CODE: HG

Introduction:

Pursuant to Arizona Law, the Governing Board has the final responsibility for establishing policies, rules and regulations for the District.

The Governing Board wishes to maintain open channels of communication with its employees to discuss matters of mutual concern. Therefore, individual employees may discuss with, or make proposals to, the Governing Board concerning their employment; nothing in this policy is to be construed to preclude an employee from communicating to the Board through channels as prescribed in existing policies and regulations.

In matters of Meet-and-Confer discussions, the Board designates the Superintendent and the Assistant Superintendent for Human Resources to be representatives in matters of concern to employee organizations.

Employee Organizations

Employees are free to join or not to join employee representative organizations. Decisions affecting an employee are made without regard to membership or non-membership in such organizations. Employees shall not be interfered with, intimidated, restrained, coerced, or discriminated against by the District or by any employee representative organization because of membership or non-membership in any such organization.

Recognition

The Board recognizes the following organizations for the purpose of discussions with employee representative organizations concerning certain working conditions and benefits:

- o Mesa Education Association (MEA)
 - Representative of non-administrative certificated personnel.
- o Mesa Education Support Personnel Association (MESPA)
 - Representative of support personnel.
- o Mesa Association of Classified Supervisors
 - Representative of classified supervisors
- o Mesa Association of School Administrators
 - Representative of administrators

HG - cont'd.

Procedures:

Procedural ground rules or guidelines shall be mutually agreed upon by representatives of the Governing Board or the Superintendent and representatives of the Associations prior to the discussions beginning on specific topics.

Prior to February 15 of each year, proposals/study topics shall be mutually declared and discussions concerning these proposals/study topics shall begin. Discussions concerning certain working conditions and benefits shall be completed by April 1, except when agreed upon by both parties.

Adopted: February 26, 1980

Revised: February 7, 1989
November 24, 1998

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IGD	Extracurricular Participation	X	X
IGDA	Student Organizations	X	X
IGDAA	Student Meetings - Not School Sponsored	X	
IGDB	Student Publications	X	X
IGDC	Student Social Events	X	X
IGDD	Student Performances	X	
IGDE	Student Activities Funds	X	
IGDF	Student Fund-Raising Activities	X	X
IGDG	Student Activities Funds Management	X	X
IGDH	Contests for Students	X	
IGDJ	Interscholastic Athletics and Activities	X	X
IHB	Class Size	X	X
IHD	Student Schedules and Course Loads	X	
IHG	Independent Study	X	
IHI	Contracting for Instruction	X	

Code	Topic	Policy	Regulation
IIA	Instructional Materials	X	X
IIAA	Textbook/Computer Software/Supplementary Materials Selection and Adoption	X	X
IIB	Textbook Management	X	X
IIC	Library Materials Selection and Adoption	X	X
IID	Special Interest Materials	X	
IIB	Instructional Services	X	
IIBD	School Libraries	X	
IIBE	Video Use	X	X
IIBG	Computer Instruction	X	X
IIC	Community Instructional Resources	X	X
IICA	Optional Student Travel	X	X
IJ	Guidance Program	X	
IK	Academic Achievement	X	
IKA	Grading Systems	X	
IKAA	Final Examinations	X	X
IKAAA	Reviewing Grading Decisions	X	
IKAB	Student Progress Reports to Parents	X	X
IKAC	Student Conferences	X	
IKAD	Parent Conferences – Elementary	X	X
IKB	Homework	X	X
<i>IKB</i>	<i>Tarea Escolar</i>		X
IKC	Class Rankings	X	
IKD	Honor Rolls	X	
IKE	Promotion and Retention of Students	X	X
IKEA	Assignment Make-Up Opportunities	X	
IKEB	Acceleration	X	
IKF	Graduation Requirements	X	X
IKFA	Early Graduation	X	
IKFB	Commencement Ceremonies	X	X
IKFBA	After Graduation Activities	X	X
IKG	Credit for Courses Completed at Non-District Schools	X	X
IL	Testing Programs	X	X
ILC	Use and Dissemination of Standardized Test Results	X	X
IM	Evaluation of Instructional Programs	X	
INA	Lesson Plans	X	X
IND	School Ceremonies and Observances	X	X
INDB	Flag Displays	X	
INE	Assemblies	X	X
ING	Animals in the School	X	X
INH	Class Interruptions	X	

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Curriculum and Instructional Goals
GOVERNING BOARD POLICY	DISTRICT CODE: IA

CURRICULUM AND INSTRUCTIONAL GOALS

The Governing Board recognizes that all parts of the curriculum are interrelated and important to the development of the student. The physical, emotional, social, aesthetic and cognitive development of the student are all important to a balanced school program. The Governing Board also recognizes the importance of student achievement of the content detailed in the Arizona Academic Standards.

Specifically, the district instructional program will be designed and implemented to provide for students:

- Achieving skills in language literacy, to use the language which includes reading, writing, speaking, listening and composition skills.
- Achieving skills in math computation and solving math problems.
- Achieving skills in scientific inquiry.
- Developing skills and appreciation of the world of work.
- Developing the study skills necessary for lifelong learning.
- Developing an appreciation of the importance of physical fitness.
- Developing research and problem-solving skills.
- Developing the ability to think analytically, critically and independently.
- Developing citizenship and personal responsibility skills.
- Developing an understanding and respect for various cultural heritages.
- Instilling an appreciation for the intrinsic value of education.
- Instilling an appreciation of the fine arts.

Adopted: December 13, 2005

CROSS REF.: IFE – Academic Standards

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Curriculum and Instructional Goals
ADMINISTRATIVE REGULATION	DISTRICT CODE: IA-R

CURRICULUM AND INSTRUCTIONAL GOALS

The educational efforts of District personnel shall be directed toward the accomplishment of the curriculum and instructional goals of the District. The instructional staff, under the direction of the Associate Superintendent and the Assistant Superintendent for Curriculum and Instruction, shall establish instructional objectives for each subject area in the schools.

Curriculum goals must be interrelated. No one goal stands in isolation from the rest. Goals help to define instructional objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help to determine means for evaluating the progress of students toward the goals.

Instructional Goals. The educational goals for the District address themselves to a comprehensive and quality education.

Physical and Emotional Well-Being. Education shall contribute to the physical and emotional well-being of students, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

Basic Communication Skills. Education shall develop in each student the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important skills are reading, writing, speaking, listening, and computational skills.

Effective Use of Knowledge. Education shall provide for each student access to our cultural heritage, and shall stimulate intellectual curiosity and promote intellectual development.

Capacity and Desire for Lifelong Learning. Education shall foster and stimulate in each student the natural desire for lifelong learning and shall develop the skills necessary to fulfill the desire.

Respect for the Community of Man. Education shall provide each student with knowledge and experience that contributes to an understanding of human similarities and differences. These understandings shall advance mutual respect for humanity and for the dignity of the individual.

Occupational Competence. Education shall provide each student with the skills, experience, attitudes, and guidance for initial job placement. It is even more important for the learner to develop a capacity to adapt to changing conditions.

Understanding of the Environment. Education shall provide each student with knowledge and understanding of the social, physical, biological worlds, the balance between man and his environment, and shall develop attitudes and behavior leading to intelligent use of the environment.

IA-R - Cont'd.

Creative Interests and Talents. Education shall provide each student with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

Individual Values and Attitudes. Education shall expand and advance the humane dimensions of all students, especially by helping them to identify and cultivate their own spiritual, moral, and ethical attitudes.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Academic Freedom
GOVERNING BOARD POLICY	DISTRICT CODE: IB

Academic Freedom

The purpose of academic freedom is to maintain a learning environment in which knowledge can be freely transmitted. Within such an environment, the critical faculties of students can be developed through research, interpretation of facts, investigation and study. Teachers may choose from a wide variety of professional methods and techniques to accomplish this task.

Academic freedom is not absolute in that it must be balanced with other compelling public concerns and interests. In maintaining this balance, the District requires teachers to:

- o Make instructional content directly relevant to the District's prescribed educational goals and objectives.
- o Ensure that instruction is suitable for the age and maturity of students involved.
- o Present a fair and objective summary of the entire range of opinions when discussion involves conflicting points of view.
- o Not make presentations that disrupt or would be likely to interfere with school activities or the educational process. No written material or activity is allowed that is obscene, libelous, or slanderous.

The intent of this policy is to ensure academic freedom while guaranteeing student access to factual, balanced information through the instructional process. Teachers are not prohibited from discussing relevant, conflicting subject matter or expressing an opinion. Teachers are expected to be prepared to explore various sides of a given issue so that students are helped in developing their own critical faculties. Opinions should be so labeled.

District procedures shall be developed and followed to ensure academic freedom as defined above.

Student Rights. In considering conflicting opinions, it shall be the purpose of our schools to recognize student rights and/or obligations:

- o To have free access to appropriate relevant information.
- o To study under competent instruction in an atmosphere of freedom from bias and prejudice.
- o To form and express judgments on conflicting opinions without thereby jeopardizing relations with a teacher or the school.

IB - cont'd.

- o To recognize that reasonable compromise is often an important facet in decision making in our society.
- o To respect minority opinion.

Adopted: November 18, 1986

Revised: April 12, 1988
October 11, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Academic Freedom
ADMINISTRATIVE REGULATION	DISTRICT CODE: IB-R

Academic Freedom

Classroom Discussions of Conflicting Opinions. Procedures to be followed by principals and classroom teachers in dealing with academic freedom.

- o For principals:
 1. Assign only the most competent teachers to teach subjects where discussion of topics may result in the expression of conflicting opinions.
 2. Teachers should provide students with the opportunity to study conflicting opinions.
 3. If requested, a reasonable opportunity for rebuttal in the same class or other school sponsored activity must be provided. Personnel for such a rebuttal are to be chosen and provided by the students and/or citizens who object to the offending presentation, with the advice and consent of the principal.
- o For teachers:
 1. Instructional content shall be directly relevant to the District's prescribed educational goals and objectives.
 2. Deal with conflicting opinions as impartially and objectively as possible. Do not intrude personal biases.
 3. Handle all such topics in a manner suited to the range of knowledge, age, maturity, and competence of students.
 4. Have teaching materials dealing with various aspects of the topics readily available.
 5. Do not manufacture an issue. Take up only those that are current and real.
 6. Do not expect or require the class to reach an agreement.
 7. Permit students, upon request, to be excused without penalty from classrooms during the presentation of conflicting opinions.
 8. Whenever in doubt about the advisability of taking up a given "hot" topic, consult with the principal. Instruction should not be likely to disrupt school activities. The principal has the authority to determine what types of activities might be disruptive.

IB-R - cont'd.

Approved: November 18, 1986

Revised: April 12, 1988
October 11, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Year
GOVERNING BOARD POLICY	DISTRICT CODE: IC

SCHOOL YEAR

The school year will be for a period of not less than 180 school instruction days, or its equivalent, as approved by the Superintendent of Public Instruction.

The school fiscal year will begin July 1 and end June 30.

When July 4, Veterans Day, Thanksgiving Day or December 25 occurs within the school week, the schools will be closed.

In a regular meeting no later than February of each year, the Governing Board will adopt the school calendar for the following school year. In advance of the meeting, the Superintendent will submit a proposed calendar resulting from prior consultation with district employees.

Adopted: August 24, 2004

LEGAL REF.: A.R.S. § 15-341(A)(2)
15-801(A)
15-854
15-855
15-861
15-881
15-901

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Day
GOVERNING BOARD POLICY	DISTRICT CODE: ID

SCHOOL DAY

The normal school day for the instruction of the students of this district shall not be less than is required by Arizona Revised Statutes.

The Superintendent may close the schools, delay the opening of schools, or dismiss school early for emergency reasons and to protect the health and safety of students and staff members. The Superintendent shall prepare rules for the proper and timely notification of concerned persons in the event of such emergency closing, and shall, in all cases, inform the Governing Board President as soon as possible.

The Superintendent shall develop guidelines that allow students to enter schools and to leave schools under exceptional conditions so that variances with the normal school schedule may be accommodated.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. § 15-901(2)(6)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Day
ADMINISTRATIVE REGULATION	DISTRICT CODE: ID-R

SCHOOL DAY

The school day will be arranged and scheduled by the superintendency within the limitations of school facilities, employee organization agreements, and requirements of state law and regulations so as to offer the greatest return educationally for the time spent.

Legal requirements for minimum instructional time are based on financial rather than educational reasons. The district holds the position that those specifications are not educationally adequate. The following are minimum requirements for student participation in instructional activities:

<u>Grade Level</u>	<u>Minimum Instructional Times Required – A.R.S. 15-901</u>
Pre-Kindergarten	6 hours per week
Kindergarten	356 hours per year
Grades 1 - 3	712 hours per year
Grades 4 - 6	890 hours per year
Grades 7 - 8	1,000 hours per year
Grades 9 - 12	123 hours per year per subject, or the equivalent that counts towards graduation, for an instructional program that meets at least 720 hours during the minimum number of days required and includes at least four subjects. Alternatively, 20 or more hours per week per subject, prorated for any week with fewer than five school days.

Early Dismissal of Students

No school or grade may be dismissed before the regular hour for dismissal except with approval of the Superintendent or designee.

Definitions

“Instructional time” – refers to specific learning experiences, organized in the curriculum, involving students under direct or indirect supervision of a certificated employee and for which specific educational outcomes can be expected. By definition, this excludes the lunch period and recesses from total time.

“Recess” – is that period of time formally scheduled during the school day for the purpose of allowing students to attend to their physical needs (restrooms and drinks) and to establish a break from the regular routine.

“Classroom breaks” – sometimes it is necessary to provide periods of time, other than recess, during which the students are involved in activities other than those normally experienced during the instructional time defined above. If such periods are under the direct supervision of a certificated person and formal instructions are provided, it should be counted as part of the instructional day.

ID-R - Cont'd.

“Lunch period” – this is not part of instructional time even though it is supervised by a certificated person and the students may be playing organized games. The minimum for lunch should be a 30-minute period.

“Dismissal time” – this will vary from school to school because of transportation, program, starting times, etc.

Adopted: November 18, 1986

Revised: March 27, 1995
July 21, 2005
February 20, 2013

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. §15-901

CROSS REF.: EBCD – Emergency Closings
JEDB – Student Dismissal Precautions
JEFB – Released Time
JFG – Interrogations, Arrests/Removal of Students and Searches

MESA UNIFIED SCHOOL DISTRICT	TOPIC: CURRICULUM
GOVERNING BOARD POLICY	DISTRICT CODE: IF

CURRICULUM

The district’s curriculum will be fully aligned with the academic standards. The curriculum will be expressed in the form of curriculum standards for each subject area for which instruction is provided. These curriculum standards will establish an outline for planning instruction, and will include the concepts and performance objectives that teachers are responsible for teaching.

Curriculum standards will serve as the framework from which a teacher will develop units of study and individual lesson plans that will serve the particular needs of students. The curriculum standards will be used to map the logical sequence of instruction.

The principal, department heads and other supervisors will see that teachers make optimum use of the curriculum standards applicable to the courses taught. Teachers will conform their instruction to address the curriculum standards.

DEVELOPMENT AND ADOPTION

Curriculum standards will be developed and periodically reviewed by district staff and curriculum committees under the direction of the Assistant Superintendent for Curriculum and Instruction. The Governing Board authorizes the Superintendent to organize committees to review the curriculum. Certified personnel have professional obligations beyond regular classroom duties, and these obligations will include work on curriculum committees.

The Superintendent will propose all curriculum standards and amendments thereto to the Governing Board for its review and adoption. Curriculum standards will not be used or modified unless adopted by the Governing Board.

TRAINING

The district and each school will provide training opportunities relating to the content and effective use of the curriculum standards for teachers and other staff members. All teachers must participate in training related to the use and implementation of the curriculum standards unless excused for an appropriate reason by the teacher's school principal or the Assistant Superintendent for Human Resources.

The Superintendent will adopt regulations as necessary to implement this policy. The regulations will include a process for periodic review of the academic standards by staff, parents and community members.

Adopted: August 13, 2002

IE – Cont’d.

LEGAL REF.: A.R.S. 15-341(A)(6)

15-701

15-701.01

15-707

15-721(A)

15-722(A)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Curriculum
ADMINISTRATIVE REGULATION	DISTRICT CODE: IF-R

CURRICULUM

The following shall be adhered to in making changes in curriculum and in instruction:

- A written request for the proposed change shall be presented to the Assistant Superintendent for Curriculum and Instruction by a teacher, a group of teachers, principal, or other interested party. The request shall include at least the following items: the need for a change, expected results, procedure that shall be followed, materials needed for the program, cost factors, and methods for checking results.
- The request for change must be approved by the principal, appropriate curriculum director, and the Assistant Superintendent for Curriculum and Instruction. If the request represents a significant departure from established programs, the request must also be approved by the Superintendent and the Governing Board. If approved, a copy of the request shall be given to the principal and other persons directly concerned. A report of the results shall be submitted to the Assistant Superintendent for Curriculum and Instruction.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Curriculum Research
GOVERNING BOARD POLICY	DISTRICT CODE: IFA

Curriculum Research

The Governing Board is supportive of existing educational programs that are time-tested and have proved to be successful. The Board also encourages educational change and new programs that show promise of improvement in the curriculum.

Each area of the curriculum shall be reviewed periodically as determined by the Assistant Superintendent for Curriculum and Instruction.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Academic Standards
GOVERNING BOARD POLICY	DISTRICT CODE: IFE

ACADEMIC STANDARDS

The Governing Board recognizes that high academic standards in each and every subject are the foundation for academic success. Academic standards provide clear definition of expectations for all students and serve as a common target for students, staff and parents.

The district will adopt and maintain academic standards that clearly identify what all students should know and be able to do across the curriculum. The standards will include and be consistent with the State Content Standards. Standards will be adopted and maintained in the following subjects:

- | | | |
|---------------|---------------------------|-----------------|
| Language Arts | Social Studies | World Languages |
| Mathematics | Arts | Technology |
| Science | Health/Physical Education | |

The Superintendent will adopt regulations as necessary to implement this policy. The regulations will include a process for periodic review of the academic standards by staff, parents and community members.

Adopted: August 13, 2002

LEGAL REF.:	A.R.S.	15-701	
		15-701.01	
		15-710	
	State Board of Education Rule		R7-2-301
			R7-2-302
			R7-2-302.4

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Instruction
GOVERNING BOARD POLICY	DISTRICT CODE: IGA

INSTRUCTION

Academic instruction should be planned and presented to focus student achievement on content stated in the district’s curriculum standards. Teachers are expected to prepare daily lesson plans that are consistent with the curriculum standards and directed to the learning of a specific performance goal, concept, and academic standard.

The Governing Board is committed to the importance of reading as the foundational skill for a successful education. Accordingly, the first priority of the district’s instructional program will be to establish each student’s proficiency in reading through a planned sequence of reading instruction beginning in the kindergarten program. Each student will be expected to demonstrate reading proficiency by the completion of the third grade.

Organization

The district will coordinate and articulate a K-12 instructional program that is divided into three levels:

- Elementary school, which includes grades kindergarten through 6.
- Junior high school, which includes grades 7 and 8.
- High school, which includes grades 9 through 12.

Schools may be organized as necessary to fulfill the school’s educational mission and serve the needs of the district.

Grouping

Schools generally will use heterogeneous grouping practices when assigning students to classes. Homogeneous grouping practices will be used when necessary to comply with state or federal law or to meet specific program or student needs as deemed appropriate by the school principal.

Course Offerings

The district will offer all courses necessary for students to accumulate course credits necessary to graduate from high school and achieve proficiency in the academic standards. The district will also strive to offer additional courses that will prepare students for work or further study after graduation.

The Superintendent may adopt regulations as necessary to implement this policy.

Adopted: November 18, 1986

Revised: February 28, 1995
August 13, 2002
May 10, 2011

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Religion in Relation to School Functions
GOVERNING BOARD POLICY	DISTRICT CODE: IGAC

RELIGION IN RELATION TO SCHOOL FUNCTIONS

The Superintendent will develop guidelines for the treatment of religion in the curriculum and school programs.

Such guidelines will be educationally sound and consistent with the first amendment of the constitution of the United States which provides, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."

Such guidelines will recognize the distinction between study about religion and promoting religious belief. Such guidelines will reflect the district's commitment to understanding of and mutual respect for religious diversity and individual belief or nonbelief.

Adopted: January 8, 1991

Legal References: A.R.S. § 15-341 (A)(4)
A.R.S. § 15-535
A.R.S. § 15-806
United States Constitution

Cross References: [IND - School Ceremonies and Observances](#)
[JEFB - Released Time](#)
[KLB - Public Complaints About Curriculum or Instructional Materials](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Religion in Relation to School Functions
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGAC-R

RELIGION IN RELATION TO SCHOOL FUNCTIONS

General Guidelines

"Religion" means (a) A set of beliefs concerning the cause, nature and purpose of the universe, especially belief in or the worship of God or gods, or (b) An organized system of belief in and worship of God or gods, or (c) Something one believes in or follows devotedly, or (d) A sincere and meaningful belief that occupies a place in the life of its professor parallel to that filled by an orthodox belief in God.

District administrators and teachers must remain sensitive to the concerns of individuals as well as to the underlying issues in the delicate area of the relationship between public education and religion. This regulation has been developed to address these concerns and issues consistent with guidance available from United States Supreme Court first amendment decisions and other legal interpretations.

The Supreme Court has developed the following three-point test for determining when governmental activity falls within the constitutional boundaries:

1. The activity must have a secular purpose.
2. The principal or primary effect of the activity must be one that neither advances nor inhibits religion.
3. The activity must not foster an excessive governmental entanglement with religion.

Any district activity involving religion will satisfy these criteria.

Curriculum and Classroom Activity

The district recognizes that one of its educational responsibilities is to further students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization and the role it plays in world affairs.

The curriculum provides the opportunity to further such knowledge and appreciation. Therefore the curriculum may include factual and objective teaching about religion and religious freedom focused on the role religion has played in history and cultural and national heritage. However materials or activities that either inhibit or promote religion cannot be included in curricular offerings.

Students may be taught the origins, histories, traditions and generally accepted meanings of religions and religious holidays, provided the information is factual and objective.

Students should not be asked to profess, disclose, or explain personal or family religious belief, practice or observance. Students should not be asked to bring religious objects to class.

Use of music, art, drama and literature with religious themes is permissible if used for a sound secular educational purpose.

Staff must remain neutral about religion. Staff will not proselytize or indoctrinate students in religion or nonreligion.

Use of Religious Symbols

Religious symbols may be used as a teaching aid or resource if displayed temporarily and objectively as part of instruction about cultural and religious heritage.

Musical Programs

School groups presenting musical programs may use religious music as long as the total effect of the program is not religious. Religious music should not dominate any program.

Holidays

A religious holiday should not be sponsored, celebrated or observed. Religious holidays may be recognized and objectively studied as part of secular instruction about religion and religious traditions.

Secular activities relating to legal holidays and holidays with religious origins that have become secularized are permitted. Christmas has religious origins. However, many activities associated with Christmas are secular or have become secularized and are permitted. Activities relating to the religious aspects of Christmas must comply with the guidelines set forth in this regulation.

Music, art and literature of various religions from many countries have become part of the social and cultural heritage that is Christmas. Religious music, art, literature and symbols may be included in Christmas activities so long as presented objectively as examples of the cultural and religious heritage of the holiday.

Excused Absence for Religious Observance

Absence from class to observe a religious holiday will be recognized as an excused absence. Whenever possible, examinations, assemblies, field trips, and other special events should be scheduled at times other than when students are absent due to the observance of a religious holiday.

Objections to Curriculum or Activities

Any objections to curriculum or activities will be processed under Governing Board Policy KLB, Public Complaints about Curriculum or Instructional Materials.

Approved: January 8, 1991

James K. Zaharis
Superintendent

IGAC-R - cont'd.

Objections to Curriculum or Activities

Any objections to curriculum or activities shall be processed under Governing Board Policy KLB, Public Complaints about Curriculum or Instructional Materials.

Approved: January 8, 1991

James K. Zaharis
Superintendent

<p style="text-align: center;">MESA UNIFIED SCHOOL DISTRICT</p>	<p style="text-align: center;">TOPIC: Instruction on Alcohol, Tobacco, Narcotic Drugs, Marijuana and Other Dangerous Drugs; Chemical Abuse Prevention Programs</p>
<p style="text-align: center;">GOVERNING BOARD POLICY</p>	<p style="text-align: center;">DISTRICT CODE: IGAG</p>

PHILOSOPHY STATEMENT

The Governing Board of the Mesa Unified School District is committed to the prevention of alcohol and other drug abuse. The district recognizes the use and abuse of mood-altering chemicals as an increasingly important problem in our society, and that students cannot make full use of the total school program if they are harmfully involved with chemicals or exhibiting other harmful behaviors. The district also recognizes chemical dependency and harmful behaviors as a treatable health problem.

The district will have a substance abuse program with education and prevention as the primary goal. The program will include students in kindergarten through high school. Instruction will be provided on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, misuse of prescription drugs, and other dangerous drugs that affect the mind and body. Instruction will also be provided on the nonuse and prevention of use and abuse of alcohol, tobacco, narcotic drugs, marijuana, and other dangerous drugs.

The instructional program will emphasize developing good decision-making skills and building healthy self-esteem and interpersonal skills. The instruction may be combined with health, science, citizenship/character education, or similar studies.

Adopted: September 9, 1986

Revised: July 21, 1992
June 23, 2015

LEGAL REF.: A.R.S. § 15-712

CROSS REF.: [JFCG – Tobacco Products – Students](#)
[JFCI – Alcohol and Illegal Drug Possession, Use and/or Sale By Students](#)

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Instruction on Alcohol, Tobacco, Narcotic Drugs, Marijuana and Other Dangerous Drugs; Chemical Abuse Prevention Programs</p>
<p>ADMINISTRATIVE REGULATION</p>	<p>DISTRICT CODE: IGAG-R</p>

The district will share in the responsibility of assisting students by providing the following: (1) comprehensive policy and procedures for students and staff, (2) an active school/community advisory committee, (3) staff training on the signs and symptoms of chemical abuse and other harmful high-risk behaviors, (4) early identification and referral of students harmfully involved with chemicals and other harmful high-risk behaviors, (5) involvement of parents and community members, (6) student activities that promote involvement and positive life skills, (7) a supportive school environment that promotes a positive, "no use" atmosphere for staff and students, and (8) evaluation of the Chemical Abuse Prevention Program to determine effectiveness.

Information will also be offered to the community and parents concerning the prevention of chemical use and abuse. The need to educate and protect school employees, parents, and others in the community, whenever possible, will be accomplished through a variety of programs.

These programs include, but are not limited to, the following:

- Staff professional development
- Parent education
- Community awareness/information programs
- Enforcement of Governing Board policies
- Dissemination of accurate and necessary information

News releases, websites, social media, and other forms of communication may be used to educate parents and the community.

Policy And Regulation Review

The policies and regulations for the prevention of chemical use and abuse will be reviewed by the Governing Board each year. Amendments will be made as required by Arizona statute and as deemed necessary by the Governing Board at any time.

Approved: July 28, 1993

Revised: June 17, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Sex Education
GOVERNING BOARD POLICY	DISTRICT CODE: IGAI

Sex Education

Instruction in sex education may be offered in the District (K-12) in conformity with the requirements of Arizona law.

The Governing Board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education. Any changes to the sex education program must be approved by the Governing Board.

Adopted: November 18, 1986

Revised: February 28, 1995

LEGAL REF.: State Board of Education Rules:

R7-2-303(A)(1 thru 3)

R7-2-303(B)(1 and 2)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Sex Education
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGAI-R

INSTRUCTION IN SEX EDUCATION

Elective Lessons

The district may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study for students in grades 7 and 9.

- Such supplement may be taken by the student only upon written permission of the student's parent. Notice regarding the opportunity to participate in the sex education supplement will be provided to parents of all eligible students prior to the commencement of the course.
- Alternative elective lessons from the state-adopted optional subjects will be provided for students who do not enroll in elective sex education.
- Elective sex education lessons will not exceed the equivalent of one class period per day for one-quarter of the school year for grades 5-8.

Governing Board Approval

All elective sex education lessons to be offered must have prior approval from the Governing Board.

Format of Instruction

- Lessons will be taught to boys and girls separately.
- Lessons will be ungraded and will require no homework; any evaluation administered for the purpose of self-analysis will not be retained or recorded by the school or the teacher in any form.
- Lessons will 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

All sex education materials and instruction will be age appropriate; will recognize the needs of exceptional students; will meet the needs of the district; will recognize local community standards and sensitivities; will not include the teaching of abnormal, deviate, or unusual sexual acts and practices; and will:

- Emphasize the power of individuals to control their own personal behavior.
- Encourage students to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.

IGAI-R - Cont'd.

- Provide instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure.
- Teach students that it is wrong to take advantage of, or to exploit, another person.
- Address the topic of dating abuse.

All sex education materials and instruction that discuss sexual intercourse will:

- Stress that students should abstain from sexual intercourse until they are married.
- Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent 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 pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

Adopted: November 18, 1986

Revised: February 28, 1995
March 23, 2011

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Driver Education
GOVERNING BOARD POLICY	DISTRICT CODE: IGAJ

Driver Education

The Governing Board offers Driver Education as an elective to eligible students.

Upon successful completion of the course, elective credit shall be awarded toward graduation.

Students who take the course shall have the permission of their parents or guardians, and shall have a Learner's Permit in accordance with state law.

Since the Board further believes that the fundamental purpose of a driver education program is to produce responsible, safe drivers -not merely students who will be able to secure licenses -students who already have driver's licenses shall be eligible for the program on the same basis as those without licenses.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Driver Education
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGAJ-R

Driver Education

Students who take the course shall have the permission of parents or guardians, and shall have a Learner's Permit in accordance with state law. Students who already have driver's licenses shall be eligible for the program on the same basis as those without licenses.

Guidelines for the Laboratory Phase of the Driver Education Program. All on-street-instruction shall take place before or after school, on Saturdays, or during summer vacations.

The principal shall assure that competent and qualified instructors are assigned.

Students shall receive a minimum of six (6) hours of actual driving experience. Students shall also be observers in the driver education car for approximately twelve (12) hours, depending on the phasing of the particular school program.

The driver education automobile shall not be operated with fewer than two (2) or more than three (3) students in a vehicle at any one time when involved in on-street-instruction.

The following standards shall govern the scheduling of teachers involved in the on-street-instruction phase of driver education.

- o During the summer, holidays, and Saturdays - no more than six (6) hours per day.
- o During days school is in session - no more than two (2) hours per day, and no more than sixteen (16) hours per week.

Driver education cars shall be kept within a radius of 25 miles of the school when on-street-instruction is taking place. Driving instructors shall present a neat appearance and dress appropriately when on duty. Gym shorts or sweat pants are not considered suitable dress. Other specific standards may be defined by the principal and department head of each school.

Fire extinguishers and first aid equipment shall be provided in each of the driver education cars.

Instructors shall return students to their normal dismissal point unless specific written approval from parents or guardians is obtained.

Students and staff shall be out of the car while it is being filled with gasoline.

The oil level shall be checked, preferably each time the car is gassed, but at a minimum of once a day, and shall be entered in the car maintenance and service log.

IGAJ-R - cont'd.

Suggested scheduling procedures:

Application for behind-the-wheel instruction

Filled out by student, signed by parents or guardians; filed according to age.

Student Driving Record Card

When a student has a permit or license and his name comes up on the list according to age, his name shall be placed on the driver card along with his address and phone number. The card shall then be given to the instructor who contacts the student.

Upon completion of driving, the card is signed by the instructor and student and is returned to the head of the department.

Certificate and/or letter to parents

Certificate and/or letter to the parents or guardians upon completion of both phases of the program.

Instructors shall be paid only for the time spent actually instructing students.

Instructors shall keep accurate records as prescribed by the Safety Education Department.

Adopted: November 18, 1986

James. K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Native American Education
GOVERNING BOARD POLICY	DISTRICT CODE: IGAK

NATIVE AMERICAN EDUCATION

The Governing Board will assure that all Native American children attending district schools participate on an equal basis in educational programs and will assure that tribal officials and parents of Native American children are given the opportunity to make comments and recommendations regarding the planning and development of educational programs.

The district will consult and involve tribal officials and parents in the planning and development of educational programs that are assisted with Title VIII Impact Aid funds or other funds received from outside agencies, and will afford tribal officials and parents of Native American children the opportunity to make comments and recommendations concerning:

- Identification of the needs of Native American children.
- Ways parents and tribal officials can assist Native American children to achieve the benefits from these educational programs.
- Presentation of their overall views on district educational programs which will include:
 - (a) the operation of district educational programs, and
 - (b) the degree of parental participation involved.

The input of tribal officials and parents of Native American students will be examined and assessed in a meaningful way. District policies and procedures may be modified based on this input.

Parents and/or tribal officials of Native American children may request in writing that a concern regarding educational needs be placed on a Governing Board meeting agenda in accordance with Governing Board Policy BDDC. The request must be made at least five working days before the meeting.

The following procedures will be observed:

1. The Associate Superintendent or designee will meet with Native American tribal officials at least once per semester to present the district’s views and recommendations for educational programs that will best meet the needs of Native American children. The Associate Superintendent or designee may also present their overall views on the educational programs of the school district, including the degree of the parental participation allowed with the monies received from Title VIII, or other funds received from outside agencies. The meeting dates, times, and location will be agreed upon by the Native American tribal officials and the Associate Superintendent or designee.
2. The district will review school data and comments received from parents and tribal officials at an annual public meeting and at the scheduled Parent Advisory Committee meetings held throughout the school year to assess the extent to which Native American children participate in the educational

programs on an equal basis. The notice of the public meeting, including the date, time, and location, will be announced in a local media sent to parents and tribal education officials by the district Native American Education Program. Each year, the district will conduct a needs assessment to determine the specific educational needs of Native American students. An annual student data report will be submitted to the tribal officials. At a minimum, the following groups will be involved in the needs assessment:

- (a) Native American students,
 - (b) parents of Native American students,
 - (c) tribal officials, and
 - (d) teachers of Native American students.
3. The district will disseminate, in a timely manner, to Native American parents and tribal officials:
- (a) the Title VIII application;
 - (b) plans for educational programs the district plans to initiate/eliminate; and
 - (c) when available, notice of evaluations of educational programs assisted with Title VIII and/or other funds received from outside agencies.

A summary of these items will be sent to all parents of Native American children, tribal officials, and Native American Education Parent Advisory Committee members, noting that a complete copy of this information will be sent upon request.

4. Native American parents and tribal officials will be provided adequate time and opportunity to present their views on the Title VIII application, plans for educational programs the district intends to initiate/eliminate, and the evaluation of educational programs which are assisted with Title VIII and/or other funds received from outside agencies, at a regularly scheduled Board meeting at which time the topic is scheduled as an agenda item.
5. The district will annually review its Native American Education policy to ensure that it meets minimum standards and continues to provide for an adequate level of Native American participation. If necessary, the district will amend or modify policies and procedures at a regularly scheduled Board meeting to conform with appropriate requirements. Any amendments will be provided to the affected tribe(s).
6. The district may use its Native American Education Parent Advisory Committee as an ad hoc committee to review Native American input regarding recommended changes in policies or procedures. If needed, the Board may appoint a task force to help ensure equal participation of Native American students in the educational programs. Any modification of policies must be approved at a regular meeting of the Board.

Adopted: November 15, 1988

Revised: January 23, 1990
April 14, 1992
February 28, 1995
March 9, 1999
May 10, 2011

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Education Programs for Disabled Students
GOVERNING BOARD POLICY	DISTRICT CODE: IGBA

SPECIAL EDUCATION PROGRAMS FOR DISABLED STUDENTS

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent will develop procedures that provide educational opportunities for individuals with disabilities and that accomplish district compliance with federal laws, including the Individuals with Disabilities Education Act (IDEA), the Arizona Revised Statutes, and the regulations of the State Board of Education. Such procedures will include, but not be limited to, the following provisions:

- All children with disabilities aged birth through 21 years within the district’s jurisdiction are to be identified, located, and evaluated, including children attending religious or private schools who are in need of special education and related services.
- A free appropriate public education (FAPE) will be available to all eligible children with disabilities aged 3 through 21 years within the district’s jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability that the district has placed in or referred to a private school or facility. The district may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability will extend through the conclusion of the instructional year during which the student attains the age of 22.
- A full individual evaluation encompassing existing and additional data will be conducted for each child to determine if the child is an eligible 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 will be conducted at least every third year.
- An individualized education program (IEP) will be developed and implemented for each eligible child served by the district and for each eligible child the district places in or refers to a private school or facility. 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 interaction with the total school environment will be provided to eligible students with disabilities, the exception to be only when the student’s condition, with supplementary aids and services, makes such regular class education unsatisfactory.

IGBA – Cont’d.

- All required procedural safeguards must be guaranteed to the eligible children with disabilities 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.
- The district will 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 eligible children with disabilities aged 3 through 21, extended school year (ESY) services will be made available and implemented as necessary.
- Criteria for the graduation of exceptional students – including accomplishment in reading, writing, and mathematics – will be as specified in the district policy on graduation requirements. Such standards will be equivalent to or greater than those established by the State Board of Education.
- Not later than March 1 of each year, the district will conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category. The applicable ratios will be specified in a regulation accompanying the district policy on class size.
- The discipline of eligible students with disabilities, and unevaluated students suspected of having a qualifying disability, will be conducted in such a manner as to comply with FAPE and requirements of the IDEA.

The Superintendent is authorized and directed to establish procedures for the development and administration of the necessary programs, and to document district compliance with the law and this policy. Such procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: November 18, 1996

Revised: March 9, 1999
May 9, 2000
February 26, 2002
April 8, 2008

LEGAL REF.:	A.R.S.	15-761	15-765 to 15-769	15-1181 to 15-1185
		15-763	15-771	15-1201 to 15-1205
		15-763.01	15-773	36-555
		15-764	15-881	
	A.A.C.	R7-2-401	R7-2-405	R7-2-603
		R7-2-402	R7-2-601	
		R7-2-403	R7-2-602	

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 - Class Size](#)
[IKE – Promotion & Retention of Students](#)
[IKF - Graduation Requirements](#)
[JGD - Student Suspension/Expulsion](#)
[JO - Student Records](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Education Programs for Disabled Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGBA-R

SPECIAL EDUCATION PROGRAMS FOR DISABLED STUDENTS

Governing Board Policy IGBA and the following administrative regulations will be implemented so as to fully comply with applicable state and federal laws, including the Individuals with Disabilities Education Act (IDEA), as amended, and its implementing administrative regulations, which are set forth in the Code of Federal Regulations Title 34, Part 300. This regulation has been formatted to conform with requirements of the Arizona Department of Education. In the event of a conflict between these regulations and Administrative Regulation JGD-R(2) – Student Suspension/Expulsion (Special Education), the provisions of Administrative Regulation JGD-R(2) will govern.

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 home-schooled.

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, and
- 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 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 will extend through conclusion of the instructional year during which the student attains the age of 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 will be completed within 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 will 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 will 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 will 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 a review of records, the parents of the student will 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 will 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 will 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 will 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 will provide prior written notice and a 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 the IDEA. The district will comply with a request without unnecessary delay, and in no case more than 45 days after the request has been made, and before:

- Any 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, or 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 the 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. [34 C.F.R. 300.614]

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child. [34 C.F.R. 300.615]

Upon request, the district will provide parents a list of the types and locations of education records collected, maintained, or used by the district. [34 C.F.R. 300.616]

The district may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records. [34 C.F.R. 300.617]

The district will not charge a fee to search for or to retrieve information. [34 C.F.R. 300.615]

A parent who believes that information in the education records collected, maintained, or used by the district is inaccurate or misleading, or violates the privacy or other rights of the child, may request the district to amend the information. [34 C.F.R 300.618]

The district will decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request. [34 C.F.R 300.618]

If the district refuses to amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing under 34 C.F.R §300.619. [34 C.F.R 300.618]

The district will, upon request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 C.F.R 300.619]

If, as a result of a hearing, the district decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will do so accordingly and so inform the parent in writing. [34 C.F.R 300.620]

If, as a result of a hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the district will inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the district's decision. [34 C.F.R 300.620]

Parental consent will be obtained before personally identifiable information is disclosed to parties other than participating agencies unless the information is contained in education records and the disclosure is authorized without parent consent under the Family Educational Rights and Privacy Act (FERPA). [34 C.F.R 300.622]

Parental consent will be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with 34 C.F.R. §300.321. [34 C.F.R 300.622]

If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released to officials in the district where the private school is located and officials in the district of the parent's residence. [34 C.F.R 300.622]

The district will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [34 C.F.R 300.623]

One 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 34 C.F.R. §300.123 and FERPA. [34 C.F.R 300.623]

The district will maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information. [34 C.F.R 300.623]

IGBA-R – Cont'd.

The district will inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child. [34 C.F.R 300.624]

The information will be destroyed at the request of the parents. However, a permanent record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. [34 C.F.R 300.624]

The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA. [34 C.F.R 300.625]

If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, the district will provide any notice required under the procedural safeguards provisions. [34 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 34 C.F.R. §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 ten (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, will 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 IEP goals. [34 C.F.R. 300.530]

If the removal is a change in placement, the child's IEP Team determines the appropriate services. [34 C.F.R. 300.530]

Within ten(10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, parent, and relevant members of the IEP Team will review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:

- 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 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 34 C.F.R. §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with 34 C.F.R. §§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 34 C.F.R. §§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;

IGBA-R – Cont'd.

- The parent of the child requested an evaluation of the child pursuant to 34 C.F.R. §§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 Executive 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 the 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 the federal regulations, including the requirements of 34 C.F.R. §§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 will ensure 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 an 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 and 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; or
- 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. 300.300]

The district may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the District refuses 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 an 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, and 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 to deny the parent or child any other service, benefit, or activity of the district, except as required by the federal regulations. [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 use due process hearing procedures to seek consent. [34 C.F.R. 300.300]

Consistent with consent requirements of 34 C.F.R. §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 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 30 days; or
 - the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation; 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 will ensure prompt completion of 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
- 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 needed to enable 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 will ensure 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;
- 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; and
- 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]

IGBA-R – Cont'd.

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 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 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 IDEA 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;
- 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 34 C.F.R. §§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 34 C.F.R. §§300.307 through 300-311. [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 34 C.F.R. §§300.307 through 300-311. [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 34 C.F.R. §§300.307 through 300-311:

- The state-adopted criteria based on a child's response to scientific, research-based intervention; or
- 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; and
- At least one 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 meet state-approved grade level standards in one 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
- The child does not make sufficient progress to meet age or state-approved grade level standards in one or more of the areas in listed immediately above when using a process based on the child's IGBA-Rresponse to scientific, research-based intervention; 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, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments. [34 C.F.R. 300.309]

The findings of this section are not primarily the result of:

- A visual, hearing or motor disability;
- Intellectual disability;
- Emotional disturbance;
- Cultural factors;
- Environmental or economic disadvantage; or
- 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 considers:

- 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
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents. [34 C.F.R. 300.309]

The district will promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in the two 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 that addresses:

- 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 IDEA;
- 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
 - the child does not make sufficient progress to meet age or state-approved grade level standards consistent with the basis of a determination in accordance with the 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; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level. [34 C.F.R. 300.311]
- If the child participated in a process that assessed the child's response to scientific, research-based intervention:
 - The instructional strategies used and the student-centered data collected; and
 - The documentation that the child's parents were notified about (a) 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, (b) strategies for increasing the rate of learning; and (c) 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 3 to 5), the district will:

- Make FAPE available no later than the child's third birthday;
- Ensure that an IEP or an IFSP is in effect for each child by that date;
- Ensure that a child's IEP Team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

For school-aged children (age 5 through 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 will extend through conclusion of the instructional year during which the student attains the age of 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 will 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 (ESY) services available as necessary to provide FAPE to children with disabilities.

- ESY services will be provided only if a child's IEP team determines, in accordance with 34 C.F.R. §§300.320 through 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 the 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 the 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 must obtain a one-time written consent from the parent, after providing written notification and before accessing the child's or the parent's public benefits for the first time. The consent must specify:

- The personally identifiable information that may be disclosed;
- The purpose of the disclosure;
- The agency to which the disclosure may be made; and
- That the parent understands and agrees that the public agency may access the parent's or child's public benefits or insurance to pay for services under part 300. [34 C.F.R. 300.154]

The district must provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter. The written consent shall contain:

- A statement of the parental consent provisions in 34 C.F.R. 300.154(d)(2)(iv).
- A statement of the "no cost" provisions in 34 C.F.R. 300.154(d)(2).
- A statement that the parents have the right to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration of the state's public benefits or insurance program at any time; and
- A statement that the withdrawal of consent or refusal to provide consent to disclose personally identifiable information does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost. [34 C.F.R. 300.154]

Graduation

The district ensures that the Governing Board will prescribe graduation criteria for students with disabilities from its high schools, which will 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 will 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 34 C.F.R. §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 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 will include recommendations on how to assist the child in meeting the child's postsecondary goals. [34 C.F.R. 300.305]

Pupils with disabilities, as defined in A.R.S. 15-761, or children who receive special education, as defined in 15-763, will not be required to achieve passing scores on state assessments 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 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 state assessments 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, and 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 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 year before a student reaches the age of 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 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 regular education teacher of the child (if the child is, or may be, participating in the regular education environment).
- Not less than one 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.
- 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.
- Representatives as described below:
 - To the extent appropriate and with consent of the parents or the adult child, the district will invite representatives of any participating agency that is likely to be responsible for providing or paying for transition services.
 - For a child who is transitioning from the Arizona Early Intervention Program (AzEIP), representatives from AzEIP will be invited to the initial IEP if requested by the parent. [34 C.F.R. 300.321]

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]

In the case of a child previously served by AzEIP, an invitation to the initial IEP Team meeting will, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services. [34 C.F.R. 300.321]

The district will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

- 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 and of representatives of the AzEIP if the meeting is for an initial IEP of a child transitioning from AzEIP. [34 C.F.R. 300.322]

Beginning not later than the first IEP to be in effect when the child turns 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; and
- 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 34 C.F.R. 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 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]

For a child aged two (2) years nine (9) months to five (5) years previously served by AzEIP, the IEP team will consider the contents of the child's individualized family service plan (IFSP). An IFSP may serve as the IEP of the child if:

- The district has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;
- The parent and the district agree in writing to the use of an IFSP;
- The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language, and numeric skills; and
- The IFSP is developed in accordance with IEP procedures. [34 C.F.R. 300.323]

The district ensures that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for implementing the IEP.

- 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 steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school system in which the child was enrolled. [34 C.F.R. 300.323]

When a records request is received from another district, from either within or outside of Arizona, the district will promptly respond to the request. [34 C.F.R. 300.323]

In developing each child's IEP, the IEP team will consider:

- 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 hearing impaired, 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 34 C.F.R. §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]

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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 revises 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 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 34 C.F.R. §§300.500 through 300.536 of the IDEA Regulations.

Procedural Safeguards

The district ensures that the parents of a child with a disability will 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 will:

- 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 34 C.F.R. §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 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 time each 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 34 C.F.R. §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 300.536, 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]

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This notice must meet the same requirements for understandable language as for the written prior notice described in 34 C.F.R. §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 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;

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- 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 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 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 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 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 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 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 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 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 30-day resolution period, but later, one 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 34 C.F.R. §300.533;
- During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under 34 C.F.R. §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 of the parents, must be placed in the public school until the completion of all the proceedings. [34 C.F.R. 300.518]

If the complaint involves an application for initial services for a child who has turned three (3) and is 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 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]

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Adopted: November 18, 1986

Revised: March 9, 1999
May 9, 2000
February 26, 2002
June 19, 2008
August 10, 2011
August 28, 2013
Sept. 10, 2013

Michael Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Programs for Gifted Students
GOVERNING BOARD POLICY	DISTRICT CODE: IGBB

PROGRAMS FOR GIFTED STUDENTS

The district will provide gifted education to students identified as gifted students.

The district will develop a scope and sequence for the identification of gifted students and curriculum modification to ensure that gifted students receive gifted education commensurate with their academic abilities and potentials. The district will submit a scope and sequence for gifted student identification and curriculum to the Department of Education for approval on or before July 1 of each year if any changes were made during the previous fiscal year, and by the same date at least every five years if no changes were made.

The scope and the sequence will:

1. Provide for routine screening for gifted students, using tests approved by the State Board of Education.
2. Include an explanation of how gifted education for gifted students differs from regular education in such areas as:
 - content, including a broad-based interdisciplinary curriculum;
 - process, including higher level thinking skills;
 - product, including variety and complexity; and
 - learning environment, including flexibility.

Transfer students previously identified as gifted by another district or charter school will, within a reasonable and timely period, have a determination made as to whether or not they are to receive gifted education in this district. If so, the program for gifted students will be provided without unreasonable delay.

Definitions

“Gifted education” means expanded academic course offerings or advanced supplemental services, or both, as may be required to provide an educational program that is commensurate with the academic abilities and potential of a gifted student.

“Gifted student” means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction, and who needs gifted instruction or advanced supplemental services, or both, to achieve at levels commensurate with the child’s intellect and ability. The district will identify as gifted at least those students who score at or above the 97th percentile, based on national norms, on any test approved by the State Board of Education.

Regulations

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: November 18, 1986

Revised: February 28, 1995
November 22, 2005
February 13, 2007

LEGAL REF.: A.R.S. §15-779 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Programs for Pregnant Students
GOVERNING BOARD POLICY	DISTRICT CODE: IGBD

PROGRAMS FOR PREGNANT STUDENTS

The Governing Board recognizes that students who become pregnant should have the same educational opportunities as their peers.

Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program. However, reasonable safeguards shall be provided for the school and the students’ best interests.

Decisions concerning attendance, educational programs, and counseling for pregnant students shall be reached in joint consultation with the student, the parents or guardians or spouses, if the student is married, appropriate school personnel, and the student’s physician.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: English Language Acquisition
GOVERNING BOARD POLICY	DISTRICT CODE: IGBF

Students shall receive at their school of attendance an English language public education, including the opportunity to develop a full command of the English language. Unless a parental waiver has been approved pursuant to this policy and its regulations:

1. A student shall be taught English by being taught in English.
2. A student who is an English Learner shall be educated through structured English immersion.
3. A student who is an English learner and who acquires a good working knowledge of English and is able to do regular school work in English shall be transferred to an English language mainstream classroom.

A parent or legal guardian may request a waiver allowing a child to be taught through bilingual education techniques or other generally recognized educational methodologies permitted by law.

The Superintendent shall develop and implement procedures for: 1) the identification, assessment, placement, reassessment and reclassification of English Learners; 2) parental waiver of the requirement that a student learn English in an English language classroom; and 3) the assessment of the effectiveness of all educational programs and activities governed by this policy.

English Language acquisition services shall be provided in a manner that fully complies with state and federal laws and regulations relating to English language education for children in public schools.

This policy and its regulations incorporate by reference the definitions provided in A.R.S. §15-751.

Adopted: June 26, 2001

Legal Reference: A.R.S. §15-751
15-752
15-753
15-754
15-755
20 U.S.C. §1703 (Equal Education Opportunity Act)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: English Language Acquisition
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGBF-R

ENGLISH LANGUAGE ACQUISITION

I. Definitions

The following definitions apply to this administrative regulation:

“State assessment” means the assessment approved by the State Board of Education for measuring student progress toward competency in the State-Board-approved academic standards.

“Arizona Academic Standards” means the standards for the subject areas required under the minimum course of study adopted by the State Board of Education.

“AZELLA” means the Arizona English Language Learner Assessment adopted by the State Board of Education.

“ELL” means an English language learner, or a K-12 PHLOTE student who has not obtained a composite “proficient” score on the AZELLA.

“FEP student” means a student who is fluent English proficient or has obtained a composite “proficient” score on the AZELLA.

“PHLOTE” means a student whose primary or home language is other than English, as determined by the home language survey.

“Reassessment for reclassification” means the process of determining whether an English language learner may be reclassified as a fluent English proficient (FEP) student.

“SEI classroom” means a classroom in which all ELL students are educated through structured English immersion.

II. Identification, Assessment, Placement, and Reassessment for Reclassification of English Language Learners

A. Identification of Students to be Assessed

1. The primary language of all students will be identified by the student’s parent on the PHLOTE Home Language Survey and/or student registration form.
2. A student will be considered a PHLOTE student if the Home Language Survey and/or student registration form indicates that the language spoken most often by the student is other than English.

B. English Language Assessment

- PHLOTE students will be administered the AZELLA to measure their English language skills. Students in kindergarten will be administered the AZELLA kindergarten placement test upon enrollment and all portions of AZELLA for end-of-year reassessment; and students in grades 1 through 12 will be administered all portions of AZELLA. Students whose AZELLA overall proficiency levels are Pre-emergent, Emergent, Basic, or Intermediate will be classified as ELLs.
2. The AZELLA will be conducted by persons who are proficient in English and trained to administer and score the test.
 3. As prescribed above, the District will assess the English language proficiency of all new PHLOTE students:
 - within 30 school days for students who enroll in the District at the beginning of the school year, or
 - within two weeks for students who enroll in the District after the first 30 days of school.

C. Assessment of Students in Special Education or in the Referral Process

If a multidisciplinary evaluation/IEP team finds the procedures prescribed in the above subsections A and B inappropriate for a particular special education student, the District will employ alternate procedures for identifying such students or assessing their English proficiency. Persons conducting the language assessment will participate with the special education multidisciplinary evaluation/IEP team in the determination of the student’s language proficiency designation.

D. Screening and Assessment of Students in Gifted Education

ELLs who meet the qualifications for placement in a gifted educational program will receive programmatic services designed to develop their specific areas of potential and academic ability, and they may be concurrently enrolled in gifted programs and English language learner programs.

E. Reassessment for Reclassification

1. The purpose of reassessment is to determine if the English language learner has developed the English skills necessary to succeed in the English curricula.
2. An ELL may be reassessed for reclassification at any time using the AZELLA Placement Test – Teacher Referral Form, but will be reassessed for reclassification at least once per year.
3. ELLs will be reassessed with the AZELLA. Students who have obtained an overall proficiency level on the AZELLA will be reclassified as FEP.
4. Teachers must be notified that a student has been reclassified as FEP when the student meets the criteria for such reclassification.

5. Parents must be notified that their child has been reclassified as FEP when the student meets the criteria for such reclassification.

F. Reassessment of Special Education Students for Language Reclassification

If a multidisciplinary evaluation/IEP team finds the procedures prescribed in subsection E inappropriate for a particular special education student, the District will employ alternate procedures for reassessing the student for purposes of language reclassification. Persons conducting the language reassessment will participate with the special education multidisciplinary evaluation/IEP team in the determination of the student’s language proficiency designation.

G. Evaluation of FEP Students After Exit from English Language Learner Programs

1. A student who has been reclassified as FEP will be monitored yearly. AZELLA testing is not required following the student’s reclassification to determine if the student remains proficient in the English language; however, the District will use the results from state-wide, District-wide, and school-wide testing to determine if the student is performing as well as a native English speaker and making progress toward that level of performance. An FEP student who fails to obtain an overall proficiency level will, subject to parental consent, be reclassified as an ELL and re-enrolled in an SEI classroom or program.
2. A student who has been reclassified as FEP will be monitored yearly. AZELLA testing is not required following the student’s reclassification to determine if the student remains proficient in the English language; however, the District will use the results from state-wide testing to determine if the student is performing satisfactorily in achieving the Arizona Academic Standards. The District will use the state assessment to determine progress toward achieving the Arizona Academic Standards unless no score is available. Performing satisfactorily will be measured by whether a student meets or exceeds the state standards in reading, writing, and mathematics as measured by the state assessment.
3. If a state assessment is not available because the test is not administered in the student’s grade or to assess progress in academic subjects not assessed by the state assessment, the District will use District-wide and school-wide tests of academic achievement that demonstrate alignment to the Arizona Academic Standards.
4. An exited FEP student who is not performing satisfactorily will, subject to parental consent, be re-enrolled in an SEI classroom or given compensatory instruction designed to correct the skill or knowledge deficits indicated by the reassessment result, unless the parent declines these services for the child. Written documentation of the compensatory instruction provided will be kept in the student academic file.

III. English Language Development

A. English Language Learner Programs

1. Unless a waiver is requested and granted, an ELL will receive daily English language development instruction in an SEI classroom or program.
2. ELLs will be placed in SEI classrooms or programs based on the student’s school, grade, and AZELLA overall proficiency level.

3. English language development instruction will be based on the skills identified by the ELL Proficiency Standards approved by the Arizona Department of Education.
4. ELLs who are not progressing toward achieving proficiency of the Arizona Academic Standards, as evidenced by the failure to improve scores on the state assessment, will be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. Written documentation describing the compensatory instruction provided will be kept in each ELL’s academic file. For the purposes of this section, “compensatory instruction” means programs in addition to normal classroom instruction that may include individual or small group instruction, extended day classes, and summer school or intersession school, and that are limited to improving the English proficiency of current English language learners and pupils who were English language learners and who have been reclassified as English proficient within the previous two years.
5. Upon the request of a parent of an ELL, the principal of the ELL's school will schedule a meeting for the purpose of reviewing the student's progress in achieving proficiency in the English language or in making progress toward the Arizona Academic Standards to determine appropriate solutions and to identify the person or persons responsible for implementing the changes and determining their effectiveness. This meeting will include the principal or principal's designee, the parent, and the classroom teacher

IV. Parental Waiver for Bilingual Education

A. Bilingual Education Waiver Requirements

A parent of an ELL may waive the placement of his or her child into an SEI classroom or program and direct placement of his or her child into a bilingual education program if all of the following three requirements are met:

1. The parent has completed in writing the Arizona Department of Education’s Parental Waiver Application;
- The parent has personally visited the school to apply for the waiver and has received a full description of the educational materials to be used in the different educational choices and all the educational opportunities available to the student for whom the waiver is sought; and
3. The ELL qualifies for such waiver by meeting at least one of the following three criteria:
 - a. The ELL already has good English language skills as measured by standardized tests or English vocabulary comprehension, readings, and writing in which the student scores approximately at or above the state average for that student’s grade level or at or above the fifth grade average, whichever is lower;
 - b. The ELL is age ten years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child’s overall educational progress and rapid acquisition of basic English language skills; or

- c. The student has already been placed in an English language classroom for a period of not fewer than 30 calendar days during the school year for which the waiver is sought; and it is subsequently the informed belief of the school principal and educational staff that the student has such special and individual physical or psychological needs, above and beyond the student’s lack of English proficiency, that 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 no fewer than 250 words documenting the student’s individual needs must be provided and permanently added to the student’s official school records, and the Parental Waiver Application must contain the original authorizing signatures of both the school principal and the Superintendent. For the purpose of this regulation, “educational staff” means a classroom teacher, counselor/student advisor, or psychologist who is employed by the District and familiar with the student.

B. Denial of Waiver

Any request for waiver not meeting the requirements of this regulation will be denied without prejudice to a later request by the parent for waiver which does comply with this regulation.

C. Effect of Waiver

An ELL granted a waiver will be transferred to classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. When a waiver is in effect, the District will not treat the student as an ELL.

D. Duration of Waiver

No waiver granted under this regulation or policy, adopted pursuant hereto, will be effective for more than one year. A parent may apply for a waiver on an annual basis and may cancel a waiver at any time.

V. Parental Withdrawal from ELL Services for Placement into English Language Mainstream Classroom

- A. A parent of an ELL may withdraw his or her child from ELL services and direct placement of his or her child into an English language mainstream classroom if both of the following requirements are met:
 - 1. The parent has completed in writing the Arizona Department of Education’s Parent Request for Student Withdrawal from an English Language Learner Program; and
 - 2. The parent has received a full description of the educational materials to be used in the different educational choices and all the educational opportunities available to the student for whom the waiver is sought.
- B. When a parental withdrawal is in effect, the District will not provide official ELL services to the student. However, a parent may change his or her mind at any time.

VI. Notification of Parents of English Language Learners as Required by Law

The District will implement an effective means of outreach to parents of ELLs to inform them about how they can be involved in the education of their children and be active participants in assisting their children in attaining English proficiency, achieving at high levels in core academic subjects, and meeting the Arizona Academic Standards.

The District will hold regular meetings for the purpose of formulating and responding to recommendations from parents. Parents will receive notice of the meetings.

Within 30 days after the start of the school year, the District will provide notice to parents of students identified for participation or participating in the English Language Acquisition Program that includes the following:

1. The reasons for the identification of the student as an ELL.
2. The student’s level of English proficiency, how the level was assessed, and the status of the student’s academic achievement.
3. The methods of instruction used in the program, as well as methods used in other available programs, including how such programs differ in content, instructional goals, and the use of English and native language instruction.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will specifically help the student learn English and meet the academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the SEI program, including the expected rate of transition from the program into English mainstream classrooms.
7. For a student with a disability, how the program meets the objectives of the student’s individualized education program.
8. Information pertaining to parental rights that includes written guidance regarding:
 - The right to have the student immediately removed from the SEI classroom at the parent’s request.
 - Options the parent has to decline enrollment of the student in the SEI classroom or choose another program or method of instruction, if available.
 - Assisting parents in selecting among various programs and methods of instruction, if offered.

The notice and information provided to parents will be in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Adopted: June 26, 2001

IGBF-R – Cont'd.

Revised: September 17, 2008
 December 9, 2009
 August 8, 2013
 September 9, 2014
 May 6, 2016

Michael B. Cowan
Superintendent

FORMS: Arizona Department of Education Forms:

- Primary Home Language Other than English (PHLOTE) Home Language Survey
- Parental Waiver Application
- Parent Request for Student Withdrawal from an English Language Learner Program
- AZELLA Placement Test – Teacher Referral FORM (Moving from Mainstream to ELL Services)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Homebound Instruction
GOVERNING BOARD POLICY	DISTRICT CODE: IGBG

HOMEBOUND INSTRUCTION

Within the financial limitations of the district, homebound instruction for students who are physically unable to attend school for a period of not less than three school months will be provided. A student will receive homebound instruction if capable of profiting from academic instruction but unable to attend school regularly due to chronic or acute health problems. A student of this type must be examined by a medical doctor and certified as being unable to attend regular classes for intermittent periods of time totaling three school months during a school year.

Requests for homebound instruction will be made to the office of the Director of Health Services. If approved, homebound teachers will be sent to the home. Classroom teachers are expected to work with the homebound teacher concerning materials to be covered so that the student may take his or her place in the class upon return to school.

Adopted: November 18, 1986

Revised July 1, 2009

LEGAL REF.: A.R.S. §15-901

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Success/Alternative School Programs – Transfers of Special Education Students
GOVERNING BOARD POLICY	DISTRICT CODE: IGBH

SUCCESS/ALTERNATIVE SCHOOL PROGRAMS

The Superintendent may make available alternative programs for students.

Adopted: October 24, 2006

Revised: August 27, 2013

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Success/Alternative School Programs – Transfers of Special Education Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGBH-R

SUCCESS/ALTERNATIVE SCHOOL PROGRAMS

Transfers of Special Education Students

Students who receive special education services for mild disabilities and whose behavior warrants consideration may participate in one of the district’s success/alternative school programs, including the Growing Up Successfully (GUS) program. Such students must be considered through the completion of the Checklist for Referral of a Special Education Student to a Success/Alternative School Program [IGBH-R-F(1)]. This checklist ensures the following components are considered:

1. The referring administrator will inform the home school psychologist or designee and the parent or guardian that he or she would like to explore the placement of a student with an Individualized Education Program (IEP) into a success/alternative school program.
2. The home school IEP team will conduct a Functional Behavior Assessment (FBA) and implement a Behavior Intervention Plan (BIP). The BIP must be implemented for a minimum of four weeks.
3. The IEP team will review the BIP’s results and make modifications when necessary.
4. The home school psychologist or designee will send the completed Checklist for Referral of a Special Education Student to a Success/Alternative School Program packet to the appropriate Director for Special Education. A copy of this packet is also sent to the principal of the success/alternative school program. For referral to the GUS program or other alternative program, the completed Checklist for Referral of a Special Education Student to a Success/Alternative School Program packet will be given to the home school principal.
5. The home school IEP team will meet with the success/alternative school program representative(s) and/or others, as necessary, to review the BIP and determine if a free, appropriate public education (FAPE) can be provided at a success/alternative school program. This meeting will be arranged by the home school psychologist or designee and held at the home school.
6. If an alternative placement is appropriate and agreed to, a notice will be completed which states that FAPE can be provided at a success/alternative school program. The notice will also identify necessary IEP modifications, including the BIP as part of the IEP. This notice should indicate that the student is eligible to attend a success/alternative school program, pending compliance with other program admission requirements.
7. If a student is in the special education referral/evaluation/reevaluation process at the time of recommendation to the alternative program, the process must be completed prior to considering the move to alternative programming. For any student whose annual review will be due within 30 calendar days of moving to a success/alternative school program, the review must be completed prior to the move.

8. The school psychologist or designee for the success/alternative school program will complete the Checklist for Special Education Student to Return From a Success/Alternative School Program [IGBH-R-F(2)] when it is being recommended that a special education student return to an MPS comprehensive campus.

All voluntary enrollments of special education students must follow steps four through six (with the exception of a review of the BIP). Those with significant behavioral concerns, as evidenced by school discipline records, must follow the above process in its entirety.

Note: Notwithstanding anything to the contrary in this administrative regulation, a school administrator may immediately place in an interim alternative educational setting, for up to 45 school days, a student who possesses a weapon, inflicts serious bodily injury upon another person, possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or at a school function. A unilateral interim alternative education placement by the school is subject to the conditions set forth in district Administrative Regulation JGD-R(2).

Approved: October 24, 2006

Revised: July 1, 2009
 November 12, 2009
 August 28, 2013

Michael B. Cowan
Superintendent

FORMS: **IGBH-R-F(1) – Checklist for Referral of a Special Education Student to a Success/Alternative School Program**
 IGBH-R-F(2) – Checklist for a Special Education Student to Return From a Success/Alternative School Program

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Extended School Programs
GOVERNING BOARD POLICY	DISTRICT CODE: IGC

Extended School Programs

Extended school program work may be allowed, provided space, facilities, and class loads permit. The District reserves the right to charge tuition in such instances.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Extended School Programs
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGC-R

Extended School Programs

Extended school programs are offered during afternoon, evening, and summer hours at elementary, junior, and senior high schools throughout the District.

Activities and services:

- o Adult Basic Education classes offer an opportunity to prepare for the General Education Development (GED) exam leading to a high school equivalency certificate. Other basic education classes are designed to help adults learn English, prepare for citizenship, and master basic reading, writing, and math skills. These classes are free of charge.
- o Adult Special Interest classes are as varied as the leisure pursuits of residents. These classes may range from foreign languages, high-tech skills, and finance, to the arts, clerical skills, and social issues.
- o Continuation Evening High School provides an opportunity for students, who otherwise might not be in school, to earn credit toward a diploma. The dance program offers yoga, aerobic, and jazz classes to adults. Students, three (3) years old through grade seven (7) may opt for tap, jazz, and ballet.
- o Prekindergarten is a two-year (2) program of social, prereading, and math skills. Students from the ages of three and one-half (3 1/2) to five (5) years, are eligible.
- o Summer programs are provided to students at all grade levels. Programs may focus on remedial work in basic skills, academic enrichment, or regular instruction. Summer study is also available to gifted and talented, special education, handicapped, music, Chapter I, and migrant Chapter I students.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Summer Schools
GOVERNING BOARD POLICY	DISTRICT CODE: IGCA

Summer Schools

The Governing Board supports the concept of conducting summer schools for the curriculum areas requested and defined as needs by the community, students, teachers, and administrators. Summer school programs shall consist of enrichment, remedial, and regular instruction.

The District reserves the right to charge tuition.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Extracurricular Participation
GOVERNING BOARD POLICY	DISTRICT CODE: IGD

EXTRACURRICULAR PARTICIPATION

Extracurricular programs shall be established and made available to all students. It shall be the responsibility of the Superintendent to develop eligibility standards for students in grades 7 through 12 who wish to participate in extracurricular programs.

No standard shall exist which prohibits a student from participating due to the observance of cultural traditions.

Extracurricular activities shall be conducted under the auspices of the district and shall be under the direct supervision of the certificated individual responsible for the activity.

Adopted: August 26, 1987

Revised: June 13, 1989

LEGAL REF.: A.R.S. 15-701.01
15-705
15-347
State Board of Ed. R7-2-808

CROSS REF.: [IGDJ – Interscholastic Athletics and Activities](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Extracurricular Participation
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGD-R

EXTRACURRICULAR PARTICIPATION

Definition

Extracurricular activities for grades 7 through 12 are defined as:

- a. All interscholastic activities which are of a competitive nature where a championship, winner or rating is determined,

and/or
- b. 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 excepted from this regulation unless the activity is an interscholastic activity of a competitive nature where a championship winner or rating is determined. No class in physical education shall require participation in interscholastic athletics as a condition of the grade and/or credit earned.

Scholastic Requirements

Earn

A student earns eligibility to participate in extracurricular activities during the current eligibility period by passing each course in which the student was enrolled during the previous eligibility period. Prior to the first semester of the senior year, a student must have been enrolled in at least five (5) credit courses or equivalent during the previous eligibility period.

Maintain

A student in grades nine, ten, and eleven maintains eligibility to participate in extracurricular activities during the current eligibility period by being enrolled in at least five (5) credit courses or equivalent during the eligibility period. A high school senior may enroll in fewer than five (5) credit courses or the equivalent so long as the number of hours is sufficient to allow the student to complete graduation requirements by the end of the senior year.

A student who has earned fifteen (15) credits by the end of the first semester of the junior year may take less than five (5) credit courses during the second semester of the junior year without losing eligibility for the first semester of the senior year. The student, however, would not maintain eligibility during the second semester of the junior year, since the five (5) credit course or equivalent requirement for maintaining eligibility during the junior year is not being satisfied.

Generally, a passing grade shall be earned by successfully completing sixty (60) percent of the requirements of a course. A grade that does not earn credit toward graduation shall be represented by: F (fail), A (audit [refer to next paragraph]), or I (incomplete).

An audit prearranged as per requirements set forth in the Course Description Catalog shall not adversely effect a student's eligibility.

Special education students shall receive grades in accordance with individualized education programs (IEPs) as pursuant to Arizona State Board of Education Rule (R7-2-401).

The grading/ineligibility interval shall be nine (9) weeks in duration. The district progress report shall serve as a preliminary written notice to parents/guardians and students of pending ineligibility. Specifically, the comments "in danger of failing" and "failing" shall provide this notice. This report shall be compiled no later than the end of the fifth (5th) week of each grading/eligibility period. The district report card shall serve as a written notice to parents/guardians and students of eligibility/ineligibility status. Specifically, the grades earned at the end of the first (1st) quarter, first (1st) semester, third (3rd) quarter, second (2nd) semester shall provide this notice.

Period of Ineligibility

The period of ineligibility shall be the same length as the grading/eligibility period (nine (9) weeks). However, eligibility status of all those ineligible will be checked at the progress report. If a student is passing all courses and is making satisfactory progress toward graduation, then the student shall have regained eligibility. Students may participate in practice sessions or attend meetings but may not participate in competitions or the business affairs of an organization until eligibility is regained.

Change of Eligibility Status

A student's ineligibility status shall begin on the Wednesday following the last day of any given grading/eligibility period. A student may regain eligibility at the time the progress report grades are posted.

Deficiencies that are made up through summer school or night school shall affect eligibility status for the grading/eligibility period following the grading/eligibility period during which the work is completed. Deficiencies made up by the completion of work required in association with a grade of A (audit), I (incomplete), or correspondence, shall affect the eligibility status of a student on the date the grade is recorded by the teacher in the official record.

If a student fails a required class, he/she must remove the deficiency by retaking a required class in order to regain eligibility. If a student fails an elective class he/she may remove the deficiency by taking any elective or required class in order to regain eligibility.

Educational Support Services

Educational support services may include, but are not limited to:

- Individual assistance from teachers
- Supervised study periods
- Tutor programs
- Study skills programs
- Homework hotline

IGD-R – Cont'd.

These services shall be available to all students. Students who are participating or attempting to participate in extracurricular activities and are declared ineligible by this rule shall be directed by the certificated supervisor of the activity to the appropriate support service(s).

Student Behavior

No student may participate in an extracurricular activity on any date during which the student has been absent for more than one-half (1/2) of the class periods in which the student is enrolled. Relief from this requirement may be granted by administrative review.

Any student whose behavior during extracurricular activities is inappropriate to the spirit of the event and/or violates district student behavior guidelines, may be denied participation in an extracurricular activity until such time as the behavior of the student warrants reinstatement.

Monitoring

It shall be the responsibility of the certificated supervisor of any activity to monitor the eligibility status of the student(s) participating or attempting to participate in the activity.

Approved: November 18, 1986

Revised: August 26, 1987
June 13, 1989
September 27, 1989
January 31, 1990
August 1, 1990
August 20, 1992
September 16, 1992
November 5, 1993
September 28, 1994

James K. Zaharis
Superintendent

CROSS REF.: [IGDJ-R – Interscholastic Athletics and Activities](#)

OPTIONS

1. Require Students to Pass All Credit Earning Courses in Which They Are Enrolled

- Pro:
- a. Creates a higher expectation for academic achievement
 - b. Students would be held fully responsible for academics

Con : a. Some students may be discouraged from enrolling in six (6) courses

2. Require a Specific Grade Point Average

- Pro: a. Creates a higher expectation for academic achievement

Con: b. May deprive some students who are working at their ability level but unable to maintain high G.P.A.

3. Include All Nonacademic Activities

- Pro: a. Stresses academic achievement for all students involved in any nonacademic activity

Con: a. Very difficult to identify what activities are co-curricular as opposed to extracurricular

b. Monitoring this many students would be difficult

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Organizations
GOVERNING BOARD POLICY	DISTRICT CODE: IGDA

STUDENT ORGANIZATIONS

The Governing Board permits student organizations. Student organizations shall be in keeping with the general goals and objectives of the educational program. Student organizations must be appropriate for the grade level and maturity of the students involved.

Student organizations activities shall not be disruptive or materially interfere with school activities or the educational process. The principal has the authority to forecast or determine disruption or material interference with school activities. No activities are allowed that are obscene, libelous, or slanderous.

The Governing Board approves of fund raising efforts by students in pursuance of or in connection with all activities of student organizations/clubs. Fund raising includes charging admission to any such activity.

Funds, if collected, shall be credited to the appropriate student fund activities account.

Adopted: November 18, 1986

Revised: October 11, 1994

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Organizations
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGDA-R

STUDENT ORGANIZATIONS

- A. Student organizations have an important place in the educational program because, when properly organized and operated, they:
1. Extend and reinforce the instructional program.
 2. Give students practice in democratic self-government.
 3. Build student morale and a spirit of positive support for the school.
 4. Honor outstanding student achievement.
 5. Provide wholesome social and recreational activities.
- B. To guide the professional staff and students, the Superintendent sets forth the following guidelines:
1. School clubs and societies will be recognized as authorized school organizations if they are organized by the school, are sponsored by school personnel, are composed completely of current student body members, hold the majority of their meetings at school, have a democratic plan for the selection of members, establish aims which are educational, are for the school or community interest or entertainment and meet all those conditions hereinafter set forth for recognized school-sponsored organizations.
 2. Membership in secret fraternities, sororities and clubs is prohibited throughout the schools in the district. The Superintendent is authorized to develop procedures concerning disciplinary action to be taken for violation of this policy.
 3. A school will not sponsor a student club organized for the purpose of forming, training or fielding an athletic team that participates in competitive events that are not governed by the Arizona Interscholastic Association (AIA). A school will not authorize its school name to be part of the name of a non-AIA governed athletic club.
 4. A school may require students who wish to participate in clubs that engage in recreational activities that present unusual risk of injury, such as snow skiing, to obtain permission from their parent or guardian to participate in the club and formal acknowledgement and acceptance of the risks presented by a specific activity.
- C. All recognized secondary student organizations shall be treated equally in terms of the right to meet, right to use public address system and right to post announcements/bulletins. However, the following guidelines apply to student organizations that are religious, political or philosophical in nature:
1. Meetings must be student initiated;

IGDA-R – (Cont'd.)

2. Attendance at meetings must be voluntary;
 3. Meetings cannot materially or substantially interfere with the orderly conduct of educational activities;
 4. Non-school persons may not direct, control, conduct or regularly attend meetings;
 5. Employees of the school may attend only in a non-participatory capacity, including attendance for custodial reasons;
 6. The school or its employees will not sponsor the meetings; and
 7. No public funds will be expended beyond the incidental cost of providing space for the meetings.
- D. Any student organization which creates a disruption or interferes with the educational program may lose the right to meet in school facilities as well as the right to use the public address system and the right to post announcements/bulletins.

Approved: August 3, 2005

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Meetings - Not School Sponsored
GOVERNING BOARD POLICY	DISTRICT CODE: IGDA

The District may allow student organizations to hold religious, political, or philosophical meetings on District property under the following guidelines:

- Meetings shall be voluntary and student-initiated.
- There shall be no sponsorship of such meetings by the District or by District employees.
- District employees present at religious meetings shall be present only in a non-participatory capacity.
- Such meetings shall not materially and substantially interfere with the orderly conduct of the educational activities of the school.
- Non-school persons shall not be permitted to direct, conduct, control, or regularly attend such student group meetings.

Neither the District and/or any employee of the District 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 the District to attend a school meeting that is contrary to the beliefs of the employee.
- Approve of meetings that are unlawful.
- Limit the rights of groups of students to a specified numerical size.

The District and/or employees of the District shall be allowed to maintain order and discipline on school premises in order to protect the well-being of students and employees and to assure that attendance of students at such meetings is voluntary.

IGDAA - Cont'd

Adopted: May 9, 1995

Legal Ref.: 20 U.S.C. § 4071 (Equal Access Act)

Cross Ref.: [IGDA - Student Organizations](#)
[KG - Community Use of School Facilities](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Publications
GOVERNING BOARD POLICY	DISTRICT CODE: IGDB

Student Publications

Student publications shall be in keeping with the general goals and objectives of the educational program. It is the intent of the Governing Board to support and encourage such publications. These publications shall be viewed as teaching tools. Student publications are materials produced by students in the journalism, newspaper, yearbook, or writing classes for the purpose of distribution to the student body.

Student publications shall not be disruptive or materially interfere with school activities or the educational process. The principal has the right of review prior to publication and has the authority to forecast or determine disruption or material interference with school activities. No written material or activity is allowed that is obscene, libelous, or slanderous.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. § 15-341-A1

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Publications
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGDB-R

Student Publications

Students shall be required to submit publications to the principal for approval prior to publication and prior to distribution.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Social Events
GOVERNING BOARD POLICY	DISTRICT CODE: IGDC

Student Social Events

An integral part of the education process is the learning derived from participation in school-sponsored social activities. Student social events shall have certificated school personnel as sponsor(s) at all events.

It shall be the responsibility of the principal and the staff of each involved school, with the cooperation of the student council, to develop rules and regulations concerning such activities.

No activities are allowed that are obscene, libelous, or slanderous.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Social Events
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGDC-R

Student Social Events

Student social events must be approved by the principal. Student social events shall be within the keeping of the general goals of the educational process.

Student social events shall not be disruptive or materially interfere with school activities or the educational process. The principal has the authority to forecast or determine disruptive or material interference with school activities.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Performances
GOVERNING BOARD POLICY	DISTRICT CODE: IGDD

STUDENT PERFORMANCES

Any students or group of students giving public performances as a representative of the district will first secure the permission of the principal. (See form IGDD-F.) Such performances will be in keeping with the general goals and objectives of the educational program.

- The participation in the project will not deprive students of time needed in acquiring basic skills.
- The regular schedule will not be interrupted unless the majority of the students benefit through their participation.

The Governing Board approves of fund-raising efforts by students in pursuance of or in connection with school plays or other student entertainment. Fund-raising includes charging admission to any such activity.

Funds, if collected, will be credited to the appropriate student activities fund account.

Adopted: October 11, 1994

FORM: IGDD-F – Criteria to be Considered for the Performance of Musicals, Plays and Special Presentations for Student Audiences

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Activities Funds
GOVERNING BOARD POLICY	DISTRICT CODE: IGDE

STUDENT ACTIVITIES FUNDS

The district will determine regulations and procedures related to student activities funds in accordance with state rules and regulations.

Adopted: November 18, 1986

Revised: January 5, 2007

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Fund-Raising Activities
GOVERNING BOARD POLICY	DISTRICT CODE: IGDF

STUDENT FUND-RAISING ACTIVITIES

Student fund-raising activities must be approved by the school principal or designee.

District-wide fund-raising activities must be approved by the Superintendent.

Fund-raising activities must meet the following criteria:

- The activity must benefit youth in educational, civic, social, or ethical development.
- The activity must not interfere with regularly planned instruction.
- The activity must not present an unreasonable risk of harm to students or other participants in the activity.

All fund-raising proceeds must be deposited in student activity funds accounts and used only as specified in the Uniform System of Financial Records. All expense reimbursements associated with student fund-raising must be paid through the district's Financial Services Department.

The Superintendent may adopt such administrative regulations as necessary to implement this policy.

Adopted: November 28, 2006

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Fundraising Activities
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGDF-R

STUDENT FUNDRAISING ACTIVITIES

Student/PTO Fundraising Guidelines

It is not the intent of these guidelines to encourage fundraising by students, parent-teacher organizations or booster clubs. It is recognized, however, that such activities can serve as a learning experience for students. Further, involving parent-teacher organizations or booster clubs in raising monies for a school can enhance cooperation between home and school. Hopefully, school personnel will involve parents or guardians in the many available activities which tend to solidify the idea of a home/school partnership.

Student Activity Funds

All monies raised with the approval of the governing board of a school district by the efforts of students in pursuance of, or in connection with, all activities of student organizations, clubs, school plays or other student entertainment other, than in connection with school bookstores and athletic activities, are student activity monies.

Student activity fundraising projects include candy sales, magazine sales, picture sales and other fundraising projects involving students. If principals, teachers, staff and/or students at a school participate during normal school hours on school days in a fundraising project, the project will be deemed to be a student activities fundraising project and, therefore, the money must be deposited into the student activities fund. Fundraising activities will also include charging admission to any activity of a student organization/club, school play or other student entertainment.

Accountability

Fundraising projects must satisfy the prevailing requirements of district rules, regulations and policies. The principals of the elementary schools are responsible for the organization and conduct of each fundraising project in their buildings. Violations of prevailing rules, regulations and policies may result in disciplinary action.

Limitations

- Elementary schools may conduct no more than three major fundraising projects per year that affect students or occur during school hours. "Major" means a project in which at least two of the following conditions exist:
 1. There is a contractual arrangement between the student council or school and a commercial vendor.
 2. Students are involved in selling a product off the school campus.
 3. There is a partnership between students and the parent-teacher organization.

IGDF-R - Cont'd.

- Raffles and other “games of chance” will not be conducted by student clubs or organizations or the school itself. Parent-teacher organizations and booster clubs are solely responsible for conducting a raffle or other games of chance, including compliance with state law.
- A contract for student pictures is considered as one of the three major fundraisers.
- Fundraising projects sponsored by parent-teacher organizations or booster clubs outside of school hours are not considered one of the three major fundraisers that a school is allowed. For example, annual Halloween carnivals and ice cream socials are usually excluded from the normal three activities per year because these usually do not involve an arrangement with the student council or student body. The parent-sponsored event must also take place when the school day is over.
- Book fairs held by the media centers during the school day are considered student fundraisers; however, the proceeds may be designated for the media center.
- Book fairs run by the parent-teacher organization during non-school hours are a PTO fundraiser if students do not participate as helpers.
- Fundraising projects initiated by student councils can be either on campus or off campus, but must be within the limitations prescribed herein.
- Joint fundraising projects involving student councils and parent-teacher organizations are permissible within these limitations but must satisfy the auditing requirements of district policies and state law.
- Proceeds derived from joint fundraising projects must be allocated proportionately in accordance with the proportion of effort to be contributed by each participating organization.
- When there is a joint fundraiser, it is the responsibility of the student council advisor, along with the principal, to ensure that the split is fair. “Fair” is defined as justifiable and based on the amount of effort by all parties involved.
- The documentation outlined later in this document must be filed with and reviewed by the Student Activities Department. Should a concern arise, the final decision will be made by the appropriate superintendent after he/she receives input from the principal and Student Activities Department.
- Monies raised through the efforts of students may not be used to supplant district funding of required educational programs.
- Elementary students are prohibited from conducting door-to-door sales in conjunction with any kind of fundraising activity.

Required Documentation

- Fundraising projects involving parent-teacher organizations or booster clubs and/or students require approval by the principal. The principal's approval is sufficient provided completed documentation is on file in Student Activities ten days prior to any sales or signing of a contract.

IGDF-R - Cont'd.

- Requests for approval of student and/or joint fundraising projects must be submitted ten days prior to the actual date of contracting with the selected vendor. Activity/Fund Raising Request form 94-26-24W, with the following information, is required:
 1. If there is a split, stipulations as to the proportionate share of the proceeds negotiated and approved by the student council.
 2. Reasonable justification for all splits, including which duties the students and parent-teacher organizations are responsible for performing.
 3. What the funds will be used for. The planned usage should be included in the publicity for the fundraiser.
 4. All other data required by Activity/Fund Raising Request form 94-26-24W.
- A copy of the student council/club minutes, indicating the time and date of the meeting when the student council approved the fundraising project, must be attached to form 94-26-24W.
- Permit for Use of School Facilities form 94-26-25W must also be attached if it is a PTO/PTA fundraiser on school property.

These procedures are designed to:

- Protect the student activity, booster club and PTO funds from possible commingling of monies.
- Reduce the district's risk or exposure to a possible loss of funds.
- Clarify the district's policy on employee and student participation in PTO activities during normal working hours.

Joint Fundraising Activities

Student organizations can participate in a project with a parent-teacher organization and/or booster club under certain conditions:

- The student council or student organization must approve of the activity, and it must be entered in the minutes of the meeting.
- A joint project with a PTO/PTA organization or booster club to raise funds must have the terms and conditions approved in advance by the principal. The principal's approval is sufficient provided the appropriate documentation is on file in Student Activities ten days in advance of the contract/event (refer to "Required Documentation" section).
- When a student and PTO/PTA or booster club joint project is agreed upon and undertaken, the net proceeds must be allocated proportionately between the two groups, based upon the proportion of effort devoted by each participating organization.

- Only three major fundraising projects that involve the student body will be allowed per school per year (elementary schools only).

The district highly recommends that fundraisers involving a split be run through a student activity account. Student Activities will record all revenue and expenses and issue a financial statement prior to distribution of funds between the parties involved. If the parent-teacher organization/booster club acts as custodian of the funds, they must account for and distribute the funds collected. The recording of revenue and expenses and issuance of a financial statement prior to the proper distribution of net revenue will be performed by an individual knowledgeable in accounting procedures. The accountant should not be a site-based school employee. This financial statement must be issued to the Student Activities office 30 days after the completion of the event.

The student organization's adult sponsor will coordinate with the parent-teacher organization to help ensure that the receipt of funds is properly accounted for, as well as monitor the fundraising projects. The records of the parent-teacher organization are then subject to audit by the district's internal auditor.

Examples of Joint Fundraisers vs. Non-Joint Fundraisers

1. Student council, along with the PTO, elects to have a candy sale. The PTO will manage the sale by maintaining records of sales and inventory. The student body will be asked to take candy bars home to be sold to friends. This would be an example of a joint fundraiser that should have a split. The split should be determined by the amount of effort put forth by each participating group. Justification for the split should be stated on the Activity/Fund Raising Request form.
2. A. PTO elects to have a gift wrap and card sale. The PTO decided to do the entire sale on their own and gives no work to the students. A flier is sent home with the students stating a sale is to occur on a certain day. Since the involvement of the students consisted of simply taking a flier home to notify parents of the sale, the PTO would not be required to split any of the funds with the student body.
B. PTO elects to have a gift wrap and card sale. The PTO sends form home for the students to take orders. Since the students are taking orders/selling, this activity would require a split.
3. PTO elects to have a carnival at the school with the principal's permission. A student organization runs an individual booth at the carnival. The PTO receives all funds from the carnival except those related to the booth operated by the students; therefore, it is imperative that accurate accounting records be maintained. The students would receive all the funds generated by their booth.
4. Ice cream socials, rummage sales and other activities that are not conducted by students and occur outside the normal school day are classified as PTO fundraising projects, and they are not classified as joint fundraisers.

Gifts from PTO, Booster Clubs, etc.

PTO/booster club gifts must be approved as outlined in Administrative Regulation KMB-R. PTO/booster club assets cannot remain on district facilities with the district acting as custodian of the assets. In allowing the PTO/booster club to use district facilities on an "out-of-pocket cost" basis for a fundraising activity, the district requires the PTO/booster club to maintain minutes authorizing the activity.

Parent-teacher organizations and Student Activities may make joint purchases by placing monies into a district gifts and grants account. Purchases would go through the district Purchasing Department.

Employee Involvement with PTO/Booster Club

The principal or school secretary is restricted from participation in the PTO/booster club as treasurer or from making deposits for the PTO/booster club or president. This restriction is due to the principal's/secretary's involvement with the deposits of student activity and district funds.

Use of School Facilities by PTO/Booster Club

Under A.R.S §15-1105, school facilities may be utilized if a Permit for Use of School Facilities form is completed. The PTO/booster club must provide evidence of liability insurance coverage for vendors coming onto campus when the activity is of a physical nature and/or increases the district's exposure to a possible liability, i.e., pony rides, moonwalks, etc. The district requires a minimum of \$500,000 liability insurance per event. A certificate of insurance must be submitted with the completed form to the Student Activities supervisor for approval. The insurance certificate is required to reduce the liability exposure of the district and the principal.

Expenditures of Student Fundraising

Per A.R.S § 15-1121, all monies raised by the efforts of students or in connection with all activities of student organizations, clubs, school plays or other student entertainment are classified as student activity monies. The A.R.S also outlines the responsibilities of the student funds treasurer, which is to protect student funds. District policies and procedures may be more restrictive than statutes. Student activity funds may not be used to supplant district funding of adopted programs.

Student councils should develop a proposed budget at the start of each year that lists the anticipated fund raisers/revenue sources and expenditures for the school year. This proposed plan should be communicated to the PTO/PTA booster club and available for public review. The plan should be general in nature. It is not "set in stone," but should act as a guide. Actual expenditures should be measured against the proposed budget at the end of the year.

Student activity funds may be used for supplemental materials when the students elect to do so, and the following criteria are met:

1. Student council votes for the expenditure on a secret ballot (the sponsor of the expenditure should not be present). The vote will carry on a 2/3 majority vote unless the school has elected to use a unanimous vote.
2. Student activity funds used for the approved expenditure should be a part of a general plan established by the student council.
3. The supporting documentation for the expenditure, student council minutes and supporting fundraiser documents must be completed ahead of time when possible.
4. Student funds cannot be used to pay for items that are already delivered, installed and in use by the school. The expenditure cannot be "after the fact."

IGDF-R - Cont'd.

If the above criteria are met in advance, most expenditures of student funds for supplemental material will be allowed.

Demonstrations of appreciation are an appropriate use of student funds when the students elect to do so. The district allows these expressions of student appreciation to be general in nature, such as appreciation banquets held by students and certificates of appreciation. Gifts to individuals are not allowed. Student funds should be expended for the benefit of students or the total school population. Additionally, student funds may not be used to purchase items for the office or teachers' lounge, thus avoiding the appearance of undo pressure and coercion.

Approved: February 5, 2003

Debra Duvall
Superintendent

LEGAL REF.: A.R.S. § 15-1105
15-1121

CROSS REF.: [KMB – Relations with Parent or Booster Organizations](#)
[KG – Community Use of School Facilities](#)

FORM: [IGDF-R-F – Activity/Fundraising Request](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Activities Funds Management
GOVERNING BOARD POLICY	DISTRICT CODE: IG DG

Student Activities Funds Management

The Governing Board shall appoint a District treasurer who shall be responsible for the establishment and maintenance of a "Student Activity Operations Fund" and an "Auxiliary Fund" as defined in A.R.S. 25-1121 through A.R.S. 15-1126 and following the guidelines set forth in the U.S.F.R.

Separate bank accounts shall be maintained for these funds. The Board authorizes one (1) checking account for each fund and other forms of savings and/or investment accounts as deemed necessary by the District treasurer, if not otherwise prohibited by law.

All checks shall be cosigned. One (1) of the signatures must be that of the District treasurer, Superintendent, or Assistant Superintendent. The District treasurer, with the approval of the Superintendent, shall determine other individuals authorized for the second signature on the checks. The District treasurer shall be bonded.

The District treasurer shall request the county to invest monies from these funds when the District treasurer deems this advisable, and interest earned in the auxiliary fund shall be deposited to that fund. Interest earned with Student Activity Fund monies shall be distributed in an equitable way to each project within the fund in a manner determined by the District treasurer.

The District treasurer shall prepare a manual or set of rules, regulations, and guidelines, wherein all individuals having any duties relating to these funds are advised of the requirements and responsibilities. All such individuals shall be held strictly accountable for the manner in which these guidelines are followed.

The District treasurer shall provide the Board with a monthly report of these funds. The funds shall be audited annually.

Adopted: November 18, 1987

LEGAL REF.: A.R.S. § 15-1121 et seq.
15-1125 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Activities Funds Management
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGDG-R

STUDENT ACTIVITIES FUNDS MANAGEMENT

Student activities fund management is based on the following principles:

1. All monies must be safeguarded.
2. Any money (cash and/or checks) collected from students by district employees and by room parents must be given to the bookstore or the elementary secretary daily.
3. District employees are to maintain a receipt book on all money they collect except bookstores that issue computer receipts.
4. Money is not to be kept in the classroom overnight. The bookstore or elementary secretary will make daily deposits into the student activities bank account.
5. Money collected should never be given directly to a vendor.
6. No private bank accounts are to be used for any student activities, clubs or organizations.
7. All disbursements from the student activities fund must be made by check.
8. Monies should be expended in a reasonably equitable manner beneficial to those students currently in school.
9. Students must actively participate in the management of these funds.
10. School administrators should participate in developing policies, procedures and regulations for the supervision and administration of student body financial activities.
11. The student council and each club or organization must have a sponsor who is an employee of the school district.
12. All student activity sponsors should act as agents of the Governing Board and the student activity treasurer in making certain that provisions of state law and district policy on the custodianship of public monies are observed by student organizations under their supervision.
13. Monies derived from the student body, as a whole, may be expended by the student council under the supervision and guidance of the student activity sponsor and the student activity treasurer for legal and reasonable expenses.
14. Cash must be available in the account of a student club or organization before disbursement is made. An exception would be to purchase fundraising items.
15. The student council and each club or organization must prepare minutes of all formal meetings.
16. All disbursements from student activities monies must be made by the student activities treasurer when approved by that group, club sponsor, student council and designated unit administrator.
17. Approval of the disbursement must be documented in the minutes.

18. The student activities fund must not be used to defray any basic district expense, such as teachers' salaries or for Board-adopted textbooks. The student activities fund may not be commingled with district funds to make a purchase.
19. Student activities monies cannot be used for gratuities or gifts to sponsors, coaches, teachers or school administrators. An exception would be giving all teachers a token gift for Teacher Appreciation Week. The cost per teacher can be no more than \$5. Other exceptions would be in the case of a funeral or a retirement.
20. Student activities monies cannot be used for adult meals except when there is a banquet primarily for students and adults are invited as an incidental part of the banquet. Another exception would be having a meal for all teachers for teacher appreciation. The cost per teacher can be no more than \$5, and students should participate.
21. Interest earned on investments must be allocated to the appropriate clubs and organizations on an equitable basis.
22. Raffles and similar "games of chance" are prohibited as a means of fundraising by a student club or organization.
23. An audit may be performed when deemed necessary.
24. Misuse or mishandling of any student activities funds is grounds for disciplinary action.

Student Clubs and Organizations Requirements

Student clubs and organizations must:

1. Be recognized by the student council.
2. Be chartered.
3. Have a constitution including:
 - a. purpose of club or organization
 - b. organizational structure
4. Have at least one adult sponsor.
5. Have fifteen or more members (unless special permission is granted by principal).
6. Give a list of members and officers to student council.

All club accounts must actually belong to the students and are not to be used at the administrator's or faculty's discretion.

Operational Procedures for Student Activities

The Student Activities Fund Requisition, properly drawn and duly approved, is the basic documentation for all acquisitions from student activities funds. Care should be exercised in the initiation of requisitions. The forms must be legible, preferably typewritten or printed, and with official organization names affixed thereon. Proper account numbers are essential. Descriptions of requests must be comprehensive and adequate to assure proper handling. A requisition can be submitted electronically unless a check is being requested.

Requisitions are used to request:

a. Purchase Orders:

Most stores accept purchase orders. A purchase order is a promise to pay a vendor for items or services when they are received. Complete information on the items or services being ordered is to be indicated on the requisition so the vendor will know exactly what is being ordered. Indicate quantity, unit of measurement, unit cost and any additional charges, such as shipping and set-up. On open orders for fundraisers, indicate an estimated dollar amount. All expenditures are to be voted upon and documented in the minutes before they are purchased.

Indicate date of minutes approving expenditures on the requisition. For electronic requisitions, indicate date of the minutes in the extra description. A copy of the minutes must be kept on file at the school for four years.

If items are picked up at the store, or if the items are delivered directly to the school, indicate the date received on the invoice, and include the purchase order number. Send invoices to Student Activities for payment.

b. A Check for Services or Performances

To request a check for services or performance (this cannot be done electronically, and needs to be done on a paper requisition), you need an invoice or contract from the person or company that will be providing the service. The invoice or contract needs to contain a tax ID number, the person or company name and mailing address. Attach the invoice to an approved requisition with minutes attached and send to Student Activities. If you are requesting the performing arts package, you must prepare a requisition for a purchase order for the approximate amount of the package you are requesting. A purchase order will be issued and sent to Creative Arts, making them aware of what package you are ordering. A few weeks before the performance, Creative Arts will send you an invoice for payment. If you have authorized this performance, indicate so by signing the invoice and send it to Student Activities for payment. Normally, if a request is received in Student Activities by Tuesday, a check is ready by Thursday afternoon. If a request is received on Wednesday, a check will not be ready until the following Thursday.

Limited Value Purchase Orders

Each school has a supply of Limited Value Purchase Orders (LVPO). A school may use the LVPO for purchases up to \$300.00. A Limited Value Purchase Order form (#94-34-14D) should be completed. The white copy is given to the vendor in exchange for the items. Attach the invoice to the pink copy of the limited value purchase order, indicate date of the minutes if applicable, and return to Student Activities for payment. This is only good for one purchase and cannot be used for an open purchase order. Two or more LVPOs may not be used for one purchase. The LVPO form indicates prohibited purchases.

State and County Privilege Tax

Student Activity purchases are exempt from state and county privilege tax if the purchase is for resale. A separate student activities requisition should be used for purchases for resale and those purchases for school or club use. For both paper and electronic requisitions, the following needs to be indicated in the description portion of the requisition:

- Student Activity
- Purchase for Resale
- Exempt From
- State and County
- Privilege (Sales) Tax

This information will be stamped on the purchase order, and the purchase order will indicate only local city tax.

State Use Taxes

State use taxes apply to out-of-state purchase, except purchases for resale, and are in lieu of state sales tax. When the vendor does not charge sales tax on the invoice, use tax is paid directly to the State Tax Commission.

Commitments to Vendors

It is not permissible for sponsors and advisers or student members of student organizations to make commitments directly to vendors in the name of an organization or school. Availability of materials or services and/or prices may be ascertained, but the district provides adequate business services to facilitate all procurements.

All commitments to vendors must be by approved purchase order. Commitments made by an individual without proper approval may result in personal liability.

Vending Machine Accounts

Vending machine accounts can be used for the purchase of products and for the receipt of revenue. Each vending machine account must be associated with student government and/or clubs who receive the profit. Items other than the product cannot be purchased directly from the pop account. All profits are to be transferred to student government and/or clubs which can then vote on expenditures. The percentage of profit for each group should be determined at the beginning of each school year. Any positive balance in the account as of June 30th must be transferred.

Book and Magazine Orders

Any money (cash or checks) collected from students for the purchase of books or magazines must be deposited into student funds. This includes money collected by room parents. Teachers are not to collect money and send directly to the company. Checks are to be made out to the school and not to the vendor.

Money can be deposited into a book orders account number 493, which is a custodial account. Prizes awarded by the book company belong to the school, not the teacher. Students should be involved in selecting prizes for their classroom.

Cash Advances for Activities

Students or teachers should not have large amounts of cash on hand.

Most businesses will accept a purchase order and bill the district.

The only time it may be necessary to request a cash advance would be to do business with a store that will not accept a purchase order. Also, some purchases are so small that it is not economically feasible to use a purchase order.

Cash advances for activities should not exceed \$100. Expenditures should be limited to small purchases not in excess of \$20 for each store. Exceptions must be approved. Purchases must be limited to supplies, and are not to be used for equipment or labor. Cash advances are not to be used for out-of-state purchases. Cash advances may be used for purchase of food and payment for motels on trips.

Cash advances for activities must be requisitioned and checks made payable to sponsors. It is the responsibility of the sponsor to get itemized receipts from the stores. Unspent money will be returned back into the account via the bookstore or elementary secretary, who will give you a receipt for the redeposited money. Submit this receipt along with the itemized receipts to Student Activities in a cash envelope.

Cash advances must be documented and completed within one week after the date of the activity.

Unit administrators are responsible for the safekeeping and proper handling of cash advances.

If proper receipts are not obtained, the payee of the cash advance will be held responsible.

Cash envelopes can be used for establishing a change fund to be used during the year for copy machines, pop machines and similar machines.

Emergency Check Request

Emergency check requests should be limited to genuine emergencies. The determination is left to the discretion of the school administrator. The administrator should indicate emergency on the requisition.

Reimbursements

Teachers and administrators who use their own money will not be reimbursed. The only exception is if the purchase was approved by students and documented in minutes prior to the purchase, and there were extenuating circumstances.

Prepayments

School districts are prohibited by law to make any prepayments for goods or services. Should a vendor not accept our purchase orders, every effort should be made to locate the merchandise elsewhere. Rarely will there be an exception to this rule. Any exception will require prior approval from Student Activities. If approved, a pre-invoice is required.

Minutes for the Approval of Expenditures

Minutes must indicate:

- the date of the meeting,
- who made the motion,
- what the motion was,
- who seconded the motion, and
- the results of the vote.

A dollar amount should be indicated or estimated. There should be an exact description of the items being ordered.

The voting body has the right to request that the requester be present to give additional information. At the time of voting, if the voting body so desires, the requester may be present or be asked to leave.

Student activities fund is the students' money, not the teachers or the administrators. The school principal has no direct control over the fund or its expenditures. Administrator, advisors or sponsors may make suggestions, but the students are the ones that vote and approve the use of the funds.

Required Requisition Signatures

Student council or student government accounts: principal or assistant principal, sponsor, and student council officer with minutes.

Club or class accounts: principal or assistant principal, sponsor, and student council officer, and club or class student officer with minutes.

Custodial accounts: principal or assistant principal, and custodian.

The student activities payroll is processed through the district payroll. Student activities wages are included on the employee's district check or with the employee's direct bank deposit. No PARFs are required for employees working student activities events. A separate W-4 is not required. The student activities payroll is submitted to the Student Activities Department for payroll input.

Certified employees are paid on a flat-fee basis. Classified employees are paid at their district hourly rate and are paid time and a half for actual hours worked over 40 hours within their workweek. The workweek starts on Friday at 12:00 a.m. If an employee works Thursday into Friday, all hours worked are included for Thursday (continuation of work). Overtime should be distributed first to hours worked for the Civic Center Fund (a rental function), then to Student Activities and the remaining hours to the district.

Mesa police are paid as 1099 vendors through Student Activities accounts payable. A non-district person with a teaching certificate will be paid as other certified employees on a flat-fee basis. Other non-district persons are processed by the Human Resources Department as temporary classified employees. The hourly rate is established for each position by Student Activities and the Athletic Department.

Non-district persons may volunteer their time at no charge to the district.

Budgets

At the beginning of the year, the student council or a club can set up a detailed budget for expenditures to be made during the year. If a detailed budget is approved, the budget, along with minutes, should be submitted to Student Activities. Then, when requisitions are submitted for budgeted items, additional minutes are not required. Indicate "per budget" on the requisition.

Proper Receipts

Whenever possible, a store receipt should be obtained. The store name must be stamped on the receipt. If the store does not provide a sales receipt, then prepare one according to the following instructions to support cash advances or reimbursements:

- Cash register tapes alone are not acceptable unless itemized; request an itemized sales slip at the start of checkout.
- If the store will not provide an itemized sales receipt, then complete a district sales receipt as follows:
 1. Include the:
 - a. Store name – must be rubber-stamped, not handwritten; (endorsement stamp is acceptable)
 - b. Current date
 - c. Mesa Public Schools
 - d. Individual school name or department (for example, Edison School or Westwood Boys League, etc.
 2. Itemize purchases, listing the cost of each item.
 3. Show the subtotal, tax and total.
 4. Have the store clerk sign and indicate "paid."
 5. Attach the cash register tape.
- If proper receipts are not obtained, the payee of the cash advance will be held responsible.

Student Travel

Student activities funds may be used to finance student travel if the following guidelines are observed:

- Student travel must be approved by the student council and recorded in the minutes.
- District guidelines and approval requirements regarding student travel must be followed. (See Optional Student Travel policy IICA.)
- Questions regarding the use of student activities funds for elementary student travel will be resolved jointly by the student activities treasurer, the appropriate Area Assistant Superintendent, and the Assistant Superintendent for Business Services.
- Payment for student travel will be in accordance with current district policy.

Ticket Procedures for Student Events

Tickets must be used when there is a charge for a student event. Tickets must be printed with consecutive numbering and the price of the ticket. All tickets should be purchased from the account to which the revenue from the event will be deposited.

The requisition initiated for the purchase of tickets must show the quantity of the tickets to be purchased, the range of the consecutive numbering, the ticket color and price of the tickets. The Student Funds Office will extract from a copy of the purchase order the necessary information to record the purchase of the tickets.

An accounting of all tickets by number, color and price must be maintained. At the end of the school year, all tickets will be inventoried. If a ticket is torn or for some other reason not saleable, the ticket must be retained and stapled to the report of the student event for which the ticket would have been used. When Student Activities receives the report, credit will be given for the unused ticket.

Junior Highs and High Schools

Individuals with experience and/or aptitude in handling money should be assigned to the sale of student tickets. The ticket and gate committee chairman on the high school level and the assistant principal on the junior high school level will obtain, from the bookstore, student tickets and the forms to record ticket sales.

The bookstore manager is responsible for issuing tickets and the change fund for the event. The individual is also responsible for the verification of the unused tickets, the change fund and the money submitted for deposit.

The bookstore manager makes the deposit for the event on the first working day after the event. At no time will the bookstore manager be assigned duties as salesperson of tickets for any event.

Elementary Schools

The principal may issue tickets to the staff or activity committee. The principal acts in all capacities other than the seller of the tickets. In no case will the principal sell student event tickets.

Purchases from the Warehouse

Student activities may purchase supplies from the MDC warehouse. Submit a Student Activities Requisition requesting a purchase order to MUSD #4 - MDC.

Adopted: February 5, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contests for Students
GOVERNING BOARD POLICY	DISTRICT CODE: IGDH

Contests for Students

Participation in contests shall be optional with the individual schools and shall be kept within reasonable bounds. The following shall be a guide for determining participation in contests:

- o The primary educational aims of the schools and the needs and interests of the students must be a consideration at all times.
- o Schools shall not be used to promote private or commercial interests.
- o All materials or activities initiated by private sources shall be judged as follows:
 1. Direct contribution to general goals and objectives of the District.
 2. Factual accuracy.
 3. Good taste.
- o Consideration shall be given to protecting students and teachers against unreasonable added work and responsibilities.
- o Arizona Interscholastic Association (AIA) regulations shall prevail with students who officially represent District high schools.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Interscholastic Athletics and Activities
GOVERNING BOARD POLICY	DISTRICT CODE: IGDJ

INTERSCHOLASTIC ATHLETICS AND ACTIVITIES

The Governing Board subscribes to the rules and regulations of the Arizona Interscholastic Association and the State Board of Education regarding athletic and activity eligibility.

In general, the goal of the athletic and activities program is to provide competitive opportunities for those students capable of performing in those situations.

A goal of athletic and activity teams, groups, and individual participants is to win in athletic and activity competitions. Winning is not the only thing. It is a goal. In the process of achieving this goal, participation and practice must always be legal, moral, ethical, sportsmanlike, and in the best interest of student safety and well-being.

K-8 Competition. The Board believes that it is the purpose of competitive athletics and activities to provide the benefits of competitive experiences to as large a number of students within the district as possible. To this end, on the elementary level, the Board endorses the practice of intramural competition and limited intra-city competition.

9-12 Competition. The Board endorses an interscholastic program for high school students. While the Board takes great pride in winning, it does not condone "winning at any cost" and frowns upon any and all pressures that might tend to submerge good sportsmanship and good mental health beneath the desire to win.

The Board believes a comprehensive interscholastic athletics and activities program should:

1. Provide a wide basis of participation in team, group, and individual activities in interscholastic competition.
2. Encourage and develop talented students in all sports and provide sufficient opportunity for students to develop individual ability.
3. Encourage and develop team spirit among all members of teams, groups, coaches, and directors.
4. Develop positive attitudes of pride, sportsmanship, and ethical behavior in students, participants, and spectators.
5. Develop and maintain good relationships between athletic and activity teams, groups and the student body, faculty, administration, and community.
6. Teach fundamentals and techniques in a progressive sequence.
7. Provide students with an awareness of potential opportunities as afforded them through competitive athletics and activities.

IGDJ - Cont'd.

The Governing Board will encourage students, faculty, and the community to recognize the value of athletics and activities in relation to the total school program.

Admission to athletic and activity events may be charged as part of fundraising activities associated with athletics and activities.

The Superintendent will establish procedures to be taken for safeguarding the health and welfare of participants in athletic and activity programs.

Students Instructed at Home

Students who are instructed at home may be eligible to compete in interscholastic athletics and activities.

Adopted: November 18, 1986

Revised: February 25, 1992
October 11, 1994
August 27, 1996
May 10, 2011

LEGAL REF.: A.R.S. § 15-802(B)(2)

CROSS REF.: JEGA – Home Instruction
JHCA – Physical Examinations of Students Participating in Interscholastic Athletics
IGD – Extracurricular Participation

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Interscholastic Athletics and Activities
ADMINISTRATIVE REGULATION	DISTRICT CODE: IGDJ-R

INTERSCHOLASTIC ATHLETICS AND ACTIVITIES

For the purpose of this regulation,

“Interscholastic activities” means the athletic and non-athletic activities governed by the Arizona Interscholastic Association (AIA), including:

- Athletic Activities: badminton, baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track, volleyball, and wrestling.
- Non-athletic Activities: Chess; Junior Reserve Officers Training Corps (JROTC); speech, debate and theatre; spirit lines (cheerleading and pom lines), and winter guard.

“Participate” means active participation in an official competition, contest, or game of an interscholastic activity.

“Passing” means the absence of a failing comment for any class on the student’s District current progress report or a failing, incomplete, or no credit grade for any class on the student’s current District report card as of a date when students’ academic progress is checked according to this regulation and the MPS Athletic Eligibility Timeline [IGDJ-R-E – Exhibit #1].

“Parent” includes a legal guardian and, if the parent or guardian is not available, an adult caregiver living in the home of the student.

AIA Eligibility Rules

Students participating in interscholastic activities must meet the AIA student eligibility rules for each activity. The student and the student’s parent must cooperate fully with school officials to determine and verify the student’s eligibility.

State Board of Education (SBOE) Academic Eligibility Rule

Students participating in interscholastic activities must meet the requirements of the SBOE “no pass, no play” rule. The parent should monitor the student’s academic performance to help the student maintain his or her academic eligibility.

The District will implement the rule by requiring students to comply with the following class enrollment and performance requirements:

1. Class enrollment requirements

Ninth, tenth, and eleventh grade students must be enrolled in five or more classes.

Twelfth grade students must be enrolled in four or more classes. If enrolled in four classes, the twelfth grade student’s classes must be sufficient for the student to complete all credit requirements to graduate at the end of the school year.

A student will not meet the class enrollment requirement if the student withdraws from a required class or changes a required class to audit status without pre-approval according to the Course Description Catalog.

2. Class Performance Requirements

A student must be “Passing” to be eligible to participate in interscholastic athletics. Once ineligible, a student will not participate until the student is “Passing.” The district will use the MPS Athletic Eligibility Timeline [IGDJ-R-E – Exhibit #1] to determine the dates when students’ academic eligibility will be checked and when a previously ineligible student may resume participation.

For ninth grade students, the student’s grade portal with a failing grade will serve as notice to the student and parent that the student may be deemed not passing when the student’s eligibility is checked. The student’s District progress report with a failing comment or the District quarter and semester report cards with a failing or incomplete or no credit grade will serve as notice to the student and the parent that the student is not passing and ineligible.

For tenth, eleventh, and twelfth grade students, the student’s District progress report with a failing comment will serve as notice to the student and the parent that the student may be deemed not passing when the student’s eligibility is checked. The student’s District quarter and semester report cards with a failing or incomplete or no credit grade will serve as notice to the student and parent that the student is not passing and ineligible.

A student who fails a required core class must retake and pass the core class to regain eligibility. A student who fails an elective class may take an elective or core class to regain eligibility. If a failed class is corrected through summer school, the student’s eligibility is restored when the summer school session ends and final grades are posted. If a failed class is corrected through the Mesa Distance Learning Program (MDLP), the student’s eligibility is restored when the final grade is posted.

Student Attendance and Conduct Requirements

Student Absences

A student will not participate in an interscholastic activity on a day when the student was absent without school authorization for more than one-half of the class periods in which the student is enrolled. Relief from this requirement may be granted by administrative review.

Student Conduct

Students who participate in interscholastic activities must comply with the District’s *Information & Guidelines* and any additional team rules established by the coach or supervisor. The coach or supervisor will provide students a copy of any team rules.

IGDJ-R – Cont'd.

A student who violates the District's *Information & Guidelines*, engages in conduct that violates team rules or is otherwise detrimental to the team, or engages in conduct inappropriate to the spirit of the activity immediately before, during, or immediately after a contest, competition, or game may be suspended or dismissed by the coach or supervisor of the interscholastic activity.

In addition to the foregoing conduct requirements, a student who participates in an athletic activity or spirit line (cheerleading or pom line) must comply with the District's Code of Conduct for Athletic Activities and Spirit Lines [IGDJ-R-E – Exhibit #2].

A coach or supervisor of an interscholastic activity will notify the parent when a student has been dismissed from a team. If requested by the parent or student, the coach or supervisor and the school athletic director will meet with the parent or student to explain the reasons for the student's dismissal from the team.

Suspension or Reassignment

A student who receives an out-of-school suspension or is reassigned to a success/alternative school program is not eligible to participate in any interscholastic activities for the duration of the suspension or reassignment.

Eligibility Monitoring

The coach or other supervisor of an interscholastic activity will monitor the eligibility of students participating in the interscholastic activity and provide accurate information to the student and the parent regarding a student's ineligibility and opportunities to have eligibility restored.

Participation of Home-Schooled Students

A home-schooled student is eligible to try out for and participate in interscholastic athletic activities of the District. The person responsible for primary instruction must provide (1) a copy of the affidavit of intent of home schooling filed with the county superintendent's office under A.R.S. §15-802 and, (2) at appropriate intervals, written verification to the appropriate school administrator that the student is receiving the equivalent of a passing grade in each subject being taught.

Home-schooled students are eligible to participate in interscholastic athletic activities only at the school that is within their attendance area unless granted an exception by AIA eligibility rules. Except as provided in this regulation, all policies and regulations and conduct rules for interscholastic athletic activities apply equally to home-schooled students who try out for and participate as members of a District athletic team.

Health and Safety Procedures for Interscholastic Athletics and Spirit Lines

1. Before a student may participate in any tryout, practice session, or competition, the student and student's parent must complete and sign the MPS Athletics Statement of Awareness. Each student's signed Statement of Awareness and Physical Evaluation forms must be on file with the school administrator or designee. See IGDJ-R-F(1) and IGDJ-R-F(2).
2. A student must pass a physical examination before participation in any tryout, practice session, or competition. The results of the physical examination, along with the provider's signature, will be recorded on the Physical Evaluation forms. A physical examination is required annually.

3. Coaching staff will annually instruct all students participating in District-sponsored practice sessions or interscholastic competition regarding generally recognized rules of safety and health pertaining to the particular sport, including:
 - The importance of water intake.
 - The dangers of and prohibition against steroid use.
 - The dangers of concussions and head injuries, and the risks of continued participation in athletic activity after a concussion.

The student's parent must also view the "Mesa Public Schools Informed Consent Video" and acknowledge his or her opportunity to receive answers to any questions regarding health risks and safety practices of interscholastic athletics and spirit lines.

4. Water will be available throughout all tryouts, practice sessions, and competitions. Water breaks will be given periodically during tryouts and practice sessions.
5. Coaching staff will supervise all tryouts, practice sessions, and competitions.
6. A student who is suspected of sustaining a concussion in a tryout, practice session, game, or other interscholastic athletic activity will be immediately removed from the athletic activity. Coaching staff, a game official, or a licensed health care provider may remove a student from play. A student may also be removed from play by the student's parent. A student may return to play on the same day if a health care provider rules out a suspected concussion at the time the student is removed from play. On a subsequent day, the student may return to play if the student has been evaluated by and received written clearance to resume participation in athletic activity from a health care provider who has been trained in the evaluation and management of concussions and head injuries. All practices and procedures of District coaching staff regarding concussions will be consistent with guidelines issued by the AIA.
7. Coaching staff will have Consent for Athletic Care forms readily available during any practice session or competition.
8. Coaching staff will report any injury occurring during tryouts, practice sessions, or competitions in accordance with the standard District procedure for reporting student injury.
9. The school will inform parents that they are responsible for informing coaching staff of any student illness or injury that may impact on the student's health and safety during participation in athletic programs.

Travel

Governing Board policy IICA – Optional Student Travel and accompanying administrative regulations govern all non-required travel by students participating in interscholastic athletics and activities.

Overnight Trips: Overnight trips in connection with any event held within the state will only be allowed if in connection with an event to be held the next day.

Approval for lodging must be made by the appropriate school administrator. If advanced reservations are needed, arrangements will be made by the appropriate school administrator.

IGDJ-R – Cont’d.

Meals and lodging for student athletes will be financed by the auxiliary operations fund. Bus drivers are not included in meal or lodging costs, as they are given an allowance to cover such expenses.

Bus and Car Travel: All non-required student travel by bus or car is governed by policy IICA and regulations as stated above.

The District’s *Information & Guidelines* for student behavior governs student conduct during bus or car travel as well as during any other aspect of the event.

Approved: November 18, 1986
Revised: February 25, 1992
July 8, 1992
October 11, 1994
August 27, 1996
November 26, 1996
September 15, 1997
December 2, 2005
October 24, 2006
June 23, 2010
June 8, 2011
June 22, 2011
August 28, 2013
June 7, 2017

Michael B. Cowan
Superintendent

CROSS REF.: [IGD – Extracurricular Participation](#)

FORM: [IGDJ-R-F\(1\) – MPS Athletics Statement of Awareness](#)
[IGDJ-R-F\(2\) – Physical Evaluation \(Form A\) & Health History \(Form B\)](#)

EXHIBIT: [IGDJ-R-E – Exhibit #1 - MPS Athletic Eligibility Timeline](#)
[IGDJ-R-E – Exhibit #2 - Code of Conduct for Athletic Activities and Spirit Lines](#)

ATHLETIC ELIGIBILITY TIMELINE 2017-2018

Week	Checked on	Who is checked	If passing, regains eligibility	If failing, ineligible
Aug. 9 - 12	August 9	All 10-12 graders	August 9	August 21
Aug. 14-19	x	x	x	x
Aug. 21-26	August 21	Ineligible Students	August 21	August 21-26
Aug 28-Sept. 2	August 28	Ineligible Students	August 28	August 28-Sept. 2
Sept. 4-9	September 4	Ineligible Students	September 4	September 4-7
Progress Reports	September 8	All Freshmen - Ineligible 10th-12th	September 8	September 8-16
Sept. 11-16	x			
Sept. 18-23	September 18	Ineligible Students	September 18	September 18-23
Sept. 25-Sept. 30	September 25	Ineligible Students	September 25	September 25-30
Oct. 2-6	October 6	Ineligible Students	October 6	October 2-5
Nine week Grade Report	October 6	All Students	October 6	October 6-21 *If eligible prior to grades, ineligibility starts Oct. 16
Oct. 9-14	Fall Break			
Oct. 16-21	x			
Oct. 23-28	October 23	Ineligible Students	October 23	October 23-28
Oct. 30-Nov. 4	October 30	Ineligible Students	October 30	October 30-Nov. 4
Nov. 6-11	November 6	Ineligible Students	November 6	November 6-11
Nov. 13-16	November 13	Ineligible Students	November 13	November 13-17
Progress Reports	17-Nov	All Freshmen - Ineligible 10th-12th	November 17	November 17-25
Nov. 20-25	x			
Nov. 27-Dec. 2	November 27	Ineligible Students	November 27	November 27-Dec. 2
Dec. 4-9	December 4	Ineligible Students	December 4	December 4-9
Dec. 11-16	December 11	Ineligible Students	December 11	December 11-16
Dec. 18- 22	December 18	Ineligible Students	December 18	December 18-22

ATHLETIC ELIGIBILITY TIMELINE 2017-2018

Week	Checked on	Who is checked	If passing, regains eligibility	If failing, ineligible
Semester Grade Report	December 22	All Students	December 22	Dec. 22-Jan 22 *If eligible prior to grades, ineligibility starts Jan. 8
Jan. 8-13	x			
Jan. 15-20	x			
Jan. 22-27	January 22	Ineligible Students	January 22	January 22-27
Jan. 29-Feb. 3	January 29	Ineligible Students	January 29	January 29-Feb. 3
Feb. 5-6	February 5	Ineligible Students	February 5	February 5-6
Progress Reports	February 7	All Freshmen - Ineligible 10th-12th	February 7	February 7-10
Feb. 12-17	February 12	Ineligible Students	February 12	February 12-19
Feb. 19-24	February 20	Ineligible Students	February 20	February 19-24
Feb. 26-Mar. 3	February 26	Ineligible Students	February 26	February 26-Mar. 3
Mar. 5-9	March 5	Ineligible Students	March 5	March 5-9
Nine week Grade Report	March 9	All Students	March 9	March 9-26 *If eligible prior to grades, ineligibility starts Mar. 19
Mar. 12-17	Spring Break			
Mar. 19-24	x			
Mar. 26-31	March 26	Ineligible Students	March 26	March 26-31
Apr. 2-7	April 2	Ineligible Students	April 2	April 2-7
Apr. 9-14	April 9	Ineligible Students	April 9	April 9-14
Apr. 16-21	April 16	Ineligible Students	April 16	April 16-21
Progress Reports	April 23	All Freshmen - Ineligible 10th-12th	April 23	April 23-28
Apr. 30-May 5	April 30	Ineligible Students	April 30	April 30-May 5
May 7-12	May 7	Ineligible Students	May 7	May 7-12
May 14-19	May 14	Ineligible Students	May 14	May 14-19

IGDJ-R-E(1)

Mesa Public Schools
CODE OF CONDUCT
for Athletic Activities and Spirit Lines

Participation in athletics in Mesa Public Schools is regarded as a privilege. With this privilege, student athletes are expected to adhere to a high standard of behavior. All student athletes shall abide by a code of ethics that will earn them the honor and respect that participation and competition in athletics affords. It is important for our athletes to realize they represent their families, the school, and this community at all times. Student athletes act as role models for the younger students and have a commitment to their teammates and coaches to be at their best, physically and mentally, at all times. To promote a healthy lifestyle, it is expected that student athletes will adhere to the Code of Conduct at all times, not just during the sport season.

ATHLETES MUST REFRAIN FROM:

- Possession/use/distribution/sale of drugs or drug paraphernalia. This includes illegal drugs, alcohol, inhalants, and other noxious substances.
- Use or possession of illegal supplements and/or performance-enhancing drugs such as steroids.
- Use or possession of prescription drugs without consent of a physician.
- Any other act that results in the student athlete being charged with a crime or referred for juvenile delinquency.

CONSEQUENCES:

- The first violation will result in the athlete being suspended for **20%** of his or her competitions. This will carry over to the next season of sport if not fulfilled.
- The second violation will result in the athlete being suspended for **50%** of his or her competitions. (This will carry over into the next season of sport as well.)

SUSPENDED ATHLETES:

- Student athletes who are suspended pursuant to this Code of Conduct will not be permitted to wear any school-provided gear (including uniforms) at interscholastic contests during their suspension.

SCHOOL OR TEAM POLICIES:

- This policy establishes a minimum consequence in regards to the violations listed. Schools and team coaches may impose additional consequences for such violations, if approved by the school principal or designee.
- Schools and team coaches may adopt additional rules and conduct expectations for their teams.

APPEALS:

- Any appeal of disciplinary action should be submitted to the following:
 - 1) School Administrator
 - 2) District Athletic Director
 - 3) Area Assistant Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Class Size
GOVERNING BOARD POLICY	DISTRICT CODE: IHB

CLASS SIZE

The Governing Board has the responsibility for the staffing of school programs. Actual student-teacher ratios shall always be dependent upon budget limitations as specified by law and district policy.

The Superintendent shall develop regulations for the implementation of this policy.

Adopted: November 18, 1986

Revised: April 12, 1988
September 12, 1989

LEGAL REF.: A.R.S. 15-764(A)(5)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Class Size
ADMINISTRATIVE REGULATION	DISTRICT CODE: IHB-R

CLASS SIZE

Class size is a factor in the management and quality of the educational program. The student-teacher ratio will be determined by program, budget limitations, law and Board agreement.

Classes which generate an inordinate amount of out-of-class activities for the teacher may be reviewed by the Superintendent. If the facts warrant a reduction in the normal class size assignment, the Superintendent may approve such a reduction.

Advanced Placement

Advanced placement classes will be offered at the senior high schools if student interest is sufficient to make such classes feasible. Normally, such classes require an enrollment of at least 15 students; however, extenuating circumstances may be reviewed by the Superintendent, and classes smaller than 15 students may be approved.

Special Education

The district will endeavor to limit the student-teacher ratio in programs as follows:

Specific Learning Disabilities Resource (SLD)

- Elementary: Recommended caseload is 17 students per teacher. When the caseload per teacher exceeds this limit, additional teacher or aide support will be considered.
- Junior High: Recommended caseload is 19 students per teacher. When the caseload per teacher exceeds this limit, additional teacher or aide support will be considered.
- High School: Recommended caseload is 20 students per teacher. When the caseload per teacher exceeds this limit, additional teacher or aide support will be considered.

Specific Learning Disabilities Extended (SLDX) and Specific Language Learning Disabilities (SLLD)

- Elementary: Recommended caseload is 12 students per teacher with a 25-hour aide. When the caseload reaches 14 students per teacher, additional teacher or aide support will be considered.

Mild Intellectual Disability (MIID)

- Elementary - Primary: Recommended caseload in grades K-3 (for ages 5-9) is 10 students per teacher with a 29-hour aide. When the caseload reaches 12 students per teacher, additional teacher or aide support will be considered.

IHB-R - Cont'd.

- Elementary - Intermediate: Recommended caseload in grades 4-6 (for ages 9-13) is 10 students per teacher with a 25-hour aide. When the caseload reaches 12 students per teacher, additional teacher or aide support will be considered.
- Junior High (for ages 13-17): Recommended caseload is 12 students per teacher with a 25-hour aide. When the caseload reaches 14 students per teacher, additional teacher or aide support will be considered.
- High School (for ages 17-22): Recommended caseload is 15 students per teacher. When the caseload reaches 18 students or 40 contact hours per teacher, 19-25 hours of aide support will be considered. When the caseload reaches 20 students or 50 contact hours per teacher, an additional 19-25 hours of aide support will be considered.

Moderate Intellectual Disability (MOID)

- Elementary - Primary: Recommended caseload in grades K-3 (for ages 5-9) is 6 students per teacher with a 29-hour aide. When the caseload reaches 8 students per teacher, 19-29 hours of additional aide support will be considered. When the caseload reaches 10 students per teacher, additional teacher or aide support will be considered.
- Elementary - Intermediate: Recommended caseload in grades 4-6 (for ages 9-13) is 6 students per teacher with a 29-hour aide. When the caseload reaches 8 students per teacher, 19-29 hours of additional aide support will be considered. When the caseload reaches 11 students per teacher, additional teacher or aide support will be considered.
- Junior High (for ages 13-17): Recommended caseload is 8 students per teacher with a 29-hour aide. When the caseload reaches 9 students per teacher, additional aide support will be considered. When the caseload reaches 13 students per teacher, additional teacher or aide support will be considered.
- High School (for ages 17-22): Recommended caseload is 8 students per teacher with 19-29 hours of aide support. When the caseload reaches 9 students per teacher, additional aide support will be considered. When the caseload reaches 14 students per teacher, additional teacher or aide support will be considered.

Preschool Moderate Delay (PMD)

Recommended caseload is 12 students per teacher, with two 22-hour aides. When the caseload exceeds 12 students, additional aide support will be considered.

Preschool Severe Delay (PSD)

Recommended caseload is 7 students, with two 22-hour aides. When the caseload exceeds 7 students, additional aide support will be considered.

Severe Intellectual Disability (SID)

Recommended caseload is 5 students per teacher with a 29-hour aide. When the caseload reaches 6 students per teacher, additional aide support will be considered. When the caseload reaches 9 students per teacher, additional teacher or aide support will be considered.

Emotional Disability (ED)

- Elementary: Recommended caseload is 5 students per teacher without aide support. When the caseload reaches 6 students per teacher, aide support will be considered. When the caseload reaches 10 students, additional teacher or aide support will be considered.
- Junior High: Recommended caseload is 6 students per teacher without aide support. When the caseload reaches 7 students per teacher, aide support will be considered. When the caseload reaches 12 students per teacher, additional teacher or aide support will be considered.
- High School: Recommended caseload is 6 students per teacher without aide support. When the caseload reaches 7 students per teacher, aide support will be considered. When the caseload reaches 14 students per teacher, additional teacher or aide support will be considered.

Speech and Language Impaired (SLI)

The recommended caseload is 45-55 students per speech/language pathologist (SLP). Factors which may affect the caseload include the total number of students served, SPH severity ratings of students served, age and skill levels of students served, and total numbers of students requiring unusual or highly specialized instructional or behavioral management programs. When the caseload reaches 55 students per SLP, an additional SLP or aide support will be considered.

Hearing Impaired (HI)

- Elementary: Total Communication (TC) or Oral recommended caseload is 5 students per teacher without aide support. When the caseload reaches 6 students per teacher, aide support will be considered. When the caseload reaches 9 students per teacher, additional teacher or aide support will be considered.
- Junior High and High School: Total Communication (TC) or Oral recommended caseload is 6 students per teacher without aide support. When the caseload reaches 7 students per teacher, aide support will be considered. When the caseload reaches 11 students per teacher, additional teacher or aide support will be considered.

Orthopedic Impairment (OI)

Recommended caseload is 5 students per teacher with a 29-hour aide. When the caseload reaches 6 students per teacher, additional teacher or aide support will be considered.

Visual Impairment (VI)

Recommended caseload is 6 students per teacher with a 29-hour aide. When the caseload reaches 9 students per teacher, additional teacher or aide support will be considered.

MD, VI, OI, HI Itinerant

Recommended caseload is 20 contact hours per teacher. When the caseload goes over 20 contact hours per teacher, additional teacher or aide support will be considered.

Related Services (OT & PT)

Recommended caseload is 27 students per therapist without aide support. When the caseload reaches 28 students per therapist, aide support will be considered. When the caseload reaches 45 students per therapist, an additional therapist or aide support will be considered.

Vocational Exploration Program (VEP)

Recommended caseload is 15 students per teacher with a 29-hour aide. When the caseload reaches 16 students per teacher, additional teacher or aide support will be considered.

Adopted: September 12, 1989

Revised: September 8, 2004
August 10, 2011

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Schedules and Course Loads
GOVERNING BOARD POLICY	DISTRICT CODE: IHD

STUDENT SCHEDULES AND COURSE LOADS

It will be the responsibility of the principal, with the cooperation of assigned counselors/student advisors, to assist students in the scheduling of classes. Students in grades 9 through 12 are required to enroll in four classes. Exceptions to this must have the approval of the building principal.

Adopted: November 18, 1986

Revised: September 9, 2014

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Independent Study
GOVERNING BOARD POLICY	DISTRICT CODE: IHG

Independent Study

The Governing Board allows for a program of independent study that recognizes individual differences, personal interests, abilities, student initiative, and self-direction in learning.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Contracting for Instruction
GOVERNING BOARD POLICY	DISTRICT CODE: IHI

Contracting for Instruction

The Governing Board permits contracts with non-MPS agencies for the instruction of students with special needs as allowed by state rules and regulations.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Instructional Materials
GOVERNING BOARD POLICY	DISTRICT CODE: IIA

INSTRUCTIONAL MATERIALS

The Governing Board shall provide required textbooks, related printed subject-matter materials, and a reasonable amount of supplies in grades kindergarten (K) through twelve (12).

Bookstores shall be maintained as a convenience to secondary school students. Students and their parents/guardians shall be held responsible for the proper care of books and school property. Parents/guardians may be required to pay for any damage to school property. The cost for damaged or lost property is the amount necessary to replace it.

The Superintendent shall establish procedures that permit parents/guardians of students enrolled in the district access to the instructional materials currently used by, or being considered for use by, the district.

Adopted: November 18, 1986

Revised: February 28, 1995

LEGAL REF.: A.R.S. § 15-102
15-341(A)(4)
15-342(18)
15-721
15-722
15-723
15-724(B)
15-726
15-727
15-728
15-730

CROS REF.: IIAB – Textbook Management
KC – School Improvement Advisory Councils (SIACs)
KBAA – Parental Involvement

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Instructional Materials
ADMINISTRATIVE REGULATION	DISTRICT CODE: IIA-R

INSTRUCTIONAL MATERIALS

Availability of and Access to Instructional Materials by Parents and/or Guardians:

Parents and/or guardians of students enrolled in the District shall have access to instructional materials currently in use, or being considered for use, in the District. Such access shall be governed by the following:

- Requests must specify the materials that the parents and/or guardians want to review.
- Requests shall be submitted to the office of the unit administrator.
- At least one copy of such instructional materials shall be available for parent and/or guardian review.
- Printed textbooks, supplementary books, and other printed subject matter may be checked out for removal from District premises for up to forty-eight (48) hours. All other materials, including films/videos, may be restricted for review only on district premises.
- School personnel involved in handling requests to review materials will notify the parents and/or guardians as to when and where such materials may be picked up or reviewed.
- Materials will be available on a first-come, first-served basis.

Objections to Learning Materials and Activities:

A student whose parent and/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 and/or guardian objects.
- The objection includes a statement that the parent and/or guardian understands that the educational information and concepts covered in the activity or materials may not be covered in any other manner or form and that the parent and/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 District policies.

IIA-R - Cont'd

- All 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 Assistant Superintendent, indicating that the student has been removed from the activity or stating the reason for non-removal.

Audiovisual Materials. Teachers shall be provided with a catalog of all available audiovisual materials: videotapes, films, filmstrips, supplies, and services.

Principals and the Director of Communications and Marketing are expected to organize the ordering and use of audiovisual materials so as to achieve the effective utilization and safekeeping of such resources.

Adopted: November 18, 1986

Revised: February 28, 1995

James K. Zaharis
Superintendent

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Textbook/Computer Software/ Supplementary Materials Selection and Adoption</p>
<p>GOVERNING BOARD POLICY</p>	<p>DISTRICT CODE: IIAA</p>

TEXTBOOK/COMPUTER SOFTWARE/SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

Selection of Textbooks or Computer Software

The Governing Board will adopt textbooks or computer software and other supplementary books for the schools as recommended by the Superintendent.

Consistent with Board policy, and within any applicable state law and State Board of Education rules, the involvement of parents, teachers, directors, and principals will be encouraged in textbook selection.

Instructional Materials and Equipment

The Board recognizes the importance of adequate and proper materials and equipment in the achievement of quality education. In implementing this concept, the Board will make every effort, within the financial resources of the district, to provide such materials and equipment. The Board also recognizes the desirability of including the judgment of parents, citizens, teachers, directors, consultants, and principals in making decisions in the selection of instructional materials and equipment.

Adopted: November 18, 1986

Revised: April 22, 1997

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Textbook/Computer Software/ Supplementary Materials Selection and Adoption</p>
<p>ADMINISTRATIVE REGULATION</p>	<p>DISTRICT CODE: IIAA-R</p>

TEXTBOOK/COMPUTER SOFTWARE/SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

All textbook adoption processes must conform to the Working Conditions and Benefits for Certificated Employees. The Assistant Superintendent for Curriculum and Instruction will maintain a textbook adoption schedule in conjunction with the Strategic Curriculum Review process. When computer software is used in lieu of a textbook, the selection process will follow that for textbooks.

Elementary Textbook Adoption Process (K-6)

A textbook adoption procedure for grades K-6 will be conducted in each subject area corresponding to the district's schedule for the review of curriculum and the adoption of textbooks, unless otherwise directed by the Superintendent.

The adoption procedures will be conducted under the supervision of the Assistant Superintendent for Curriculum and Instruction and the district director for the subject under review. Principals, teachers, and parents will be involved in the study and recommendations.

The recommended adoption procedures and a timetable of events will be submitted to the Assistant Superintendent for Curriculum and Instruction for approval before December 1 of each year.

Secondary Textbook Adoption Process (7-12)

At the beginning of each school year, the need for new textbook adoptions is identified from the district's adoption schedule. It is the function of the Director of Curriculum to notify the department chairperson and teacher(s) of a course that textbooks will be considered for adoption. A minimum of three books should be analyzed and a textbook selected for each course. All teachers of any given course will have the opportunity to participate in the evaluation and study of the textbooks.

Textbook Selection Criteria

The criteria for study, selection, and recommendations for all textbook or computer software adoptions K-12 will include the following elements:

1. Alignment with district curriculum standards and mastery elements
2. Logical development of content skills and objectives
3. Suitable for performance level of student group

IIAA-R - Cont'd.

4. Balance of cultural/ethnic considerations
5. Provisions for assessment
6. Suitable teacher's editions
7. Supplementary material to accompany textbooks
8. Initial and long-range cost
9. Other factors

Specific criteria will be developed under the leadership of the director and submitted to the district committee for modification before the actual evaluation of material is made.

Upon completion of the study, a copy of the evaluation will be approved by the department head and the district Director of Curriculum and submitted to the Assistant Superintendent for Curriculum and Instruction.

The Assistant Superintendent has the responsibility for making all books considered for adoption available to the Board and the community for a period of at least 60 days. The Assistant Superintendent will inform the Board of the books being considered and the location where the materials will be displayed and available for examination. It is also the responsibility of the Assistant Superintendent to submit the request to the Superintendent and the Board for approval. A summary of the evaluations, together with department comments, will be made available upon request.

It is a requirement that the same text be used throughout the district for the subject/course offering unless otherwise allowed by the Superintendent.

Adopted: August 7, 2002

Revised: July 1, 2009

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. 15-203(A)(17)
15-721
15-722
15-723

CROSS REF.: [IIAC - Library Materials Selection and Adoption](#)
[KLB - Public Complaints About the Curriculum or Instructional Materials](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Textbook Management
GOVERNING BOARD POLICY	DISTRICT CODE: IIAB

TEXTBOOK MANAGEMENT

Effective textbook management is the responsibility of school principals and their staff, including bookstore managers, resource center specialists, department chairs, and teachers. Students and teachers are responsible for loss or damage of textbooks and other instructional materials assigned for their personal use.

The Superintendent will adopt administrative regulations to implement an effective textbook management system.

Adopted: February 8, 2011

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Textbook Management
ADMINISTRATIVE REGULATION	DISTRICT CODE: IIAB-R

TEXTBOOK MANAGEMENT

The district’s textbook management system is based on the following general concepts:

- Textbooks are district property.
- Textbooks must be adequately secured.
- All currently adopted textbooks must contain a unique identification number/district bar code label.
- Textbooks must be tracked through the applicable textbook tracking system. This includes movement of books to and from the schools and the Textbook Depository.
- All adopted textbook orders must be received and distributed through the centralized Textbook Depository warehouse, unless specifically authorized by Curriculum and Instruction.
- The Textbook Depository and the Curriculum and Instruction Department are responsible for establishing specific policies and procedures for managing the textbooks throughout the district and for ensuring that schools, departments, and students adhere to the requirements.
- A school will request textbooks through the school’s textbook management team following the district’s procedures.
- The district will hold the parent or student responsible for the loss or damage of textbooks assigned to the student for personal use.
- The district will hold teachers responsible for instructional materials assigned to them for their personal use.
- Annually, each school and the Textbook Depository will take a complete physical inventory of the currently adopted textbooks located on its campus/site. The Textbook Depository and the Curriculum and Instruction Department will establish guidelines for the inventory process and reporting of inventory results.

Campus Responsibilities

School principals are ultimately responsible for textbook management on their campuses. Management includes implementing procedures for distributing textbooks, conducting annual textbook inventories, placing textbook orders, and collecting fines for textbooks that are lost or damaged.

Teachers and other staff members are responsible for assisting with textbook management. Their responsibilities include assisting with the annual physical inventory, checking books in/out to students, and adequately safeguarding textbooks in their possession. At the end of the school year or when leaving

IIAB-R – (Cont'd.)

district employment, teachers must return the textbooks and teacher materials assigned to them and must notify the designated school official regarding lost or damaged textbooks and teacher materials.

Teachers must make reasonable efforts to monitor and secure the classroom set of textbooks and to determine whether textbooks assigned to students are returned in satisfactory condition. Teachers and other staff members will be required to pay for teacher edition textbooks and other teacher materials assigned to them for personal use that are lost or damaged, excluding normal wear and tear.

Students' Responsibilities

Students must:

- ensure proper care and use for all textbooks used by the student;
- return textbooks at the end of the school year, course, or at time of withdrawal; and
- reimburse the school for any lost or damaged textbooks issued to the student (including classroom set copies), excluding normal wear and tear.

Students failing to return their assigned textbooks forfeit their right to free textbooks until the applicable replacement fine is paid. If a textbook is not returned or the applicable fine paid, the district may withhold grade cards, disallow participation in commencement exercises or other extracurricular activities, or pursue other actions as authorized in Governing Board regulation JNA-R.

If a student fails to return the book or pay for it, the school will allow the student to use the textbook(s) at school during the day, but not outside of class.

Textbook Fines

The Purchasing Department, with input from the Textbook Depository, will annually establish a fine schedule for all district-adopted textbooks. These fines will be applied throughout the district. For the purpose of this regulation, "fine" means an amount equal to the replacement cost of a textbook.

Monies will be collected for textbook loss or damage. Books are considered damaged if they are defaced **in any manner**, making the book unusable, excluding normal wear and tear. Fines collected by the schools will be submitted to the district's Accounting Department at least weekly. All funds will be receipted at the time of collection from students or parents.

For good cause, such as financial hardship, the school principal may reduce or waive fines upon receiving a completed Request for Lost/Damaged Textbook Fine Waiver form (IIAB-R-F). The form must have all applicable fields completed, including the reason for the fine waiver.

Adopted: February 8, 2011

Michael Cowan
Superintendent

CROSS REF.: [JNA-R – Collection of Student Debts](#)

FORM: [IIAB-R-F – Request for Lost/Damaged Textbook Fine Waiver](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Library Materials Selection and Adoption
GOVERNING BOARD POLICY	DISTRICT CODE: IIAC

Library Materials Selection and Adoption

The Superintendent shall annually recommend to the Governing Board an expenditure level for the purchase of library books and materials that:

- o Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- o Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- o Provide a background of information that shall enable students to make intelligent judgments in their daily lives.
- o Provide materials representative of the many religious, ethnic, and clutural groups and the contributions to our American heritage.
- o Assure a comprehensive collection appropriate for the users of the library.
- o 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 is authorized to establish a professional library for the use of District staff.

The Superintendent shall establish procedures for the removal of the following categories of books and other materials from the library:

- o Damaged books.
- o Books that no longer present current information.
- o Books that have not been used frequently enough to justify the use of library space.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. §15-362
15-721
15-722

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Library Materials Selection and Adoption
GOVERNING BOARD POLICY	DISTRICT CODE: IIAC-R

Library Materials Selection and Adoption

The following standards shall be used in the selection of library books and materials:

- o Books that widen the boundaries of thinking, that enrich life, and help fulfill the recreational and emotional needs of students.
- o Books that have imaginative appeal and a style that is interesting and free from monotony.
- o Books that stimulate the imagination, provide for mental growth, develop a taste for good writing, and draw attention to the beautiful and artistic.
- o Books that provide pleasurable reading for the sake of the reader.
- o Books that are illustrated in a manner that complements the text, have quality art, and are suitable for the intended readers.
- o Books that adequately cover a wide range of reading ability.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Special Interest Materials
GOVERNING BOARD POLICY	DISTRICT CODE: IIAD

SPECIAL INTEREST MATERIALS

Profit and nonprofit organizations offer materials for use by teachers in the classroom. Some 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. The Superintendent shall develop a process for communicating with those various organizations regarding the desire to disseminate materials of high educational value.

In general, supplementary materials from nonschool sources must have the approval of the principal. Students may not be used as the agents for distributing nonschool materials to the homes without the approval of the school principal or designee.

Adopted: November 18, 1986

Revised: February 28, 1995

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Instructional Services
GOVERNING BOARD POLICY	DISTRICT CODE: IIB

At this time, a policy in this area shall not be submitted for consideration.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Libraries
GOVERNING BOARD POLICY	DISTRICT CODE: IIBD

School Libraries

Information centers/library facilities are essential to the educational process. Such facilities shall be available at all regular school sites and shall include a comprehensive collection of instructional materials to meet the educational needs of students. Students shall have maximum accessibility to these materials.

The Superintendent shall have a process to respond to any complaints from parents or guardians or school-based personnel.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. §15-362

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Video Use
GOVERNING BOARD POLICY	DISTRICT CODE: IIBE

VIDEO USE

Videos may be shown to students under the supervision of a teacher during a course, class, or extracurricular or school-sponsored activity if:

- The content of the video is appropriate for viewing by students;
- The use of the video is appropriate for the course, class, or activity; and
- The showing of the video will not violate the rights of the video's copyright owner.

The Superintendent is authorized and directed to adopt administrative regulations for the appropriate use of videos, including the use of videos as a form of instruction and as a form of entertainment or reward during school or school-sponsored activities.

Adopted: November 18, 1986

Revised : February 23, 2016

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Video Use
ADMINISTRATIVE REGULATION	DISTRICT CODE: IIBE-R

VIDEO USE

A video may be viewed by students during a school course, class, or extracurricular activity or a school-sponsored activity if the content and use are appropriate and the use will not violate the rights of the copyright owner.

Before showing a video, the teacher or other school employee who will supervise the activity will apply the following standards regarding appropriate content, appropriate use, and legal use of the video.

Video standards

1. Is the content of the video appropriate?

A video may be shown to a student if:

- The video is rated G (general) by the Motion Picture Association of America (MPAA) film rating system or would receive a G rating or its equivalent if evaluated according to such standards, or
- The teacher or other school employee who will supervise the showing of the video has requested and obtained approval from the school principal or designee by completing a Video Use Request (form IIBE-R-F), and the parent of any student who is under age 18 has given written permission for the student to view the video.

2. Is the use of the video appropriate?

A video may be shown to a student for an educational use. “Educational use” means the showing of a video that satisfies each of the following requirements:

- The video is shown only to students enrolled in a course or class;
- The viewing occurs in a classroom setting;
- The content of the video corresponds directly to the curriculum of the course; and
- The teacher provides direct instruction to students that connects the video to the curriculum before or after the viewing.

A video may be shown to a student for a reward or entertainment use. “Reward or entertainment use” means the the video is shown to a student (i) as reward for the student’s effort or achievement in a course or class, or (ii) as an entertainment activity when the school is not scheduled to provide or is unable to provide instructional services, such as a rainy day recess or travel for field trip or other extracurricular activity.

3. Is the use of the video legal?

Federal copyright laws govern the use of a video at school or during a school-sponsored activity. The District must have a license to show a video from the copyright owner unless the circumstances of the showing of the video fall within the educational use exemption of the federal copyright law.

Approved: November 18, 1986

Revised: April 10, 1990
May 28, 1991
September 4, 1991
June 29, 1992
February 3, 1993
January 25, 1994
March 10, 1999
September 22, 1999
February 23, 2016

Michael B. Cowan
Superintendent

CROSS REF.: EGAA – Copyright

FORM: IIBE-R-F – Video Use Request (For Videos Not Rated G or Equivalent)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Computer Instruction
GOVERNING BOARD POLICY	DISTRICT CODE: IIBG

Computer Instruction

Computers shall be used in productive ways which relate clearly to the educational needs of students. As students progress through the elementary grades, emphasis shall be placed on the use of the computer as a tool in the instructional process to help them write, calculate, solve problems and gather information. Through the junior high and high school years, the computer shall continue to be used as a tool, but its role shall be expanded to that of an object of instruction. Elective classes at this level shall provide opportunity for programming and computer applications related to the world of work. Students at all levels shall have the opportunity to develop the skills necessary to function in and contribute to society.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Computer Instruction
ADMINISTRATIVE REGULATION	DISTRICT CODE: IIBG-R

Computer Instruction

Goals for computer education:

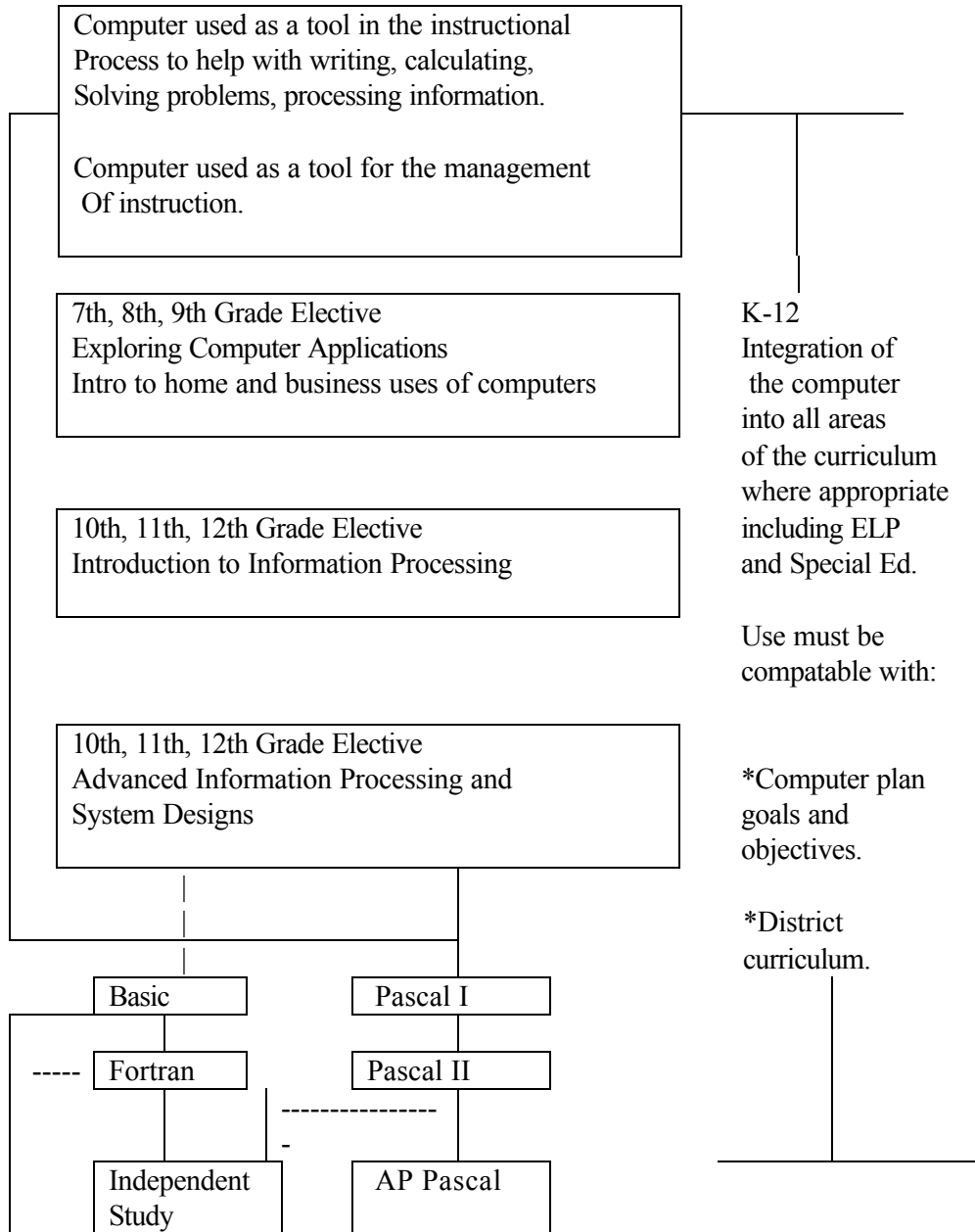
- o To utilize computers as tools in the instructional process and for the management of instruction. (E. J. H.)
- o To develop skills necessary to apply appropriate computer applications pertinent to an information society. (E. J. H.)
- o To develop an awareness and understanding of what computers can do effectively. (E. J. H.)
- o To develop an awareness for future trends and applications of computers in society. (E. J. H.)
- o To provide opportunities for intensive staff training in the use of computers in the educational setting. (E. J. H.)

E = Elementary
J = Junior High
H = High School

Adopted: November 18, 1986

James K. Zaharis
Superintendent

COMPUTER EDUCATION PLAN
1986-87 PROPOSED SCOPE AND SEQUENCE, K-12



MESA UNIFIED SCHOOL DISTRICT	TOPIC: Community Instructional Resources
GOVERNING BOARD POLICY	DISTRICT CODE: IIC

COMMUNITY INSTRUCTIONAL RESOURCES

The Governing Board encourages the enrichment of curriculum and the widening of educational horizons through utilizing community resources. This may be accomplished by inviting persons from outside the school to address students or to demonstrate skills.

Individual community members and community organizations will be involved in chemical use and abuse prevention programs.

Adopted: November 18, 1986

Revised: April 12, 1988
 July 21, 1992

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Community Instructional Resources
ADMINISTRATIVE REGULATION	DISTRICT CODE: IIC-R

COMMUNITY INSTRUCTIONAL RESOURCES

All individual speakers who are not employees of the district must be approved by the principal prior to being invited. The use of parents as outside speakers must also be approved by the principal.

Each proposed visit (presentation) must have prior approval. Past approval does not imply that future approval will be granted.

Approved: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Optional Student Travel
GOVERNING BOARD POLICY	DISTRICT CODE: IICA

DEFINITION

"Optional student travel" means student travel that meets each of the following criteria:

- A student or team/group is not required to participate as a requirement of a specific course or an educational or extracurricular program;
- The purpose of the travel is curricular or extracurricular; and
- The travel is provided by the District or arranged under the direction of a District employee acting in his or her official capacity.

Optional student travel includes:

- A field trip, such as travel to a science camp, zoo, museum, or national park.
- An informal outing organized by a teacher who uses District resources to communicate information to students and parents about the event.

Optional student travel does not include:

- Student transportation service routinely provided by the District to or from a student's home or bus stop.
- Student transportation service provided by the District to or from an AIA-sponsored athletic or other competitive event.
- Student transportation service provided for an individual student as a result of a medical or other emergency.
- Student travel that is organized by a District employee who is not acting in his or her official capacity, and that is selected by the student — such as ski trips, summer travel programs, and professionally organized group travel — and funded by a source other than the District.

APPROVAL

All optional student travel must receive one or more levels of administrative approval. Optional student travel is intended to supplement the curricular or extracurricular program in a manner not possible to achieve on campus. When approval of optional student travel is requested, the administrator will consider all of these factors:

- the educational value of the experience,
- the financial cost to the student and District,
- instructional time lost in core academic classes,
- distance of the travel destination,
- equitable opportunity for all students, and
- the safety of students.

No optional student travel will be permitted if the travel poses an unreasonable safety risk to students and, for this reason, optional student travel may be limited or canceled by the Governing Board or member of the superintendency at any time.

Approval for In-State/Single-Day Optional Student Travel

Travel by students of any grade that would be completed within a single day and remain in the state must be approved by the school principal.

Travel Packet: The District employee who is organizing the travel must complete an Optional Student Travel Packet for In-State/Single-Day Trips and obtain full approval, including all required signatures on employee travel requests, at least one month prior to the travel.

Approval for Out-of-State or Overnight Optional Student Travel

The Governing Board does not encourage such travel by students in grades 2 through 6. Out-of-state and overnight travel may be approved for such students only when special circumstances exist. Examples of special circumstances include travel to participate in a school competition or band performance, or to attend a science camp or visit an art museum. It is the responsibility of the school principal to ensure that all approvals are obtained in a timely fashion and to demonstrate why special circumstances exist for out-of-state or overnight travel.

Kindergarten - Grade 1: Out-of-state or overnight travel by students in kindergarten through grade 1 is prohibited.

Grades 2 - 6: Travel by students in grades 2 through 6 that would take the students out-of-state for any length of time or that would require overnight accommodations must be reviewed by the SIAC and approved by the school principal, area assistant superintendent, and Governing Board. The Governing Board may, in its discretion, designate out-of-state or overnight travel for specific events as not requiring its approval. If approved, the area assistant superintendent will conduct a final review of the approved travel at least ten working days before the departure date.

Grades 7 - 12: Travel by students in grades 7 through 12 that would take the students out-of-state for any length of time or that would require overnight accommodations must be reviewed by the SIAC and approved by the school principal and area assistant superintendent.

Parent Surveys: As part of the planning and approval process for out-of-state or overnight optional student travel, parents must be surveyed to determine interest by using the Notice of Proposed Student Travel form.

Travel Packet: The District employee who is organizing the travel must complete an Optional Student Travel Packet for Out-of-State/Overnight Trips and obtain full approval, including all required signatures on employee travel requests, at least three months prior to the travel.

Out-of-Country Optional Student Travel

Travel out of the country by students in kindergarten through grade 8 is not permitted. Travel out of the country by students in grades 9 through 12 must be reviewed by the SIAC and approved by the school principal, area assistant superintendent, and Governing Board. The Governing Board does not encourage such travel and will require special circumstances for approval. As part of the planning and approval

process for out-of-country optional student travel, parents must be surveyed to determine interest, using the Notice of Proposed Student Travel form.

GENERAL RULES

The following rules apply to all categories of optional student travel unless an exception is expressly indicated:

Eligibility

Generally, no student group may be approved for more than one out-of-state or out-of-country travel opportunity during each school year.

Students who have completed graduation requirements may participate in optional student travel following graduation, as representatives of the District, provided that the purpose of the travel is to participate in a competition that the students qualified to compete in prior to graduation.

To be eligible to participate in optional student travel, the teacher and school principal should require that students meet specific academic and disciplinary requirements.

Finance

Approval for all student travel requests is at the discretion of the school administrator, Assistant Superintendent for Human Resources, and the appropriate area assistant superintendent. Regardless of the availability of funds for these trips, both school and District approval is required.

All costs for optional student travel (single-day, overnight, out-of-state, and international) for students and “required chaperones” (defined in the “Supervision” section of this policy) must be funded from student club funds, school athletic funds, ECA funds, gifts, grants, and/or community education. Determination of the types of funds to use is dependent on the type of trip and availability of funds. These costs may include, but are not limited to, admissions, registrations, airfare, ground transportation, rental vehicles, fuel, lodging, substitutes, and meals.

Purchase orders and/or cash envelopes are required for all expenses associated with optional student travel. Exceptions must be approved by the District’s Chief Financial Officer (CFO). It is the responsibility of the school to obtain purchase orders and/or cash envelopes prior to the trip being taken.

If a parent organization, i.e. PTO or booster club, is paying for part or all of the expenses, the organization must deposit the money into the school’s gifts and grants account or into a student club account prior to the trip being taken so that purchase orders/cash envelopes can be obtained.

Restrictions:

The following State of Arizona Travel Policy restrictions apply to any District employee acting in the capacity of a required chaperone:

- The employees must pay for his or her own meals for single-day trips.

IICA – Cont’d.

- The employee must pay for meals and/or lodging expenses for overnight travel within a 50-mile radius from the traveler’s home or duty post unless prior written approval by the CFO has been obtained. (See the Section II-D of the State of Arizona Travel Policy in the Arizona Accounting Manual for guidelines.) If approval is not obtained prior to the trip, the employee is responsible for paying for all meals and/or lodging.

The cost for lodging should be in compliance with the State of Arizona Travel Policy (see Supplement 1, Maximum Transportation, Lodging and Meal Rate Schedule). However, the Governing Board authorizes lodging expenses to exceed the amounts set forth in the State of Arizona policy if it is determined by the District that it is not feasible to stay within those limits due to factors such as safety of the students, conference locations, etc.

Expenses for chaperones who are not District employees, but who are traveling with students and acting in the capacity of a “required chaperone,” may be funded from student club funds, school athletic funds, ECA funds, gifts, grants, and/or community education if available and applicable to the trip.

Any chaperones who are not considered “required chaperones” must pay their own expenses. Monies for expenses can be collected by the school before the trip and deposited in a student club account or paid directly to the vendor(s). The school will determine who is a “required chaperone” and who is not based on District guidelines.

A chaperone-to-student ratio of one adult to 10 or fewer students will be maintained for optional student travel for elementary students. A chaperone-to-student ratio of one adult to 15 or fewer students will be maintained for optional student travel for secondary students. If it is felt that additional chaperones are required and that their expenses should be covered by one of the above-mentioned funds, appeals must be approved by the school administrator and the area assistant superintendent in concurrence with verification that funds are available for optional student travel use.

Factors, such as needing a male and female chaperone, the age and maturity of students, or the type and location of the activity, will be taken into consideration when determining whether or not funds should be used to pay for additional chaperones.

Optional student travel requests must receive final approval before students and parents begin any fundraising activities. The school principal must approve the specific fundraising activity.

When student club funds are used to defray the cost of a trip, the appropriate student group needs to vote and reflect this in their club minutes. Student club funds may be used to pay the cost of required chaperones within the District chaperone-to-student ratio guidelines. Before voting, students should be told what portion of their trip cost will be used to cover the costs of required chaperones. All non-required chaperones must pay their own expenses.

When ECA monies are used to defray the cost of a trip, state law prohibits the use of these funds to pay for “recreational, amusement or tourist travel.” Optional student travel may include recreational, amusement or tourist travel, provided that such activities are not the primary purpose of the optional student travel and the cost of such activities is not paid with ECA monies. (For example, a music group performs in Flagstaff and, without using ECA monies, attends a movie after the performance before returning to Mesa the following day.) The term “recreational, amusement and tourist travel” includes water parks and amusement parks, but this term does not include museums, national parks, and other destinations with significant educational opportunities for students.

Instruction

Optional student travel must be scheduled to minimize loss of instructional time in classes that do not relate to the travel. Optional student travel will not exceed two instructional days unless the area assistant superintendent approves an exception.

Students who choose not to participate in optional student travel must be provided with other appropriate educational experiences and must not be adversely affected in terms of course requirements, grades, or eligibility to participate in other activities.

Insurance

Travel insurance is required for all travelers (students and chaperones) participating in any trip outside the country and is optional for other out-of-state travel. The trip sponsor is responsible for submitting the necessary application and participant list to an insurance company approved by the District to provide this coverage. Prior to the group’s departure, the area assistant superintendent will confirm that coverage has been obtained for international travel.

Housing

Students must sleep in hotel or motel rooms, or other accommodations appropriate for the educational experience, during overnight travel. Placement of students as guests in homes is not permitted without approval of the Governing Board.

Parent/Guardian Approval

The certificated employee supervising the optional student travel will obtain written permission from the parent/guardian before a student may participate in the trip, and will maintain in a file all signed parent/guardian permission forms for not less than 12 months after the trip is concluded.

Supervision

Certificated employees will supervise all optional student travel. It is the responsibility of the certificated employee supervising the activity to ensure the appropriate number of “required chaperones” is obtained.

- **For elementary schools:** A chaperone-to-student ratio of one adult to 10 or fewer students will be maintained for optional student travel.
- **For secondary schools:** A chaperone-to-student ratio of one adult to 15 students will be maintained for optional student travel.
- **For athletic optional student travel for secondary schools:** Use either a chaperone-to-student ratio of one adult to 15 or fewer students or the number of coaches on the District’s athletic extra-factor schedule, whichever is greater.
- Whenever there are both male and female students on the same trip, it is recommended that both male and female chaperones accompany the students.

With approval of the school administrator, additional chaperones may be taken on the trip as long as additional costs are not incurred. If it is felt that additional chaperones are required and that their expenses should be covered, appeals must be approved by the school administrator and the area assistant superintendent in concurrence with verification that funds are available for optional student travel use.

Spouses, classified employees, parents/guardians, and other responsible adults may serve as chaperones. However, any chaperone who is not a classified employee, a student teacher, or a parent or guardian of a student participating in the trip must be approved by the District as a volunteer. Human Resources should be contacted at least three weeks prior to the travel dates to arrange for fingerprinting.

All chaperones will be under the direction of the certificated employee supervising the activity. All chaperones are expected to provide close supervision of students and conduct themselves in an appropriate manner at all times. Both male and female chaperones must accompany mixed student groups on all overnight trips unless an area assistant superintendent approves an exception.

Transportation

District Transportation: District buses and other vehicles may be used only for in-state travel. Requests for District transportation must be submitted to the Transportation Department at least 15 working days prior to the date of the optional student travel. The request must be signed by the certificated employee responsible for supervising the travel and approved by the school principal. The request must also include the account number or other source of funding for the travel. Requests for District transportation may be denied if other identified needs of the District are of a higher priority.

A District employee must possess a valid Arizona driver's license to transport students. If the students will be transported in a van designed to carry 12 passengers, the driver must also possess either a school bus driver certification card or an authorization card indicating that the required District van safety training has been successfully completed. If the students will be transported in a vehicle designed to meet state regulations as a school bus, the driver must possess Arizona school bus driver certification.

Commercial Transportation: Commercial transportation may be used if requested by the certificated employee responsible for supervising the travel and approved by the school principal. Commercial transportation must be used for out-of-country travel and must be reviewed and approved by the area assistant superintendent.

Private Vehicle Owned and Driven by District Employee: A private vehicle owned and driven by a District employee with a valid Arizona driver's license may be used as a means of transporting students. Prior to transporting students, the employee must have on file in the office of the school principal proof of minimum auto liability coverage limits of \$100,000 per person and \$300,000 per occurrence.

Private Vehicle Driven by Parent, Student, or Third Party: Students will use District transportation when provided unless the parent/guardian has indicated on the permission form that the parent is driving the student or has given permission for the student to drive himself or herself, to drive another student, or to ride with another student or adult who is driving. When transportation is provided by an adult in lieu of transportation provided for or arranged by the District, the District has no responsibility for the conduct of the driver/vehicle and no responsibility for ensuring that the driver of the vehicle has proper licensure and insurance.

IICA – Cont’d.

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: October 14, 1986

Revised: October 10, 1989
August 9, 1994
September 9, 1997
August 27, 2002
October 14, 2003
March 7, 2006
June 5, 2007
September 9, 2008
July 12, 2011
April 25, 2017

CROSS REF.: [GEA – Volunteers](#)
[IKEA – Assignment Make-up Opportunities](#)
[JHCD – Student Medications and Dietary Supplements](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Optional Student Travel
ADMINISTRATIVE REGULATION	DISTRICT CODE: IICA-R

School employees will use the Optional Student Travel Packet for In-State/Single-Day Trips or the Optional Student Travel Packet for Overnight/Out-of-State Trips, whichever is appropriate, when planning and requesting approval for optional student travel. These booklets contain instructions and sample forms and are available in the school office.

Adopted: September 9, 2008

Debra Duvall
Superintendent

FORMS: [Optional Student Travel Packet for In-State/Single-Day Trips](#)
[Optional Student Travel Packet for Overnight/Out-of-State Trips](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Guidance Program
GOVERNING BOARD POLICY	DISTRICT CODE: IJ

GUIDANCE PROGRAM

The focus of the counseling/student advisement program in the district is on the developmental needs of students. The program will encompass educational development, personal/social development, and career development.

Counselors/student advisors will demonstrate respect for the dignity and worth of each individual, and encourage each student to develop individual responsibility and decision-making skills. Counselors/student advisors will coordinate the school guidance program and involve staff members in designing and implementing plans.

Adopted: November 18, 1986

Revised: September 9, 2014

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Academic Achievement
GOVERNING BOARD POLICY	DISTRICT CODE: IK

Academic Achievement

The Governing Board places high value on educational achievement and excellence for each student. In line with this, individual student achievement shall be evaluated in relation to a student's mastery of the course work, with consideration given to his learning capacity.

A record of educational achievement shall be maintained for each student in the District.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Grading Systems
GOVERNING BOARD POLICY	DISTRICT CODE: IKA

Grading Systems

The Superintendent shall develop a grading system for all report cards, kindergarten (K) through grade twelve (12) that is consistent and uniform for all schools.

Adopted: November 18, 1986

Revised: December 1, 1994

Cross Ref.: [IKAB - Student Progress Report to Parents](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Final Examinations
GOVERNING BOARD POLICY	DISTRICT CODE: ICAA

Final Examinations

The Governing Board recognizes the final examination process as an important component for student evaluations for courses in grades seven (7) through twelve (12).

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Final Examinations
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKA-A-R

Final Examinations

The Superintendent shall develop testing schedules and/or guidelines for all courses and subjects.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Reviewing Grading Decisions
GOVERNING BOARD POLICY	DISTRICT CODE: IKAAA

A. Questioning Grading Decisions

1. Classroom teachers are responsible for grading decisions. Teachers shall keep sufficient record of objective measures of each student's performance during the grading period to explain/justify/support the grade indicated on the report card.
2. Students or their parents/legal guardians have the right to question grading decisions.
3. Questions regarding grading decisions should initially be discussed with the teacher who made the decision.
4. Any questions regarding grading decisions not resolved through discussion with the teacher may be appealed to the school principal or designee within 20 school days into the next grading period.

In an effort to resolve the matter, the school principal or designee shall discuss the grade with the classroom teacher and review (with the teacher) the teacher's record of objective measures of student performance during the grading period.

Administrators shall not substitute their professional judgment for that of the teacher.

5. Except as provided in section B, there is no process for review of a grading decision other than with the school principal or designee.

B. Requesting Review of The Decision to Promote or Retain a Student in a Grade in a Common School or a Decision to Pass or Fail a Student in a Course in a Secondary School

1. In the event that any question regarding a teacher's decision to promote or retain a student in a grade in an elementary school or to pass or fail a student in a course in a junior or senior high school cannot be resolved at the school level, the student or parent/legal guardian may request in writing that the Governing Board review the decision. Any such request must be made within fifteen (15) days of the school principal or designee's review of the pass/fail or promote/retain decision.
2. The Governing Board shall review the decision in executive session unless the parent/legal guardian or the emancipated student requests in writing that the review be conducted in an open meeting.

IKAAA - Continued

3. If the review is conducted in Executive Session, the Board shall notify the teacher and parent/legal guardian or emancipated student of the date, time and place of the review. The board shall allow the parent/legal guardian or emancipated student and the teacher to be present at the review.
4. The Executive Session shall be tape recorded or minutes taken.
5. The parent/legal guardian or emancipated student may present to the Governing Board written evidence to support the contention that the promotion/retention decision or the pass/fail decision should be overturned.
6. The teacher may also present written evidence to support his/her decision. If the teacher is not present at the review, the board shall consult with the teacher, if possible, before making its decision.
7. If the course wherein the grade was reported is a course for which competency requirements have been prescribed, the Governing Board shall base its decision on the prescribed competency requirements.
8. The Board shall put in writing its decision to accept or overturn the teacher's decision. The document shall include the basis for the Board's decision.
9. Any written request, the written evidence presented at the review and the written record of the review, including the decision of the Governing Board to accept or overturn the teacher's decision, shall be retained by the Governing Board as part of its permanent records.

Parents/students may challenge inaccurately recorded grades pursuant to Governing Board Policy JO - Student Records, and its accompanying administrative regulation.

Adopted: June 28, 1994

Revised: June 11, 1996

Legal Ref.: A.R.S. §15-521(A)(10)
15-341(17)
15-342(11)
15-701.01

Cross Ref.: [IKAB](#) - Student Progress Reports to Parents
[JO](#) - Student Records

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Progress Reports to Parents
GOVERNING BOARD POLICY	DISTRICT CODE: IKAB

STUDENT PROGRESS REPORTS TO PARENTS

The Governing Board believes it is essential that parents or guardians be regularly and fully informed of student progress in school.

Each school will report progress to the student and parents or guardians. The report will be clear, concise, and accurate and will provide a basis of understanding among teachers, parents or guardians, and students for the benefit of the individual student. The Board directs the Superintendent to develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- Parents or guardians will be notified at least four times a year regarding the progress a student is making in school.
- Parents or guardians will be notified when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration. The progress of students will be evaluated at the midpoint of each grading period.
- Academic grades will reflect academic performance only. Insofar as possible, distinctions will be made between the attitude of a student and academic performance.
- At comparable levels, the district will strive for consistency in grading and reporting except where inappropriate for certain classes or certain students.
- When no grades are given, but a student is evaluated informally in terms of progress, the teacher will provide a realistic appraisal.
- When grades are given, the teacher will take particular care to explain the meaning of the marks to parents or guardians.
- Grades will be given for transferring students if they are enrolled for at least 20 days of a given grading period.

Adopted: November 28, 2006

CROSS REF.: [IKAAA – Reviewing Grading Decisions](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Grade Reports to Parents for Elementary Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKAB-R(1)

STUDENT GRADE REPORTS TO PARENTS FOR ELEMENTARY STUDENTS

Purpose of Grading

Course grades are a measure of student achievement relative to district curriculum standards and objectives. Grades serve to inform students, parents, teachers, and administrators of the degree to which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students. Grades help students understand their current level of performance.

Grade Reporting

All district elementary schools will use a consistent reporting system to communicate student progress to parents.

Each teacher will have the freedom to exercise professional judgment within the district's guidelines for assigning grades that accurately reflect student performance.

During the school year, two parent/teacher conferences will be scheduled for each student. At these conferences, or upon request, parents may obtain information about a student's performance in more detail than what is reported on the report card.

Kindergarten Progress Reports

Skill performance marks on the Kindergarten Student Progress Report indicate a student's effort and current level of skill performance as he or she moves toward proficiency on selected curriculum goals in the areas of English language arts, mathematics, science, and social studies.

- 4 = Proficient in concepts/skills; complete understanding; strong performance
- 3 = Developing proficiency in concepts/skills; consistent understanding
- 2 = Limited proficiency in concepts/skills; beginning to grasp concepts/skills
- 1 = Does not yet understand concepts/skills that have been introduced
- Z = Individual program

A blank indicates the skill was not emphasized during the grading period.

Effort marks for kindergarten reflect student performance related to responsibility for learning and the level of student involvement. They will be marked in the following way:

- 4 = Outstanding
- 3 = Satisfactory/consistent
- 2 = Improving/not consistent
- 1 = Area of concern

Grade Reports for Students in Grade Levels 1-6

Students in grade levels 1-6 receive marks on their report cards for effort and skill performance. Students in grade levels 4-6 also receive marks for achievement.

Effort for Grades 1-6

Effort marks for grades 1-6 reflect student performance related to responsibility for learning and the level of student involvement. They will be marked in the following way:

- 4 = Outstanding
- 3 = Satisfactory/Consistent
- 2 = Improving/Not Consistent
- 1 = Area of Concern

Skill Performance for Grades 1-6

Skill performance marks for grades 1-6 are based on student performance of grade level expectations for that grading period in the content areas of reading, writing, mathematics, social studies, and science.

- 4 = Proficient in concepts/skills; complete understanding; strong performance
- 3 = Developing proficiency in concepts/skills; consistent understanding
- 2 = Limited proficiency in concepts/skills; beginning to grasp concepts/skills
- 1 = Does not yet understand concepts/skills that have been introduced
- Z = Individual Program

A blank indicates the skill was not emphasized during the grading period.

Achievement for Grades 4-6

The achievement grade is based on student performance related to the progress in meeting overall grade level expectations for a subject. Teachers will not use plus (+) and minus (-) signs with grades. Achievement grades are based on student performance as related to grade level expectations of what a student should know and be able to do at that grade level. In each subject area, homework may not count for more than 10% of the final grade.

Subjects assigned an achievement grade are evaluated by the scale below:

<u>Percentage</u>	<u>Achievement Grade</u>
90 - 100	A – Consistently meets curriculum standards at an outstanding level
80 - 89	B – Generally meets curriculum standards at a high level
70 - 79	C – Meets curriculum standards at a satisfactory level
60 - 69	D – Meets some curriculum standards
≤ 59	F – Fails to meet curriculum standards.
	Z – Individual Program. A “Z” indicates that the student participates in an individualized program; progress may be reported separately. A blank indicates that a skill was not emphasized during the grading period.

Grade Reports for Special Education Students

Regular and special education teachers will confer when marking cards for special education students.

Adopted: November 18, 1986

Revised: November 29, 2006
April 16, 2008
August 7, 2013
September 27, 2013

Michael B. Cowan
Superintendent

CROSS REF.: [IKAB-R\(2\) – Student Progress Reports and Report Cards for Secondary Students](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Progress Reports and Report Cards for Secondary Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKAB-R(2)

PROGRESS REPORTS AND REPORT CARDS FOR SECONDARY STUDENTS

Purpose of Grading

Course grades are a measure of student achievement relative to district curriculum standards and objectives. Grades serve to inform students, parents, teachers, and administrators of the degree to which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students. Grades help students understand their current level of performance.

Grade Reporting

All district secondary schools will use a consistent reporting system to communicate student progress and grades to parents.

Each teacher will have the freedom to exercise professional judgment within the district’s guidelines for assigning grades that accurately reflect student performance.

During the school year, parents may view grades using the parent portal. They may also schedule conferences with teachers to obtain information about a student’s performance in more detail than what is reported on progress reports and report cards.

Achievement for Grades 7-12

The achievement grade is based on student performance related to the progress in meeting overall grade level expectations for a subject. Teachers will not use plus (+) signs with grades. A negative (-) sign may be used at teacher discretion only with a grade of “D” to indicate minimum progress. Achievement grades are based on student performance as related to grade level expectations of what a student should know and be able to do at that grade level.

Subjects assigned an achievement grade are evaluated by the scale below:

<u>Percentage</u>	<u>Letter Achievement Grade</u>	<u>Grade Point Value</u>
90 - 100	A – Consistently meets curriculum standards at an outstanding level	4.0
80 - 89	B – Generally meets curriculum standards at a high level	3.0
70 - 79	C – Meets curriculum standards at a satisfactory level	2.0
60 - 69	D – Meets some curriculum standards	1.0
59 - 59.99	D- – Minimally meets some curriculum standards (teacher’s discretion)	0.5
< 59.00	F – Fails to meet curriculum standards. If courses are credit bearing, no credit toward graduation is granted to a student receiving a final grade of “F” in the course.	0.0

Course Grades

All courses taught for credit receive a letter or a pass/fail grade. Homework may not count for more than 10% of the final grade. Homework will be defined by the teacher in accordance with Administrative Regulation IKB-R – Homework. Final examinations may not count for more than 20% of the final grades.

Progress Reports and Report Cards for Special Education Students

Regular and special education teachers will confer when marking cards for special education students.

Adopted: August 7, 2013

Revised: November 6, 2013
October 16, 2014

Michael B. Cowan
Superintendent

CROSS REF.: [IKAB-R\(1\) – Student Grade Reports to Parents for Elementary Students](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Conferences
GOVERNING BOARD POLICY	DISTRICT CODE: IKAC

STUDENT CONFERENCES

Student-teacher or student-counselor/student-advisor conferences are desirable and encouraged. Each teacher or counselor/student advisor will assume the responsibility for arranging such conferences as the need arises.

Adopted: November 18, 1986

Revised: September 9, 2014

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Parent Conferences Elementary
GOVERNING BOARD POLICY	DISTRICT CODE: IKAD

Parent Conferences Elementary

Parent/teacher conferences shall be conducted at least twice a year. The Superintendent shall establish procedures to allow parents or guardians of students to schedule conferences at other times.

Adopted: November 18, 1986

CROSS REF.: [IKAB - Student Progress Reports to Parents](#)

LEGAL REF.: A.R.S. 15-901A6(d)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Parent Conferences - Elementary
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKAD-R

Parent Conferences - Elementary

Elementary Parent-Teacher Conferences. It is the belief of the District that parents or guardians have the right to information concerning the progress of their children in school. Parent-teacher conferences are an essential part of the student evaluation and reporting program. Conferences are conducted with these purposes in mind:

- o To derive information from the parent or guardian which may be helpful to the teacher in working with the student.
- o To provide information for the parent or guardian which will be beneficial to the student.
- o To supplement the written report on the progress of each student.
- o To establish a working relationship between the home and school.

Number of Conferences. Released time is provided to elementary teachers for the purpose of conferencing with parents during both the first and second semesters.

In addition to the released time for conferences, teaching personnel shall arrange additional conferences wherever such contacts are considered as beneficial to the student.

Report Cards:

Report cards will be given to parents during the scheduled parent-teacher conferences. If no conference is scheduled, report cards will be sent home no later than the fourth school day following the end of the grading period.

Adopted: November 18, 1986

Revised: March 27, 1995
 July 26, 2001

Debra Duvall
 Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Homework
GOVERNING BOARD POLICY	DISTRICT CODE: IKB

Homework

The Governing Board recognizes that development of study skills and self-discipline are prerequisite to achievement commensurate with potential. Hence, homework is seen as an integral and indispensable element of a quality educational process.

Homework shall be assigned to each student on a routine and systematic basis consistent with the maturity, special needs, potential, and achievement level of the individual student.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Homework
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKB-R

HOMEWORK

The Governing Board recognizes the value of homework and believes the purpose of homework should be to:

- Practice or reinforce acquired skills and knowledge
- Complete unfinished classroom assignments
- Make up work missed during absences from the classroom
- Provide an opportunity for the application of skills and knowledge through extension assignments
- Develop regular study habits, personal responsibility, and time management skills

Homework assignments should reinforce learning objectives. Homework should not be used as a punishment.

The Governing Board believes, as research supports, that the time required to complete assignments will vary depending on each student's study habits, academic skills, and selected course load. However, a typical guideline to follow is: approximately 10 minutes per grade per night for K/1st - 6th grade students; approximately 1-1½ hours per night for 7th - 8th grade students; and approximately 1½-2½ hours per night for 9th - 12th grade students, depending on the courses.

In order to provide for meaningful homework assignments for students, schools are expected to develop site plans consistent with the expectations expressed above. The site administrator is responsible for approving homework plans and determining the methods for communicating the plans to parents. Plans should be reviewed annually.

The Superintendent will establish procedures for ensuring compliance with the school district policy.

Adopted: November 18, 1986

Revised: October 30, 2000
December 14, 2011

Michael B. Cowan
Superintendent

DISTRITO ESCOLAR UNIFICADO DE MESA	ASUNTO: Tarea Escolar
REGLAMENTO ADMINISTRATIVO	CODIGO DEL DISTRITO: IKB-R

TAREA ESCOLAR

La Junta Directiva reconoce el valor de la tarea escolar y cree que el objetivo de la tarea debe ser:

- Practicar o reforzar conocimientos y habilidades adquiridos
- Terminar asignaciones pendientes del salón de clase
- Reponer asignaciones faltantes durante ausencias del salón de clase
- Proporcionar una oportunidad para la aplicación de habilidades y conocimientos a través de la extensión de asignaciones
- Desarrollar hábitos de estudio regulares, responsabilidad personal y habilidades de la administración de tiempo

Las tareas deben reforzar los objetivos de aprendizaje. La tarea no debe utilizarse como un castigo.

La Junta Directiva cree, como la investigación lo apoya, que el tiempo necesario para terminar las tareas variará dependiendo de hábitos de estudio de cada alumno, habilidades académicas y la cantidad de cursos seleccionados. Sin embargo, una norma típica a seguir es: aproximadamente 10 minutos por grado por noche para estudiantes en grados K/1° al 6°; aproximadamente 1-1½ horas por noche para estudiantes de 7° al 8° grado; y aproximadamente 1½-2½ horas por noche para estudiantes de 9° al 12° grados, dependiendo en los cursos.

Con el fin de proporcionar tareas significativas para los estudiantes, se espera que las escuelas desarrollen planes en el lugar consistentes con las expectativas expresadas anteriormente. El administrador del lugar es responsable de aprobar los planes de tarea y determinar los métodos para comunicar los planes a los padres. Los planes deben ser revisados anualmente.

El Superintendente establecerá los procedimientos para garantizar el cumplimiento de la política del distrito escolar.

Adoptado: 18 de noviembre de 1986

Revisado: 30 de octubre de 2000
14 de diciembre de 2011

Michael B. Cowan
Superintendente

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Class Rankings
GOVERNING BOARD POLICY	DISTRICT CODE: IKC

CLASS RANKINGS

The district will calculate and, upon request of a student, provide to a university or college the student's certified high school class rank. The Superintendent will adopt regulations for the calculation of class rank at the high schools.

Adopted: November 18, 1986

Revised: December 9, 2008

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Class Rankings
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKC-R

CLASS RANKINGS

High schools will use the “College Core” calculation to determine the grade point average (GPA) and class rank of each student in a high school class. Students will be ranked according to their College Core GPAs. Students with the same College Core GPA (calculated to the third decimal) will have the same rank.

A student’s current College Core GPA and class rank will be indicated on the student’s current transcript beginning with the first semester of 10th grade and will be re-calculated at the end of each semester. A student’s graduation class rank will be the student’s class rank at the end of the final semester in 12th grade.

“College Core” means the subject area courses, course credits, and course semesters required for Arizona university admission by the Arizona Board of Regents and one additional social studies credit required for high school graduation by the State Board of Education.

College Core – Effective July 1, 2015		
Academic Content Areas	Course Credits	Course Semesters
English (composition & literature)	4	8
Mathematics	4	8
Science	3	6
Social Studies	3	6
World Languages	2 (same language)	4
Fine and/or Practical (CTE) Arts	1	2
Totals	17	34

Letter grades earned will be converted to grade points, with letter grades in advanced or accelerated courses (weighted courses) receiving an additional grade point:

Weighted Courses	A = 5	B = 4	C = 3	D = 2	F = 0
Non-Weighted Courses	A = 4	B = 3	C = 2	D = 1	F = 0

If a student completes more than the minimum number of College Core courses in an academic content area or repeats a College Core course, the courses with highest earned grade points will be used in the student’s College Core calculation.

The Guidance and Counseling Department will provide information for students and parents that explains the College Core calculation and how it is affected by students’ course selections and academic performance.

Adopted: May 21, 2009
Revised: October 29, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Honor Rolls
GOVERNING BOARD POLICY	DISTRICT CODE: IKD

Honor Rolls

The Governing Board views a system of honor rolls as an additional means for encouraging goal setting by students and for providing recognition of students who have achieved those goals.

Honor rolls shall be used in grades seven (7) through twelve (12). The principal shall establish the minimum achievement level for all honor rolls, and such determination shall be subject to the Superintendent's approval. Students shall be informed of the honor roll concept and made aware of the system to compute the honor roll formula.

Each school shall promote recognition of students who have attained honor roll status.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Promotion and Retention of Students
GOVERNING BOARD POLICY	DISTRICT CODE: IKE

PROMOTION AND RETENTION OF STUDENTS

The district's promotion and retention policy is based on the premise that students should possess minimal competencies at each instructional level in order to be promoted. Without minimal grade level competency, and the skills necessary to be successful at the next instructional level, social promotion will only compound a student's academic problems.

It is generally held that for a student to be successful in school, there must be minimal competency of the basic skills in reading, math, and writing. Therefore, the district places emphasis on the basic skills competencies, especially in the primary grades. In making promotion/retention decisions, consideration is also given to developmental factors affecting learning and classroom success.

For a student having difficulty in the classroom, retention should not be the first recourse. For a variety of reasons, some students may require more than the usual amount of time to develop their educational potential. Alternative instructional methods and materials and/or additional services may be necessary. For students experiencing difficulty, including those who may be retained, an individual plan for remediation should be developed to focus on the areas of deficiencies while maintaining other skill competencies.

A decision to retain a student should not be a last-minute decision, nor should it be a decision made arbitrarily or without standards. These standards have been developed to provide each student with the maximum opportunity to succeed in school. Promotion is based on classroom teacher recommendation and student competency of grade-level skills. In arriving at a final recommendation, teachers and principals will consider multiple factors which contribute to the success of promotion/retention decisions. These factors include the age of the student, level of social/emotional development, educational history, and parental support.

When retention is recommended, modifications of materials and methods should take place. If retention is to occur, it should occur in the earliest possible years and generally no more than once during the elementary school experience. Students who have been retained once and continue to have difficulty meeting standards will be referred for evaluation.

Parents or guardians, students, and teachers will be made aware of the promotion and retention standards. Parents and guardians do not have the legal authority to overturn the decision of the teacher. A.R.S. §15-521 states that every teacher will make the decision for promotion or retention of students on the basis of prescribed criteria. If parents or guardians choose not to accept the decision, they may appeal through the normal appeal process.

PROMOTION/RETENTION STANDARDS

The following criteria will be considered for promotion:

K-8

1. Demonstration of appropriate developmental and classroom learning skills.
2. Demonstration of proficiency of the Arizona academic standards for the corresponding grade level.

9-12

For graduation, students must have earned the minimum number of course credits as defined in Governing Board Policy IKF: Graduation Requirements and must have met the minimum competency requirements on state assessments.

Special Education

Special education students are expected to meet promotion standards as addressed in their Individualized Education Programs (IEPs).

Promotion or retention recommendations for special education students will be determined by the IEP team based on consideration of the following:

- a. Present level of functioning.
- b. Extent of achievement of goals as stated in the IEP.
- c. Degree to which student approaches grade level curriculum standards or individual expectancy levels.

(For timelines and specific guidelines, please refer to Student Services procedure, "Promotion and Retention of Special Education Students.")

English Language Learner (ELL)

For monolingual and limited-English proficient students, the decision to promote or retain will be by teacher evaluation and recommendation based on:

- a. Present level of functioning in English as measured by a language assessment tool.
- b. Extent of competency of annual goals and objectives as stated in student's educational plan.
- c. Extent of proficiency of Arizona academic standards in math, reading, and writing in accordance with their demonstrated abilities. Expected level of competency should be stated in student's educational plan.

Reference to ELL programming will be placed in student's permanent files.

Adopted: August 13, 1985

Revised: May 22, 1990
October 17, 1994
October 11, 1995
January 11, 2000
September 28, 2004
April 8, 2008
September 10, 2013

LEGAL REF.: A.R.S. § 15-203(A)(15)(16)
15-341(A)(17)
15-342(11)
15-521(A)(10)
15-701
15-701.01
15-715(E)
15-802
A.A.C. R7-2-301 and R7-2-401

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Promotion and Retention of Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKE-R(1)

PROMOTION AND RETENTION OF STUDENTS

NOTE: The following retention timeline applies to any student retention decision other than a 3rd grade student who may be retained because of a reading deficiency. Retention of a 3rd grade student for a reading deficiency is addressed in administrative regulation IKE-R(2).

Retention Timeline – Elementary

By the End of January Based on classroom performance and ongoing assessment, students whose progress indicates that they may not meet promotion standards by the end of the year will be identified by teachers and discussed with principals. Parents or guardians of these students will be given initial written notification of concern [see sample letters IKE-R(1)-F(1) and IKE-R(1)-F(2)]. Information regarding student progress will be recorded on a copy of the MPS Record of Student Progress and Grade Placement [see form IKE-R(1)-F(3)] and shared with parents during a scheduled conference. Goals will be set for the remainder of the year.

In the case of students transferring to a school after the end of the first quarter, parents will be notified of any academic concerns as soon as possible. In some cases, this notification may occur later than the end of January.

February – April Throughout the second semester, the student’s progress toward meeting the Arizona academic standards and levels of developmental and classroom learning skills will be monitored. Information regarding student progress will be provided to the student’s parents.

May Final assessment of grade level Arizona academic standards will be completed. Teachers will conference with parents to review the student's comprehensive performance and the teacher’s final decision regarding the student’s grade level placement for the next school year.

If the parents do not agree with the decision, they may appeal through the normal appeal process involving the school principal and the Governing Board as outlined in Governing Board Policy IKAAA – Reviewing Grading Decisions.

Summer If retention was decided in May, the parents have the option of enrolling the student in a prescriptive summer school program or securing private tutoring to remediate skills not mastered as measured by district assessments.

August Parents may request a reassessment following summer remediation. Prior to the start of the school year, a meeting (parents, principal, teacher/resource teacher) will be held to reevaluate the progress of the student and to make a decision as to grade placement based on available data and the prescribed criteria.

Retention Timeline – Junior High

Mid-Term Reports	Parents of students in danger of failing required academic classes are notified in writing the fifth week of each of the nine-week grading periods. Counselors are available to discuss options.
Report Cards	Each nine weeks, students are mailed report cards. Semester classes include two grading periods; full-year classes are based on four grading periods.
Mid-March	After the third grading period, each student is mailed a letter stating what semester classes the student needs to repeat and what classes the student is in danger of failing.
Appeal	Retention of each student is determined on an individual basis. A student may need to repeat one or more academic classes and still carry other appropriate grade-level classes. If the decision is unacceptable to parents, they may appeal through the normal appeal process involving the school principal and the Governing Board as outlined in Governing Board Policy IKAAA – Reviewing Grading Decisions.
Remediation	If repetition of a class is recommended, the student may enroll in a summer school class or retake the class the following year.
August	Parents may request a reassessment following summer remediation. Prior to the start of the school year, a meeting (parents, principal, teacher/resource teacher) will be held to reevaluate the progress of the student and to make a decision as to grade placement based on available data and the prescribed criteria.
Adopted:	August 13, 1985
Revised:	May 22, 1990 October 17, 1994 October 11, 1995 January 11, 2000 September 28, 2004 June 23, 2010 June 19, 2013

Michael B. Cowan
Superintendent

Cross Ref.: [IKAAA – Reviewing Grading Decisions](#)

FORMS: [IKE-R\(1\)-F\(1\) – Letter to Parent or Guardian of Kindergarten Student](#)
[IKE-R\(1\)-F\(1\)S – Letter to Parent or Guardian of Kindergarten Student](#)
[IKE-R\(1\)-F\(2\) – Letter to Parent or Guardian of 1st through 6th Grade Student](#)
[IKE-R\(1\)-F\(2\)S – Letter to Parent or Guardian of 1st through 6th Grade Student](#)
[IKE-R\(1\)-F\(3\) – MPS Record of Student Progress and Grade Placement](#)
[IKE-R\(1\)-F\(3\)S – MPS Record of Student Progress and Grade Placement](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Promotion and Retention of Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKE-R(2)

PROMOTION AND RETENTION OF STUDENTS

Reading Competency Requirements for Promotion of Students from Third Grade

The district will provide an annual written notification to parents of students in kindergarten programs and first (1st), second (2nd), and third (3rd) grades that a student who scores “far below” on the reading portion of the 3rd grade state assessment will not be promoted from the 3rd grade. [See IKE-R(2)-F(1) for a copy of the notification letter which is sent by the office of the assistant superintendent of curriculum and instruction.]

If the student’s school has determined that the student is substantially deficient in reading before the end of 3rd grade, the school principal will send a separate written notification to the student’s parent [see IKE-R(2)-F(2)] that references the following information:

- A description of the current reading services provided to the student. [See IKE-R(2)-F(3).]
- A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The district will offer at least one intervention strategy and at least one remedial strategy for students with reading deficiencies. The notification will list the intervention and remedial strategies offered and will instruct the parent to choose the strategy that will be implemented for the student. [See IKE-R(2)-F(3).]
- Parental strategies to assist the student to attain reading proficiency. [See IKE-(2)-F(3).]
- A description of the district’s policy regarding reassessment of students retained and immediate promotion upon demonstration of reading proficiency.

Beginning with the 2013-2014 school year, competency requirements for promotion of a student from the 3rd grade will include the following:

- The student will not be promoted from the 3rd grade if the student obtains a score on the reading portion of the state assessment that demonstrates the student’s reading skills fall far below the 3rd grade level, unless the student is exempt from mandated retention or the student qualifies for an exemption as determined by the Governing Board.
- The Governing Board may promote a student from the 3rd grade if the student obtains a score on the reading portion of the state assessment that demonstrates the student’s reading skills fall far below the 3rd grade level for either of the following exemptions:
 - For good cause if the student is an English language learner or a limited proficient student as defined in A.R.S. §15-751 and has had fewer than two years of English language instruction.
 - For a student with a disability as defined in A.R.S. §15-761 if the student’s individualized education program (IEP) team and the student’s parent agree that promotion is appropriate based on the student’s IEP.

Intervention and Remedial Strategies for 3rd Grade Students Who Are Not Promoted for Reading Deficiencies

The Governing Board will offer at least one of the intervention and remedial strategies developed by the State Board of Education (SBOE). The parent of a student not promoted from the 3rd grade and the student’s teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBOE will include:

- A requirement that the student be assigned to a different teacher for reading instruction.
- Summer school and/or online reading instruction, which will be offered in the summer following notification of reading deficiency.
- Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during, and after the regular school day.

The district will provide for universal screening of students in preschool programs, kindergarten programs, and grades 1-3 that is designed to identify students who have reading deficiencies in accordance with A.R.S. §15-704.

The district will develop interventions and remedial strategies for students in kindergarten programs and grades 1-3 who are identified as having reading deficiencies pursuant to A.R.S. §15-702. For students who are identified as “significantly at risk,” a student academic support plan will be developed and reviewed at least quarterly. (See IKE-R(2)-F(3) for the support plan template.

Policies Regarding Midyear Promotion

For students retained at the 3rd grade because of reading deficiency, the student’s teacher, upon his or her own initiative or at the request of the student’s parent, may assess the student’s reading skills to determine if the skills have improved to a level of reading proficiency. The results of the assessment will be communicated to the parent. If approved by the parent, the student will be immediately promoted from the 3rd grade if the student’s reading assessment indicates that the student’s skills are at the level of reading proficiency for the 3rd grade.

Definition

“State assessment” means the assessment approved by the State Board of Education for measuring student progress toward competency in the State-Board-approved academic standards.

Adopted: June 19, 2013

Michael B. Cowan
Superintendent

IKE-R(2) – Cont’d.

LEGAL REF.: A.R.S. §15-701
A.R.S. §15-702
A.R.S. §15-704
A.R.S. §15-751
A.R.S. §15-761

FORMS: IKE-R(2)-F(1) – Annual Notification Letter to Parents
IKE-R(2)-F(1)S – Annual Notification Letter to Parents
IKE-R(2)-F(2) – Letter from Principal to Parents of Student in Need of Additional
Reading Instruction
IKE-R(2)-F(2)S – Letter from Principal to Parents of Student in Need of Additional
Reading Instruction
IKE-R(2)-F(3) – Move On When Reading – K-3: Student Academic
Support Plan

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Assignment Make-Up Opportunities
GOVERNING BOARD POLICY	DISTRICT CODE: IKEA

ASSIGNMENT MAKE-UP OPPORTUNITIES

Students who miss tests and assignments as a result of excused absences will be allowed to make up such tests and assignments without penalty. A suspension for misconduct will be treated as an excused absence for make-up work purposes.

It is the responsibility of the student and parents to request make-up tests and assignments and arrange for their completion by the student in a timely manner. Parents must give the school or teacher a reasonable amount of time, generally at least 48 hours’ prior notice, to prepare make-up tests and assignments. As a general rule, students will have as many school days to make up assignments and tests as days they were consecutively absent. However, an extension of the make-up assignment deadline may be granted for extenuating circumstances. If the teacher is unable to give the student the original assignment as make-up work, a different but comparable assignment will be given. If make-up assignments are not submitted within the designated time periods, the teacher will generally issue no credit for the assignment.

Adopted: November 18, 1986

Revised: August 22, 1995
April 8, 2008

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Acceleration
GOVERNING BOARD POLICY	DISTRICT CODE: IKEB

Acceleration

There may be situations in which it is appropriate to accelerate the progression of a student through the grades. Each case must be evaluated on the basis of available data related to the students:

- o academic achievement level
- o physical development
- o social development
- o mental abilities

The purpose of the acceleration must be to place a student at an instructional level wherein success in the learning environment can be maximized. Such placement requires parent or guardian involvement and written documentation of approval.

Final decisions on acceleration of students rests with the principal and shall be based on the results of a formal staffing on the available data. Formal staffings shall involve the parent or guardian, principal, appropriate teachers, and other staff members as deemed necessary.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Graduation Requirements
GOVERNING BOARD POLICY	DISTRICT CODE: IKF

GRADUATION REQUIREMENTS

Required Course Credits

To be eligible to receive a high school graduation diploma, a student must earn 22 credits.

The Superintendent will adopt an administrative regulation that specifies for each graduation class the subject areas and credits required for high school graduation based upon the high school graduation requirements established by the Arizona State Board of Education.

Requirements for graduation may be met:

- By successful completion of courses for required subject areas as designated in the *Mesa Public Schools High School Course Description Catalog*, approved by the Governing Board and published annually, or equivalent approved courses offered by an accredited school in accordance with District policy IKG.
- By demonstrated mastery of the ACADEMIC standards adopted by the Arizona State Board of Education and other competency requirements for the subject as determined by the Governing Board.

State Civics Test

To be eligible to receive a high school graduation diploma, a student must also achieve a passing score on the civics test prescribed by State law.

Students with Disabilities

Completion of graduation requirements for students with disabilities who qualify for services under the Individuals with Disabilities Education Act (IDEA), but who do not meet the required units of credit, will be determined on a case-by-case basis in accordance with the Individualized Education Program (IEP) of the student.

Exchange and Other Foreign Students

An exchange or other foreign student who completes a year of study at a District school will receive a graduation diploma if he or she completes all State and District requirements for high school graduation; otherwise, the student will receive a certificate of attendance.

Additional Diploma Designations

Subject to approval of the Board, the Superintendent will adopt administrative regulations that establish standards for additional diploma designations.

IKF – Cont’d.

Superintendent’s Authority

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: November 18, 1986

Revised: November 14, 1995
December 13, 2005
April 8, 2008
March 30, 2010
September 10, 2013
May 12, 2015
December 8, 2015
April 25, 2017

LEGAL REF.: A.R.S. § 15-701.01
15-701.02
A.A.C. § R7-2-300
R7-2-302

CROSS REF.: [IKFA – Early Graduation](#)
[IKFB – Commencement Ceremonies](#)
[IKG – Credit for Courses Completed at Non-District Schools](#)
[Mesa Public Schools High School Course Description Catalog](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Graduation Requirements
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKF-R(1)

GRADUATION REQUIREMENTS

To be eligible to receive a high school graduation diploma, students must earn the following credits based on completion of subject area course requirements or competency requirements:

Required Subject Areas	No. of Credits
English	4
Mathematics	4
One credit in Algebra I	
One credit in Geometry	
One credit in Algebra II, unless modified by a personal curriculum pursuant to State Board of Education Rule R7-302.03	
One credit in an additional math course	
Science	3
One credit in a Biology course	
One credit in any physical science course	
One credit in an additional lab science course	
Social Studies	3
One credit in American History, including Arizona History	
One credit in World History/Geography	
One-half credit in American Government, including Arizona Government	
One-half credit in Economics	
Fine Arts or Career & Technical/Vocational Education	1
Physical Education (9-12)	1
Total Required Subjects	16
Total Electives	<u>6</u>
Total Credits Required For Graduation	22

State Civics Test

Beginning with the graduating class of 2017, students must achieve a passing score on the state civics test to be eligible to receive a high school graduation diploma.

Additional Diploma Designations

Upon completion of the requirements for an additional diploma designation set forth in the Mesa Public Schools High School Course Description Catalog, a student will earn one or more of the following diploma designations:

- Advanced Placement (AP) Capstone Diploma
- Career & Technical Education (CTE) AZ State Program Completer & Industry Certification
- International Baccalaureate (IB) Diploma
- Advanced STEM Designation
- MPS Advanced Honor For Excellence In Academics
- MPS Service Learning Honor For Excellence
- Scholastic Diploma

Adopted: March 12, 1991

Revised: July 16, 2008
January 15, 2010
April 11, 2013
September 10, 2013
December 8, 2015

LEGAL REF.: A.R.S. §15-792
A.R.S. §15-792.03
A.R.S. §15-795
A.R.S. §15-795.01

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Graduation Requirements
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKF-R(2)

GRADUATION REQUIREMENTS

Honorary High School Diploma

In accordance with state law, the district will present an honorary high school diploma to a person who has never obtained a high school diploma and who:

- Currently resides in Arizona; and
- Provides documented evidence from the Arizona Department of Veterans' Services that he or she enlisted in the armed forces of the United States and served in World War I, World War II, the Korean conflict, or the Vietnam conflict.

Any person who meets both of these requirements and wishes to obtain an honorary high school diploma must submit a written request to the Communications and Marketing Department. The applicant may request that the diploma be presented at a meeting of the Governing Board, delivered by mail, or presented at a high school graduation ceremony or honors assembly. A specific high school may be requested based upon affiliation through service or immediate family attendance. For the purpose of this regulation, "immediate family" will be defined as parents, siblings, spouse, children, or grandchildren. If no affiliation exists, the district will determine the issuing school.

Adopted: January 15, 2010

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. § 15-203

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Early Graduation
GOVERNING BOARD POLICY	DISTRICT CODE: IKFA

Early Graduation

The Governing Board shall authorize early high school graduation. All standard graduation requirements must be met.

Diplomas shall be awarded only at the completion of the spring semester. However, final transcripts shall be provided as soon as the graduation requirements have been met.

Adopted: November 18, 1986

Revised: December 1, 1995

LEGAL REF.: A.R.S. 15-701.01(D)
15-1821

CROSS REF.: IKF - Graduation Requirements

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Commencement Ceremonies
GOVERNING BOARD POLICY	DISTRICT CODE: IKFB

COMMENCEMENT CEREMONIES

High schools will conduct a commencement ceremony to formally award diplomas to students who have met District and State requirements for graduation and to acknowledge students who have achieved scholastic honors (“graduates”).

Graduates are encouraged, but not required, to attend their commencement ceremony. Participation in a commencement ceremony is a privilege, not a right. Permission to participate may be denied if deemed warranted based on student conduct, unpaid fees, or unreturned school equipment or materials.

The purpose of the commencement ceremony is to acknowledge the graduates’ achievement of a major academic milestone. All graduates and audience members must conduct themselves in a manner that is consistent with the dignity of the ceremony. The commencement ceremony is not a public forum and will not be used by participants or audience members for expressive activity unless specifically invited to do so in the course of the ceremony.

Graduates who participate in the commencement ceremony must comply with the following rules:

- Participants must have successfully completed the District and State requirements for graduation unless the participant has received authorization to participate from the Superintendent according to standards established in an administrative regulation adopted pursuant to this policy.
- Participants may participate only in the ceremony of the high school in which they are enrolled. Graduating students enrolled in a success/alternative school program that does not grant a diploma may participate only in the ceremony of the school of the attendance area in which the participant resides or, if the student resides outside the District, the school of the attendance area in which the success/alternative school program is located.
- Participants must attend all ceremony rehearsals unless the absence is excused by the high school principal.
- Participants must comply with the dress and grooming standards for the commencement ceremony adopted by the Superintendent by administrative regulation to this policy.

A non-graduating student may participate in a commencement ceremony if the student’s participation is recommended by the school principal and approved by the Superintendent, based on standards established by the Superintendent in an administrative regulation to this policy. A student may participate in only one commencement ceremony.

A student is a graduate only when the student has met all District and State requirements for graduation and completion of the graduation requirements has been recorded on the student’s official transcript. Participation in a commencement ceremony does not establish that a student is a graduate or entitled to a diploma.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

IKFB – Cont'd.

Adopted: November 18, 1986

Revised: October 25, 1994
September 28, 2004
December 12, 2006
May 27, 2008
August 27, 2013
May 12, 2015
April 25, 2017

LEGAL REF.: A.R.S. § 15-701.01

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Commencement Ceremonies
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKFB-R

COMMENCEMENT CEREMONIES

Participation of Non-Graduating Students

Students with Disabilities (IDEA)

Students with disabilities who are eligible for special education services pursuant to the Individuals with Disabilities Education Act (IDEA) are eligible to participate in a commencement ceremony on the same basis as all other District students. In addition, a parent or eligible student may submit to the principal a request that a student who has not met his or her course of study requirements and who has attended high school for at least four years be permitted to participate in the commencement ceremony with the student's same-aged peers.

The principal, in his or her discretion, may recommend the request upon finding that:

- The student's IEP contains a course of study that will require the student to continue the student's education for one or more additional years; and
- The student's participation in the commencement ceremony is in the best interest of the student and the District.

The principal will submit the request, along with a recommendation, to the Superintendent or the Superintendent's designee for review and approval. The decision of the Superintendent will be final.

Students with Serious Hardships

Students who have not successfully completed all requirements for graduation due to a serious hardship beyond their control may submit a request to the principal to participate in a commencement ceremony. The principal will submit the request, along with a recommendation, to the Superintendent or the Superintendent's designee for review and approval. The decision of the Superintendent will be final.

Exchange and Other Foreign Students

An exchange or other foreign student who completes a year of study at a District school may participate in commencement ceremonies at the end of the school year. The student will receive a graduation diploma if he or she completes all State and District requirements for high school graduation; otherwise, the student will receive a certificate of attendance.

Dress and Grooming Standards

- Participants must wear the school-approved cap and gown over their clothing during the ceremony.

IKFB-R – Cont’d.

- Participants must wear clothing and shoes that do not detract from the cap and gown. Flip flops and similar footwear are prohibited.
- Participants may wear jewelry and decorate their hair, provided that the jewelry and hair decorations do not adorn the cap and gown or otherwise detract from the unity achieved by graduates wearing a common cap and gown.
- Participants must not adorn or alter their caps (including the tassel) and gowns, except as authorized by the school principal.
- Participants who receive from the school administrator a pin, tassel, or other accessory, specifically to be worn at commencement as acknowledgment of their achievement of scholastic honors, may wear the item with their cap and gown. Likewise, participants who receive a small symbol of their academic achievement from a city, county, state, or tribal government or its representative may wear the symbol with their cap and gown, provided that the symbol does not detract from the unity achieved by graduates wearing a common cap and gown. The participant must request and receive permission from the high school principal not less than ten school days prior to the ceremony to wear the symbol of academic achievement.

Adopted: May 12, 2015

Revised: April 25, 2017

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: After-Graduation Activities
GOVERNING BOARD POLICY	DISTRICT CODE: IKFBA

After Graduation Activities

The district shall not sponsor, endorse, promote, approve or participate in after-graduation activities.

District employees are put on notice that their individual participation in after-graduation activities is not within the scope of their employment and that their participation is, therefore, not covered under the district's liability insurance program or the workers' compensation program as these programs relate to employees.

Students, organized student activity groups, parents and organized parent groups associated with the schools are also put on notice that their participation in such activities is an individual choice, and is outside the sponsorship of the district.

The superintendent shall develop guidelines for access to campus for advertising and ticket sales by parent organizations that sponsor after-graduation activities.

Adopted: November 14, 1995

MESA UNIFIED SCHOOL DISTRICT	TOPIC: After-Graduation Activities
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKFBA-R

After-Graduation Activities:

The high schools of the district may allow recognized parent organizations sponsoring after-graduation activities access to the campus and students/seniors for the purpose of advertising and ticket sales under the following conditions:

1. All printed material relating to the event, including advertising and tickets, must include a clear statement that neither the district nor the school is sponsoring the activity.
2. The distribution of advertising material and the selling of tickets cannot in any way disturb or interfere with the functioning of the educational environment of the school.
3. Teachers, administrators or other staff may not participate in advertising or ticket sales while serving in their employment position.
4. The district may, upon request, provide the parent organization information as to potential insurers for the parent-organization-sponsored activity.

Approved: November 14, 1995

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Credit for Courses Completed at Non-District Schools
GOVERNING BOARD POLICY	DISTRICT CODE: IKG

CREDIT FOR COURSES COMPLETED AT NON-DISTRICT SCHOOLS

The district welcomes students who were previously enrolled in a school outside of the district and wish to transfer to a district secondary school. All district secondary schools will encourage such students to meet with a student advisor to discuss transfer of course credits and placement in courses that will enable the student to earn a high school diploma and meet the student’s personal interests.

Credits earned by a student in ninth grade or higher at a non-district school, with the exception of credits earned for religious study courses, will be accepted by the district secondary school as elective credits for graduation purposes. The district secondary school will accept a credit as a core subject credit for graduation purposes under any of the following three standards designed to ensure that a course credit reflects the student’s proficiency in the subject matter of the course:

1. The secondary school that issued the credit is an accredited Arizona college or university or is fully accredited (excluding special programs) by the North Central Association of Schools and Colleges or such other accrediting agencies as determined by the Superintendent;
2. The student has demonstrated competency in the subject matter of the course by an examination administered by the district; or
3. With regard to certain mathematics or English language arts credits, the student has demonstrated proficiency by obtaining a passing score on the high school state assessments.

The Superintendent will adopt such administrative regulations as necessary to implement this policy.

Adopted: March 12, 1991

Revised: December 13, 2005
July 8, 2008
September 10, 2013
September 9, 2014

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Credit for Courses Completed at Non-District Schools
ADMINISTRATIVE REGULATION	DISTRICT CODE: IKG-R

CREDIT FOR COURSES COMPLETED AT NON-DISTRICT SCHOOLS

A district secondary school will accept credits earned for successful completion of a course in a core subject at a non-district school, including a home school, if any of the following conditions are met:

1. The course or a similar course is offered in the district curriculum, and the course was provided by a school that is fully accredited (excluding special purpose and distance learning designations) by one of the following accrediting agencies:
 - New England Association of Schools and Colleges
 - Southern Association of Schools and Colleges
 - Northwest Association of Schools and Colleges
 - North Central Association of Schools and Colleges
 - Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools
 - Western Association of Schools and Colleges
 - National Catholic Educational Association
 - National Lutheran School Accreditation
 - Christian Schools International
 - Association of Christian Schools International
 - National Parent Schools Accreditation Agency
 - Department of Defense Education Accreditation
 - Other approved State accreditation

A course provided by a school that has received special purpose designation may be accepted if the district has evaluated the school and determined that its curriculum and instruction program is equal to that of schools fully accredited by the foregoing agencies.

Online, computer-based or distance learning designated courses will be transferred in as elective or core credits in accordance with the guidelines set forth in paragraphs 2 through 5 below.

Correspondence Courses are limited by State Board of Education Rule A.A.C. R7-2-302.4 to a total of four (4), and only one credit may be earned in each of the following areas: English, Social Studies, Mathematics, and Science.

2. The course, or a similar course, is offered in the district curriculum and the student demonstrates competency in the subject matter by earning a grade of 70% or better on an end-of-semester/year exam administered by the district.
3. A student who completed a course in the seventh or eighth grade will not receive credit unless the course is Algebra I (or higher), and the student was enrolled in a school fully accredited (excluding special programs) by a recognized accreditation agency.

IKG-R – Cont’d.

4. A student who obtained prior approval and completed a course in a core or elective subject, and who is concurrently enrolled at an accredited Arizona community college or university will receive credit, with 0.5 high school credit awarded for each three-semester hour college or university course.

All courses other than religious study, study hall, and correspondence courses as noted in R7-2-302.4 that are successfully completed by a student enrolled in the ninth grade or higher at a non-district school, regardless of whether the school is fully accredited by a recognized accreditation agency, will be accepted for elective credit.

Notice to Student of Elective or Core Credit Determination

Following a transfer, the receiving school will give the student a list showing which credits were accepted as core subject credits and which were accepted as credits for electives. Within 10 days of receiving this list, a student may request to take an exam for any core course accepted as an elective. If the student earns a score that demonstrates proficiency (70% or higher), the school will accept the transferred credit as core credit. A district teacher who teaches or has taught the subject matter covered by the exam must participate in the design and evaluation of the exam.

Definition

For the purposes of this regulation, “core subject” means any of the subject areas for courses required for high school graduation by the State Board of Education or the Governing Board.

Adopted: September 4, 2008

Revised: January 11, 2012
June 19, 2013
December 2, 2015

Michael B. Cowan
Superintendent

FORMS: IKG-R-F(1) – Transcripts Evaluation
IKG-R-F(2) – Course Challenge Test Application Form

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Testing Program
GOVERNING BOARD POLICY	DISTRICT CODE: IL

Testing Program

Testing, for purposes related to program improvement, is required by the Governing Board. The District's testing program shall be designed to satisfy all legal and policy requirements.

District employees are required to adhere strictly to the prescribed testing procedures. Employees found in violation of the required procedures shall be subject to disciplinary action.

The Superintendent is responsible for developing, implementing, maintaining, and monitoring an assessment program inclusive of standardized, criterion referenced, and diagnostic tests.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. 15-741

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Testing Program
ADMINISTRATIVE REGULATION	DISTRICT CODE: IL-R

Testing Program

The District Testing Program is prescribed in detail in the official document entitled Directives for Student Testing. Employees are expected to comply strictly with these directives.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Use and Dissemination of Standardized Test Results
GOVERNING BOARD POLICY	DISTRICT CODE: ILC

Use and Dissemination of Test Results

Standardized test scores provide a record of each students academic progress in comparison with state and national norms.

Standardized test scores shall be maintained as a part of the permanent record. Permanent records shall be sent to another school system at the request of the school, parent or guardian upon transfer of the student.

No individual or authorized agency outside the District shall be permitted to have access to the standardized test record or permanent record of a student without written permission from the parent or guardian, or from the student, if 18 years of age.

The parent or guardian may, if appropriate, have access to the standardized test record by making an appointment with the principal.

Adopted: November 18, 1986

LEGAL REF.: A.R.S. 15-141

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Use and Dissemination of Test Results
ADMINISTRATIVE REGULATION	DISTRICT CODE: ILC-R

Use and Dissemination of Test Results

Administration of Tests of Mental Ability. When District staff members, other than psychologists, administer ANY tests of mental ability (Woodcock-Johnson Cognitive Ability, Peabody Picture Vocabulary Test-Revised, Slosson, etc.) designed for individual administration to students, but not restricted for use only by psychologists, staff should be trained in the administration, scoring, and limitations of that specific instrument.

The use of results from this testing shall be limited to classroom instructional application or screening indications for further referral to other services.

Under no conditions shall these specific point scores or I.Q. scores be included on permanent records or reported to parents or guardians by any staff members, including school psychologists. Information should be viewed or discussed in terms of broad ranges, such as stanines, or as possible indicators when discussed with students or parents/guardians. This restricted usage does not apply to tests and evaluation procedures used in accordance with, and as a part of, the ALP or ELP screening.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

CROSS REF.: IL - Testing Program

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Evaluation of Instructional Programs
GOVERNING BOARD POLICY	DISTRICT CODE: IM

EVALUATION OF INSTRUCTIONAL PROGRAMS

The district shall maintain an instructional improvement system for the purpose of evaluating the effectiveness of existing programs. The purposes of the evaluation process shall:

- Provide data for improving program content and process.
- Determine if individual schools and their staffs are meeting expectations as prescribed in the Arizona Revised Statutes, State School Board Policies and Regulations, Mesa Governing Board Policies and Administrative Regulations.
- Determine if the district is meeting program expectations.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Lesson Plans
GOVERNING BOARD POLICY	DISTRICT CODE: INA

Lesson Plans

To ensure continuity of instruction, the Governing Board requires lesson plans. Teachers are expected to prepare daily lesson plans which shall be subject to review by the principal.

The Superintendent shall provide regulations and guidelines governing the purpose, content, format, and use of lesson plans.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Teaching Methods (Lesson Plans)
ADMINISTRATIVE REGULATION	DISTRICT CODE: INA-R

Teaching Methods

Lesson Plans. Preplanning is an essential part of good teaching. Teachers are expected to prepare daily lesson plans which may be reviewed by the principal. The content, format, and degree of detail may vary but, at minimum, all such lesson plans shall:

- o Be congruent with the District's goals and objectives.
- o Provide for sequencing and continuity in presentation content.
- o Be considered an integral part of an overall plan of instruction for the school year.
- o Contain such detail that a substitute teacher could follow the intent of the plans to attain specific lesson objectives.

Format, content, and specificity of detail shall be determined by the principal. Such determination shall consider:

- o The degree of specificity and content detail.
- o Whether lesson plans shall be submitted for administrative review by the principal.
- o The specific period of time for which the plans are to be written.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Ceremonies and Observances
GOVERNING BOARD POLICY	DISTRICT CODE: IND

SCHOOL CEREMONIES AND OBSERVANCES

School administrators shall set aside time each school day for student recitation of the Pledge of Allegiance to the United States flag.

At the beginning of the school day, each class shall observe a period of silence for meditation. The period should not exceed one minute.

Students shall be provided with the opportunity to observe Lincoln's Birthday, Washington's Birthday, Memorial Day, and Flag Day provided by the State Superintendent of Public Instruction.

School activities relating to holidays that are traditionally considered religious holidays are governed by Governing Board Policy IGAC, Religion in Relation to School Functions, and its accompanying administrative regulation.

High school commencement ceremonies shall be held annually at the end of the school year. Students who have completed the required number of units for graduation shall be eligible to participate.

A student has the right not to participate in school ceremonies and observances. Students not participating shall be expected to observe the courtesy of not disturbing others.

Adopted: November 18, 1986

Revised: October 25, 1994
October 10, 1995
September 30, 1996

LEGAL REF.: A.R.S. § 15-506

CROSS REF.: IGAC - Religion in Relation to School Functions
IKF - Graduation Requirements
IKFB - Commencement Ceremonies

MESA UNIFIED SCHOOL DISTRICT	TOPIC: School Ceremonies and Observances
ADMINISTRATIVE REGULATION	DISTRICT CODE: IND-R

SCHOOL CEREMONIES AND OBSERVANCES

The Pledge of Allegiance, Moment of Silence, and Declaration of Independence observances will be implemented as curricular elements of the State and District. Teachers in charge of a class are expected to initiate and participate in the class observance, unless they have requested to be excused from this duty because of a conflict with their religious beliefs, and to respect the right of students to not participate without being subjected to criticism or hostility by others.

Adopted: November 22, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Flag Displays
GOVERNING BOARD POLICY	DISTRICT CODE: INDB

Flag Displays

Schools shall display an American flag and an Arizona State flag in appropriate locations.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Assemblies
GOVERNING BOARD POLICY	DISTRICT CODE: INE

ASSEMBLIES

School assemblies must be in keeping with the general goals and objectives of the educational program. Assemblies must be approved by the principal prior to the presentation of the program.

School assemblies shall not be disruptive or materially interfere with school activities or the educational process. The principal has the authority to forecast or determine disruption or material interference. No activities are allowed that are obscene, libelous, or slanderous.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Assemblies
ADMINISTRATIVE REGULATION	DISTRICT CODE: INE-R

ASSEMBLIES

Assemblies will be held throughout the year for various purposes (special programs, awards, etc.). Such assemblies shall be listed in the monthly calendar/announcement bulletins.

Student productions are encouraged and may be enjoyed by the citizens of the community.

Adopted: November 18, 1986

James K. Zaharis
Superintendent

FORM: INE-R-F – Criteria to be Considered for the Performance of Musicals, Plays and Special Presentations for Student Audiences

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Animals in the School
GOVERNING BOARD POLICY	DISTRICT CODE: ING

ANIMALS IN THE SCHOOL

Animals are allowed in the classroom for educational purposes. However, they must be appropriately used, humanely cared for and properly handled.

The Superintendent will develop guidelines for the use of animals in the schools.

Adopted: November 18, 1986

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Animals in the School
ADMINISTRATIVE REGULATION	DISTRICT CODE: ING-R

ANIMALS IN THE SCHOOL

The following guidelines apply to animals in classrooms and other school facilities:

1. Live animals in the classroom must have direct relevance to the objectives of the instructional program. Students may bring pets to a classroom briefly for “show and tell” or a similar event.
2. Prior to allowing a student to bring a pet to a classroom for “show and tell” or similar events, the teacher must notify the principal and be certain that students and school personnel that will have contact with the animal are not allergic.
3. Prior approval by the school principal is required for all animals introduced or housed in a school facility, except those animals included in approved district science units distributed by the Science and Social Science Resource Center. A teacher requesting approval must be certain that:
 - students and school personnel coming in contact with the animal are not allergic to the animal;
 - the animal is free from any diseases or parasites;
 - the animal presents no physical danger to students or staff members; and
 - the classroom environment is sanitary and suitable for the animal (i.e., it meets the needs for the animal’s natural sleeping/eating habits, temperature requirements, etc.).

See ING-R-F(1) for the Principal Approval Form for Animals in the Classroom.

4. Teachers requesting approval for sponsoring or supervising the use of animals in instructional activities must adhere to local, state, and federal laws and to district policies and regulations regarding such animals.
5. Prior to housing an approved animal in a classroom, the teacher must notify parents. See ING-R-F(2) for the Animals in the Classroom Parent Notification form.
6. Animals must be housed in suitable, sanitary, self-contained enclosures appropriate for their size and with consideration given to the total number of animals in one location.
7. Animals will not be transported on school buses unless they are official service animals. “Service animal” means a dog trained to accompany its owner or handler for the purpose of providing services necessary to mitigate a disability.

ING-R - Cont'd.

8. Teachers are primarily responsible for the daily care of animals (including weekends, holidays and other times when school is not in session). This includes, but is not limited to, ensuring:
 - the animal receives nutritious food and clean, fresh water;
 - the humane and proper treatment of the animal;
 - animal habitats/enclosures are kept in a sanitary condition at all times; and
 - proper veterinary care is provided, if needed.
9. The teacher is responsible for ensuring the classroom (carpet, flooring, etc.) is kept clean, sanitary, and free of any animal waste; if it is not, approval for housing the animal will be immediately revoked.
10. Only the teacher, or trained students designated by the teacher, will be permitted to handle any animal in order to minimize the potential for injury to a student or adult.
11. Staff members or students who have been bitten or scratched by an animal, causing the skin to be broken, must immediately report the incident to the principal and school nurse. The principal will notify the public health authority. The public health authority will determine the course of action (i.e., quarantine, observation, etc.).
12. Animals, other than service animals, are not allowed to roam freely in any school facility/classroom.
13. A student may bring a service animal to school, provided that the service animal's use is an accommodation prescribed in the student's individualized education program (IEP) or Section 504 plan.
14. Staff members and visitors may not bring their household pets into district facilities except for approved instructional purposes. Staff members and visitors may bring a service animal to school.
15. Animals owned by the district are the legal responsibility of the employees assigned the responsibility for their use and care. The use of animals from other sources is discouraged. However, if used, the above criteria must be satisfied.

Adopted: October 20, 2005

Revised: May 1, 2013

Michael B. Cowan
Superintendent

LEGAL REF.: A.C.R.R. R17-4-507(G)(7)

FORMS: [ING-R-F\(1\) – Principal Approval Form for Animals in the Classroom](#)
[ING-R-F\(2\) – Animals in the Classroom Parent Notification](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Class Interruptions
GOVERNING BOARD POLICY	DISTRICT CODE: INH

CLASS INTERRUPTIONS

Academic learning time is vital and important. It must be carefully guarded and interruptions kept to a minimum.

It will be the responsibility of the principals to keep to a minimum the clerical duties of classroom teachers as well as other interruptions of classroom programs. Teachers should not be interrupted for telephone calls unless it is an emergency. Visitors will not be sent to a classroom unless the visit is authorized by the principal or conducted for school business. Office personnel should not interrupt classrooms by the use of the communication system unless authorized by the principal.

Adopted: November 26, 2002

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: Equal Educational Opportunities
GOVERNING BOARD POLICY	DISTRICT CODE: JB

EQUAL EDUCATIONAL OPPORTUNITIES

The district will maintain a safe and supportive learning environment free of unlawful discrimination and ensure that students are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity of the district on the basis of race, color, national origin, religion, sex, or disability.

- Complaints or other allegations of harassment and bullying on the basis of race, color, national origin, religion, sex, or disability will be investigated and resolved pursuant to Administrative Regulation JFD-R – Student Harassment and Bullying.
- Complaints or other allegations of discrimination relating to the identification, evaluation, or placement of disabled students or the provision of a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) will be investigated and resolved pursuant to the special education due process procedure set forth in Administrative Regulation JFA-R – Student Due-Process Rights – Special Education.
- Complaints or other allegations of discrimination relating to the identification, evaluation, or placement of disabled students or the provision of FAPE under Section 504 of the Rehabilitation Act of 1973 (Section 504) will be investigated and resolved pursuant to Administrative Regulation JB-R(1) – Equal Educational Opportunities – Disability Discrimination.
- All other complaints or allegations of discrimination based on race, color, national origin, religion, sex, or disability, will be investigated and resolved pursuant to Administrative Regulation JB-R(2) – Equal Educational Opportunities – Other Unlawful Discrimination.

The Associate Superintendent will act as the district’s compliance officer for the Civil Rights Act of 1964 (discrimination based on race, color, national origin, or religion) and Title IX of the Education Amendments of 1972 (sex-based discrimination). The Executive Director of Special Education will act as the district’s compliance officer for the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (disability-based discrimination).

The Superintendent will adopt regulations as necessary to implement this policy.

Adopted: February 10, 1987

Revised: February 22, 1994
June 23, 1998
November 24, 1998
May 23, 2006
November 13, 2012
January 13, 2015

JB – Cont’d.

LEGAL REF.: 29 U.S.C. § 794
20 U.S.C. § 1401 *et seq.*
20 U.S.C. § 1681
42 U.S.C. § 2000d 11301

CROSS REF.: AC – Nondiscrimination/Equal Opportunity
JFA – Student Due-Process Rights
JFD – Student Harassment and Bullying

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Equal Educational Opportunities – Disability Discrimination
ADMINISTRATIVE REGULATION	DISTRICT CODE: JB-R(1)

I. REFERRAL FOR DISABILITY EVALUATION

Students who may have a qualifying disability under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (collectively Section 504) will be referred and evaluated according to the district’s Section 504 Procedures Manual under the general supervision of the Executive Director of Special Education as the district’s Section 504 Coordinator.

II. COMPLAINTS

If a parent has a complaint regarding the identification, evaluation, placement, or accommodation of a child under Section 504, the school principal or 504 Team Leader should attempt to resolve the complaint by working with the parent to find a mutually acceptable resolution to the parent’s concern(s). If the concern(s) cannot be resolved informally, the parent may seek formal resolution under the district’s complaint resolution process. The principal or 504 Team Leader should advise the parent of the following steps in the complaint resolution process:

- Step 1. The parent should complete and submit a Section 504 Complaint Form to the Section 504 Coordinator.
- Step 2. The Section 504 Coordinator will investigate the complaint and issue a letter of findings with corrective action, if any. Copies of the findings will be provided to the parent and the Section 504 Team Leader within 10 business days.
- Step 3. Upon receipt of the letter of findings, the parent may request a due process hearing. The letter of findings will become the final decision of the district if the parent does not submit a request for due process hearing within 5 business days after receipt of the letter of findings.
- Step 4. If the parent requests a due process hearing, the Section 504 Coordinator will schedule a due process hearing before an independent hearing officer at district expense. The hearing officer will promptly schedule and conduct a hearing and issue a written decision within 5 business days after the conclusion of the hearing. The written decision of the hearing officer is the final decision of the district.
- Step 5. The parent will be advised that he or she may at any time file a complaint with the Office of Civil Rights (OCR) of the U.S. Department of Education.

Adopted: May 23, 2006

JB-R(1) – Cont'd.

Revised: July 1, 2009
July 1, 2011
January 16, 2013

Michael B. Cowan
Superintendent

FORM: JB-R(1)-F – Section 504 Complaint Form

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Equal Educational Opportunities – Other Unlawful Discrimination
ADMINISTRATIVE REGULATION	DISTRICT CODE: JB-R(2)

UNLAWFUL DISCRIMINATION PROHIBITED

The district – by its policies, practices, and decisions – will ensure that students are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity of the district on the basis of race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), or disability.

Reporting

Students who believe they have been discriminated against unlawfully are encouraged to report the matter by informing the district’s compliance officer or, alternatively, any teacher, counselor/student advisor, or administrator to whom the student feels comfortable making the report. A report of discrimination may always be made to the Superintendent or, if necessary, the Governing Board President.

The complaint procedures set forth in this Administrative Regulation JB-R(2) are designed to serve students who allege unlawful discrimination in forms other than (1) harassment and bullying and (2) discrimination based on disability. If the decision or action of a district official or employee allegedly constitutes “harassment or bullying” as defined in Governing Board Policy JFD – Student Harassment and Bullying, the student should report his or her complaint according to the procedure and forms prescribed in Administrative Regulation JFD-R. If the decision or action of a district official or employee allegedly discriminates on the basis of disability or otherwise violates the student’s rights under the Individuals with Disabilities Education Act (IDEA), the student should report his or her complaint according to the procedures and forms prescribed in Administrative Regulation JB-R(1) – Disability Discrimination or Administrative Regulation JFA-R – Student Due-Process Rights – Special Education.

Informal Resolution

Whenever a student believes that he or she has been or will be affected by unlawful discrimination by the district, the student or parent may speak directly with the district employee whose decision or action is questioned, and request corrective action. If informal resolution cannot be achieved, the student or parent is encouraged to submit a formal complaint.

Formal Complaint Procedures

Submission of Complaint. A complaint should be made by completing form JB-R(2)-F. If the student or parent is unable or prefers to not complete the form, the district employee to whom the complaint has been made will complete the form with information provided by the student or parent. The district employee will send a copy of the form to the district’s compliance officer for discrimination complaints.

Investigation. The district’s compliance officer will determine who will investigate the complaint. The investigator will interview the student, any district employee who is allegedly acting in a discriminatory manner, and any other persons identified by the student as having information relevant to the complaint. Witnesses will be advised to keep their statements confidential.

Findings and Action. Upon completion of the investigation, the investigator will decide whether unlawful discrimination occurred, or did not occur, or that the evidence is inconclusive. A report with the investigator’s findings and corrective action, if any, will be provided to the student or parent who complained of discrimination. The investigation will be completed as soon as possible. If the report will require more than 5 business days to complete, notice of a delay will be given to the person who submitted the complaint.

Appeal. The student or parent may appeal the findings or corrective action of the investigator by submitting a written notice of appeal to the Associate Superintendent within 5 business days after receipt of the investigator’s report. The appeal should identify which findings or actions are erroneous, explain why a finding or action is erroneous, and provide any information to support the appeal.

The Associate Superintendent or designee will review the investigation and decision and any relevant documents or statement submitted by the student or parent. The Associate Superintendent may appoint a hearing officer to interview witnesses and collect additional information. The Associate Superintendent will issue a decision to affirm, reverse, or modify the original decision as soon as possible, but not later than 5 business days, unless notice of the delay has been given to the person who submitted the appeal.

Recordkeeping. A written record of complaints resolved pursuant to this administrative regulation will be maintained by the district’s compliance officer.

Retaliation. Any person who retaliates against a student who reports, testifies, assists, or participates in an investigation or hearing relating to a complaint of discrimination will be subject to disciplinary action by the district.

Adopted: January 16, 2013

Revised: September 9, 2014
January 8, 2015

Michel B. Cowan
Superintendent

FORM: JB-R(2)-F – Complaint of Discrimination

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Admissions
GOVERNING BOARD POLICY	DISTRICT CODE: JC

STUDENT ADMISSIONS

The district will admit students in accordance with state and federal law and in accordance with this policy and its guidelines.

The Governing Board will establish designated attendance areas for its comprehensive elementary, junior, and senior high schools. A student who resides in the district or who is homeless will be assigned to a school according to the designated attendance area in which the student resides unless:

1. The student transfers to another district school pursuant to the district's open enrollment guidelines;
2. The student is homeless and wishes to continue attending his or her school of origin; or
3. The Superintendent or authorized administrator assigns or reassigns the student to another school for any of the following reasons:
 - (a) The assignment is in the best interest of the student or the district. When evaluating the interests of the district, the Superintendent or designee may consider the student's disciplinary and criminal history and what effect the student's presence may have on other students.
 - (b) The student refuses to comply with rules; refuses to pursue the required course of study; or refuses to submit to the authority of teachers, administrators, or the Governing Board.
 - (c) The assignment is an alternative to long suspension or expulsion.

The Superintendent will adopt guidelines for the admission of full-time and part-time students and, if required, the payment of tuition in accordance with state law.

Adopted: February 10, 1987

Revised: February 7, 1989
March 17, 1998
June 26, 2001
January 28, 2003
October 14, 2008

LEGAL REF.: A.R.S. § 15-341
15-816 through 15-816.07
15-821
15-823 through 15-825
15-828
15-841
42 USC 11431, McKinney-Vento Homeless Assistance Act of 2001

JC – Cont'd.

CROSS REF.: JEB – Entrance Age
JECD – Grade Placement
JFC – Student Conduct and Discipline
JH(2) – Child Custody
JHCB – Immunizations of Students

MESA UNIFIED SCHOOL DISTRICT	Topic: Student Admissions
ADMINISTRATIVE REGULATION	District Code: JC-R

The district and schools will admit and place students in accordance with the following guidelines:

I. AGE, IDENTITY, IMMUNIZATIONS, AND SCHOOL RECORDS

The district will admit only students who satisfy the age and immunization requirements of state law and Governing Board Policies JEB: Entrance Age and JHCB: Immunizations of Students.

A student who has graduated from a high school with a recognized diploma will not be admitted unless permission is granted by both the principal of the high school in which the student seeks attendance and the appropriate area assistant superintendent.

A parent or other adult who lacks legal custody but is caring for a child with the consent of the parent or legal guardian may enroll the child in school. The school will advise an adult who lacks legal custody, but is caring for a child with the consent of the parent or legal guardian, that it is in the child’s best interest that the adult obtain a court-ordered guardianship or a temporary power of attorney so that the person can exercise parenting rights in the absence of the child’s parent or guardian. The residence of an adult who lacks legal custody and has not initiated the legal process to obtain guardianship will not be regarded as the child’s place of residence for the purpose of determining tuition or the child’s appropriate attendance area. (See Section V of this administrative regulation concerning residence and custody.)

The person enrolling the student may be required to show proof of his or her identity at the time of enrollment.

Any person enrolling a student (except a homeless student) for the first time in the district must provide the school with one of the following:

- A copy of the child’s government-issued birth certificate; or
- Other reliable proof of identity and age together with an affidavit explaining the inability to provide a copy of the birth certificate. (See JC-R-F(8) for sample affidavit). Other reliable proof includes a student’s baptismal certificate, hospital-issued birth certificate, application for a Social Security number, passport, or original school registration records from another public or private school; or
- A letter from an authorized representative of an agency having custody of the student, certifying that the student has been placed in the custody of the agency as prescribed by law.

The school will retain in the student's file a photocopy of the documentation presented.

If proof of identity and age is not provided at the time of enrollment, the school will give the person enrolling the student written notice that within 30 days, one of the above documents must be provided. (See JC-R-F(1) for sample letter.) If the person enrolling a student fails to provide the requested documentation within 30 days, the school will inform this person by certified mail that local law enforcement will be notified if the documentation is not received by the school within 10 days after receipt of the letter. (See JC-R-F(2) for sample letter.)

Missing Student: If the school receives documents to enroll a student that appear to be inaccurate or suspicious in form or content, or if proof of identity is not provided in a timely manner after a second notice [JC-R-F(2)] is sent to the person enrolling a student, the principal or designee will call the local law enforcement agency to inquire if the student is classified as missing. The date of the call and name of the person contacted at the law enforcement agency should be documented.

School Records Requests for Transfer Students: Within 5 school days after enrolling a student from another school district, the enrolling school should request a certified copy of the student's records from the student's previous school. Any school requested to forward a copy of a transferring student's records to the enrolling school will comply and forward the records within 10 school days after receiving the request unless the records have been flagged as pertaining to a missing student.

Exception for Homeless and Abandoned Students: Pursuant to federal law, the provisions of this regulation relating to proof of age, identity, and immunizations will not apply to homeless and abandoned students. A homeless or abandoned student will be enrolled immediately, regardless of whether the student can provide records normally required for enrollment and must not be stigmatized or segregated on the basis of his or her homeless status. The enrolling school will:

- Contact the school last attended by the student to obtain necessary records.
- Refer the student and the student's parent or guardian, if available, to the district's homeless liaison for assistance in obtaining immunizations or medical records.
- Require completion of an affidavit that provides information about the student's caregiver and living arrangements. (See JC-R-F(7) for sample affidavit.) This affidavit may be used in lieu of the proof of residency and guardianship documents.

II. STUDENT NAME

A. Legal Name

The school will register a student under the student's legal name. A student's legal name is the name given at birth, as indicated on the student's birth certificate or other reliable proof of the student's legal name. The district will change the student's legal name as reflected in its records if the student's legal name is changed by a valid court order, a final adoption decree, or an amended birth certificate. The student's legal name will be used to identify the student for the purposes of the following records: permanent record or transcript; health, attendance, and psychological records; report cards; and diploma.

B. Preferred Name

The school will honor a request to refer to a student by a preferred name if requested by a student who is age 18 or older, a parent or legal guardian who has sole custody of the student, or by parents who have joint custody of the student and who mutually agree to the use of the preferred name. When a valid request has been made, a preferred name will be used by school officials to address the student and by the school to identify any of the student's records other than those listed above. The student's preferred name will be added to the student's electronic record in the fields labeled "Last Name Goes By" and "Nickname."

III. SPECIAL EDUCATION RECORDS

During the registration process, the registrar (or other staff member completing the registration) will ask the parent or legal guardian if the student has previously received special education services or needs

accommodation for a disability. The registrar should use sufficient care when inquiring about previous special education services to ensure that the parent or legal guardian understands that “special education services” include any services previously provided pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. If the parent or legal guardian indicates that the student has received special education services, the registrar will:

- Seek to obtain sufficient information regarding the nature of the disability, the period when services were provided, and the school that provided the services to obtain any special education records of the student; and
- Notify the school psychologist immediately.

Any record received from the student’s previous school that contains information about special education will be promptly given to the school psychologist.

IV. OPEN ENROLLMENT

A. Definitions

For the purposes of these open enrollment guidelines:

“Nonresident student” means a student who resides outside of the district but within the state.

“Resident student” means:

- A student who resides in the district and lives with the parent or legal guardian;
- A student who resides in the district and is married or is an emancipated minor;
- A student who resides in the district and is 18 years of age or older;
- A student who is homeless and attended a school in the district at the time of becoming homeless;
- A student issued a certificate of educational convenience by the county school superintendent;
- Children of nonresident teaching and research faculty of community college districts and state universities and children of nonresident graduate or undergraduate students of community college districts and state universities whose parent's presence at the community college district or state university is of international, national, state, or local benefit; or
- A high school student who is a resident of a common school district within this state which is not within a high school district and which does not offer instruction in the student's grade.

“Resident transfer student” means a resident student who is enrolled in or seeking enrollment in a school that is within the district but outside the attendance area of the student's residence.

B. The Application Process

Schools and the Communications and Marketing Department will make available to all requesting parties an open enrollment application form and information concerning admission criteria, application procedures, transportation provisions, and other important information. (See JC-R-F(3) for open enrollment application.)

An open enrollment application may be submitted at any time. Schools will notify the parent of a student who has been accepted and request confirmation that the applicant will attend the school the following school year. The applicant must deliver confirmation to the school within two weeks of notification. An accepted applicant who fails to confirm enrollment within the two-week period will be deleted from the accepted applicant file.

Open enrollment applications will be acted upon in the following stages:

Early Open Enrollment Period: Prior to March 1

A completed application submitted before March 1 will receive an early acceptance decision by April 1. The school will notify the parents of applicants who do not receive early acceptance that their applications will be placed on a waiting list, and the process of acceptance and confirmation will continue until the school meets its service capacity.

Regular Open Enrollment Period: March 1 to Start of School

A completed application submitted on or after March 1 will receive an acceptance decision as soon as possible. Such applications will not be considered until the school has reviewed and acted upon all applications submitted prior to March 1, including those placed on a waiting list. The process of acceptance and confirmation will continue until the school meets its service capacity. When the school meets its service capacity, all students on the waiting list will be promptly informed that the school is unable to enroll them unless additional capacity becomes available at or after the start of the school year.

Open Enrollment During Current School Year

A completed application for open enrollment for the current school year will be acted upon at the discretion of the school principal on a case-by-case basis.

C. Admission Criteria

The Superintendent or designee will determine if resident and nonresident transfer students will be admitted in accordance with the following criteria:

1. Whether the school in which the student seeks to enroll has the capacity to serve the student without adversely impacting educational opportunities for resident students attending their resident school. Factors to be considered in making this determination include, but are not limited to, the following:
 - Physical capacity of the school building and classrooms;
 - Availability of staff (i.e., administrators, teachers, other certificated employees, related service providers);
 - Capacity of grade levels, core and elective courses, and relevant special programs; and
 - Availability of other resources.
2. Whether the student's prior status in the educational and juvenile court systems warrants exclusion from the student's desired school, including:
 - Whether the student has been expelled by another school or is in the process of being expelled by another school; and
 - Whether the student is in compliance with any conditions of probation imposed by a juvenile court.

D. Priority of Applications

Schools will offer admission, first, to resident and nonresident transfer students who are currently enrolled and in good standing when application is made for enrollment for the following year. A currently enrolled student will not be in good standing if the student has had chronic attendance or serious disciplinary problems or has failed to meet standards for academic effort during the current school year. Other applicants will be admitted if the school has capacity for the applicant's enrollment at the time of application. If the school lacks capacity, the applicant will be placed on a waiting list. This same priority of applications will be used by success schools except that priority will be given, first, to students assigned to these schools by district administrators.

E. Conditions of Admission

The admission of a resident or nonresident transfer student is subject to the following conditions:

1. Admission is for one year only. Enrolled resident and nonresident transfer students must reapply for admission each year for the following school year.
2. The student must agree to comply with all school rules and regulations, including standards for academic effort, conduct, and attendance. By signing the district's open enrollment application form, the student and parent agree that the student will comply with all policies and regulations of the district and all school rules, including standards for academic effort, conduct, and attendance.

Failure to comply with all rules and regulations of the district and school may result in the student's reassignment to another school in the district. Before any reassignment, the following procedures will be observed:

- The principal will consult with the appropriate area assistant superintendent and hold an informal hearing with the student, parent, and any other appropriate person(s).
 - At the hearing, the principal will verbally inform the student of the alleged conduct that is considered a violation of the rules/regulations, and the student will be given an opportunity to respond.
 - After the informal hearing is completed, the principal will decide whether reassignment is appropriate.
 - The decision of the principal is subject to review by the appropriate area assistant superintendent upon request of the student.
 - An approved reassignment will be effective when the student is administratively withdrawn from the school.
3. The parent and student must accurately disclose all information requested in the open enrollment application. Admission may be revoked upon finding that the student or parent withheld or misrepresented information on or related to the application.

F. Transportation Provisions

The district will not provide transportation for resident transfer or nonresident students unless:

1. The student is a student with disability whose individualized education program specifies transportation as a related service or transportation is otherwise required by law.
2. The student is a homeless student who wishes to be transported to his or her school of origin.

V. STUDENT RESIDENCE AND LEGAL CUSTODY

Upon enrollment of a student at a district school, the school must require and maintain verifiable documentation that the student resides in the state unless the student or person accompanying the student claims that the student is homeless in accordance with the procedures set forth in Section VII of this administrative regulation. The school also may require such documentation that the student resides in the designated attendance area of the school or the boundaries of the district.

If the student is a minor (less than 18 years of age), the student's residency is the residency of the person who has legal custody of the student. If the student is an adult (18 years of age or older), the student's residency is the student's physical place of residence. A person has "legal custody" of a minor student only if the custody is: (a) exercised by the natural or adoptive parent with whom the student resides, or (b) granted by a court of competent jurisdiction to the adult with whom the student resides.

If a student resides with a person who is seeking legal guardianship or custody through an uncontested guardianship or custody proceeding that has been commenced in state superior court, the student's residency may be deemed to be the residency of this person. This person must provide proof of the proceeding within 30 days of enrollment and documentation of guardianship or custody once obtained.

The district will not accept a notarized letter, temporary custody form, or power of attorney as creating or transferring legal custody or guardianship unless the purpose of the document is to confirm that legal or physical custody of a minor student has been transferred from one parent to the other parent of the student.

The student, if an adult, or the parent or guardian of the student, if a minor, must sign an affidavit attesting to Arizona residency [see form JC-R-F(12)] and provide an original or legible copy of one of the following documents that indicates the person's name and residential address or physical description of the property where the student resides:

- Valid Arizona driver's license, Arizona identification card, or motor vehicle registration
- Valid U.S. passport
- Real estate deed or mortgage documents
- Property tax bill
- Residential lease or rental agreement
- Water, electric, gas, cable, or phone bill
- Bank or credit card statement
- State income tax return or W-2 wage statement
- Payroll stub
- Certificate of tribal enrollment or other identification, issued by a recognized American Indian tribe, that contains an Arizona address
- Documentation from a state, tribal, or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security, Arizona Department of Child Safety)

If the location of the student's parents is unknown and the student resides with a close relative, this relative must sign an affidavit attesting to Arizona residency [see form JC-R-F(14)] and provide one of the foregoing documents. For the purpose of this regulation, "close relative" means a grandparent, aunt, uncle, brother, sister, stepbrother, or stepsister of the student.

If the student, parent, guardian, or close relative cannot provide any of the foregoing documents, an Affidavit of Shared Residence [see form JC-R-F(13)] must be signed and notarized by an Arizona resident who attests that the student, parent, guardian, or close relative has established residence in Arizona with the person signing the affidavit.

The residency documentation received by the school will be maintained by the school in accordance with the Arizona Department of Education (ADE) guidelines.

Arizona Address Confidentiality Program

The Arizona Address Confidentiality Program (ACP) provides victims of domestic violence and other criminal offenses with a means to prevent abusers from locating them. The office of the Secretary of State administers the program. ACP authorization cards are provided to participants in this program. An ACP card will show a legal substitute mailing address rather than the person's actual physical address. When a parent presents an ACP card, the district and school will make a copy of the card for its records and will accept the ACP substitute address shown on the card in place of the actual residence address. The substitute address will be used for all district and school records. The school principal, Director of School Safety and Security, and Director of Transportation may maintain a confidential record of the person's actual physical address to be used only to assist a parent or student in case of an emergency. The district will not disclose the person's actual physical address to any third party unless ordered to do so by a court.

VI. TUITION

A student's residency will determine whether the student must pay tuition to attend a district school. If the student is a minor (less than 18 years of age), the student's residency is the residency of the person who has legal custody of the student. If the student is an adult (18 years of age or older), the student's residency is the student's physical place of residence. Tuition will be charged according to the following guidelines:

- A. A minor student who is in the legal custody of a person who resides in the district will not be charged tuition.
- B. A minor student who is in the legal custody of a person who resides in the state, but out of the district, will not be charged tuition.
- C. A student who is a homeless or abandoned student will not be charged tuition.
- D. A minor student who is in the legal custody of a person who resides outside of Arizona, but in the United States, will be charged tuition unless the district determines that the student qualifies for one of three exceptions. The district will withhold a tuition waiver if it determines that the placement is solely for the purpose of obtaining an education in Arizona without payment of tuition. The three exceptions are:
 1. The student is a homeless or abandoned student.
 2. The student is the child of a nonresident teaching and research faculty or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the community college or state university is of international, national, state, or local benefit.

3. The district finds sufficient evidence that the student’s physical, mental, moral, or emotional health would be best served by placement with a grandparent, brother, sister, stepbrother, stepsister, aunt, or uncle who is an Arizona resident. Evidence of the need for the placement must include a “best interest” affidavit [form JC-R-F(15)] or letter that: (a) states the name of the student; the name and address of the parent or guardian; and the name, address, and relationship of the person with whom the student resides; (b) attests that the student is best served by placement with a person other than the parent or guardian and that this placement is not solely for the purpose of obtaining an education in the state without payment of tuition; and (c) is signed by the parent or legal guardian (for an affidavit), or by a service provider such as a health care provider, counselor, or clergy member who has personal knowledge of the student (for a letter).

If a “best interest” affidavit or letter is not provided at the time of enrollment, form letter JC-R-F(4) will be signed by the school principal and given to the family member to establish the date by which the best interest affidavit or letter must be received by the school to request a tuition waiver. When received, the best interest affidavit or letter will be sent to the appropriate Area Assistant Superintendent for review. If approved, notification is sent to the school that tuition will be waived. If declined, or if an affidavit or letter is not provided, the school principal will notify the family, using form letter JC-R-F(16), that the student will be withdrawn on the date indicated on form JC-R-F(4) if tuition is not paid by that date.

- E. A student who is in the legal custody of a person who resides out of the United States will be charged tuition unless the district determines that the student qualifies for one of three exceptions:
 1. The student is a nonresident foreign student who is in an exchange program.
 2. The student is the child of a nonresident teaching and research faculty or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the community college or state university is of international, national, state, or local benefit.
 3. The student is a homeless or abandoned student.

With regard to the admission of students who may reside outside of the United States, school officials should not inquire about the immigration status of the student or the student's parents. School officials may ask where a student’s parent or guardian resides to determine whether the person with legal custody is a resident of the district or the state. School officials should not ask whether the student or the student's parent is a citizen or permanent resident of the United States. The district will issue an I-20 form if the student enroll in any grade 9 through 12, admission has been approved by the school principal, and one year’s tuition is paid in advance.

VII. HOMELESS OR ABANDONED STUDENTS

A. Definitions

“Homeless student” means a student who lacks 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; and

- 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.

“Abandoned student” means a student with a parent who fails to provide reasonable support and to maintain regular contact with the child, including the provision of normal supervision, when such failure is accompanied by an intention on the part of the parent to permit such condition to continue for an indefinite period in the future. Failure to maintain a normal parental relationship with the child without just cause for a period of six months is prima facie evidence of abandonment, but the district can determine abandonment for the purpose of enrollment earlier than six months if supported by sufficient evidence.

“Unaccompanied youth” means a homeless student who is not in the physical custody of a parent or guardian.

“School of origin” means the school that a homeless student attended when the student became homeless or when the student was last enrolled in a school.

B. Enrollment and Transportation

When a Student Referral Questionnaire is completed indicating that a student is homeless, the questionnaire should be immediately faxed to the homeless liaison who will determine the student’s enrollment status. (See JC-R-F(10) for a sample questionnaire.)

A homeless or abandoned student may enroll in any district school that students living in the same attendance area are eligible to attend. A homeless student may also enroll in the student’s school of origin. If the school of origin is operated by the district, the district will provide transportation. Any student who is enrolled as a homeless student will be entitled to remain at the school for the entire school year, even if he or she is no longer homeless.

C. Homeless Liaison

The district’s Title I Specialist will serve as the district’s homeless liaison. The homeless liaison will ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in and have full and equal opportunity to succeed in school.
3. Homeless students receive educational services for which they are eligible, including Head Start and pre-school programs administered by the district.
4. Homeless students who do not have immunizations or immunization/medical records receive assistance to obtain necessary immunizations or immunization/medical records.
5. Homeless students receive referrals to health, mental health, dental, and other appropriate services.
6. Parents or guardians of homeless students are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

7. Public notice of the educational rights of homeless students is disseminated where homeless children and youths receive services, such as schools and family shelters.
8. Homeless students are advised of their right to appeal any adverse decision, and all enrollment and admission disputes and other decisions that are appealed are appropriately mediated. (See JC-R-F(9) for a sample copy of the “Rights of Homeless Students.”)
9. Homeless students and their parents and guardians are fully informed of all transportation services, and homeless students are assisted in accessing transportation services.

D. Enrollment Decision and Admission Disputes

The decision regarding enrollment will be made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere. If a dispute arises over school selection or enrollment in a school:

- The student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- The student’s parent or guardian will be given a written explanation of the decision regarding school selection or placement, including the right to appeal the decision;
- The student, parent or guardian will be referred to the Director of Title I Services and School Improvement who will carry out the dispute resolution process (see JC-R-F(11) for the dispute resolution forms); and
- In the case of an unaccompanied youth, the homeless liaison will assist in placement and enrollment decisions.

VIII. PART-TIME STUDENTS

A district school may admit a part-time student who resides in the district if (1) the school has additional capacity for part-time students in the classes or programs in which the student seeks to enroll, and (2) the student is not concurrently or consecutively enrolled in another school district or charter school during the school year, and (3) the student meets the following minimum participation standards:

- Elementary School: A student must participate in a full-time program unless the student participates in the Eagleridge or Mesa Distance Learning program, or is home schooled as confirmed by an affidavit filed with the Maricopa County Superintendent of Schools and seeks to participate only in music, visual arts, or P.E. classes.
- Junior High School: A student must participate in the school’s program of required courses unless the student participates in the Eagleridge or Mesa Distance Learning program, or is home schooled as confirmed by an affidavit filed with the Maricopa County Superintendent of Schools and seeks to participate only in elective (non-required) courses. Junior high students may be released from a sixth-hour elective to participate in other activities with permission from the principal.
- High School: A student must enroll in a minimum of four courses and participate in the school’s program of required courses unless the student participates in the Mesa Distance Learning Program, or is released to complete a community college or university course that is not offered at the high school, or is home schooled as confirmed by an affidavit filed with the Maricopa County Superintendent of Schools and seeks to participate only in elective (non-required) courses.

The district will admit part-time students on a year-to-year basis. Part-time students are subject to all school rules and district policies and regulations. Part-time students must sign in at the school office before going to the classes and/or programs in which they are enrolled and must sign out at the office before leaving the school. The district will not provide transportation to part-time students. Schools will not discriminate in favor of full-time students with regard to any opportunity or privilege offered in the class and/or program in which the part-time student is enrolled.

Prior to or at the time of part-time enrollment, the district will inform parents of part-time students that crossing guards are not on duty, and portable school crossing signs at non-abutting crosswalks are not in place at school crosswalks at all times during the school day. Parents or guardians enrolling children in district classes and/or programs on a part-time basis must sign the Parental Acknowledgment of Responsibility form. (See JC-R-F(5) for a sample of this form.)

IX. PREVIOUSLY EXPELLED STUDENTS

Unless otherwise required by law, the district will not admit a student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution unless the student has submitted an application for admission that has been reviewed and approved by the appropriate area assistant superintendent. Applications for admission of a previously expelled student will be submitted and reviewed in accordance with the procedures set forth in Governing Board Policy JGD.

X. NON-ENROLLED STUDENT VISITORS

As a general rule, children will not be permitted to attend or visit classes if they are not enrolled as students in the class or the school. The school principal may grant brief exceptions for a child whose participation in a class will enrich the learning of enrolled students. All visits by non-enrolled student visitors must be scheduled in advance and approved by the school principal.

XI. FOREIGN STUDENTS

The district generally admits foreign students that fall into one of two categories: (1) J-1 Visa – foreign exchange students, or (2) F-1 Visa – tuition-paying foreign students. For both J-1 and F-1 students, the following guidelines apply:

- Schools will consider admission of foreign students on a space-available basis. Upon admission, students will be screened by the school principal to determine appropriate placement.
- Foreign students must comply with all policies and regulations governing the conduct of district students.
- Every foreign student must maintain passing grades in all subjects and a satisfactory attendance record.
- Foreign students will be allowed no more than one year of enrollment.

J-1 Visa – Foreign Exchange Students

The following additional guidelines apply specifically to J-1 students:

1. The district will admit, on a tuition-free basis, foreign exchange students in federally designated programs recognized by the Arizona State Board of Education. The exchange student must be a

participant in a program identified in the current advisory list of International Educational Travel and Exchange Programs.

2. Each school may generally admit only one student participant in any given exchange program.
3. Exchange students must be at least 15 years of age and possess a proficiency in the English language that will allow successful participation in classes.

F-1 Visa – Tuition-Paying Foreign Students

The following additional guidelines apply specifically to F-1 students:

1. Each school may generally admit only three student participants from any one placement agency.
2. F-1 students must make normal progress toward graduation.
3. F-1 students must be at least 14 years of age and possess a proficiency in the English language that will allow successful participation in classes.
4. F-1 students are not eligible to compete in varsity-level sports.
5. Tuition must be paid in full prior to the issuance of a form I-20. Refunds of tuition will only be made in accordance with district terms and conditions.
6. Principals will provide host families of exchange and other foreign students with an information sheet regarding the I-20 form. (See JC-R-F(6) for a sample of this information sheet.)

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February 8, 2006
November 2, 2006
January 9, 2009
March 27, 2009
October 21, 2009
June 22, 2011
July 20, 2011
December 14, 2011
June 19, 2013
August 14, 2013
April 16, 2014
May 21, 2014
June 18, 2014
September 9 & 11, 2014
December 3, 2014
February 23, 2016

Michael B. Cowan
Superintendent

- FORMS:**
- JC-R-F(1) – Request for Proof of Identity/Age
 - JC-R-F(1)S – Request for proof of Identity/Age(Spanish version)
 - JC-R-F(2) – Second Request for Proof of Identity/Age
 - JC-R-F(2)S – Second Request for Proof of Identity/Age (Spanish version)
 - JC-R-F(3) – Open Enrollment Application
 - JC-R-F(4) – Letter from Principal re: Enrollment of Out-of-State Student and Tuition
 - JC-R-F(5) – Parental Acknowledgement of Responsibility
 - JC-R-F(6) – Information for Host Parent Enrolling a Foreign Student Who Requires an I-20
 - JC-R-F(7) – Caregiver & Living Arrangements Affidavit for Homeless or Abandoned Student
 - JC-R-F(7)S – Caregiver & Living Arrangements Affidavit for Homeless or Abandoned Student (Spanish version)
 - JC-R-F(8) – Student Identity Affidavit
 - JC-R-F(9) – Rights of Homeless Students
 - JC-R-F(9)S – Rights of Homeless Students (Spanish version)
 - JC-R-F(10) – Student Referral Questionnaire
 - JC-R-F(10)S – Student Referral Questionnaire (Spanish version)
 - JC-R-F(11) – Homeless Student Dispute Resolution Forms
 - JC-R-F(12) – Affidavit of Arizona Residency
 - JC-R-F(12)S – Affidavit of Arizona Residency (Spanish version)
 - JC-R-F(13) – Affidavit of Shared Residence
 - JC-R-F(13)S – Affidavit of Shared Residence (Spanish version)
 - JC-R-F(14) – Affidavit of Arizona Residency for Close Relative Living with the Student
 - JC-R-F(14)S – Affidavit of Arizona Residency for Close Relative Living with the Student
 - JC-R-F(15) – Affidavit of Parent/Guardian Residing Outside of Arizona but in U.S.
 - JC-R-F(16) – Letter from Principal Declining Request for Waiver of Tuition

DISTRITO ESCOLAR UNIFICADO DE MESA	Tema: Admisión de estudiantes
REGLAMENTO ADMINISTRATIVO	Código del Distrito: JC-R

El distrito y las escuelas admitirán y colocarán a los estudiantes de acuerdo con las siguientes directrices:

I. EDAD, IDENTIDAD, VACUNAS Y REGISTROS ESCOLARES

El distrito solamente admitirá a aquellos estudiantes que cumplen con los requisitos de edad y vacunación conforme la ley estatal y las Políticas de la Junta Directiva JEB: Edad de ingreso y JHCB: Vacunación de los estudiantes.

Un estudiante que se ha graduado de la escuela preparatoria (high school) con un diploma válido no será admitido a menos que reciba autorización por parte del director de la escuela preparatoria a la cual el estudiante desea asistir y del asistente del superintendente de área correspondiente.

Todo padre o adulto que no tenga la custodia legal pero que se hace cargo del niño con la autorización del padre/madre o tutor puede inscribir al niño en la escuela. La escuela aconsejará al adulto que no tiene la custodia legal, pero que se hace cargo del niño con la autorización del padre/madre o tutor, que en el interés superior del niño, el adulto debe obtener una tutela con orden del tribunal o un poder notarial temporal con el fin de que dicha persona pueda ejercer los derechos paternales en ausencia del padre/madre o tutor del niño. El domicilio del adulto que no tiene custodia legal y que no ha iniciado el proceso legal para obtener la tutela no será considerado el lugar de residencia del niño a efectos de determinar la matrícula o el área de asistencia correspondiente al niño. (Consultar sección V del presente reglamento administrativo en relación a residencia y custodia).

Al momento de la inscripción, se le podría solicitar constancia de identidad a la persona que inscribe al estudiante.

Toda persona que inscriba a un estudiante (con la excepción de un estudiante sin hogar) por primera vez en el distrito debe presentar a la escuela uno de los siguientes documentos:

- Copia del certificado de nacimiento del niño emitido por el gobierno; u
- Otra prueba confiable de identidad y edad junto con una declaración jurada explicando la incapacidad de presentar una copia del certificado de nacimiento. [Consultar formulario: JC-R-F(8)] ejemplo de declaración jurada). Otra prueba confiable incluye el certificado de bautismo, el certificado de nacimiento emitido por el hospital, solicitud de Seguro Social, pasaporte, registros originales de inscripción escolar de otra escuela pública o privada; o
- Una carta de un representante autorizado de una agencia que tenga la custodia del estudiante, certificando que el estudiante está bajo la custodia de la agencia conforme lo indica la ley.

La escuela mantendrá una copia de los documentos presentados en el expediente escolar.

En caso de no presentar prueba de identidad o edad al momento de la inscripción, la escuela informará por escrito a la persona que inscribe al estudiante que debe presentar uno de los documentos arriba mencionados dentro de los 30 días. (Consultar formulario: JC-R-F(1) muestra de la carta). Si dentro de los 30 días la persona que inscribe al estudiante no ha presentado la documentación solicitada, la escuela informará a dicha persona por medio de correo certificado que se avisará a la policía local si la documentación no es presentada en la escuela dentro de los 10 días posteriores a la recepción de la carta. (Consultar formulario: JC-R-F(2) muestra de la carta).

Estudiante desaparecido: Si la escuela recibe documentos para inscribir a un estudiante que parecen ser inexactos o sospechosos en formato o contenido, o si no se presenta la prueba de identidad dentro del plazo debido posterior a la segunda notificación [JC-R-F(2)], el director o persona designada llamará a la policía local para consultar si el estudiante ha sido clasificado como persona desaparecida. Quedará documentada la fecha en que se realizó la llamada y el nombre de la persona con quien se habló en la policía.

Solicitud de expedientes escolares para la transferencia de estudiantes: Dentro de los 5 días escolares posteriores a la inscripción de un estudiante proveniente de otro distrito escolar, la escuela en la que se inscribe debe solicitar a la escuela anterior una copia certificada del expediente académico. A toda escuela que se le solicite enviar una copia del expediente académico del estudiante que se traslada a la escuela en que se matriculará, deberá cumplir con dicha solicitud y deberá enviar los expedientes dentro de los 10 días escolares posteriores a la recepción de la solicitud, con la excepción de que los expedientes hayan sido marcados como perteneciendo a un estudiante desaparecido.

Excepción a estudiantes sin hogar y abandonados: Conforme la ley federal, las disposiciones del presente reglamento en relación a la prueba de edad, identidad y vacunas no regirán para los estudiantes sin hogar y abandonados. Un estudiante sin hogar o abandonado será inscrito de inmediato, independientemente de si el estudiante puede proporcionar registros que normalmente son solicitados para la inscripción y no será estigmatizado o segregado en base a su estado sin hogar. La escuela de matriculación deberá:

- Comunicarse con la última escuela a la que asistió el estudiante para obtener los expedientes escolares necesarios.
- Enviar al estudiante y los padres o tutores, si están disponibles, al funcionario de enlace para los sin hogar del distrito para solicitar ayuda en la obtención de registros médicos o de vacunación.
- Solicitar una declaración jurada que provee información sobre la persona a cargo del estudiante y las disposiciones de vivienda (Consultar formulario: JC-R-F(7) muestra de declaración jurada.) La declaración jurada puede ser utilizada en lugar de la prueba de residencia (domicilio) y documentos de tutela.

II. NOMBRE DEL ESTUDIANTE

A. Nombre legal

La escuela inscribirá al estudiante bajo el nombre legal del estudiante. El nombre legal del estudiante es aquel que recibió al nacer, conforme se indica en el certificado de nacimiento del estudiante o en otra prueba confiable que incluya el nombre legal del estudiante. El distrito procederá a cambiar el nombre legal del estudiante tal como se refleja en sus expedientes si el nombre legal del estudiante es modificado por medio de una orden del tribunal, un decreto final de adopción o una modificación en el certificado de nacimiento. El nombre legal del estudiante será utilizado para identificar al estudiante a efecto de los siguientes registros: registro permanente o expediente; registros de salud, asistencia y psicológicos; boletín de calificaciones; y diploma.

B. Nombre de preferencia

La escuela cumplirá la petición de referirse a un estudiante por el nombre de preferencia, si la solicitud es realizada por un estudiante de 18 años o mayor, por el padre/madre o tutor que tiene custodia exclusiva del estudiante, o por los padres que comparten la custodia del estudiante y que están de mutuo acuerdo en usar el nombre de preferencia. Cuando se realiza la petición formal, los directores de la escuela usarán el nombre de preferencia para referirse al estudiante y lo mismo hará la escuela para identificar cualquiera de los registros escolares, excepto los enumerados anteriormente. El nombre de preferencia del estudiante será agregado al expediente electrónico del estudiante en las secciones marcadas: “Apellido de ser conocido por” y “Apodo”.

III. REGISTROS DE EDUCACIÓN ESPECIAL

Durante el proceso de inscripción, el secretario de matrículas (u otro miembro del personal completando la inscripción) preguntará a los padres o tutor legal si el estudiante ha recibido servicios de educación especial con anterioridad o si necesita adaptaciones debido a una discapacidad. El secretario de matrículas debe ser muy cuidadoso al preguntar sobre servicios de educación especial anteriores con el fin de asegurar que los padres o tutor legal comprenden que “servicios de educación especial” incluye cualquier servicio que haya sido proporcionado con anterioridad de acuerdo con la Ley de Educación para Personas Discapacitadas (IDEA) y la Sección 504 de la Ley de Rehabilitación. Si los padres o el tutor legal indican que el estudiante ha recibido servicios de educación especial, el secretario de matrículas deberá:

- Procurar obtener suficiente información con respecto a la naturaleza de la discapacidad, el periodo durante el cual fueron proporcionados los servicios, y la escuela que proporcionó los servicios con el fin de obtener cualquier registro de educación especial del estudiante; y
- Avisar al psicólogo de la escuela inmediatamente.

Todo registro entregado por la escuela a la que asistía anteriormente el estudiante que contenga información sobre educación especial será entregado inmediatamente al psicólogo.

IV. INSCRIPCIÓN ABIERTA

A. Definiciones

A los fines de estas directrices de inscripción abierta:

“Estudiante no residente” significa un estudiante que reside fuera del distrito pero dentro del estado.

“Estudiante residente” significa:

- Un estudiante que reside en el distrito y que vive con el padre/madre o tutor legal;
- Un estudiante que reside en el distrito y está casado o es un menor emancipado;
- Un estudiante que reside en el distrito y tiene 18 años de edad o más;
- Un estudiante sin hogar y que asistió a una escuela en el distrito al momento de convertirse en estudiante sin hogar;
- Un estudiante al que el superintendente de la escuela del condado le ha otorgado un certificado de conveniencia educativa;
- Los niños de profesores de enseñanza y de investigación no residentes de colegios universitarios comunitarios y universidades estatales y los niños de estudiantes de pos grado o pregrado de colegios universitarios comunitarios y universidades estatales cuya presencia de los padres en el colegio universitario comunitario o la universidad estatal genera un beneficio internacional, nacional, estatal o local; o
- Un estudiante de la escuela preparatoria (high school) que es residente de un distrito escolar común dentro de este estado, que no está dentro de un distrito de escuela preparatoria y que no ofrece instrucción en el nivel escolar del estudiante.

“Estudiante de transferencia residente” significa un estudiante residente que está inscrito en o que solicita inscripción en una escuela que está dentro del distrito pero fuera del área de asistencia de residencia del estudiante.

B. Proceso de solicitud

Las escuelas y el Departamento de Comunicación y Mercadotecnia entregarán a toda persona que lo requiera un formulario de solicitud de inscripción abierta así como información con respecto a criterios de admisión, procedimientos de solicitud, disposiciones de transporte y toda otra información importante. (Consultar formulario: JC-R-F(3) solicitud de inscripción abierta).

Se podrá presentar una solicitud de inscripción abierta en cualquier momento. Las escuelas avisarán a los padres del estudiante que ha sido aceptado y solicitarán confirmación de que el estudiante asistirá a la escuela el siguiente año escolar. El solicitante debe confirmar a la escuela dentro de las dos semanas de haber sido notificado. Un estudiante que ha sido aceptado pero que no ha confirmado su inscripción dentro del periodo de dos semanas será eliminado del expediente de solicitante aceptado.

Las solicitudes de inscripción abierta serán procesadas en las siguientes etapas:

Periodo de inscripción abierta temprana: Antes del 1 de marzo

Toda solicitud presentada antes del 1 de marzo recibirá una decisión de aceptación temprana antes del 1 de abril. La escuela avisará a los padres de los estudiantes que no hayan recibido aceptación temprana que sus solicitudes serán colocadas en una lista de espera, y el proceso de aceptación y confirmación continuará hasta que la escuela cubra su capacidad de servicio.

Periodo de inscripción abierta normal: 1 de marzo hasta el inicio de clases

Toda solicitud presentada el o después del 1 de marzo recibirá una decisión de aceptación lo antes posible. Dichas solicitudes no serán consideradas hasta que la escuela haya analizado y considerado todas las solicitudes presentadas antes del 1 de marzo, incluyendo aquellas en la lista de espera. El proceso de aceptación y confirmación continuará hasta que la escuela cubra su capacidad de servicio. Cuando la escuela cubra su capacidad de servicio, se informará rápidamente a todos los estudiantes en la lista de espera que la escuela no puede inscribirlos a menos que se produzca una vacante en el inicio o después del inicio del año escolar.

Inscripción abierta para el año escolar en curso

Una solicitud de inscripción abierta para el año escolar en curso será considerada a discreción del director de la escuela en cada caso en particular.

C. Criterios de admisión

El superintendente o la persona designada determinarán si los estudiantes de traslado residentes y no residentes serán admitidos de acuerdo con los siguientes criterios:

1. Si la escuela en la que el estudiante se quiere inscribir tiene capacidad para recibir al estudiante sin perjudicar la educación de los estudiantes residentes que asisten a su escuela de residencia. Los factores que serán considerados para tomar esta decisión son entre otros:
 - Capacidad física del edificio y los salones de clase de la escuela;
 - Disponibilidad de personal (por ejemplo: administradores, maestros y otros empleados certificados, proveedores de servicios relacionados);
 - Capacidad del nivel escolar, cursos básicos y optativos, y programas especiales pertinentes; y
 - Disponibilidad de otros recursos.

2. Si la condición anterior del estudiante en los sistemas educativos y tribunales de menores autoriza la exclusión de la escuela de preferencia del estudiante, incluyendo:
 - Si el estudiante ha sido expulsado por otra escuela o está en proceso de ser expulsado por otra escuela; y
 - Si el estudiante cumple cualquier condición de libertad condicional impuesta por un tribunal de menores.

D. Prioridad y solicitudes

En primer lugar, las escuelas ofrecerán admisión a estudiantes de transferencia residentes y no residentes que actualmente estén inscritos y en buenos términos académicos al momento de presentar la solicitud de inscripción para el siguiente año. No se considera que un estudiante actualmente inscrito esté en buenos términos académicos si el estudiante ha tenido problemas serios de asistencia o problemas serios de disciplina o no ha cumplido con los estándares educativos durante el año escolar en curso. Los demás solicitantes serán admitidos si la escuela cuenta con capacidad de inscripción al momento en que el estudiante presenta la solicitud. Si la escuela no tiene capacidad, el solicitante será colocado en una lista de espera. La misma prioridad en las solicitudes será aplicada por escuelas exitosas, excepto que, primero, los administradores distritales darán prioridad a los estudiantes asignados a estas escuelas.

E. Condiciones de admisión

La admisión de un estudiante de traslado residente o no residente está sujeta a las siguientes condiciones:

1. La admisión será por un año solamente. Los estudiantes de traslado residentes y no residentes inscritos deben volver a solicitar la admisión cada año para el siguiente año escolar.
2. El estudiante debe cumplir con todas las normas y reglamentos de la escuela, incluyendo los estándares de desempeño académico, conducta y asistencia escolar. Al firmar el formulario de solicitud de inscripción abierta del distrito, el estudiante y los padres aceptan que el estudiante cumplirá todas las políticas y reglamentos del distrito y todas las normas escolares, incluyendo los estándares de desempeño académico, conducta y asistencia escolar.

La falta de cumplimiento de todas las normas y reglamentos del distrito y de la escuela dará lugar a la reasignación del estudiante a otra escuela en el distrito. Antes de proceder a una reasignación, se observarán los siguientes procedimientos:

- El director consultará con el asistente del superintendente de área correspondiente y mantendrá una audiencia informal con el estudiante, los padres y cualquier otra persona que corresponda.
- En la audiencia, el director informará verbalmente al estudiante sobre la supuesta conducta que es considerada una violación de las normas y reglamentos, y el estudiante tendrá la oportunidad de responder.
- Después de la reunión informal, el director decidirá si es necesario proceder con una reasignación.
- Ante la solicitud del estudiante, la decisión del director estará sujeta a la revisión por parte del asistente del superintendente de área correspondiente.
- La reasignación aprobado entrará en vigencia cuando el estudiante sea retirado administrativamente de la escuela.

3. Los padres y el estudiante deben revelar con precisión toda la información solicitada en la solicitud de inscripción abierta. La admisión será revocada en caso de descubrir que el estudiante o los padres tergiversaron u ocultaron información en la solicitud o relacionada con la misma.

F. Disposiciones de transporte

El distrito no proporcionará transporte a los estudiantes de traslado residentes o estudiantes no residentes, a menos que:

1. El estudiante es un estudiante discapacitado cuyo plan de educación individualizado especifica servicio de transporte como un servicio relacionado o el transporte es exigido por ley.
2. El estudiante es un estudiante sin hogar que desea ser transportado desde y hacia su escuela de origen.

V. RESIDENCIA Y CUSTODIA LEGAL DEL ESTUDIANTE

Al momento de la inscripción del estudiante en una escuela del distrito, la escuela debe solicitar y mantener documentación verificable que el estudiante reside en el estado a menos que el estudiante o la persona que lo acompaña manifieste que el estudiante es sin hogar, conforme los procedimientos establecidos en Sección VII del presente reglamento administrativo. Asimismo, la escuela podrá solicitar documentación que avale que el estudiante reside en el área de asistencia designada de la escuela o en los límites del distrito.

Si el estudiante es menor de edad (menor de 18 años), la residencia del estudiante es la residencia de la persona que tiene la custodia legal del estudiante. Si el estudiante es un adulto (18 años o mayor), la residencia del estudiante es el lugar físico de residencia. Una persona tiene “custodia legal” de un menor solamente si la custodia es: (a) ejercida por el/los padres naturales o adoptivos con los cuales reside el estudiante o (b) otorgada por un tribunal de jurisdicción competente al adulto con quien reside el estudiante.

Si el estudiante reside con una persona que quiere obtener la tutela o custodia legal mediante una tutela no disputada o un procedimiento de custodia que fue iniciado en un tribunal superior estatal, la residencia del estudiante puede ser considerada la residencia de dicha persona. Dicha persona debe presentar prueba del procedimiento dentro de los 30 días de la inscripción y la documentación pertinente a la tutela o custodia al momento de ser otorgada.

El distrito no aceptará una carta notarial, un formulario de custodia temporal o poder para crear o transferir la custodia o tutela legal, a menos que la finalidad del documento sea confirmar que la custodia legal o física de un menor ha sido transferida de un padre a otro.

El estudiante, si es adulto, o los padres o tutores del estudiante, en caso de ser menor, deben firmar una declaración jurada confirmando residencia en Arizona [Consultar formulario: JC-R-F(12)] y deben presentar el original o copia legible de uno de los siguientes documentos en donde se indica el nombre y dirección de residencia de la persona o la descripción física de la propiedad en donde reside el estudiante:

- Licencia de conducir vigente de Arizona, tarjeta de identificación de Arizona, o registro de vehículo motorizado
- Pasaporte estadounidense vigente
- Escritura o hipoteca de bienes raíces
- Impuesto sobre bienes inmuebles
- Arrendamiento de vivienda o contrato de alquiler

- Factura de agua, luz, gas, cable o teléfono
- Estado de cuenta bancaria o tarjeta de crédito
- Declaración de impuestos estatales o declaración de salario W-2
- Talón de nómina de pago
- Certificado de inscripción tribal u otra identificación emitida por una tribu indígena estadounidense reconocida, que incluye un domicilio en Arizona
- Documentación de una agencia estatal, tribal o del gobierno federal (Administración del Seguro Social, Administración de Veteranos, Departamento de Seguridad Económica de Arizona, Departamento de Seguridad Infantil de Arizona)

Si se desconoce el paradero de los padres del estudiante y el estudiante reside con un familiar cercano, dicho familiar debe firmar una declaración jurada certificando residencia en Arizona [Consultar formulario: JC-R-F(14)] y proporcionar uno de los documentos anteriores. A los fines del presente reglamento, un “familiar cercano” significa un abuelo/abuela, tía, tío, hermano, hermana, hermanastro o hermanastra del estudiante.

Si el estudiante, padres, tutores o familiares cercanos no pueden proporcionar ninguno de los documentos anteriores, un residente de Arizona deberá firmar y notarizar una Declaración Jurada de Residencia Compartida [Consultar formulario: JC-R-F(13)] que certifique que el estudiante, padres, tutores o familiar cercano ha establecido residencia en Arizona con la persona que firma la declaración.

La escuela mantendrá la documentación relacionada con la residencia en conformidad con las directrices del Departamento de Educación (ADE – por sus siglas en inglés) de Arizona.

Programa de Confidencialidad de Direcciones de Arizona

El Programa de Confidencialidad de Direcciones de Arizona (ACP –por sus siglas en inglés) ofrece a las víctimas de violencia doméstica y de otros delitos penales los medios para evitar que los abusadores las localicen. El programa es administrado por la oficina del Secretario de Estado. A los participantes del programa se les entregan tarjetas de autorización ACP. Una tarjeta ACP mostrará una dirección postal sustituta legal en vez de la dirección física de la persona. Cuando un padre presenta una tarjeta ACP, el distrito y la escuela harán una copia de la tarjeta para sus archivos y aceptarán la dirección sustituta ACP que se muestra en la tarjeta en vez de la dirección de residencia real. La dirección sustituta será utilizada para todos los registros distritales y escolares. El director de la escuela, el Director de Seguridad y Protección Escolar y el Director de Transporte pueden mantener un registro confidencial de la dirección física verdadera de la persona para ser usado solamente para ayudar a un padre o estudiante en caso de emergencia. El distrito no revelará la dirección física verdadera de la persona a ningún tercero, excepto que lo disponga un tribunal.

VI. MATRÍCULA

El lugar de residencia del alumno determinará si el estudiante debe pagar una matrícula para asistir a una escuela del distrito. Si el alumno es menor de edad (menor de 18 años), el lugar de residencia del alumno es el domicilio de la persona que tiene la custodia legal de dicho alumno. Si el alumno es un adulto (18 años o mayor), el lugar de residencia del alumno es el lugar físico de residencia. Se cobrará la matrícula de acuerdo a las siguientes normas:

- A. No se le cobrará matrícula a un alumno menor de edad que está bajo la custodia legal de una persona que reside en el distrito.
- B. No se le cobrará matrícula a un alumno menor de edad que está bajo la custodia legal de una persona que reside en el estado, pero fuera del distrito.

- C. No se le cobrará matrícula a un alumno abandonado o sin hogar.
- D. Se le cobrará matrícula a un alumno menor de edad que está bajo la custodia legal de una persona que reside fuera de Arizona, pero en los Estados Unidos, a menos que el distrito determine que el alumno califica para una de tres excepciones. El distrito rehusará una exención de matrícula si determina que la colocación es únicamente para obtener una educación en Arizona sin pagar una matrícula. Las tres excepciones son:
1. El alumno es un alumno abandonado o sin hogar.
 2. El alumno es hijo de un profesor de enseñanza e investigación no residente o de un alumno de grado o posgrado no residente de un colegio comunitario del distrito o universidad estatal cuya presencia del padre/madre en el colegio comunitario o universidad estatal representa un beneficio internacional, nacional, estatal o local.
 3. El distrito concluye que existen suficientes pruebas para determinar que la salud física, mental, moral o emocional del alumno se beneficiará si es colocado con un abuelo(a), hermano, hermana, hermanastro, hermanastra, tía o tío residente de Arizona. Prueba de la necesidad de colocación debe incluir una declaración jurada de “mejor interés” [formulario JC-R-F(15)] o una carta que (a) indica el nombre del alumno; el nombre y dirección del padre/madre o tutor; y el nombre, domicilio y relación de la persona con la que vive el alumno; (b) certifica que el alumno se beneficiará si es colocado con una persona que no es el padre/madre o tutor y que dicha colocación no es solamente con el fin de obtener una educación en el Estado sin pagar una matrícula; y (c) está firmada por el padre/madre o tutor legal (para una declaración jurada) o por un proveedor de servicios como un profesional de la salud, consejero, asesor o clérigo que conoce personalmente al alumno (para una carta).

Si no se presenta una declaración jurada o carta de “mejor interés” al momento de la inscripción, el director de la escuela firmará el formulario JC-R-F(4) y se lo entregará al miembro de la familia para que se establezca la fecha en que la declaración jurada o carta será presentada en la escuela para solicitar una exención de matrícula. Al recibir la declaración jurada o la carta, la misma será enviada al Asistente del Superintendente de Área para su evaluación. De ser aprobado, la notificación es enviada a la escuela que la matrícula será renunciada. Si es declinada, o si no se ha presentado una declaración jurada o carta, el director de la escuela avisará a la familia mediante el formulario JC-R-F(16) que se dará de baja al alumno en la fecha que se indica en el formulario JC-R-F(4) si no se hace efectivo el pago de la matrícula para dicha fecha.

- E. Al alumno que está bajo custodia legal de una persona que reside fuera de los Estados Unidos se le cobrará la matrícula, a menos que el distrito determine que el alumno califica para una de tres excepciones:
1. El alumno es un alumno extranjero no residente que está en un programa de intercambio.
 2. El alumno es hijo de un profesor de enseñanza e investigación no residente o de un alumno de grado o posgrado no residente de un colegio comunitario del distrito o universidad estatal cuya presencia del padre/madre en el colegio comunitario o universidad estatal representa un beneficio internacional, nacional, estatal o local.
 3. El alumno es un alumno abandonado o sin hogar.

Con respecto a la admisión de alumnos que residen fuera de los Estados Unidos, las autoridades escolares no deben hacer preguntas sobre la condición de inmigración del alumno o de los padres del alumno. Los directivos escolares pueden preguntar dónde vive el padre/madre/tutor del alumno con el fin de determinar si la persona que tiene la custodia legal reside en el distrito o si la persona que tiene

la custodia legal reside en el distrito o el estado. Los directivos escolares no deben hacer preguntas sobre si el alumno o los padres del alumno son ciudadanos o residentes permanentes de los Estados Unidos. El distrito emitirá un formulario I-20 si el alumno se inscribe en cualquier grado 9 a 12, la admisión ha sido aprobada por el director de la escuela y se hace efectivo el pago de la matrícula anual por anticipado.

VII. ESTUDIANTES SIN HOGAR O ABANDONADOS

A. Definiciones

“Estudiante sin hogar” significa un estudiante que carece de una residencia nocturna fija, regular y adecuada e incluye:

- Estudiantes que comparten la vivienda de otras personas debido a la pérdida de vivienda, dificultades económicas, o razón similar; que viven en moteles, hoteles, parques de remolques o áreas de campamento debido a la falta de alojamiento adecuado alterno; que están viviendo en refugios de emergencia o transición; que están abandonados en hospitales; o están a la espera de ser asignados a una familia de cuidado tutelar; y
- Estudiantes que tienen una residencia nocturna principal que es pública o privada que no ha sido diseñada o usada normalmente como un lugar para dormir para los seres humanos.

“Estudiante abandonado” significa un estudiante cuyo padre/madre no brinda el apoyo razonable o mantiene contacto regular con el niño, incluyendo una supervisión normal, cuando dicha situación está acompañada por la intención por parte del padre/madre de permitir que tal condición continúe durante un periodo indefinido de tiempo en el futuro. La incapacidad de mantener una relación parental normal con el niño sin causa justa durante un periodo de seis meses es evidencia prima facies de abandono, pero el distrito puede determinar abandono a los efectos de la inscripción con anterioridad a los seis meses si cuenta con suficientes pruebas.

“Joven no acompañado” significa un estudiante sin hogar que no está bajo la custodia física de un padre/madre o tutor.

“Escuela de origen” significa la escuela a la cual un estudiante sin hogar asistía cuando se convirtió en estudiante sin hogar o la última vez que el estudiante fue inscrito en una escuela.

B. Inscripción y transporte

Cuando se llena el Cuestionario de Derivación del Estudiante indicando que un estudiante es sin hogar, el cuestionario debe ser enviado por fax de inmediato al funcionario de enlace para los sin hogar quien determinará la condición de inscripción del estudiante. (Consultar formulario: JC-R-F(10) muestra del cuestionario).

Un estudiante sin hogar o abandonado puede inscribirse en cualquier escuela del distrito al igual que los estudiantes que viven en la misma área de asistencia. Un estudiante sin hogar también puede inscribirse en la escuela de origen del estudiante. Si la escuela de origen es operada por el distrito, el distrito proporcionará el transporte. Todo estudiante que se inscriba como estudiante sin hogar tendrá derecho a permanecer en la escuela durante todo el año escolar, aún si él/ella ya no es sin hogar.

C. Funcionario de enlace para los sin hogar

El especialista de Título I del distrito cumplirá la función de enlace para los sin hogar del distrito. El funcionario de enlace sin hogar se asegurará que:

1. Los estudiantes sin hogar sean identificados por el personal escolar y mediante las actividades de coordinación con otras entidades y agencias.
2. Los estudiantes sin hogar sean inscritos y tengan las mismas oportunidades para triunfar en la escuela.
3. Los estudiantes sin hogar reciban servicios educativos para los cuales son elegibles, incluyendo los programas Head Start y preescolares administrados por el distrito.
4. Los estudiantes sin hogar que no hayan sido vacunados o que no tengan registros médicos/de vacunación reciban asistencia para recibir las vacunas necesarias o los registros médicos/de vacunación.
5. Los estudiantes sin hogar reciban derivaciones para servicios de salud, salud mental, dental y demás servicios.
6. Los padres o tutores de estudiantes sin hogar sean informados sobre oportunidades educativas y afines disponibles para sus hijos y se les ofrezcan oportunidades significativas para participar en la educación de sus hijos.
7. Se difunda públicamente sobre los derechos de educación de los estudiantes sin hogar en donde los jóvenes reciben servicios, tales como escuelas y refugios para la familia.
8. Los estudiantes sin hogar sean informados sobre sus derechos a apelar cualquier decisión adversa, y toda disputa sobre inscripción y admisión y demás decisiones apeladas sean debidamente mediadas. (Consultar formulario: JC-R-F(9) muestra de copia de los “Derechos de Estudiantes Sin Hogar”).
9. Los estudiantes sin hogar y sus padres y tutores sean informados acerca de todos los servicios de transporte, y que los estudiantes sean asistidos para obtener los servicios de transporte.

D. Decisiones sobre la inscripción y disputas sobre la admisión

Se tomará la decisión con respecto a la inscripción independientemente de que si el estudiante vive con los padres sin hogar o ha sido colocado temporalmente en otro lugar. En caso de que surja una disputa con respecto a la selección de la escuela o inscripción en una escuela:

- El estudiante será admitido de inmediato a la escuela en que desea inscribirse, a la espera de la resolución de la disputa;
- Se entregará a los padres o tutores una explicación por escrito sobre la decisión de la selección o colocación en la escuela, incluyendo el derecho a apelar la decisión;
- El estudiante, los padres o tutores serán derivados al Director de Servicios de Título I y Mejoramiento Escolar quien llevará a cabo el proceso de resolución de disputa (Consultar formulario: (JC-R-F(11) para los formularios para resolución de disputa); y
- En el caso de un joven no acompañado, el funcionario de enlace de los sin hogar ayudará a tomar las decisiones sobre la colocación e inscripción.

VIII. ESTUDIANTES A TIEMPO PARCIAL

Un distrito escolar podrá admitir a un estudiante a tiempo parcial que reside en el distrito siempre y cuando (1) la escuela tenga capacidad adicional para estudiantes de tiempo parcial en las clases o programas en los cuales el estudiante desea inscribirse, y (2) el estudiante no está inscrito de forma simultánea o consecutiva en otro distrito escolar o escuela subvencionada (chárter) durante el año escolar, y (3) el estudiante cumple los siguientes estándares mínimos de participación:

- Escuela primaria: El estudiante debe participar en un programa de tiempo completo a menos que el estudiante participe en los programas Eagleridge o Aprendizaje a Distancia de Mesa, o reciba educación en el hogar, según lo confirma una declaración jurada presentada ante el Superintendente de Escuelas del Condado de Maricopa y solamente quiere participar en las clases de música, artes visuales o educación física.
- Escuela secundaria: El estudiante debe participar en el programa escolar de cursos obligatorios a menos que el estudiante participe en los programas Eagleridge o Aprendizaje a Distancia de Mesa, o reciba educación en el hogar, según lo confirma una declaración jurada presentada ante el Superintendente de Escuelas del Condado de Maricopa y solamente quiere participar en las clases optativas (no obligatorias). Con autorización del director, los estudiantes de la escuela secundaria pueden quedar liberados de participar en una clase optativa de sexta hora para participar en otras actividades.
- Escuela preparatoria: Un estudiante debe inscribirse en un mínimo de cuatro cursos y debe participar en el programa escolar de cursos obligatorios a menos que el estudiante participe en el programa de Aprendizaje a Distancia de Mesa, o queda liberado para completar un curso de colegio universitario comunitario o universidad que no se ofrece en la escuela preparatoria o recibe educación en el hogar, según lo confirma una declaración jurada presentada ante el Superintendente de Escuelas del Condado de Maricopa y quiere participar solamente en clases optativas (no obligatorias).

El distrito admitirá a estudiantes a tiempo parcial en base de año a año. Los estudiantes a tiempo parcial deben cumplir todas las políticas y reglamentos del distrito. Los estudiantes a tiempo parcial deben pasar por la oficina de la escuela y firmar el registro de entrada antes de ir a las clases y/o programas en los cuales están inscritos y deben firmar el registro de salida antes de retirarse de la escuela. El distrito no provee transporte para estudiantes a tiempo parcial. Las escuelas no discriminarán en favor de los estudiantes de tiempo completo con respecto a oportunidades o privilegios que se ofrecen en la clase y/o programa en la cual está inscrito el estudiante a tiempo parcial.

Antes o al momento de inscribir a un estudiante a tiempo parcial, el distrito informará a los padres que no hay guardias de cruce de turno y que no están disponibles en todo momento durante el día escolar los letreros de cruce portátiles en cruces peatonales no colindantes en los cruces peatonales escolares durante el día escolar. Los padres o tutores que inscriben a sus hijos en clases y/o programas del distrito a tiempo parcial deben firmar el formulario de Reconocimiento de Responsabilidad Parental (Consultar JC-R-F (5) para una muestra del formulario).

IX. ESTUDIANTES EXPULSADOS PREVIAMENTE

A menos que la ley disponga lo contrario, el distrito no admitirá a un estudiante que ha sido expulsado de otra institución educativa o que está en el proceso de ser expulsado de otra institución educativa a menos que el estudiante haya presentado una solicitud de admisión que ha sido revisada y aprobada por el asistente del superintendente correspondiente. La solicitud de admisión para un estudiante que ha sido expulsado previamente será presentada y revisada de conformidad con los procedimientos establecidos en la Política de la Junta Directiva JGD.

X. ESTUDIANTES VISITANTES NO INSCRITOS

Como regla general, los niños que no estén inscritos en una clase o en la escuela no podrán asistir o visitar las clases o la escuela. El director podrá otorgar una breve excepción a un niño cuya participación en clase enriquecerá el aprendizaje de los estudiantes inscritos. Toda visita realizada por estudiantes visitantes no inscritos debe ser programada con anticipación y aprobada por el director de la escuela.

XI. ESTUDIANTES EXTRANJEROS

Por lo general, el distrito admite a estudiantes extranjeros que están dentro de una de las siguientes categorías: (1) Visa J-1 – estudiantes extranjeros de intercambio, o (2) Visa F-1 – estudiantes extranjeros que pagan matrícula. Para ambos estudiantes, J-1 y F-1, las siguientes directrices aplican:

- Las escuelas considerarán la admisión de estudiantes extranjeros en función del espacio disponible. Al ser admitidos, los estudiantes serán examinados por el director de la escuela con el fin de determinar una colocación correcta.
- Los estudiantes extranjeros deben cumplir las políticas y reglamentos que rigen la conducta de los estudiantes del distrito.
- Todo estudiante extranjero debe mantener calificaciones aprobatorias en todas las materias y un registro de asistencia satisfactorio.
- A los estudiantes extranjeros solamente se les permitirá un año de inscripción.

Visa J-1 – Estudiantes extranjeros de intercambio

Las siguientes directrices adicionales aplican a estudiantes con visa J-1:

1. El distrito admitirá, sin cargo de matrícula, a estudiantes extranjeros de intercambio en programas federales reconocidos por la Junta de Educación del Estado de Arizona. El estudiante de intercambio debe participar en un programa en la actual lista consultiva de Programas de Viajes Educativos y de Intercambio Internacional (International Educational Travel and Exchange Programs).
2. Por lo general, cada escuela puede admitir solamente un estudiante en cualquier programa de intercambio.
3. Los estudiantes de intercambio deben tener al menos 15 años y tener un dominio del idioma inglés que les permita participar exitosamente en clase.

Visa F-1 – Estudiantes extranjeros que pagan matrícula

Las siguientes directrices adicionales aplican a estudiantes con visa F-1:

1. Por lo general, cada escuela podrá admitir solamente tres estudiantes de cualquier agencia de colocación participante.
2. Los estudiantes con visa F-1 deben tener un progreso normal hacia la graduación.
3. Los estudiantes con visa F-1 deben tener al menos 14 años y tener un dominio del idioma inglés que les permita participar exitosamente en clase.
4. Los estudiantes con visa F-1 no son elegibles para competir en deportes de nivel varsity (equipo principal que representa la escuela secundaria).
5. Antes de la emisión del formulario I-20, la matrícula debe ser cancelada en su totalidad. Los reembolsos de matrículas solamente serán efectuados en conformidad con los términos y condiciones del distrito.
6. Los directores se encargarán de proporcionar información con respecto al formulario I-20 a las familias anfitrionas de estudiantes de intercambio y a otros estudiantes extranjeros. (Consulte formulario: JC-R-F (6) muestra de la hoja de información).

Adoptado: 10 de febrero de 1987 (política JEC)

Actualizado: 10 de agosto del 1993 (política JEC)
10 de enero del 1995 (política JEC)
22 de agosto del 1995 (política JEC)
26 de junio del 2001
8 de mayo del 2002
28 de enero del 2003
24 de julio del 2003
8 de octubre del 2003
19 de octubre del 2005
8 de febrero del 2006
2 de noviembre del 2006
9 de enero del 2009
27 de marzo del 2009
21 de octubre del 2009
22 de junio del 2011
20 de julio del 2011
14 de diciembre del 2011
19 de junio del 2013
14 de agosto del 2013
16 de abril del 2014
21 de mayo del 2014
18 de junio del 2014
9 y 11 de septiembre del 2014
3 de diciembre del 2014
23 de febrero del 2016

Michael B. Cowan
Superintendente

FORMULARIOS: JC-R-F(1) – Request for Proof of Identity/Age
JC-R-F(1)S – Request for Proof of Identity/Age (Versión en español)
JC-R-F(2) – Second Request for Proof of Identity/Age
JC-R-F(2)S – Second Request for Proof of Identity/Age (Versión en español)
JC-R-F(3) – Open Enrollment Application
JC-R-F(4) – Letter from Principal re: Enrollment of Out-of-State Student and Tuition
JC-R-F(5) – Parental Acknowledgement of Responsibility
JC-R-F(6) – Information for Host Parent Enrolling a Foreign Student Who Requires an I-20
JC-R-F(7) – Caregiver & Living Arrangements Affidavit for Homeless or Abandoned Student
JC-R-F(7)S – Caregiver & Living Arrangements Affidavit for Homeless or Abandoned Student
(Versión en español)
JC-R-F(8) – Student Identity Affidavit
JC-R-F(9) – Rights of Homeless Students
JC-R-F(9)S – Rights of Homeless Students (Versión en español)
JC-R-F(10) – Student Referral Questionnaire
JC-R-F(10)S – Student Referral Questionnaire (Versión en español)
JC-R-F(11) – Homeless Student Dispute Resolution Forms
JC-R-F(12) – Affidavit of Arizona Residency
JC-R-F(12)S – Affidavit of Arizona Residency (Versión en español)
JC-R-F(13) – Affidavit of Shared Residence
JC-R-F(13)S – Affidavit of Shared Residence (Versión en español)
JC-R-F(14) – Affidavit of Arizona Residency for Close Relative Living with the Student
JC-R-F(14)S – Affidavit of Arizona Residency for Close Relative Living with the Student
(Versión en español)
JC-R-F(15) – Affidavit of Parent/Guardian Residing Outside of Arizona but in U.S.
JC-R-F(16) – Letter from Principal Declining Request for Waiver of Tuition

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Compulsory Attendance
GOVERNING BOARD POLICY	DISTRICT CODE: JEA

Individuals who have custody of a student between the ages of six (6) and sixteen (16) years shall send the student to a public school for the full time that school is in session or file an affidavit of intent with the County School Superintendent stating the student is attending a regularly organized private school or home school in accordance with A.R.S. § 15-802.

An individual is excused from the duty prescribed above if it is shown to the satisfaction of the school principal or designee that:

- Student has been expelled, or is subject to long-term suspension by the Governing Board and not directed to participate in an alternative education program.
- Student has completed tenth (10th) grade or reached sixteen (16) years of age.
- Student is over fourteen (14) years of age and is, with consent of person having custody, employed at some lawful wage-earning occupation.
- Student is enrolled in a work training, career education, vocational or manual training program that meets the educational standards established and approved by the State Department of Education.
- Student is in such physical or mental condition that attendance is inexpedient or impractical.
- Student has presented reasons for nonattendance at a public school which are satisfactory to the school principal or designee.

Adopted: February 10, 1987

Revised: February 25, 1992
 March 28, 1995
 February 9, 1999

Legal Ref.: A.R.S. § 15-802

Cross Ref.: [JECE - Student Withdrawal From School](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Chronic Health Conditions
GOVERNING BOARD POLICY	DISTRICT CODE: JEAA

CHRONIC HEALTH CONDITIONS

The district will provide appropriate educational opportunities for students with chronic health conditions. “Students with chronic health conditions” means “pupils with chronic health problems” as defined in A.R.S. § 15-346.

Homework will be made available to students with chronic health conditions in a timely manner to provide the opportunity to complete coursework and avoid the possibility of losing credit due to absence from school. Instructional arrangements will be determined on an individual basis to ensure that continuous learning is integrated, as much as possible, with the regular education program. Credit awarded will be based upon completed course requirements.

Students served by the Homebound Program (see Governing Board Policy IGBG) are not covered by this policy.

The Superintendent will develop administrative regulations for the implementation of this policy.

Adopted: March 26, 2003

Revised: September 23, 2009

LEGAL REF.: A.R.S. §15-346

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Chronic Health Conditions
ADMINISTRATIVE REGULATION	DISTRICT CODE: JEAA-R

CHRONIC HEALTH CONDITIONS

Definition

For the purpose of this regulation, a student with a chronic health condition is defined as:

- A student who is unable to attend regular classes for intermittent periods of one or more consecutive days due to illness, disease, pregnancy complications, or accident, but who is not a homebound student as defined by state statute.
- A student who has an infant with a severe health problem.

For information concerning services for homebound students, refer to Governing Board Policy IGBG – Homebound Instruction. For information concerning pregnant students, see Governing Board Policy IGBD – Programs for Pregnant Students.

Medical Certification and Student Privacy

When a student obtains medical certification documenting a valid chronic health condition that interferes with regular school attendance, the student may participate in a program that enables him or her to receive course credit by completing assigned homework.

A chronic health problem must be certified by a licensed medical doctor, osteopathic physician, podiatrist, naturopathic physician, chiropractor, physician’s assistant, or registered nurse practitioner (“licensed health care provider”). Under state law, psychologists may not certify a chronic health condition.

All information obtained from a parent or licensed health care provider regarding a student’s chronic health condition will be maintained by the school as a confidential education record of the student. Information about a student’s chronic health condition will not be shared by the nurse or other school employee with another school employee unless the information is necessary for the school employee receiving the information to provide education or education-related services to the student.

Identification and Certification Process

1. A parent, teacher, counselor/student advisor, nurse/health assistant, or other appropriate person may refer a student for evaluation as a student with a chronic health condition. The referral process must not be used for the sole purpose of seeking to excuse a student from the consequences of poor school attendance.
2. The nurse will speak with the parent/student to make a preliminary determination about the nature and severity of the student’s health condition. For a legitimate health concern, the nurse will explain the requirements of the program and provide the parent/student with the chronic health condition forms. [See JEAA-R-F(1) and JEAA-R-F(2).]

JEAA-R - Cont'd.

3. The parent will provide the Certificate of Chronic Health Condition form [JEAA-R-F(1)] to the licensed health care provider for completion and returns it to the school health office within 15 days. The student's certification for the program is effective on the date when the licensed health care provider certifies the student's chronic health condition. Certification is not retroactive and will not excuse any absences occurring prior to the date of certification.
4. The attendance clerk or designee will document the chronic health problem on the student screen.
5. The nurse will add the student's chronic health condition to the student's health screen and may complete the Chronic Health Condition Eligibility Checklist [see JEAA-R-F(3)].
6. The nurse will send a letter that reviews the procedures of the Chronic Health Conditions program [see JEAA-R-F(4)].
7. Parents must call in each absence, and students must complete all assignments necessary for class credit. If there are sporadic absences during the day, the student may be asked to bring a written note from the student's licensed health care provider to excuse those absences.
8. If a teacher or counselor/student advisor believes that the student needs an instructional plan or a parent requests an instructional plan, the teacher or counselor/student advisor will arrange a parent conference for the purpose of developing an instructional plan. The teacher, student, and parent are expected to fulfill their responsibilities according to the instructional plan.
9. If a teacher or counselor/student advisor believes that the student needs an instructional plan or a parent requests an instructional plan, the teacher or counselor/student advisor who meets with the parent to develop an instructional plan will also provide the parent:
 - a. A Parental Rights and Safeguards under Section 504 Notice that advises the parent that the student may qualify as a student with disability under Section 504, be entitled to the protections of Section 504, and benefit from a Section 504 plan.
 - b. Information about how to obtain an evaluation to determine the student's eligibility under Section 504.

Instructional Plan

1. If an instructional plan is needed or requested, a teacher or counselor/student advisor will arrange a conference with the parents to develop the plan. The school nurse's participation is optional.
2. The instructional plan may include the following components:
 - a. How to send homework assignments (i.e., mail, parent pick-up, or other students).
 - b. Convenient times for consultation with the teacher(s) to clarify homework assignments, if needed.
 - c. How and by when the completed homework assignments will be returned to the teacher(s), as determined on an individual basis, considering the health condition and academic capability of the student.

3. The counseling/student advisement/attendance office may generate homework request forms. The teacher(s) will provide homework assignments on the request form. Homework will be available to the students during absences to avoid losing credits. Credit will be given for completed homework assignments. Subsequent homework will be released only if previous work has been returned.
4. In order to be as current as possible with class activities, homework assignments will be provided to the student during absences for the opportunity to complete assignments, if health permits. Class assignments will be modified so that equal credit can be attained for homework. The completion of assignments is dependent upon the instructional plan between the parents and teacher(s). In cases where laboratory work or other physical activity in a classroom is essential to complete coursework requirements (i.e., lab sciences, computer labs, industrial technology, etc.) wherein specialized equipment or supplies are not available to the student, reconstruction of the exercise is not practical, and the student will be absent for a majority of the class meetings, the following options are available:
 - a. The counselor/student advisor can recommend that the student's teachers arrange make-up labs and enrichment activities wherein equal credit is attained.
 - b. At the secondary level, the student can enroll in an accredited correspondence, distance learning, or other course of equivalent course credit (wherein course criteria and instruction are based on ability to independently complete the course). Information on these courses can be obtained from the counselor/student advisor.
 - c. The student, parents, teacher(s), and counselor/student advisor can meet to determine whether the student should enroll in the class during another semester (when fewer absences are anticipated).
5. Physical education coursework requirements will include the option for the student to participate in regular program activities as much as health permits. The student will be provided integrated educational programming as much as possible. Modification of requirements may be made with input from the physician.

Graduation/Promotion

Students certified as having chronic health conditions are permitted to gain credit for satisfactorily completed coursework. Students will not be penalized for frequent absenteeism where the instructional plan has been completed.

Chronic illness does not exempt the student from the district/state graduation requirements.

If a student has ten or more absences in one semester for reasons that are not known to the school, the school may require the student to submit an appeal from application of the school's attendance requirement for course credit.

Placement Renewal

1. A student with a chronic health condition must reapply and complete the program certification process each school year. If a student has obtained a Section 504 plan, the district's procedures for evaluating and accommodating students with disabilities under Section 504 will govern the school's accommodation of the student.

JEAA-R - Cont'd.

2. Parents or the school nurse may, at any time, request a re-evaluation of the student's health condition. All such requests from the parent should be directed to the school nurse. To re-evaluate the student's condition, the parent must submit a new medical certification completed by a physician.

Adopted: March 26, 2003

Revised: September 23, 2009
January 26, 2011
September 9, 2014

Michael B. Cowan
Superintendent

CROSS REF.: [IGBD – Programs for Pregnant Students](#)
[IGBG – Homebound Instruction](#)

FORMS: [JEAA-R-F\(1\) – Certificate of Chronic Health Condition](#)
[JEAA-R-F\(2\) – Parent Notification of Chronic Health Condition Guidelines](#)
[JEAA-R-F\(3\) – Chronic Health Condition Eligibility Checklist](#)
[JEAA-R-F\(4\) – Letter to Parent/Guardian Concerning Placement of Child's Name on Chronic Health Conditions List](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Entrance Age
GOVERNING BOARD POLICY	DISTRICT CODE: JEB

Entrance Age

Students registering for kindergarten must be five (5) years of age prior to September 1 of the current school year.

The Governing Board may admit children who have not reached the required age if it is determined to be in the best interest of the children. Such children must reach the required age of five (5) prior to January 1 of the current school year.

Students may be admitted to first grade who are six (6) years of age, prior to September 1 of the current school year.

The Governing Board may admit students to first grade who have not reached the required age as prescribed above if it is determined to be in the best interest of the student. Such students must reach the required age of six (6) prior to January 1 of the current school year.

For a student who has not reached six (6) years of age prior to September 1, the determination of whether to admit shall be based upon District established procedure(s) and one or more consultations with the parent(s) or guardian(s), teacher and principal.

Special Preschool

Children evaluated and recommended for special services to the handicapped in accord with statute may be admitted to preschool if they are three (3) years of age.

Adopted: February 10, 1987

Revised: February 7, 1989
August 11, 1992
February 28, 1995
February 27, 2001

LEGAL REF.: A.R.S. § 15-766
15-767
15-771
15-821

CROSS REF.: JC - Student Admissions
JHC - Student Health Services and Requirements

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Admission of Exchange and Other Foreign Students
GOVERNING BOARD POLICY	DISTRICT CODE: JECBA

ADMISSION OF EXCHANGE AND OTHER FOREIGN STUDENTS

The Governing Board recognizes the benefits of cultural diversity. In accordance with state law, the district shall admit on a tuition-free basis foreign exchange students in federally designated programs recognized by the Arizona state Board of Education. If space is available, the district shall admit all other nonresident foreign students upon payment of reasonable tuition unless a statutory exemption applies.

The district shall admit foreign students who become residents* of the district on a tuition-free basis. Foreign students who become residents* of the state but not of the district and are admitted into district schools pursuant to the district's open enrollment procedure shall be admitted tuition-free.

The superintendent shall develop guidelines to implement admission of exchange and other foreign students.

* As defined in Arizona Revised Statutes § 15-824(B).

Adopted: February 10, 1987

Revised: September 12, 1995

LEGAL REF.: A.R.S. § 15-823
15-824

Cross Ref.: [JC - Student Admissions](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Grade Placement
GOVERNING BOARD POLICY	DISTRICT CODE: JECD

Grade placement shall be the responsibility of the principal, and shall be based on general achievement with consideration being given to the mental, physical, emotional, and social maturity of the student. In general, students transferring into the district shall be placed in the same grade level as in the school from which they transferred, but students transferring, as well as continuing students, may be reduced or advanced in grade. The principal shall be guided by the recommendation of teachers, and shall consult with the parents/legal guardians of the student before the transfer or placement of a child is made. High school students will be assigned to grade levels based upon credits earned and accepted by the District.

Adopted: February 10, 1987

Revised: February 21, 1989
November 8, 1994
January 10, 1995
June 26, 2001

Legal Ref.: A.R.S. § 15-841

Cross Ref.: [JC - Student Admissions](#)
[JFC - Student Conduct and Discipline](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Withdrawal from School
GOVERNING BOARD POLICY	DISTRICT CODE: JECE

STUDENT WITHDRAWAL FROM SCHOOL

Upon the withdrawal of a student from school, a form confirming the withdrawal will be prepared by the school and signed by the school principal or designee. The school will indicate on the form the reason for the withdrawal, if known to the school, and request the parent or guardian to sign the form. The original of the withdrawal form will be given to the student, if an adult, or to the parent or guardian of the student, if a minor. A copy will be retained by the district in the student’s cumulative file.

Upon withdrawal, the student must return all books and other district property to the school.

Adopted: February 10, 1987

Revised: January 10, 1995
January 8, 2008

LEGAL REF.: A.R.S. § 15-802
15-827
15-901 (A)(2)

CROSS REF.: JC – Student Admissions
JNA – Collection of Student Debts

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Attendance, Absences, and Excuses
GOVERNING BOARD POLICY	DISTRICT CODE: JED

STUDENT ATTENDANCE, ABSENCES, AND EXCUSES

Regular school attendance is essential for success in school. As required by State law, a student enrolled in the district must attend school unless:

1. The student is unable to attend because of illness or other disability.
2. The student has been suspended for disciplinary reasons.
3. The student has presented reasons for nonattendance that are satisfactory to the Superintendent, the school principal, or their designees.

Under State law, the parent must ensure that the enrolled student attends school. The parent is expected to inform the school when a child will be absent from school. The school will make reasonable efforts to notify the parent within the applicable time periods prescribed by law when a student is absent from school without prior notice from the parent.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: February 10, 1987

Revised: November 26, 1996
October 27, 1998
November 23, 2010

LEGAL REF.: A.R.S. §15-802
15-803
15-807

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Student Attendance, Absences, and Excuses</p>
<p>ADMINISTRATIVE REGULATION</p>	<p>DISTRICT CODE: JED-R</p>

STUDENT ATTENDANCE, ABSENCES, AND EXCUSES

Checking Attendance

Each time a class meets, the teacher will check and formally record the attendance of all students assigned to the class. The name of any absent student will be entered on the prescribed attendance/absence report and submitted to the office. The school principal will assure that accurate and timely daily records of student membership and attendance are maintained.

Absence Reporting

When a student is absent from school, the parent should contact the school office on or before the day of the absence to advise the school as to the reason for the absence. If the parent cannot communicate by telephone, a note signed by the parent will suffice.

The school should be notified each day of absence unless the parent has notified the school that the student will be absent for a specific period of time. When the parent cannot contact the school on the day of the absence, the school must be notified on the morning the student returns.

Grades K-6

If a student in grades K-6 is absent from school, the teacher will promptly notify the school office. The school will make a reasonable effort to notify the parent by telephone within two hours after the first class in which the student is absent.

Grades 7-8

If a student in grades 7-8 is absent from school, the teacher will promptly notify the school office. When the student is absent from his or her first class of the school day, the school will make a reasonable effort to notify the parent by telephone within two hours after the first class in which the student is absent. When the student is absent from a class other than his or her first class, the school will make a reasonable effort to notify the parent by telephone within five hours after the first class in which the student is absent.

By state law, a parent is required to provide the school with telephone numbers, if available, to contact the parent for the purpose of the notification required by this policy and to promptly notify the school of any change in the telephone number.

Excused Absences

A student absence will be recorded as unexcused unless the parent provides to the school an adequate reason for the absence. An absence that has not been addressed by the parent within one day after the

JED-R (Cont'd.)

student returns will remain unexcused unless the parent provides an adequate reason for the absence and the parent's delay in addressing it. In no event will an absence be declared excused after a criminal or civil citation has been issued relating to the student's absence from school.

As a general rule, an absence from school for a reason that is not sufficiently necessary or compelling to override the importance of a student's daily attendance is not to be excused. For example, absences due to illness, family emergency, or a religious holiday will be excused. An out-of-school suspension will be deemed an excused absence.

The school principal or designee will determine whether the reason for an absence is valid or sufficient for the absence to be excused and will endeavor to apply his or her standards for excusing absences consistently among students. The principal may require a doctor's note or other documentation before excusing an absence. A principal's decision to not excuse an absence may not be appealed to the district administration.

General Attendance Guidelines for Secondary School Students

Students are expected to attend at least 90% of class sessions in a semester to receive a passing grade or credit. A student who is absent, with or without excuse, more than nine days in a semester may be placed in an audit status, subject to review by the school principal or designee. Absences due to school-approved activities — such as field trips, group performances, student government activities, etc., — will not count toward the nine-day limit. The school principal or designee may excuse absences and application of the foregoing attendance guidelines for good cause.

Before a student accumulates nine absences in any class during a semester, the school will notify the student and parent of this class attendance policy and the current number of absences to prevent the student from unknowingly being placed on audit status for the course.

Adopted: February 10, 1987

Revised: February 28, 1995
October 30, 1996
October 27, 1998
September 7, 2011

LEGAL REF. A.R.S. § 15-807

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Truancy
GOVERNING BOARD POLICY	DISTRICT CODE: JEDA

TRUANCY

Unexcused or unauthorized absence from school is considered truancy and shall be treated as such.

This includes unexcused or unauthorized absence from any class, study hall, or activity during the school day for which the student is scheduled. It also includes any unexcused or unauthorized absence from any after or before school special-help session or disciplinary session that the student has been directed to attend. Disciplinary action shall be taken in such cases, beginning with notification of parents or guardians.

Adopted: February 10, 1987

Revised: May 23, 1995

LEGAL REF.: A.R.S. §15-803
15-804
15-805

CROSS REF.: [JEA - Compulsory Attendance](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Truancy
ADMINISTRATIVE REGULATION	DISTRICT CODE: JEDA-R

TRUANCY

Students are expected to attend all classes in which they are registered. Unexcused or unauthorized absences from school or classes are considered truancy. This includes unexcused or unauthorized absences from any class, study hall, or other activity which is scheduled as a regular part of the school day. It also includes any unexcused or unauthorized absence from any after or before school special help or disciplinary sessions that a student has been directed to attend.

Student violations of this attendance regulation shall result in disciplinary action pursuant to the District's Guidelines for Student Behavior.

A District attendance officer may initiate procedures in justice or juvenile court to enforce the state attendance law or, at his/her discretion, may report violations of state attendance law to local law enforcement authorities. District security officers, school principals and assistant principals shall be attendance officers for the purpose of enforcing the state attendance law.

Acts of habitual truancy are considered defiance of school authority and may subject a student to more serious disciplinary action, including suspension or expulsion from school.

Reports of Truancy From Citizens

Reports from citizens about students who may be truant or in violation of state compulsory attendance laws will be referred to an attendance officer in the District's Security office.

Adopted: February 10, 1987

Revised: April 26, 1995
April 16, 2001

Legal Ref.: A.R.S. § 15-802
15-803
15-805
15-841(B)

Cross Ref.: IKEA – Assignment Makeup Opportunities
JEA – Compulsory Attendance

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Dismissal Precautions
GOVERNING BOARD POLICY	DISTRICT CODE: JEDB

STUDENT DISMISSAL PRECAUTIONS

No student will be removed from the school grounds, school building, or from any school function during school hours except by the student's parent/guardian, by an individual authorized to do so by a student's parent or guardian, by individuals who have legal custody of the students, or in accordance with Arizona law. Before a student is removed, the individual seeking to remove the student must present, to the satisfaction of the principal or designee, evidence of proper authority to remove the student. If any law enforcement or Department of Child Safety authority requests the dismissal of a student during school hours, schools must follow the procedures set forth in Governing Board Policy JFG.

Adopted: February 10, 1987

Revised: February 28, 1995
October 27, 1998

Legal Ref.: A.R.S 13-402
13-1302(A)
A.G.O. I80-002

Cross Ref.: [JFG – Interrogations, Arrests/Removal of Students, and Searches](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Dismissal Precautions
ADMINISTRATIVE REGULATION	DISTRICT CODE: JEDB-R

STUDENT DISMISSAL PRECAUTIONS

Student Release Requirements. At the time of school admission, the principal or designee must complete the permanent record form of the student, which will identify the legal name, and the name, address, and telephone number of the lawful custodian(s).

Before releasing a student during the school day, the principal or designee 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 permanent record, is not recognized by sight, the principal shall require satisfactory identification before such release. If there is a doubt, the principal or designee shall refuse to grant the release.

In the case of a written or verbal authorization by a lawful custodian of record, the principal or designee shall require satisfactory verification of the message as being from the lawful custodian(s). If there is doubt, the principal or designee shall refuse to grant the release.

If an unauthorized individual refuses to honor the decision of the principal or designee, the principal or designee shall call the local police authority.

If, in granting the release of a student, a change in the record of the lawful custodian(s) becomes apparent and is verified to the satisfaction of the principal or designee, such change shall immediately be entered on the permanent record.

Adopted: February 10, 1987

Revised: October 27, 1998

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Released Time
GOVERNING BOARD POLICY	DISTRICT CODE: JEFB

Released Time

Released time means a class period during the school day when junior and senior high school students may be released from attending classes and may be released from the school campus, at the request of the student's parent or guardian, in order to attend non-district classes or participate in other activities.

Junior and senior high schools shall grant students released time under the following guidelines:

1. The person who has custody of the student has given written consent.
2. Released time requests shall not interfere with the normal procedure established for scheduling classes. (Schools may not alter established procedures to meet the needs of other organizations.)
3. The school accepts no responsibility for attendance, discipline problems, reporting to parent/guardian, and other procedures relating to released time classes or activities.

Released Time For Religious Instruction:

All of the above guidelines apply to released time for religious instruction. In addition, the following guidelines must be followed:

1. Religious instruction shall occur at a place away from school property designated by the church, religious denomination, or group.
2. Course catalogs shall indicate Released Time as a scheduling option pursuant to A.R.S. § 15-806, Excuse from School Attendance for Religious Purposes, but shall not otherwise refer to religion either by the particular denomination or in general. The catalog may indicate that released time carries no credit.

Adopted: February 10, 1987

Revised: August 11, 1992
September 12, 1995
August 13, 1996

LEGAL REF.: A.R.S. § 15-806

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Home Instruction
GOVERNING BOARD POLICY	DISTRICT CODE: JEGA

Home Instruction

The district will cooperate with parents who instruct their students at home pursuant to A.R.S. §15-802(B)(2).

Schools shall provide information to parents/guardians requesting information regarding instructing their students at home.

Interscholastic Activities:

Students who are instructed at home may be eligible to compete in interscholastic activities.

Adopted: September 25, 1990

Revised: August 24, 1993
August 27, 1996

Legal Ref.: A.R.S. § 15-745
15-802(B)(2)
15-802.01

Cross Ref.: IGDJ - Interscholastic Athletics
IGD - Extracurricular Participation

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Home Instruction
ADMINISTRATIVE REGULATION	DISTRICT CODE: JEGA-R

HOME INSTRUCTION

A. Exemption from State Compulsory Education Law

A student instructed at home is exempt from the requirements of Arizona compulsory attendance law, provided:

1. Home school programs comply with state law governing home school.
2. The person who has legal custody of a student being instructed at home files an Affidavit of Intent with the County School Superintendent as required by state law.

Parents inquiring as to the possibilities of instructing their children at home should be informed of the above requirements and then referred to the County School Superintendent.

B. Availability of Textbooks And Educational Materials

The parent or guardian of students being instructed at home may check out textbooks from the district for use at home during the relevant period of instruction if the textbooks requested are in stock and are in excess of what is needed by students attending MUSD schools.

All textbooks must be returned in useable condition or replaced.

The parent or guardian may purchase available, used and out of service textbooks.

Requests for textbooks should be directed to the textbook depository for processing.

The parent or guardian of students being instructed at home will pay the district's cost for expendable materials requested.

C. Student Enrollment on a Part-Time Basis

The district may admit students instructed at home to district schools on a part-time basis in accordance with Governing Board Policy JC, Student Admissions.

D. Interscholastic Activities

All students instructed at home are eligible to compete in interscholastic activities if individuals responsible for primary instruction of students provide written verification to the school administrator that students are receiving the equivalent of a passing grade in each subject being taught. Such written verification will be required prior to the student's participation in interscholastic competition.

JEGA-R - Cont'd.

All students instructed at home who wish to participate in interscholastic activities will provide the school office with a copy of the affidavit of intent of home schooling that they are required to file with the county superintendent's office under A.R.S. § 15-802(B)(2).

All students instructed at home will be subject to the same policies and regulations concerning eligibility as students attending district schools.

All students instructed at home are eligible to participate in interscholastic activities only at the school that is within their attendance area unless granted an exception as per Arizona Interscholastic Association transfer bylaws.

Approved: January 11, 2006

Debra Duvall
Superintendent

FORMS: JEGA-R-F(1) – Information Sheet for Parents Instructing their Child(ren) at Home
JEGA-R-F(2) – Acknowledgement of Parental Awareness (re: Safety of Children Instructed at Home,
But Enrolled Part-Time with District)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Due-Process Rights
GOVERNING BOARD POLICY	DISTRICT CODE: JFA

Student Due-Process Rights

The Governing Board recognizes that exclusion of a student from the educational environment of the schools, is the most serious sanction that can be imposed. Since exclusion deprives a student of the opportunity for an education, such sanctions cannot be imposed without a guarantee of due process.

The Superintendent shall take appropriate action to assure the establishment and administration of due process procedures necessary to ensure such rights are available to students of the district.

Special Education Due-Process

The district shall comply with relevant Federal and State Statutory and Regulatory Provisions regarding special education due process requirements. The district shall maintain a Board approved list of individuals to serve as hearing officers. This list shall include a statement of qualifications from the individuals and shall be updated prior to the beginning of each school year. The hearing officer must be knowledgeable about state and federal laws and regulations pertaining to the identification, evaluation, placement, and education of handicapped students. The Superintendent shall select the hearing officer from the approved list.

Adopted: February 10, 1987

Revised: November 7, 1990

LEGAL REF.: A.R.S. § 15-840
 § 15-841
 § 15-842
 § 15-843
 § 41-1061 (B)
 § 12-902

A.A.C. R7-2-405
 20 U.S.C. § 1400 et seq.
 34 C.F.R. § 300.1 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Due-Process Rights Special Education
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFA-R

Student Due-Process Rights

Special Education Due-Process

The following standards concerning impartial due process hearings with regard to identification, evaluation and educational placement of disabled students are hereby established. These standards and procedures are not applicable to district disciplinary actions against a disabled student where a manifestation evaluation has determined that the student's behavior was not a manifestation of the student's disability.

A. Definitions

1. "Days" means calendar days.
2. "Parent" means parents, guardian, surrogate parent or adult acting as parent.
3. "Impartial due process hearing" means a formal adversarial administrative proceeding that is convened at the request of the parent or the district and is presided over and decided by an impartial hearing officer(s).
4. "Impartial hearing officer" means an unbiased, disinterested, independent and trained person selected by the district to preside at an impartial due process hearing to assure that proper procedures are followed and the rights of both parties protected.
5. "Consent" means:
 - a. The parent has been fully informed, in the native language, of all information relevant to the activity for which consent is sought.
 - b. The parent understands and agrees in writing to carry out the activity for which consent is sought, and the consent describes the activity and lists:
 - (1) the records that will be released and
 - (2) to whom the records may be released.
 - c. The parent understands that the granting of consent is voluntary on the part of the parents and may be revoked, in writing, at any time.

B. Written Notice

Written notice shall be given to the parent or staff of a disabled student a reasonable time (ten (10) days is suggested) before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student. The notice shall contain:

1. A full explanation of procedural safeguards.

2. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any options the district considered and the reasons why the options were rejected.
3. A description of each evaluation, test, record, or report the district used as a basis for the proposal or refusal.
4. A description of any other factors which may be relevant to the proposal or refusal by the district.

C. Informal Resolution

Parents and staff are encouraged to discuss concerns with the appropriate administrator prior to requesting a formal due process hearing. State mediation, which is a less formal process, may also lead to a resolution of differences between the parents and the district without the development of an adversarial relationship and with minimal emotional stress. However, mediation shall not be used to deny or delay rights to a due process hearing.

D. Formal Due Process

1. Initiating a hearing: notice
 - a. The district or a parent may initiate a due process hearing on any of the matters listed below:
 - (1) Evaluation and related procedures;
 - (2) Eligibility;
 - (3) Written notice;
 - (4) Proposal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student;
 - (5) Refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student;
 - (6) Written consent of the parent or guardian.
 - b. The district may initiate a request for a due process hearing if the parents refuse to accept evaluation results or recommendations for special education placement.
 - c. The request for a due process hearing must be submitted, by letter, to the Superintendent's office. The letter must include the reason the hearing is being requested. Upon receipt of the request, the student shall remain in the present educational placement until the hearing officer renders a decision, unless the district and parent agree to a change.
 - d. The district shall advise the parent of the availability of any free or low cost legal services.
 - e. All written correspondence shall be provided in English and the primary language of the home.

- f. Notification of the parent prior to the hearing, shall be in accordance with A.R.S. §41-1061(b). The notice shall be given at least twenty (20) days prior to the date set for the hearing. The notice shall contain:
 - (1) A statement of the time, place, and nature of the hearing.
 - (2) A statement of the legal authority and jurisdiction under which the hearing is to be held.
 - (3) A reference to the particular sections of the statutes and rules involved.
 - (4) A short and plain statement of the matters asserted.

2. Hearing Procedures

- a. The hearing officer shall not be an employee of the district and shall conduct the hearing in a fair and impartial manner. The hearing shall be conducted in a manner which ensures the rights of the student.
- b. All parties involved have an opportunity to:
 - (1) Present evidence including outside expert witnesses.
 - (2) Confront, cross-examine witnesses and compel the attendance of witnesses.
 - (3) Prohibit the introduction of any evidence at the hearing that has not been disclosed to the party at least five (5) days before the hearing. This disclosure shall include all the evidence to be introduced at the hearing and a list of the witnesses to be called.
 - (4) Be accompanied and advised by legal counsel and/or by individuals with special knowledge or training regarding problems of handicapped students.
 - (5) Obtain written findings of fact and decisions.
- c. The parent has the right to have the student who is the subject of the hearing present at the hearing and may request that the hearing be open to the public.
- d. A written or electronic verbatim record shall be maintained by the district and shall be available for review upon request by the parent.
- e. An interpreter shall be provided at the hearing if the parent's primary language is other than English.
- f. The impartial due process hearing officer may grant time extensions at the request of either party for good cause.
- g. The hearing officer shall review all relevant facts, including any relevant independent evaluation by an appropriate professional secured by the parent.

3. Decision of the hearing officer

- a. The hearing officer shall determine whether the district's actions relating to the matter at issue was in accord with the law pertaining to special education.
- b. Subject to judicial review, the hearing officer shall render a decision, that is binding on all parties, except that in all cases any action taken must comply with current Arizona Revised Statutes and Regulations and Federal Statutes and Regulations.
- c. A copy of the decision shall be delivered to the district and the parent within ten (10) days following completion of the hearing, which in no event shall be later than forty-five (45) days after the receipt of the request for a hearing. The decision shall include a statement that either party may appeal the decision to the Arizona Department of Education Division of Special Education, and that such appeal must be timely filed in accordance with state requirements.
- d. All written correspondence, including the decision of the hearing officer, shall be provided in English and the primary language of the home.
- e. During the pendency of any administrative or judicial proceeding regarding a complaint, the student shall remain in the present educational placement unless the district and the parent agree otherwise.
- f. If the complaint involves an application for initial admission to the district, the student, with consent of the parent, shall be placed in a district program until the completion of all proceedings.
- g. Any party aggrieved by the findings and decision of the State Administrative Hearing Appeals Officer may seek judicial review by filing a complaint within thirty-five (35) days from the date when the decision is served.

Adopted: February 10, 1987

Revised: November 7, 1990
April 24, 1995

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Conduct and Discipline
GOVERNING BOARD POLICY	DISTRICT CODE: JFC

Students of the District shall be governed by the policies, regulations, and rules of the District, which are applicable on District property, at District functions, on a school bus or at a school bus stop, as well as for misconduct on the way to and from school. Policies, regulations and rules may additionally be applicable for certain actions that occur off district property if such actions have a detrimental impact on school activities or on district pupils or employees in relation to school attendance, school operations or school environment.

The Superintendent shall develop guidelines for student behavior and rules for appropriate discipline of students for violations of the guidelines. The Superintendent shall additionally develop guidelines for teacher removal of students from the classroom in accordance with Arizona law.

Each school shall establish a school placement review committee to determine placement of a student if a teacher refuses to readmit the student to the teacher's classroom. The Superintendent shall develop guidelines for the formation of such placement review committees in accordance with Arizona law.

The unit administrator shall contact local law enforcement officials when the administrator has reason to believe that a violation of policy is a criminal act, involves the use, display or possession of a firearm or other deadly weapon, or involves the possession, use, distribution and/or sale of alcohol or non-prescribed drugs. In the event that a long-term suspension or expulsion is recommended by the unit administrator for misconduct involving the use, display or possession of a dangerous instrument, the unit administrator shall contact local law enforcement officials.

Adopted: February 10, 1987

Revised: May 23, 1995
March 10, 1998

LEGAL REF.: A.R.S. 13-403(A) (1)
13-2911
15-341 (A) (14)(15)
15-342(1)
15-507
15-515
15-521(A)(4)
15-840
15-841
15-842
15-843

CROSS REF: [JGD - Student Suspension/Expulsion](#)
[KGB - Public Conduct on School Property](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Conduct and Discipline
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFC-R

STUDENT CONDUCT AND DISCIPLINE

Guidelines for Student Behavior

Students at the elementary levels (K-6) will observe the guidelines published in the document entitled "Information and Guidelines" for elementary student behavior.

Students at the secondary levels (7-12) will observe the guidelines published in the document entitled "Information and Guidelines" for secondary student behavior.

School administrators will take the appropriate steps to ensure that all students are aware of the guidelines. In addition, school administrators may adopt additional guidelines for the school provided that they are not in conflict with the district guidelines.

Teacher Removal of Students From the Classroom

- A. A teacher may temporarily remove a student from class and refer the student to the unit administrator or designee in order to maintain effective discipline in the classroom.
- B. If a teacher removes a student from the classroom, the teacher must specify, on the day of removal, whether the teacher intends to readmit, or intends to or possibly intends to refuse to readmit the student to the teacher's classroom by completing the district referral form [JFC-F-R (1)].
- C. A teacher may refuse to readmit a student to his/her classroom if the following conditions exist:
 1. The teacher has documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn; or
 2. The teacher has determined that the student's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of other students to learn.
- D. If the teacher indicates an intention or possible intention to refuse to readmit a student to the teacher's classroom, the teacher will meet with the unit administrator or designee no later than the next working day following the removal to discuss the disciplinary action to be implemented in connection with the removal. The teacher will then indicate whether the student will be readmitted.

If the teacher refuses to readmit the student, the teacher will state the reason for the refusal and the conditions used to determine the removal no later than the next working day following the removal.

- E. Within three working days from the first date of removal, a school placement review committee will review the teacher's refusal to readmit the student and supporting documentation and will determine whether the student will be placed in a new class or returned to the existing class if that is the best or only practical alternative.
- F. The school placement review committee will be composed of the following members:
 - 1. Two teachers who are employed at the school and selected by the school faculty;
 - 2. One administrator who is employed at the school and selected by the principal;
 - 3. A third teacher, selected by the school faculty, will serve as an alternate member of the committee in the event that the teacher who refuses to readmit the student is a member of the committee. Such alternate teacher will replace the teacher on the committee until the conclusion of all matters relating to that student's readmission.
- G. If the student is qualified to receive special education services or in the process of being evaluated to receive special education services under the IDEA, any change in the student's IEP shall be determined by the IEP team in accordance with federal law.

Appeal of Any Disciplinary Action taken by Assistant Principal or Other Principal Designee

Students/parents may appeal to the principal any disciplinary action taken by an assistant principal or other administrative designee within two school days of its imposition. The principal will act upon the appealed decision within two school days of its receipt. If the disciplinary action is a short suspension (10 days or less), the action cannot be appealed to any person other than the school principal.

During the appeal process, suspended students may be assigned to an alternative learning classroom unless the offense involves assault/fighting, drug possession/distribution, dangerous instruments/deadly weapons or any other offense that presents an immediate threat to safety. Appeals made after completion of a disciplinary action are not subject to review.

Adopted: July 29, 2004

Debra Duvall
Superintendent

FORMS: JFC-R-F(1) – Student Removal from Class
JFC-R-F(2) – Notice to Principal of Refusal to Readmit Student

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Dress and Grooming Standards
GOVERNING BOARD POLICY	DISTRICT CODE: JFCA

The Governing Board recognizes that student dress and grooming are generally a matter of personal choices. At the same time, student dress and grooming standards affect the general health, safety and welfare of students and staff and directly contribute to the accomplishment of the district’s educational objectives. These objectives include:

- Creating and maintaining a safe and orderly learning environment,
- Achieving district curriculum standards and objectives,
- Fostering school pride and student self-esteem, and
- Adhering to social norms in preparation for future education and employment opportunities.

The Superintendent is authorized and directed to implement this policy by adopting student dress and grooming standards that, first, strike a reasonable balance between students’ personal choices and the district’s health and safety concerns and educational objectives and, second, are applied consistently among the district’s schools. Each school principal, in consultation with his or her school improvement advisory council (SIAC), is authorized to supplement the student dress and grooming standards adopted by the Superintendent as necessary to address specific dress or grooming issues in the school.

School administrators and teachers have the professional responsibility and the authority to require students to change their dress or grooming to comply with the district and school dress and grooming standards adopted pursuant to this policy.

Adopted: May 9, 2006

LEGAL REF.: A.R.S. §15-341

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Dress and Grooming Standards
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFCA-R

DRESS AND GROOMING STANDARDS

General

Personal appearance and dress are the responsibility of the student and the student’s parent or guardian. Students will not dress or groom themselves in a manner that, in the judgment of the school administrator, presents a risk to the health, safety or general welfare of the student, other students or staff, or that is counterproductive to the district’s educational objectives. Students will refrain from displaying tattoos or wearing clothing, jewelry or other accessories that communicate, whether through language, images, symbols, artwork, color schemes or clothing styles:

- A message related to tobacco, alcohol, illegal drugs and other items that cannot be legally purchased or possessed by minors;
- A message that advocates or promotes violence or terror;
- A message that is sexually suggestive, vulgar, obscene or plainly offensive;
- A message that would cause a reasonable person, as a student or staff member, to feel threatened, intimidated or harassed because of the person’s race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), or disability; or
- A message expressing gang membership, affiliation or support.

The foregoing standards regarding “message” clothing will be interpreted and applied by school administrators in a manner that avoids infringement of a student’s First Amendment rights.

Dress Standards

Without limiting the general standard above, students must comply with the following dress standards at school and school events:

- Jeans, pants and trousers must be worn at the waist area and must not drag excessively on the ground. No sagging is allowed.
- Clothing must cover the abdomen, back, buttocks, chest and genital areas. Tops that expose cleavage are prohibited. When standing, tops must completely cover the midriff to the skirt, shorts or pants. See-through clothing is prohibited.
- Skin-tight outer clothing, such as spandex, is prohibited unless it is worn for a school-sponsored extracurricular activity (for example, dance or wrestling).
- Tube tops and halter tops are prohibited. Tank tops and other sleeveless tops are permitted only if the straps are wider than one and one-half inches and the armholes are no lower than two inches from the armpit.
- Shorts must have at least a two-inch inseam and extend to the tip of the student’s fingers.
- Dresses and skirts must extend at least one inch beyond the tip of the student’s fingers.

- Clothing or attire by which an adolescent female student does not wear a bra or underwear, wears a bra or other garments as outerwear, or wears clothing in a manner such that underwear is visible through outerwear is prohibited.
- Clothing or attire by which an adolescent male student does not wear underwear, wears underwear as outerwear, or wears trousers or shorts so that underwear is visible is prohibited.
- Pajamas and other sleepwear are prohibited.
- Bandannas, hairnets and do-rags are prohibited.
- Jewelry and accessories with studs, spikes, sharp objects or heavy chains are prohibited.
- Sunglasses may be worn indoors only if there is a medical need to wear them.
- Hats or other head apparel may not be worn inside school buildings unless for religious, medical or safety purposes. Students will not be prohibited or discouraged from wearing hats or other clothing designed to reduce sun exposure while outdoors.
- Trench coats and other oversized clothing that can conceal contraband are prohibited.
- Footwear must be worn at all times. Shoes, such as “wheels in the heels,” that pose safety hazards and shoes, such as cleats, that may damage flooring are prohibited.
- Safety dress requirements for specific classes must be followed.

Grooming Standards

Without limiting the general standard above, students must comply with the following grooming standards at school and school events:

- Students are expected to bathe and groom themselves regularly so that any lack of personal hygiene is not annoying or disruptive to students or staff.
- Secondary students may use cosmetics. Heavy mascara and other use of cosmetics that give the student a disturbing or distracting appearance is prohibited. Face paint is prohibited.

AUTHORITY OF SCHOOL PRINCIPAL

The foregoing standards are adopted for the purpose of making clear and consistent the expectations of the district with regard to dress and grooming practices in all of the district's schools. At the same time, the district recognizes that fashion trends change and, thus, it may be necessary for a school principal to clarify or address issues that are not adequately covered by the dress and grooming standards. Also, it is recognized that a school may wish to adopt additional measurable clothing standards to make compliance and enforcement easier for students and staff. Accordingly, each school principal, in consultation with his or her school improvement advisory council (SIAC), is authorized to supplement the standards as necessary to address specific dress or grooming issues in the school.

COMPLIANCE WITH STANDARDS

Elementary students who violate the dress and grooming standards will be warned, and a building administrator will advise the parent or guardian of the problem. Subsequent violations will be addressed in accordance with the district's *Information & Guidelines* for student behavior.

JFCA-R – Cont'd.

Secondary students who violate the dress and grooming standards must correct the violation. Appropriate remedies include:

- Turning inappropriate clothing inside out.
- Changing to appropriate clothing provided from home or by the school.
- Removing offending jewelry or accessory.

Students who refuse or are unable to correct the violation will spend the remainder of the school day in the school's alternative learning classroom. Subsequent violations will be addressed in accordance with the district's *Information & Guidelines* for student behavior.

Exceptions to the application of the dress and grooming standards may be made for the purpose of religious or disability accommodation.

Adopted: May 9, 2006

Revised: July 2, 2008
January 8, 2015

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Care of School Property by Students
GOVERNING BOARD POLICY	DISTRICT CODE: JFCB

Care of School Property by Students

Students shall be held responsible for the care of school property. No student shall damage or deface any property belonging to the District. Disciplinary consequences for damaging or defacing school property depends upon the situation and circumstances involved. Willful destruction of school property shall subject a student to disciplinary action, including possible suspension or expulsion from school.

Actual damage to school property may result in the District seeking a court order requiring the student to make full or partial restitution to the District. In addition, the District may seek full or partial restitution from the student's parent or guardian, including filing a legal action for damages against the student's parent or guardian as permitted by Arizona law.

Adopted: February 10, 1987

Revised: February 27, 1996

LEGAL REF.: A.R.S. § 12-661(A)(B)
15-841(A)(B)
15-842(A)(B)

CROSS REF.: JGD - Student Suspension/Expulsion
JN - Student Fees, Fines, and Charges
JNA - Collection of Student Debts

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Conduct - School Buses
GOVERNING BOARD POLICY	DISTRICT CODE: JFCC

STUDENT CONDUCT – SCHOOL BUSES

Students must conduct themselves in a manner consistent with established and appropriate standards of classroom behavior and dress while involved with school transportation services.

Students riding special activity buses are under the direct supervision of the activity sponsors and the activity bus drivers.

Failure to follow bus rules at bus stops, on buses, or in the process of boarding or debarking from a bus may result in the denial of bus-riding privileges. The decision to deny bus-riding privileges shall be made only by the building administrator or designee.

Adopted: February 10, 1987

Revised: December 8, 1987
June 25, 1991
June 13, 1995
October 27, 1998

LEGAL REF.: A.C.R.R. R17-4-507(D)

CROSS REF.: [JFA – Student Due-Process Rights](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Conduct - School Buses
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFCC-R

STUDENT CONDUCT - SCHOOL BUSES

Bus Stop Behavior

Students should walk to the bus stop with a parent or in groups of two or more students. Students will observe the following procedures at the bus stop:

1. Be at the bus stop 10 minutes before the bus is scheduled to arrive.
2. Stay out of the street, well away from traffic.
3. Demonstrate respect for private and public property by not disturbing, defacing, or destroying these properties.
4. Be kind and courteous to others.
5. Form one line as the bus approaches.

Boarding the Bus

Students will observe the following procedures while boarding the bus:

1. Wait for the bus to come to a complete stop before attempting to board.
2. Enter the bus one person at a time.
3. Board the bus quickly, but carefully, without crowding or pushing.
4. Never run up the steps or in the bus. Place feet squarely on the steps and use the handrails.
5. Go directly to a seat and sit in an upright position facing the front of the bus.

Riding the Bus

Students being transported are under the authority of the bus driver and the activity sponsors if applicable and will observe established and appropriate standards of classroom behavior and dress while riding a bus. All driving decisions are the responsibility of the driver. Students will also observe the following specific procedures:

1. Be courteous and obey the driver's instructions.
2. If seats are assigned, sit in the assigned seat.

JFCC-R - Cont'd.

3. Keep aisles clear. Remain seated until the scheduled stop.
4. Keep hands, arms, feet, legs, and head away from others and inside the bus.
5. Talk quietly. Do not yell or use vulgar or abusive language.
6. Do not throw anything inside the bus or from the bus.
7. Do not eat or drink unless allowed to do so by the bus driver and activity sponsor.
8. Unless being used for acceptable educational or entertainment purposes with a headset or on silent mode, all personal electronic devices must be turned off and out of sight.
9. Do not abuse or deface the bus or bus equipment.
10. Keep cases, band instruments, and other belongings under control at all times.

Items Banned from Buses

Prohibited items include weapons, explosive devices, harmful chemicals, tobacco, alcohol, drugs, glass objects other than eyeglasses, skateboards, insects, reptiles and other animals, with the exception of service animals.

Exit from the Bus

Students will observe the following procedures while disembarking from a bus:

1. Remain seated until the bus has come to a complete stop.
2. Do not push or crowd when leaving the bus.
3. Walk, don't run, down the steps.

Crossing the Road

Students will observe the following procedures while crossing a roadway to either board or disembark from a bus:

1. If crossing the road, walk to a point about 10 feet in front of the bus; then cross only when the driver has indicated it is safe to do so.
2. When crossing the road, look continuously to the right and left.
3. At an intersection, look in all directions.
4. Cross at right angles. Never cross the road diagonally.

5. Walk briskly across the road, but do not run.
6. Never cross the road behind the bus.

Student Liability

Students who cut, deface, or otherwise damage any district property will be asked to pay to repair the damages and/or be suspended from school.

Parent Liability

Under Arizona law, parents or guardians may be liable for damage done to district property by their children.

Denial of School Bus Service

Bus riding is a privilege – not a right. Inappropriate conduct at bus stops, on buses, or in the process of boarding or disembarking a bus may result in the denial of bus-riding privileges. When bus rules are violated and cause danger to the students or drivers, the following will occur:

1. First Infraction - following the first infraction that is documented in writing the student may be denied bus-riding privileges from all buses for a minimum of one day.
2. Second Infraction - the second infraction that is documented in writing may result in a minimum of three days denial of bus-riding privileges from all buses.
3. Third Infraction - a third infraction that is documented in writing may result in a minimum of five days denial of bus-riding privileges from all buses.
4. Fourth Infraction - the fourth infraction that is documented in writing may result in a denial of bus-riding privileges from all buses for one month or for the remainder of the semester, whichever is longer.
5. Reasonable Requests - student refusal to give correct name, accept temporary or permanent seating assignment, or give positive response to reasonable requests will be grounds for suspension of the bus privilege.
6. If an infraction is deemed serious enough by the unit administrator, the student may be denied bus-riding privileges from all buses for an entire school year.

Special Education Bus Procedures

The procedures for regular education bus discipline and denial of bus-riding privileges apply to special education students with the following additions:

- A multidisciplinary conference (MDC) is required prior to denial of bus privileges for 10 or more days. The conference may include the teacher, principal, psychologist, a representative from Special Education, parents, guardians, a representative from the Transportation Department, and the student (if appropriate).

- At the multidisciplinary conference, an addendum to the individualized education program (IEP) will be generated. The addendum will outline the infraction, disciplinary measures taken, and terms of the denial of bus-riding privileges.
- When bus privileges are denied for 10 or more days, the district may be required to provide an alternative means of transportation. Arrangements will be made at the multidisciplinary conference, and will be outlined in the addendum to the IEP.
- The following guidelines will be used for door-to-door transportation of special education students to and from school if there is no one at home or at the alternative drop:
 1. Pull the vehicle off the road to a safe area.
 2. Contact the Transportation Department and provide the following information:
 - a. Name of student.
 - b. Exact location of the bus.
 - c. Documentation that no one answered at home or at the alternative drop.
 - d. Name of the school involved.
 - e. Vehicle number.
 - f. Name of the driver.
 3. The Transportation supervisor will contact the principal or the assistant principal of the school involved or a Special Education administrator, as necessary.

NOTE: The decision to return a student to the school or to a Transportation Office will be made by the principal, the assistant principal, or a Special Education administrator.

4. The driver will remain with the vehicle while awaiting instructions from the Transportation supervisor.
5. A Bus Incident Referral to Administrator form will be completed and distributed according to the instructions on the form.
6. Parental/guardian contacts will be handled by the principal, the assistant principal, or a Special Education administrator. Advisement of formal complaints filed with the Department of Child Safety will be made by the principal, the assistant principal, or a Special Education administrator when appropriate.

NOTE: A formal complaint may be filed with the Department of Child Safety for neglect or child abandonment after the third incident in which there is no responsible person available at home or at the alternate drop.

JFCC-R - Cont'd.

Approved: February 10, 1987

Revised: December 8, 1987
May 28, 1991
June 13, 1995
July 19, 2012

Michael B. Cowan
Superintendent

CROSS REF.: [JFA-R – Student Due-process Rights](#)

FORMS: [JFCC-R-F\(1\) – Emergency Bus Evacuation Drill](#)
[JFCC-R-F\(2\) – Bus Incident Referral to Administrator \(Form 94-80-54 D\)](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Gang Activity or Association
GOVERNING BOARD POLICY	DISTRICT CODE: JFCE

GANG ACTIVITY OR ASSOCIATION

The Governing Board recognizes that the presence of gangs creates an atmosphere of intimidation in the school communities of the district. The immediate consequences of gang activity and the secondary effects disrupt and hinder the education mission of the schools and their activities.

Gang Activity Prohibited

Students are prohibited from engaging in gang activity on or near school grounds, on school buses, at or near a school bus stop or school-sponsored activity, or while traveling to or from school.

Students are prohibited from engaging in any gang activity, regardless of where the activity occurs or the means by which the activity is conducted, if the gang activity has a substantially detrimental impact on school activities or on district students or employees in relation to school attendance, school operations, or the school environment.

Gang activity includes any of the following:

1. Possessing, distributing, displaying, or selling any clothing, hairstyle, jewelry, emblem, badge, symbol, sign, or other thing that is evidence of membership or affiliation with any gang.
2. Committing any act or using any form of communication, either verbal or nonverbal, to show membership or affiliation with a gang.
3. Committing any act to further the interests of any gang, including:
 - (a) soliciting, hazing, and initiating others for membership in any gang;
 - (b) requesting any person to pay for protection;
 - (c) harassing, bullying, intimidating, or committing any other act that causes or threatens to cause physical or mental harm to students or employees; or
 - (d) committing any other illegal act or other violation of school policy that substantially disrupts the operations of the district or its schools, or the right of a student to attend school to participate in a school-sponsored activity.

Any student who violates this policy or who knowingly assists or causes another to violate this policy is subject to disciplinary action.

Gang Membership

For the purposes of this policy, “gang” means a group of two or more persons who form an allegiance to each other for a common purpose and engage, either individually or collectively, in antisocial and/or

JFCE – Cont'd.

criminal behavior. The district may base its determination that a student is a member of, or affiliated with, a gang on any of the following indicators:

- Gang-related dress and/or grooming, including the display of gang-related colors, jewelry, accessories, tattoos, and body piercings.
- Gang-related communication, including display of gang-related hand signals and gestures; drawing gang-related graffiti/symbols/emblems; posting or transmitting gang-related messages and photographs on the Internet; and possession or distribution of gang-related notes or other documents.
- Self-admission of gang membership or association with known gang members.

The district will consult with local law enforcement agencies to determine which gangs are present in the school communities and the manner in which the members of such gangs communicate their membership or affiliation with the gang.

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: August 11, 1992

Revised: November 28, 2006
April 10, 2007

LEGAL REF.: A.R.S. § 13-1202-1204
13-1502-1504
13-1602-1604
13-2911
15-341(A)(14)(15)(2)
15-507
15-842

CROSS REF.: JFC – Student Conduct and Discipline
JFCA – Student Dress and Grooming Standards
JFD – Student Harassment and Bullying
JGD – Student Suspension/Expulsion

DISTRITO ESCOLAR UNIFICADO DE MESA	TEMA: Actividad o Asociación en Pandillas
NORMATIVA DE LA JUNTA DIRECTIVA	CÓDIGO DEL DISTRITO: JFCE

ACTIVIDAD O ASOCIACIÓN EN PANDILLAS

La Junta Directiva reconoce que la presencia de pandillas crea un ambiente de intimidación en las comunidades escolares del distrito. Las consecuencias inmediatas de la actividad de las pandillas y sus efectos secundarios interrumpen y perjudican la misión educativa de las escuelas y sus actividades.

Prohibición de Actividad en Pandillas

Se prohíbe a los estudiantes llevar a cabo cualquier actividad típica de pandillas en las escuelas o cerca de las mismas, así como en la parada de autobús, sus inmediaciones, en actividades organizadas por la escuela, en el recorrido a otra escuela o que provenga de otra escuela.

Se prohíbe a los estudiantes llevar a cabo cualquier actividad típica de pandillas, independientemente del lugar de la actividad o la forma en la cual la actividad se lleve a cabo, si la pandilla tiene un impacto negativo sustancial en las actividades escolares, en los estudiantes, empleados del distrito en relación a la asistencia a la escuela, las operaciones de la escuela o el ambiente de la escuela.

Las actividades típicas de las pandillas incluyen las siguientes:

1. Poseer, distribuir, mostrar o vender cualquier tipo de ropa, estilo de pelo, joyería, emblema, insignia, símbolo, señal o cualquier otra cosa que sea evidencia de pertenecer o estar afiliado con una pandilla.
2. Cometer cualquier acto o usar cualquier forma de comunicación, verbal o no verbal, para mostrar la pertenencia o afiliación con una pandilla.
3. Cometer cualquier acto en favor de los intereses de una pandilla, incluyendo:
 - (a) solicitar, llevar a cabo novatadas o iniciar a otros para formar parte de una pandilla;
 - (b) pedir a cualquier persona un pago para su protección;
 - (c) acosar, intimidar, imponer o cometer cualquier acto que cause o amenace con causar daño físico, mental a los estudiantes o empleados; o
 - (d) cometer cualquier otro acto ilegal o en violación a las normas de la escuela que interrumpa de forma sustancial las operaciones del distrito, escuelas o el derecho de los estudiantes en asistir a la escuela para participar en actividades organizadas por la escuela.

Cualquier estudiante que viole esta norma o que de forma consciente ayude a otro a violarla estará sujeto a una acción disciplinaria.

Pertenecer a una Pandilla

Para los propósitos de esta norma, “pandilla” significa un grupo de dos o más personas que formen una alianza entre sí con un propósito común y que lleven a cabo, individual o colectivamente, comportamientos antisociales o criminales. El distrito puede basar la determinación de si un estudiante es miembro o está afiliado con una pandilla por los siguientes indicadores:

- Vestuario y/o apariencia personal relacionada con pandillas, incluyendo mostrar colores relacionados con pandillas, joyería, accesorios, tatuajes y anillos en el cuerpo.
- Comunicación relacionada con pandillas, incluyendo mostrar señales con las manos y gestos; dibujar graffiti/símbolos/emblemas relacionados con las pandillas; poner o transmitir mensajes y fotografías relacionadas con las pandillas en Internet; y la posesión o distribución de notas u otros documentos relacionados con las pandillas.
- Admisión de pertenecer a una pandilla o asociación con miembros conocidos de pandillas.

El distrito consultará con las agencias locales de policía para determinar qué pandillas están presentes en las comunidades escolares y la manera en la que los miembros de tales pandillas comunican su pertenencia o afiliación con las pandillas.

El superintendente puede adoptar reglas administrativas para poner en práctica esta normativa.

Adoptado: 11 de agosto de 1992

Revisado: 28 de noviembre de 2006
10 de abril de 2007

LEGAL REF.: A.R.S. § 13-1202-1204
13-1502-1504
13-1602-1604
13-2911
15-341(A) (14) (15) (2)
15-507
15-842

CROSS REF.: JFC – Conducta y Disciplina del Estudiante
JFCA – Normas de Vestimenta y Cuidado Personal del Estudiante
JFD – Acoso a Estudiantes
JGD – Suspensión /Expulsión del Estudiante

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Threats Against the District
GOVERNING BOARD POLICY	DISTRICT CODE: JFCF

THREATS AGAINST THE DISTRICT

A student who, after proper notice and a hearing, is determined to have threatened the district will be suspended by the administration for a period of not less than one year or expelled by the Governing Board. The administration may modify this suspension or expulsion requirement or place the student in an alternative educational program if the student participates in mediation, community service, restitution or other programs in which the student takes responsibility for the results of the threat. The administration may require the student's parent or guardian to participate in mediation, community service, restitution or other programs in which the parent or guardian takes responsibility with the student for the consequences of the threat.

For the purposes of this policy, “threatened the district” means to interfere with or disrupt any school or other facility of the district by doing any of the following:

1. Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:
 - a. Threatening to cause physical injury to any employee or student of the district or any person on the district’s property.
 - b. Threatening to cause damage to any school or other facility of the district, the property of the district, the property of any employee of the district or the property of any student enrolled in the district.
2. Intentionally or knowingly entering or remaining on the property of the district for the purpose of interfering with the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.
3. Intentionally or knowingly refusing to obey a lawful order to leave the property of the district.

Adopted: April 8, 2003

LEGAL REF: A.R.S. §13-2911
 §15-841(H)

CROSS REF.: JFC – Student Conduct and Discipline
 JGD – Student Suspension/Expulsion
 KGB – Public Conduct on School District Property

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Tobacco Products and E-cigarettes/ Vaporizers – Students
GOVERNING BOARD POLICY	DISTRICT CODE: JFCG

TOBACCO PRODUCTS AND E-CIGARETTES/VAPORIZERS

Tobacco products and E-cigarettes or vaporizers are prohibited:

- In school buildings
- On school grounds
- In school parking lots or playing fields
- In school buses or vehicles
- at school bus stops
- At school-sponsored events

“Tobacco product” means any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product. This includes, among other products, cigarettes, cigarette tobacco, roll-your-own tobacco, and smokeless tobacco or a tobacco substitute.

“E-cigarette or vaporizer” means an electronic device, other than an asthma inhaler prescribed for use by the person in possession of the device, that vaporizes a liquid solution of nicotine or other substance into an aerosol mist.

Students attending school in the District who are in violation of the provisions of this policy may be subject to disciplinary actions.

Adopted: September 9, 1986

Revised: September 24, 1996
August 10, 1999
June 14, 2016

LEGAL REF.: A.R.S. § 13-3622
36-798.03
City of Mesa Ordinance
20 U.S.C. § 6083

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Tobacco Products and E-Cigarettes/ Vaporizers – Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFCG-R

TOBACCO PRODUCTS AND E-CIGARETTES/VAPORIZERS – STUDENTS

Tobacco products, including E-cigarettes or vaporizers, possessed by a student in violation of Governing Board Policy JFCG, may be confiscated and held by the school until picked up by the student’s parent. Tobacco products will not be returned to a student who is under age 18.

Tobacco products, including E-cigarettes or vaporizers, that have not been claimed by the end of the school year will be disposed of as abandoned property.

Adopted: May 15, 2013

Revised: November 2, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Technology Use
GOVERNING BOARD POLICY	DISTRICT CODE: JFCH

STUDENT TECHNOLOGY USE

Mesa Public Schools provides district technology to support the educational mission of its schools and to enhance the curriculum and learning opportunities for students. As used in this policy, “district technology” means computers, telephones, cellphones and radio communications equipment, telecommunications networks, and Internet access owned, leased, or controlled by the district.

The resources available through the Internet are of significant value in the learning process and in preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient, and appropriate use of this technology.

The use of district technology by students is a privilege and is subject to all applicable district policies and regulations and state and federal laws. Students who violate the policy and its regulations may have their privilege to use district technology revoked and may also be subject to further disciplinary and/or legal action.

All district technology remains under the control, custody, and supervision of the district. The district reserves the right to monitor all uses of district technology by students. Students have no reasonable expectation of privacy in their use of district technology.

Students and parents will be informed of this policy on an annual basis through handbooks and/or other means selected by the Superintendent.

The Superintendent may adopt administrative procedures, as necessary, to implement this policy.

Adopted: March 23, 2004

Revised: August 12, 2014

CROSS REF.: [GBSA – Employee Technology Use](#)
[EGAA – Copyright](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Technology Use
GOVERNING BOARD POLICY	DISTRICT CODE: JFCH-R(1)

STUDENT TECHNOLOGY AND INTERNET USE RULES

These rules implement Governing Board Policy JFCH – Student Technology Use. As used in this regulation, “district technology” means computers, telephones, cellphones and radio communications equipment, telecommunications networks, and Internet access owned, leased, or controlled by the district.

The rules are intended to provide general guidelines and examples of prohibited uses but do not attempt to state all required or prohibited activities by users. Failure to comply with Governing Board Policy JFCH, this regulation, and/or other established procedures or rules governing district technology may result in disciplinary action. Illegal uses of district technology will also result in referral to law enforcement authorities.

A. District Technology Use is a Privilege, Not a Right

Student use of district technology is a privilege, not a right. Unacceptable use may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. The principal will have final authority to decide whether a student's privileges will be denied, revoked, and/or reinstated.

B. Acceptable Use

Student access to district technology is provided for educational purposes and research consistent with the district’s educational mission, curriculum, and instructional goals. The same rules and expectations that govern student conduct and communications will apply to student use of district technology. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer.

C. Prohibited Uses

The user is responsible for his/her own actions involving district technology, and for his/her files, passwords, and accounts. Unacceptable uses and other activities that are expressly prohibited include the following:

1. Accessing Inappropriate Materials: Accessing, submitting, transmitting, posting, publishing, forwarding, downloading, scanning, or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal.
2. Cyberbullying: Soliciting or distributing information with the intent to threaten, harass, or bully.
3. Illegal Activities: Using district technology for any illegal activity or activity that violates other Board policies, procedures, and/or school rules.
4. Violating Copyrights: Copying or downloading copyrighted materials, including software, without the permission of the copyright owner or express authorization of the student’s teacher or principal.
5. Plagiarism: Representing as one's own work any materials obtained on the Internet, such as term papers, articles, etc. When Internet sources are used in student work, the author, publisher, and website must be identified.
6. Excessive Use of Bandwidth: Using an unreasonably high level of Internet bandwidth provided by district technology.

7. Nonschool-Related Uses: Using district technology for nonschool-related purposes.
8. Misuse of Passwords/Unauthorized Access: Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts.
9. Malware/Vandalism: Any malicious use, disruption, or harm to the school's technology devices, networks, and Internet services, including, but not limited to, hacking activities and creating/uploading malware.
10. Unauthorized Access to Social Networks: Accessing social networks without specific authorization from the supervising teacher.
11. Misuse of School Name or Logo: Misuse of a school name or logo on a personal website that gives the reader the impression that the website is an official website of the school or district.

D. No Right of Privacy

The district retains control, custody, and supervision of all district technology. The district reserves the right to monitor use of all district technology by students. Students have no right of privacy in their use of district technology, including e-mail and stored files.

E. Compensation for Losses, Costs and/or Damages

The student and/or the student's parent/guardian will be responsible for compensating the school for any losses, costs, or damages incurred by the school related to violations of policy JFCH and/or these rules, including investigation of violations.

F. School Assumes No Responsibility for Unauthorized Charges, Costs or Illegal Use

The district and its employees assume no responsibility for any unauthorized charges made by students including, but not limited to, credit card charges, personal data plan charges, or for any illegal use of district technology, such as copyright violations.

G. System Security

The security of the district technology is a high priority. Any student who identifies a security problem must notify a supervising teacher. The student will not demonstrate the problem to other students. Any user who attempts or causes a breach of system security will have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

H. Parent Opt Out

While reasonable precautions will be taken to supervise student use of the Internet, the district cannot prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of the school. The district also cannot assure the accuracy or quality of information that students obtain through the Internet. The parent may opt to not allow his or her child to use district technology or the Internet while at school. Parents will be informed of this right annually.

Adopted: March 23, 2004

Revised: July 1, 2012
August 12, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Technology Use
GOVERNING BOARD POLICY	DISTRICT CODE: JFCH-R(2)

INTERNET SAFETY

The district will comply with the federal Children's Internet Protection Act (CIPA) by using filtering technology to promote the safe and secure use of the district's online computer network when using the electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. The filtering technology will protect against Internet access by adults or students to visual depictions that are obscene, child pornography or, with respect to use of district technology by students, harmful to children.

The district will take appropriate steps to prevent:

- Access to inappropriate material when using district technology;
- Unauthorized access and other unlawful activity when using district technology; and
- Unauthorized disclosure, use, or dissemination of education records and personal identification information of students when using district technology.

The district will enforce the operation of the filtering technology during use of district technology, although an administrator authorized by the Superintendent or designee may disable the technology protection measure concerned, during use by an employee, to enable access for bona fide research or other lawful purpose. Schools will monitor the online activities of students and provide instruction about appropriate online behavior, including interacting with other persons on social networking websites and cyberbullying awareness and response.

The district will 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, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Schools will provide age-appropriate training for students to use the district technology. The training will include:

- a. The acceptable use rules for district technology.
- b. Student safety with regard to:
 - i. Use of the Internet;
 - ii. Appropriate behavior while online, on social networking websites, and in chat rooms; and
 - iii. Cyberbullying awareness and response.

Following receipt of this training, students must acknowledge that they received the training, understood it, and will follow the provisions of the district's acceptable use rules.

Adopted: August 12, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Technology Use
GOVERNING BOARD POLICY	DISTRICT CODE: JFCH-R(3)

STUDENT USE OF PRIVATE TECHNOLOGY AT SCHOOL

The district recognizes that student technology, when used appropriately, improves the educational experience of students and will help reduce the district’s need to acquire more district technology for student use. For the purpose of this regulation, “student technology” means portable computer devices – such as laptops, netbooks, tablets, and smartphones – owned by students or their parents and brought to school for educational purposes.

Students may bring student technology to their school or to school-sponsored events if permission to use student technology at the school has been given by the school principal. If permission is granted, students may use student technology on school premises and at school-sponsored activities under the following conditions:

1. Use of student technology is subject to the district’s Student Technology and Internet Use Rules, JFCH-R(1), and the district’s *Information & Guidelines* for student behavior.
2. Use of student technology in classrooms is subject to the permission of the classroom teacher. If the teacher has not authorized use of student technology in his or her classroom, student technology must be turned off/silenced and stored out of sight.
3. The use of student technology to take video or audio recordings of other persons – whether a school staff member, student, or visitor – is prohibited without the prior permission of the person or persons so recorded.
4. The use of student technology to take video or audio recordings is prohibited at all times in locker rooms, restrooms, and other similar private areas.
5. Student technology should be charged before school. Student technology may be charged at school only with permission of an administrator, teacher, or other staff member.
6. Student technology is brought to school at the student’s risk. The district is not responsible for loss, theft, or damage of student technology.

Students who use student technology in violation of this policy or regulation will be subject to disciplinary action in accordance with established district and school procedures. Students and parents will be informed annually of this policy and related consequences for inappropriate student technology use.

Adopted: August 12, 2014

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Alcohol and Illegal Drug Possession, Use and/or Sale by Students
GOVERNING BOARD POLICY	DISTRICT CODE: JFCI

ALCOHOL AND ILLEGAL DRUG POSSESSION, USE AND/OR SALE BY STUDENTS

The possession, use, distribution, sale and/or manufacture of alcohol or illegal drugs is prohibited:

- (1) on district property, or at any school sponsored event or activity,
- (2) within a distance of 300 feet from the grounds of any district school,
- (3) on any public property within a distance of 1,000 feet from the grounds of any district school,
- (4) at a school bus stop,
- (5) on a school bus or other district vehicle used to transport students,
- (6) to and from school and
- (7) at other locations off district property if the act has a detrimental impact on school activities or on district pupils or employees in relation to school attendance, school operations or school environment.

Students are prohibited from using alcohol or illegal drugs within such time prior to coming to a school campus or school-sponsored event or activity that any effect or evidence of such use remains.

Definitions

The use, possession, distribution, sale or manufacture of drug paraphernalia and of imitations of illegal drugs, narcotics and other noxious substances is also prohibited.

"Alcohol" means the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols.

"Illegal drugs" means all substances prohibited by Arizona Revised Statutes, Title 13, Chapter 34, including:

- dangerous drugs (including hallucinogenic substances, stimulants, depressants anabolic steroids),
- narcotic drugs (including cocaine),
- opiates (including heroin and morphine),
- marijuana,
- peyote,
- vapor-releasing substances containing a toxic substance, and
- prescription-only drugs, except if used as prescribed by a licensed physician.

JFCI - Cont'd

Students who are in violation of this policy shall be subject to disciplinary action in accordance with the Information and Guidelines for student behavior established by the Superintendent.

Upon discovering any violation of this policy, school personnel shall immediately report the violation to a school administrator. The administrator shall immediately report any violation involving non-prescribed drugs to the appropriate local law enforcement agency.

The school shall contact the parent/guardian of any student who violates this policy.

Adopted: July 9, 2002

LEGAL REF.: A.R.S. Title 13, Chapter 34,
A.R.S. § 13-3411
15-341
15-345
15-712
A.A.C. R7-2-312

Cross Ref.: IGAG – Instruction on Alcohol Tobacco, Narcotic Drugs, Marijuana and Other
Dangerous Drugs; Chemical Abuse Prevention Programs
JFC – Student Conduct and Discipline
JFCC – Student Conduct on School Buses
JGD – Student Suspension/Expulsion
JHCD – Student Medications, Dietary Supplements and Medical Monitoring Devices
KGB – Public Conduct on School District Property

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Dangerous Instruments and Deadly Weapons
GOVERNING BOARD POLICY	DISTRICT CODE: JFCJ

DANGEROUS INSTRUMENTS AND DEADLY WEAPONS

This policy applies to students on district property, at district functions, on the school bus, at a school bus stop, and going to and from school. This policy may additionally be applicable to other acts occurring off district property if the acts have or had a detrimental impact on school activities or on district pupils or employees in relation to school attendance, school operations or school environment.

Firearms

"Firearm" means any operable or inoperable, loaded or unloaded (a) weapon, including a starter gun, which will or is designed to, or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) a firearm muffler or firearm silencer; or (d) any destructive device, including (i) any explosive, incendiary or poison gas device, (ii) any weapon which will or may readily be converted to expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter, and (iii) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may readily be assembled.

A student who, after notice and a hearing, is determined to have possessed a firearm or transported a firearm to campus, shall be expelled by the Governing Board for a period of not less than one year, except that the Governing Board may, on a case-by-case basis, provide for a lesser disciplinary action after consideration of all relevant circumstances.

Deadly Weapons

"Deadly weapon" means anything designed for lethal use, including a firearm.

Students using, displaying, or knowingly carrying or possessing any deadly weapon shall be subject to expulsion. Students knowingly transporting any deadly weapon to campus, by automobile or otherwise, shall be subject to expulsion.

Dangerous Weapons/Instruments

"Dangerous weapon/instrument" means a knife, CO₂-powered gun, or other instrument not designed for lethal use but which may be capable of causing death or other serious physical injury. The term includes anything perceived by a reasonable person to be capable of causing injury or death, given the manner in which it is possessed, used, attempted to be used, or threatened to be used. Dangerous instruments include, but are not limited to, CO₂- or spring-powered pellet or bb guns, knives, ice picks, nunchakus, brass knuckles, clubs, laser beam pointers, explosive ammunition and fireworks.

Students using, displaying, or knowingly carrying or possessing any dangerous instrument shall be subject to suspension or expulsion. Students knowingly transporting any dangerous instrument to campus, by automobile or otherwise, shall be subject to suspension or expulsion.

If a student inadvertently possesses a dangerous weapon/instrument at school but promptly and voluntarily turns it in to a school staff member, circumstances regarding this act will be considered when determining disciplinary action.

Knowing Assistance

Any student who knowingly assists another in violating this policy may be subject to the same disciplinary action as the student who violates this policy.

Reporting Policy Violations

Upon discovering any perceived violation involving a firearm, a deadly weapon or a dangerous instrument, school personnel shall immediately report the situation to a school administrator. If the situation involves a firearm or a deadly weapon, the school administrator shall immediately report the situation to the appropriate assistant superintendent and law enforcement officials (including the identities of any students involved in such incidents). If the situation involves a dangerous instrument, the school administrator shall immediately report the situation to the appropriate assistant superintendent, and law enforcement officials shall additionally be notified in the event that a long-term suspension or expulsion is being recommended by the school administrator.

Lease of District Property

District property may be leased in accordance with A.R.S. §15-1105(A). Using, displaying, or knowingly carrying or possessing dangerous instruments or deadly weapons may take place on district property in connection with an activity conducted pursuant to a valid lease, where the lessee has obtained specific authorization to do so from the appropriate school or district administrator. In such case, the activity shall be confined to the time and place set forth in the use permit.

Adopted: June 10, 2003

LEGAL REF.: A.R.S. § 13-105
13-2911
13-3101
13-3102(A)(12)
13-3111
15-341(A)(1)
15-341(A)(14)
15-341(A)(26)
15-342(1)
15-507
15-515
15-840
15-841
15-843
20 U.S.C. § 3351

JFCJ – Cont'd.

CROSS REF.: JFA – Student Due-Process Rights
JFC – Student Conduct and Discipline
JFG – Interrogations, Arrests/Removal of Students And Searches
JGD – Student Suspension/Expulsion
KGB – Public Conduct on School Property

DISTRITO ESCOLAR UNIFICADO DE MESA	TEMA: Instrumentos Peligrosos y Armas Mortales
NORMATIVA DE LA JUNTA DIRECTIVA	CÓDIGO DEL DISTRITO: JFCJ

INSTRUMENTOS PELIGROSOS Y ARMAS MORTALES

Esta política aplica a estudiantes en los dominios del distrito, funciones del distrito, en el autobús escolar, en la parada del autobús escolar, y en el camino de o a la escuela. En adición esta política es aplicable a otros actos ocurriendo en propiedades fuera del distrito si los actos tienen o tuvieron un impacto perjudicial en actividades de la escuela o en estudiantes del distrito o en el personal en relación a asistencia escolar, operaciones escolares o ambiente escolar.

Armas de Fuego

“Arma de Fuego” se refiere (a) cualquier arma operable o inoperable, cargada o descargada, incluyendo pistola de arranque, la que será o es diseñada para, o puede ser convertida para expulsar un proyectil por la acción de un explosivo; (b) el armazón o cargador de cualquiera de tales armas; (c) el mofle de un arma de fuego o un silenciador de arma de fuego; o (d) cualquier artículo destructivo, incluyendo (i) cualquier explosivo, dispositivo incendiario o de gas venenoso, (ii) cualquier arma que será o puede ser convertida para expulsar un proyectil por la acción de un explosivo u otro propelente y que tiene un canon con agujero de más de media pulgada de diámetro, y (iii) cualquier combinación de partes diseñadas o destinadas al uso en la conversión de cualquier dispositivo en otro destructivo y de las cuales se puede armar un dispositivo o aparato.

Un estudiante quien, después de notificación y una audiencia, es determinado haber estado en posesión de un arma de fuego o transportado un arma de fuego al recinto escolar, será expulsado por la Junta Directiva por un plazo de no menos que un año, excepto que la Junta Directiva puede, con base en cada caso, prodigar una menor acción disciplinaria.

Arma Mortal

“Arma mortal” se refiere a cualquier cosa diseñada para uso letal, incluyendo un arma de fuego.

Estudiantes usando, exponiendo, o deliberadamente cargan o poseen cualquier arma mortal serán sujetos a expulsión. Estudiantes que deliberadamente transportan cualquier arma mortal al recinto escolar, por automóvil o de otra manera serán sujetos a la expulsión.

Instrumentos y Armas Peligrosas

“Instrumentos y Armas Peligrosas” se refiere a un cuchillo, pistola accionada con CO₂, u otro instrumento no diseñado para daño letal pero que podría ser capaz de causar la muerte u otro daño físico serio. Este término también incluye cualquier cosa percibida por una persona razonable como capaz de causar daño o muerte, dada la manera en que es poseído, usado, intento de uso, o amague de uso. Instrumentos peligrosos incluye, pero no limitado a, proyectiles accionados con CO₂ o resorte o BB gun (arma que dispara balas de pequeño calibre), cuchillos, pica-hielo, nunchakus, nudillos de metal, garrotes, un dispositivo de rayo láser, munición explosiva y fuegos artificiales.

JFCJ – Continuación

Estudiantes usando, exponiendo, o deliberadamente cargan o poseen cualquier instrumento peligroso serán sujetos a suspensión o expulsión. Estudiantes que deliberadamente transportan cualquier instrumento peligroso al recinto escolar, por automóvil o de otra manera serán sujetos a la suspensión o expulsión.

Si un estudiante que sin querer posee un instrumento/arma peligrosa en la escuela pero inmediatamente y voluntariamente lo entrega a un miembro del personal, circunstancias con respecto a este acto será considerado cuando se determina la acción disciplinaria.

Ayuda Deliberada

Cualquier estudiante que deliberadamente ayuda a otro en violar esta política puede estar sujeto a la misma acción disciplinaria que el estudiante que viola esta política.

Reportando Violaciones de Política

Al descubrir cualquier violación que puede considerarse un arma de fuego, un arma mortal o un instrumento peligroso, el personal escolar debe de inmediato reportar la situación al administrador de la escuela. Si la situación involucra un arma de fuego o un arma mortal, el administrador de la escuela debe de inmediato reportar la situación al superintendente auxiliar apropiado, y a los funcionarios de ejecución de la ley (incluyendo la identidad de cualquiera de los estudiantes involucrados en tal incidente). Si la situación involucra un instrumento peligroso, el administrador de la escuela debe de inmediato reportar la situación al superintendente auxiliar apropiado, y los funcionarios de ejecución de la ley deben adicionalmente ser notificados en el evento que una suspensión a largo plazo o expulsión es recomendada por el administrador de la escuela.

Se puede arrendar propiedad del distrito en acuerdo con A.R.S. §15-1105(A). Usando, exponiendo, o deliberadamente cargando o en posesión de cualquier instrumentos peligrosos o armas mortales puede tomar lugar en propiedad del distrito en conexión con una actividad conducida de acuerdo a un arriendo valido, donde el arrendatario ha obtenido autorización especifica para hacerlo con el administrador apropiado de la escuela o distrito. En tal caso, la actividad será limitada a la hora y lugar declarada en el permiso de uso.

Adoptado: 10 de junio de 2003

REF. LEGAL: A.R.S. § 13-105
13-2911
13-3101
13-3102(A)(12)
13-3111
15-341(A)(1)
15-341(A)(14)
15-341(A)(26)
15-342(1)
15-507
15-515
15-840
15-841
15-843
20 U.S.C. § 3351

JFCJ – Continuación

REMISION: JFA – Derechos de Proceso Debido de Estudiantes
JFC – Disciplina y Conducta de Estudiantes
JFG – Interrogaciones, Retiro/Arresto y Inspección de Estudiantes
JGD – Suspensión/Expulsión de Estudiantes
KGB – Conducta del Público en Propiedad Escolar

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Hazing
GOVERNING BOARD POLICY	DISTRICT CODE: JFCM

HAZING

Hazing, the solicitation to engage in hazing, and aiding and abetting hazing are prohibited. "Hazing" means any intentional, knowing or reckless act committed by a student, individually or in concert with others, against another student, and in which both of the following apply:

1. 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 the District or its schools.
2. The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.

This policy shall not be construed or applied so as to prohibit customary athletic events, contests or competitions that are sponsored by the District, any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program. It is not a defense to a violation of this Policy if the hazing victim consented or acquiesced in the hazing activity.

Students and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy. Students who violate this policy are subject to disciplinary action, including without limitation short or long suspension and expulsion. A student organization that authorizes or condones a violation of this Policy by its member or members may lose the privilege of use of District facilities. A teacher or staff member who knowingly permits, authorizes or condones a violation of this Policy is subject to disciplinary action, including without limitation suspension without pay or termination of employment.

Complaints of hazing or other violations of this Policy should be reported by students or staff to the principal or assistant principal of the school that sponsors the organization or enrolls the student who allegedly violated the Policy. An allegation of hazing shall be promptly investigated. The complaint and information obtained from the investigation shall remain confidential; however, the person who makes a complaint of hazing shall be informed of the results of the investigation. Violations of this Policy shall be reported to appropriate law enforcement officials in accordance with District procedures for reporting suspected crimes against persons or property and any incidents that could potentially threaten the safety or security of students or staff.

Students will be informed of this policy and encouraged to report hazing violations as outlined in the District-Wide Information and Guidelines for Student Behavior.

Adopted: June 26, 2001

LEGAL REF.: A.R.S. §15-2301

Cross Ref.: [IGDA – Student Organizations](#)
[JFC – Student Conduct and Discipline](#)
[JFH – Student Speech and Expression](#)
[JGD – Student Suspension/Expulsion](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Harassment and Bullying
GOVERNING BOARD POLICY	DISTRICT CODE: JFD

STUDENT HARASSMENT AND BULLYING

The District prohibits harassment and bullying of any student on school grounds, in a school vehicle, at a school bus stop, at a school-sponsored activity, or while the student is traveling to or from school. The District will provide notice of this policy to students and District employees, investigate all reports of harassment and bullying, and take disciplinary or other appropriate action against any student or District employee who is found to have violated this policy.

“Harassment” means any abusive conduct that is directed at one or more students because of the student’s actual or perceived race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), or disability and that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the student’s ability to participate in or benefit from the services, activities, or opportunities offered by the school.

“Harassment” includes sexual harassment, which means any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature made by a school employee to a student or by a student to another student when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's education, academic status or progress; or
- Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student; or
- Submission to or rejection of such conduct by a student is used as the basis for evaluating the student's performance within a course of study or other school-related activity; or
- The conduct substantially interferes with or will substantially interfere with a student’s educational benefits, opportunities, or performance; or
- The conduct substantially interferes with or will substantially interfere with a student’s physical or psychological well-being, or creates an intimidating or hostile educational environment.

“Harassment” includes retaliation, which means any adverse action taken against a student for reporting a complaint of harassment when the reporter honestly believes harassment has occurred or is occurring, or for participating in or cooperating with an investigation. Adverse action includes any form of intimidation, reprisal, or harassment such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action in the case of students.

“Bullying” means any aggressive, intentional behavior carried out by a person or group repeatedly and over time against a victim who cannot easily defend himself or herself.

- “Bullying” requires an observed or perceived imbalance of power — such as physical strength, access to embarrassing information, or popularity — between the bully and victim.

JFD – Cont’d.

- “Bullying” may be verbal, physical, or relational.
 - Verbal bullying includes teasing, name-calling, taunting, and threatening.
 - Physical bullying includes hitting or kicking, tripping or pushing, spitting, and taking the victim’s property.
 - Relational bullying includes attempts to damage the victim’s relationships or reputation by excluding, spreading rumors, or defamation.
- “Bullying” includes cyberbullying, which means any act of bullying committed by use of electronic technology or electronic communication devices, including social networking and other Internet communications that occur on school property or at a school-sponsored event; substantially interferes with a student’s education; threatens the overall educational environment; or substantially disrupts the operation of a school or its programs.

It is not “bullying” when:

- Two students of similar age, strength, and size fight or quarrel with each other.
- A student provokes another into a verbal or physical confrontation.
- A student acts aggressively toward another student in the absence of an imbalance of power.
- A teacher or administrator responds to a student’s misconduct with appropriate disciplinary action.
- A teacher or administrator responds to a student’s poor performance with appropriate criticism.

Student misconduct that does not rise to the level of “bullying” or “harassment” may nevertheless violate the District’s *Information & Guidelines* for student behavior. Likewise, employee misconduct that does not rise to the level of “bullying” or “harassment” may nevertheless violate policies regarding employee professional conduct. In such cases, disciplinary action is appropriate.

This policy will be interpreted and applied so as to comply with state and federal legal requirements, including without limitation, the Arizona Revised Statute §15-341, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act.

The Superintendent is authorized and directed to adopt administrative regulations for the implementation of this policy, including without limitation, procedures for the investigation of reports of harassment and bullying.

Adopted: May 23, 2006

Revised: May 26, 2015
May 24, 2016

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Harassment and Bullying
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFD-R

PROCEDURES FOR NOTICE, REPORTING, AND INVESTIGATION OF HARASSMENT AND BULLYING OF STUDENTS

1. Notice

The District will use its *Information & Guidelines* for student behavior to provide notice of this policy and encourage students to report harassment and bullying. Principals or their designees will review the District’s policy against harassment and bullying with students at the start of each school year and distribute written information about rights, protections, and services available to students who are alleged victims of harassment or bullying.

2. Reporting

- A. Students.** The District will encourage students and parents of students who are harassed or bullied, or who have first-hand knowledge of harassment or bullying, to report such incidents. Students and their parents should report an incident to any teacher, counselor/student advisor, or school administrator.
- B. Employees.** A school employee who witnesses, overhears, or receives a report, formal or informal, written or oral, of harassment or bullying of a student at school or a school bus stop, in a school vehicle or while traveling to or from school, or during school-sponsored activities must immediately report it to the principal or the employee’s supervisor. An employee’s report will be documented in writing. An employee who fails to report harassment or bullying of a student is subject to disciplinary action pursuant to Governing Board Policy GCPD or GDPD.
- C. Alternative Reporting.** A student, parent, or employee may report harassment or bullying to any administrator or supervisor to whom the student or employee feels comfortable making the report. A report of harassment or bullying may always be made to the Superintendent or, if necessary, the Governing Board President.
- D. Privacy.** Reports of harassment or bullying will be kept confidential to the extent possible, given the need to investigate and act on investigative results. No report will be disclosed to a person other than a school official or law enforcement agent unless all personally identifiable information has been redacted.

3. Response

- A. Principal.** The principal or designee is primarily responsible for receiving oral or written reports of harassment and bullying. The principal may request, but may not insist upon, a written report. If the report was given verbally, the principal will promptly create a written record of what was reported and maintain it. All reports of harassment must be recorded on a Harassment Report form [JFD-R-F(1)] or its equivalent in the District’s Student Information System. All reports of bullying must be recorded on a Bullying Report form [JFD-R-F(2)], except for minor social conflicts

between students that have been fully resolved and recorded as a disciplinary matter by the school, but that were clearly mischaracterized as bullying by the reporter.

Upon receipt of a report of harassment or bullying, the principal or designee will give to the offended student written information about the rights, protections, and services available to students who are alleged victims of harassment or bullying. (See the District’s student bullying and harassment pamphlet.) The written information need not be provided when the report concerns a minor social conflict between students that has been fully addressed and recorded as a disciplinary matter by the school, but clearly mischaracterized as harassment or bullying by the reporter.

Reports of harassment or bullying that create a reasonable belief that a student is a victim of child abuse must be immediately reported to the police or Department of Child Safety in accordance with Governing Board Policy JHG and the District’s Child Abuse Reporting Protocol.

The principal will promptly forward Harassment or Bullying Reports that allege inappropriate conduct by a District employee or retaliation to the appropriate assistant superintendent.

- B. Assistant Superintendent.** The assistant superintendent or designee is primarily responsible for the investigation of reports of employee-to-student harassment or bullying. The assistant superintendent, in consultation with the principal, will determine whether to place the accused District employee on administrative leave.

4. Informal Resolution

The principal may attempt to informally resolve a report of student-to-student harassment or bullying by meeting with the offended student and the offending student individually or together. The principal will communicate with the parents of the students regarding the allegations and efforts to achieve an informal resolution. If it appears to the principal that the offended student’s concerns have been successfully resolved, the principal will document the informal resolution and maintain it as a record in the District’s Student Information System or on a Harassment or Bullying Report form [JFD-R-F(1) or (2)].

If informal resolution cannot be achieved, or if the offended student or parents remain dissatisfied with the informal resolution, the principal will advise the student or parents that the student may request a formal investigation of the report and will record the report on the Harassment Report form or the Bullying Report form.

5. Formal Investigation of Student-to-Student Harassment or Bullying

- A. Investigator.** The principal or a designee will conduct an investigation upon receipt of a report alleging student-to-student harassment or bullying that cannot be resolved with informal resolution. Ordinarily, the principal will conduct the investigation; however, a designee may be assigned, whenever necessary or appropriate, to expedite the investigation or remove a concern for bias or conflict of interest.
- B. Investigation.** The investigator will interview the offended and offending students and any other persons who may have knowledge of the circumstances giving rise to the report and may use other methods and documentation. Witnesses will be advised to keep their statements and knowledge of the matter confidential.

- C. Timeframe.** The investigator will complete the investigation as soon as practicable. If the investigation will require more than 5 school days, the investigator will contact the offended student’s parents to inform them of the progress of the investigation.
- D. Findings.** Upon completion of the investigation, the investigator will decide whether harassment or bullying occurred or did not occur, or that the evidence is inconclusive. The investigator must use the “preponderance of the evidence” standard to decide whether the victim was harassed or bullied. This means that a finding of harassment or bullying is required if, based on the evidence, the claim is more probably true than not true. The investigator’s findings will be entered on the appropriate report form JFD-R-F(1) or (2).
- E. Disciplinary and Remedial Action.** If the investigator finds that harassment or bullying occurred, disciplinary action and remedial action must be taken. The actions taken must be reasonably calculated to prevent further acts of harassment or bullying. If harassment or bullying occurred, the administrator should consult with the area assistant superintendent regarding appropriate discipline and remedial action.

Regardless of the outcome of the investigation of harassment or bullying, the investigator may take remedial action to support the victim or avoid risk of further conflicts and may take disciplinary action in response to other forms of misconduct that are determined to have occurred.

- F. Notification of Offended Student.** Upon completion of the investigation, the investigator will promptly notify the offended student and his or her parent of the investigator’s findings and what disciplinary and remedial action, if any, will be pursued against the offending student. A copy of the completed report form JFD-R-F(1) or (2) may be disclosed to the offended student or offending student, provided that all student names, other than the name of the recipient, are redacted.

If the investigator has completed a Harassment Report or a Bullying Report, the investigator must provide the offended student or parent a copy of the Notice of Appeal Rights: Complaint of Discrimination/Harassment Based On Race, Color, National Origin, Religion, Sex, Or Disability [JFD-R-F(3)] or Notice of Appeal Rights: Bullying Complaint [JFD-R-F(4)].

If the offended student is a student with disabilities who has a Section 504 plan or individualized education program (IEP) and the investigator finds that the offended student is a victim of harassment or bullying and there have been any adverse changes in the student’s academic performance or behavior, the school will schedule a Section 504 team meeting or an IEP meeting to review what accommodations or services, if any, may be needed to ensure that the student receives a free appropriate public education (FAPE).

- G. Recordkeeping.** A Harassment or Bullying Report form, or its electronic equivalent in the Student Information System, will be maintained by the school for a period of at least six years. A record of harassment or bullying will not be maintained as an education record of the offending student unless the investigator finds that the offending student harassed or bullied the offended student.

6. Formal Investigation of Employee-to-Student Harassment or Bullying

An investigation of employee-to-student harassment or bullying will be conducted by an assistant superintendent or designee. All procedures regarding informal resolution, investigation, timeframe, findings, disciplinary and remedial action, and notification of the offended student are the same as for an investigation of a report of student-to-student harassment or bullying.

7. Appeal

A. Offended Student. If an offended student is not satisfied with the results of an investigation, the student may submit an appeal by delivering a written notice by personal delivery, U.S. mail, or email message to the Associate Superintendent. A request for appeal must be submitted within 10 school days after receipt of the Notice of Appeal Rights. A request for appeal submitted after the 10-day period will be declined.

The Associate Superintendent or a designee may review the appeal and issue a decision within 10 school days unless the Associate Superintendent notifies the student of the need for additional time. Alternatively, the Associate Superintendent may refer the appeal for an investigation or hearing by an independent hearing officer selected from a list of hearing officers approved by the Governing Board.

If the Associate Superintendent or designee issues a decision, the student will receive a copy of the Notice of Appeal Rights and may submit to the Associate Superintendent a request for investigation or hearing by an independent hearing officer within 5 school days after the student receives the decision. If the student does not submit a timely appeal of the decision of the Associate Superintendent or designee, the decision will be final.

If at any time an independent hearing officer is used, the hearing officer will offer the student the choice of two options for resolution of the appeal:

- An independent investigation conducted by the hearing officer, who will privately interview witnesses and issue a written report of findings and a resolution; or
- An independent hearing conducted by the hearing officer, who will allow the student to be represented by an attorney at the student's/parents' cost, allow sworn witnesses to be questioned by the parties, and issue a written report of findings and a resolution.

B. Offending Student or Employee. A person who receives disciplinary action as a result of a violation of this policy may appeal the determination and disciplinary action in accordance with the applicable District policy governing discipline of students or employees.

8. Retaliation and False Reporting

A. Retaliation. Any person who retaliates against an employee or student who reports, testifies, assists, or participates in an investigation or hearing relating to a harassment or bullying report will be subject to appropriate action and/or discipline by the District.

B. False Reporting. Any person who knowingly makes a false report of harassment or bullying will be subject to disciplinary or other appropriate action.

JFD-R – Cont’d.

Adopted: May 23, 2006

Revised: June 22, 2011
July 20, 2011
September 9, 2014
June 17, 2015
May 24, 2016

Michael B. Cowan
Superintendent

CROSS REF.: [JHG – Child Abuse](#)

FORMS: JFD-R-F(1) – Harassment Report
JFD-R-F(1)S – Harassment Report (Spanish Version)
JFD-R-F(2) – Bullying Report
JFD-R-F(2)S – Bullying Report (Spanish Version)
JFD-R-F(3) – Notice of Appeal Rights: Complaint of Discrimination/Harassment Based on Race, Color, National Origin, Religion, Sex or Disability
JFD-R-F(3)S – Notice of Appeal Rights: Complaint of Discrimination/Harassment Based on Race, Color, National Origin, Religion, Sex or Disability (Spanish Version)
JFD-R-F(4) – Notice of Appeal Rights: Bullying Complaint
JFD-R-F(4)S – Notice of Appeal Rights: Bullying Complaint (Spanish Version)
Student Bullying and Harassment Pamphlet
Student Bullying and Harassment Pamphlet (Spanish Version)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Interrogations, Arrests/Removal of Students, and Searches
GOVERNING BOARD POLICY	DISTRICT CODE: JFG

INTERROGATIONS, ARRESTS/REMOVAL OF STUDENTS, AND SEARCHES

Interrogations/Interviews by Non-District Authorities

The Governing Board recognizes the district's obligation to cooperate with authorized law enforcement authorities and the Department of Child Safety. In the event that non-district authorities request to interview or interrogate a student, school personnel will make a reasonable effort to notify parents or legal guardians of the student prior to the interview or interrogation and will make a reasonable effort to provide the opportunity to parents or legal guardians to be present at the interview or interrogation, except where the interview is conducted pursuant to A.R.S. §§ 8-304 and 8-802(C)(2), or pertains to allegations of child abuse or abandonment against the student's parent or legal guardian.

The Superintendent will develop guidelines and procedures for processing interviews or interrogations of students.

Arrests or Removal of Students by Non-District Authorities

District personnel will cooperate fully with law enforcement authorities and the Department of Child Safety. When an arrest is formally made, when a student is taken into temporary custody under A.R.S. §§ 8-303 or 8-821, or when a student has been removed by or released to an authorized authority, the district and its employees no longer exercise jurisdiction over the student.

The Superintendent will develop guidelines and procedures for processing removal of students by authorized law enforcement authorities and the Department of Child Safety.

Searches by District Authorities

The district has the right to search and seize property, including school property temporarily assigned to students, when there is reason to suspect that a law or school rule has been violated or that the health, safety, or welfare of students or staff may be in danger.

Lockers and desks are provided as a convenience to students for storage of personal items, but remain the property of the district and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, etc., may be inspected for cleanliness and order at any time with or without reason, or with or without notice, by district personnel.

Strip searches are not to be conducted by school personnel.

Adopted: February 10, 1987

Revised: December 12, 1995
September 23, 1997
April 13, 1999

JFG - Cont'd.

LEGAL REF.: A.R.S. § 8-303
 8-304
 8-802(C)(2)
 8-821
 13-3881
 13-3883
 15-805

Cross Ref.: JHG - Child Abuse

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Interrogations, Arrests/Removal of Students, and Searches
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFG-R

INTERROGATIONS, ARRESTS/REMOVAL OF STUDENTS, AND SEARCHES

A. Interviews, Interrogations, or Removal of Students by Law Enforcement Authorities or the Department of Child Safety

In the event that law enforcement authorities or the Department of Child Safety ("Lawful Authorities") requests to interview, interrogate or remove a student from the school premises during the school day and on district property, the following guidelines are to be followed. These guidelines do not apply to situations where Lawful Authorities seek to arrest the student or place the student in temporary custody under A.R.S. §§ 8-303 or 8-821:

1. Lawful Authorities should notify the unit administrator of the impending interview, interrogation, or removal.
2. The unit administrator will ask for proof of identity and other necessary facts before allowing any Lawful Authority to interview/interrogate a student or remove the student from the school premises.
3. Prior to any interview/interrogation or removal, the unit administrator will secure from the Lawful Authority a signature on the appropriate district form (JFG-R-F).
4. After identification has been confirmed and the Lawful Authority has requested an interview/interrogation and/or removal of a student, the unit administrator will ask if the interview or removal is conducted pursuant to A.R.S. §§ 8-304 and 8-802(C)(2), or involves allegations of child abuse or abandonment against the student's parent or legal guardian.
5. If the Lawful Authority indicates that the interview or removal is conducted pursuant to A.R.S. §§ 8-304 and 8-802(C)(2), or involves allegations of child abuse or abandonment against the student's parent or legal guardian, the unit administrator will not notify the student's parent or legal guardian. Any such interview or removal in which parental notification is not permitted will be noted on the signed form for interview or signed form for removal.
6. If the Lawful Authority indicates that the interview or removal is not conducted under A.R.S. §§ 8-304 and 8-802(C)(2), or does not pertain to allegations of child abuse or abandonment against the student's parent or legal guardian, the unit administrator will make a reasonable effort to notify the student's parent or legal guardian prior to the interview/interrogation or removal and will make a reasonable effort to provide the opportunity for the student's parent or legal guardian to be present at the interview/interrogation. The student's home number, parent or legal guardian's place of work, or the student's emergency medical number will be used. If the parent or legal

guardian cannot be reached after reasonable delay, the unit administrator will allow for the interview/interrogation or removal and will continue efforts to contact the student's parent or legal guardian after the interview/interrogation or removal. Such contact will be made by telephone, in person or, if necessary, by letter.

7. The unit administrator will summon the student to the administration office. The Lawful Authority should remain in the administration office until school personnel seeks out the student.
8. Upon request by the Lawful Authority, space will be provided for interview/interrogation of the student.
9. If a student is removed from the school premises by the Lawful Authority, the unit administrator will immediately notify the appropriate Assistant Superintendent.
10. A record of the interview/interrogation and/or the events leading to any removal will be documented and kept on file.

B. Emergency Situations Involving Interviews, Interrogations by Law Enforcement Authorities or the Department of Child Safety

In emergency situations, a member of the superintendency may grant permission for Lawful Authorities to interview or interrogate students prior to the contact of parents or legal guardians by the unit administrator. The determination of whether such an emergency situation exists is entirely within the discretion of the member of the superintendency who is presented with the situation.

C. Law Enforcement Arrests or Placements in Temporary Custody by Lawful Authorities

The following procedures will apply in situations where Lawful Authorities seek to arrest the student from the school premises or place the student into temporary custody under A.R.S. §§ 8-303 or 8-821:

1. District personnel will cooperate fully with Lawful Authorities.
2. Although the Lawful Authority is not required to sign or complete the district form for removal (JFG-R-F) in these situations, the unit administrator will request that the Lawful Authority do so.
3. If a student is placed under arrest or into temporary custody, the unit administrator will make a reasonable effort to contact the parent or legal guardian after the arrest or placement into temporary custody unless the Lawful Authority directs the administrator not to notify the student's parent or legal guardian. If the Lawful Authority refuses to permit parental notification, the unit administrator will note on the appropriate district form that parent notification was not permitted.

JFG-R - Cont'd.

4. In situations where a Lawful Authority seeks to arrest the student or place the student into temporary custody, the unit administrator will summon the student to the administration office and turn the student over to the Lawful Authority. However, in an emergency situation where an immediate arrest of a student is deemed necessary by the Lawful Authority, the unit administrator will accompany the Lawful Authority to the classroom or building and request the student to come out and be turned over to the Lawful Authority or, if necessary, allow the Lawful Authority to enter the classroom or building and arrest the student.
5. If an arrest is made or the student is removed by the Lawful Authority, the unit administrator will immediately notify the appropriate Assistant Superintendent.
6. A summary of the events leading to any arrest or placement into temporary custody will be documented and kept on file.

Adopted: April 12, 1988

Revised: December 12, 1995
September 23, 1997
April 13, 1999

James K. Zaharis
Superintendent

FORM: JFG-R-F – Student Interview or Custody Transfer - For Investigation Not Related to
Child Abuse

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Speech and Expression
GOVERNING BOARD POLICY	DISTRICT CODE: JFH

STUDENT SPEECH AND EXPRESSION

The Governing Board recognizes that the First Amendment protects its students’ freedom of speech and expression from infringement by the policies and actions of school officials. As the state and federal courts have recognized, however, students’ freedom of speech and expression must be balanced against the district’s need to carry out its educational mission within its schools.

The Superintendent will adopt such administrative regulations as necessary to:

1. Provide notice to students regarding their freedom of speech and expression in the district’s schools and the schools' authority, in accordance with current law, to exercise control over such speech in the school environment.
2. Inform students, parents, and employees of students’ rights to be free of discrimination on the basis of religious viewpoint or expression as directed in A.R.S. § 15-110.

Adopted: June 23, 1998

Revised: February 23, 2010

LEGAL REF.: A.R.S. § 15-110
A.R.S. § 15-720
20 U.S.C. 4071, et seq. (Equal Access Act)
Tinker v. Des Moines Independent School Dist., 393 U.S. 503 (1969)
Bethel School District v. Fraser, 478 U.S. 675 (1986)
Hazelwood School Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Chandler v. McMinnville School District, 978 F.2d 529 (9th Cir. 1992)
Morse v. Frederick, 551 U.S. 393 (2007)

CROSS REF.: [JFD – Student Harassment and Bullying](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Speech and Expression
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFH-R(1)

REGULATION OF STUDENT SPEECH AND EXPRESSION

Students will be permitted to freely speak and express themselves when they are on school grounds and at school events, subject to the restrictions set forth in this regulation.

A. Prohibited Speech

The following types of student speech are prohibited:

1. Speech that for any reason causes or creates a reasonably foreseeable risk of a material and substantial disruption or interference with teaching, the learning environment, or the safe and orderly operation and control of the school or school activities;
2. Speech that is vulgar, lewd, obscene, or plainly offensive;
3. Speech that advertises or promotes alcohol, tobacco, illegal drugs, gambling, or any other product or service harmful to minors and not permitted to minors by law;
4. “Fighting words” (words that by their very utterance inflict injury or tend to incite an immediate breach of the peace);
5. Threats of violence.

B. Restrictions on Student Speech

In addition to the prohibitions on speech listed above, the district may additionally regulate other types of student speech in the following manner:

1. Time, Place, and Manner Restrictions

School officials may impose reasonable time, place, and manner restrictions on student speech, so long as such restrictions are content and viewpoint neutral and uniformly applied.

2. School-Sponsored Speech

School officials may edit, censor, or otherwise control school-sponsored speech for legitimate educational concerns. “School-sponsored speech” is defined as speech that represents or appears to represent the school. It includes student speech that occurs during activities that are supervised by faculty members and designed to impart particular knowledge or skills to student participants and audiences, whether or not these activities occur in the classroom. It additionally includes student speech during other expressive activities that students, parents, and/or members of the public might reasonably perceive to be school-sponsored.

School-sponsored speech may include, but is not limited to, speech that occurs during and in classroom instruction and activities, extracurricular activities, school publications, school productions, school government elections and activities, and school assemblies.

C. Off-Campus Student Speech

Off-campus student speech and expression are subject to and prohibited by this regulation if:

1. The speech or expression threatens or advocates any form of violence or physical harm to the school's staff members, students, or property.
2. The speech or expression causes, or creates a reasonably foreseeable risk of, a material and substantial disruption or interference with teaching, the learning environment, or the safe and orderly operation and control of the school or its activities.

D. Consequences

Students who do not abide by valid restrictions on student speech as set forth in this policy and regulation will be subject to disciplinary consequences, which may range from informal conferences to suspension from school or expulsion from the district.

Approved: June 23, 1998

Revised: February 23, 2010

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Speech and Expression
ADMINISTRATIVE REGULATION	DISTRICT CODE: JFH-R(2)

STUDENTS' FREEDOM OF RELIGIOUS EXPRESSION

A. Discrimination Prohibited

The district and its employees will not discriminate against students or parents on the basis of a religious viewpoint or religious expression.

If a student includes a viewpoint expression in an assignment, an evaluation of the student's work will be based on ordinary standards of substance and relevance to the course curriculum or requirements of the coursework or assignment and will not penalize or reward the student on the basis of religious content or viewpoint.

Students are to be permitted to pray or engage in religious activities or expression in the same manner and to the same extent as students are permitted to engage in nonreligious activities or expression before, during, and after the school day.

To the extent and in the manner that other types of clothing, accessories, and jewelry displaying messages or symbols are permitted, students are permitted to wear clothing, accessories, and jewelry that display religious messages or symbols.

Acknowledging and permitting the above freedoms is not to be interpreted to mean the district may require any person to participate in prayer or other religious activities or otherwise violate the constitutional rights of any person.

B. District Authority

The district retains its rights to:

- Maintain order and discipline on district property in a content and viewpoint neutral manner.
- Protect the safety of students, employees, and visitors on district property.
- Adopt and enforce policies and regulations concerning student speech while on district property in a manner that does not violate a student's state and federal constitutional rights.
- Adopt and enforce policies and regulations that ban student clothing, accessories, and jewelry worn to convey affiliation with a criminal street gang.

C. Dispute Resolution Procedure

If a student or a student's parent believes that the district or its employee has violated this regulation, the student or the parent may submit a written complaint, containing specific facts of the alleged violation, to the school principal. The principal will investigate the complaint and provide a written response within 15 days of receiving the complaint, describing any action taken by the principal to resolve the complaint.

JFH-R(2) – Cont'd.

If the principal's actions do not resolve the complaint, the student or the student's parent may submit a written complaint, containing specific facts of the alleged violation, to the Superintendent or other designated administrator. The Superintendent or other designated administrator will investigate the complaint and provide a written response within 25 days of receiving the complaint describing any action taken by the Superintendent or other designated administrator to resolve the complaint.

Approved: February 23, 2010

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. § 15-110
15-720
20 U.S.C. 4071 et seq. (Equal Access Act)

FORM: JFH-R-F – Freedom of Religious Expression Complaint Form

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Behavior Management and Intervention
GOVERNING BOARD POLICY	DISTRICT CODE: JGA

STUDENT BEHAVIOR MANAGEMENT AND INTERVENTION

The district will provide appropriate direction and training regarding student behavior management and intervention, including the use of restraint and seclusion, to teachers, aides, and other staff members assigned to work with students who have difficulty controlling their behavior.

The Superintendent will adopt administrative regulations regarding student behavior management and intervention in accordance with state and federal law.

Adopted: June 29, 2010

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Behavior Management and Intervention
ADMINISTRATIVE REGULATION	DISTRICT CODE: JGA-R

BEHAVIOR MANAGEMENT

The District and its schools will adopt clear expectations for student behavior, make students and parents aware of such expectations each year, and enforce them in a consistent manner. When requested by the school principal, the District will provide the school with training in appropriate behavioral interventions and supports.

INTERVENTION

Employees who are trained in the appropriate use of restraint and seclusion may use seclusion or a restraint to respond to a student who creates an immediate risk of harm to the student or others when less restrictive interventions appear insufficient to mitigate the risk of bodily harm.

Employees who are not trained may use a restraint or seclusion only if presented with an emergency situation that does not allow sufficient time to summon a trained employee.

For the purpose of this regulation,

“Seclusion” means the involuntary confinement of a student alone in any room from which the student is physically prevented from leaving. Seclusion does not include use of a voluntary behavior management technique as part of a student’s education plan, safety plan, behavior plan, or individualized education program (IEP) including placement of a student in a time-out location to separate the student from a larger group for purposes of calming.

“Restraint” means the use of physical force or a mechanical device to immobilize or restrict the ability of a student to move the torso, arms, legs, or head freely. Restraint does not include:

- Methods or devices used by a trained employee or used by a student for the specific and approved therapeutic or safety purposes for which the method or device is designed and, if applicable, prescribed.
- The temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student by an employee for the purpose of inducing a student to comply with a reasonable request or to go to a safe location.
- The brief holding of a student by an employee for the purpose of calming or comforting the student.

Restraint does not include the use of reasonable and appropriate physical force or application of a reasonable and appropriate physical restraint by an employee against a student for defense of self or others or protection of property of the District or private property located on school grounds pursuant to policy GBEA and Arizona Revised Statutes § 15-843. However, the use of physical force or application of a physical restraint pursuant to policy GBEA must be applied in a manner and for a duration consistent with the procedures for use of a physical restraint set forth in this regulation.

Procedures for Use of Seclusion and Restraint

1. The seclusion or restraint will end when the student's behavior no longer presents an imminent danger to the student or others.
2. Restraint and seclusion will not be employed as punishment or a disciplinary response.
3. An employee who uses a seclusion or restraint will take reasonable care to provide for the safety and comfort of the student and consider the student's age and physical condition. The use of seclusion or restraint will not be out of proportion to the risk of harm and will not be used to prohibit reasonable access for the care of bodily needs. Any physical restraint, such as prone restraint, that places pressure on the chest or back or impedes the ability to breathe or communicate is prohibited.
4. An area used for seclusion will be free of objects that could cause harm, provide adequate visual and audio monitoring of the student, and comply with the State Fire Code.
5. A teacher or aide will observe the student during the seclusion period and frequently reassess the need for seclusion.
6. The school will make reasonable attempts to notify the student's parent by the end of the same day that a seclusion or restraint technique is used.
7. Within a reasonable period, a written notice will be sent to the parent that describes:
 - the student's behavior,
 - possible trigger(s) of the behavior,
 - the type of restraint/seclusion, and
 - the duration of the restraint/seclusion.
8. An incident report will be recorded in the student's education records in the District's Student Information System.

Training

The District will offer nonviolent crisis intervention (NCI) or other restraint and seclusion training for employees who are required or wish to be trained for appropriate use of restraint or seclusion.

Adopted: June 29, 2010

Revised: May 11, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Alternatives to Student Suspension
GOVERNING BOARD POLICY	DISTRICT CODE: JGB

ALTERNATIVES TO STUDENT SUSPENSION

It is the policy of the district to respond to student misconduct with in-school disciplinary measures unless the nature, frequency, and other circumstances of the misconduct make suspension or expulsion of the student the most appropriate disciplinary action. In-school disciplinary measures include detention, assignment to an alternative learning classroom, and assignment to an alternative school.

Detention

Teachers and school administrators may detain students during break times and after school to make up work or for disciplinary reasons. A student will not be denied the privilege of eating lunch. Detention shall not exceed one hour per day.

If a student in grades 1 through 6 will be detained after school, the teacher or administrator will give the parent or guardian at least one day's prior notice to make arrangements for transportation from school to home. The names of such students will be submitted to the office of the principal before the close of the school day when the detention will occur.

If a student in grades 7 through 12 will be detained after school for more than 15 minutes, the parent or guardian must be notified prior to the detention. If such student who is transported home by bus will be detained after school, the teacher or administrator will give the parent or guardian at least one day's prior notice to make arrangements for transportation from school to home.

Alternative Learning Classroom

All schools will have an Alternative Learning Classroom (ALC) program that is discipline intensive, requires academic work, and isolates the student from other students who are not participating in the ALC program. Schools may operate an ALC program individually or collectively at a regional site. The program may require community service, parental involvement, and other appropriate activities.

School administrators will give a parent or guardian notice when a student has been assigned to an ALC and specifically advise the parent or guardian if the student will be transported to another school or regional site for the duration of the assignment.

School administrators may use an ALC assignment as an alternative to a short suspension. An ALC assignment will not exceed 10 days for any one incident of student misconduct.

ALC assignment will not be used as disciplinary action for a violation of Policy JFCJ Dangerous Instruments and Deadly Weapons, Policy JFCF Threats against the District, or other misconduct that poses a grave threat to the safety of students or staff.

Alternative School

An assistant superintendent or designee may assign a student to a success/alternative school program operated by the district as an alternative to long suspension. A student who is assigned to a success/alternative school program may not attend any other school in the district (other than the Distance Learning Program) during such placement without the written authorization of the appropriate assistant superintendent or designee. The student must attend the success/alternative school program during the entire period that the student would have been subject to long suspension. If the student fails to attend the success/alternative school program during this period, the long suspension will be imposed.

The availability of the alternatives to suspension contained in this policy does not restrict the authority or discretion of an administrator or the Governing Board to short suspend, long suspend, or expel a student pursuant to District Policy JGD. The Superintendent may adopt regulations as necessary to implement this policy.

Adopted: October 24, 2006

Revised: August 27, 2013
September 9, 2014

LEGAL REF.: A.R.S. § 15-841

CROSS REF.: JGD – Student Suspension/Expulsion

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Suspension/Expulsion
GOVERNING BOARD POLICY	DISTRICT CODE: JGD

STUDENT SUSPENSION/EXPULSION

Definitions

"Parent" means a parent of a student and includes a natural or adoptive parent, a legal guardian, or an individual acting as a parent in the absence of a parent or guardian.

"School day" means a day that district schools are open for instruction.

"Working day" means a day that district administration offices are open for business, regardless of whether or not schools are open.

Student Suspension

Suspension means the temporary withdrawal of the privilege of attending a school for a specific period of time. Any suspension must be for good cause and reported to the Governing Board within five working days of imposition.

The building administrator has the authority to impose a short suspension (ten school days or less) following appropriate due process. Members of the superintendency have the authority to impose a long suspension (eleven school days or more) following appropriate due process.

The Superintendent will develop guidelines, in accordance with Arizona state law, for the suspension of students, including appeal of a long suspension to the Governing Board.

Student Expulsion

Expulsion means the permanent withdrawal of the privilege of attending all schools in the district unless the Governing Board reinstates the privilege. Only the Governing Board has authority to expel a student.

The administration will give the student/parent written notice that the administration has recommended that the student be expelled. The notice will include a copy of this policy and/or regulation. The administration will give the student/parent written notice of the date, time, and place for the formal hearing at least five working days prior to the hearing. If the student withdraws after receiving notice of possible expulsion, the hearing will proceed and the results will be recorded in the student's permanent file.

The hearing will be closed to protect the privacy of the student unless the student/parent requests that it be open to the public. The hearing will be recorded by a recording device. A copy of the recording will be made available to the student/parent upon request; however, it will not routinely be transcribed. The student/parent may make a recording of the hearing at their own expense.

Expulsion hearings will be conducted by an independent hearing officer who will hear the evidence and prepare a report consisting of written findings of fact, conclusions, and recommendation. The report will be based upon the hearing record which will include any written communications between the student/parent and the administration relating to the hearing, the charges, recorded testimony, and exhibits introduced at the hearing. Copies of the report will be sent to the student/parent, district administration, and the Governing Board. The Board is not bound to accept the hearing officer's recommendation and must make the final decision regarding the expulsion of a student. The student may not return to school pending Board action.

The independent hearing officer's recommendation may be appealed by either the student/parent or the administration by notifying the Board assistant within five working days after receipt of the hearing officer's recommendation.

If the recommendation is not appealed by either the student/parent or administration within this time period, the recommendation will be included on the executive session agenda of the next regularly scheduled Governing Board meeting for action by the Board.

If the recommendation is appealed by either the student/parent or administration within this time period, a Governing Board meeting will be scheduled to review the appeal. The student/parent will be given a written notice of the date, time, and place of the meeting at least five days prior to the meeting. The Board will consider the matter in executive session unless the student/parent requests an open meeting. The Governing Board will expect the student and parent to attend the meeting to answer any questions that members may have regarding the appeal.

Each Board member present at the meeting will review the hearing officer's written findings of fact, conclusions, and recommendation together with the written appeal. A Board member may allow for the student/parent and the administration to present their positions, and may question the student/parent or the administration. Unless specifically requested by a Board member, no new evidence will be heard by the Board.

The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary.

The decision of the Board is final and binding. If an expulsion is imposed, it will take effect after the Board considers the hearing officer's recommendation and determines that expulsion is the appropriate disciplinary action.

Procedures for Readmission After Expulsion

The administration will follow these procedures when a student seeks readmission after being expelled by the Governing Board or by another educational institution:

1. When the Governing Board expels a student, the Superintendent or designee will inform the student of the procedures by which he or she may request readmission.

2. If an expelled student seeks readmission for the sole purpose of enrolling in the district's Distance Learning Program, the student and parent may request readmission at any time by submitting a letter to the Superintendent who will submit the request to the Governing Board, together with a statement indicating whether the Superintendent recommends readmission. The Governing Board will review the recommendation, decide whether to readmit the student, and send written notice of its decision to the student and parent. If readmission is approved, the Governing Board will also give the student and parent a copy of the Student Readmission Agreement [JGD-F(6)] that the student and parent must sign before the student will be readmitted.
3. If an expelled student seeks readmission to attend any program other than the district's Distance Learning Program, the student and parent may request readmission by submitting a readmission application, which includes the forms set forth in JGD-F(2), (4), and (5), to the appropriate area assistant superintendent. The application should be submitted at least 30 calendar days prior to the start of the semester when the student seeks readmission. An expelled student will not be readmitted earlier than 12 months after the date of the incident which resulted in the student's expulsion unless the Governing Board finds good cause to waive this requirement.
4. The area assistant superintendent or designee will collect information about the student since the expulsion, prepare a written report using form JGD-F(3), and submit the report to the Governing Board. If readmission is being recommended, he/she will prepare and submit a Student Readmission Agreement using form JGD-F(6).
5. The Governing Board will give the student and parent notice of the date, time, and location of the meeting where it will consider the student's application for readmission. The notice will include a copy of the area assistant superintendent's report. The Board will consider the matter in executive session unless the student/parent requests an open meeting. The Governing Board will expect the student and parent to attend the meeting to answer any questions that members may have regarding the request.
6. The Governing Board will review the recommendation, decide whether to readmit the student, and send written notice of its decision to the student and parent. If readmission is approved, the Governing Board will also give the student and parent a copy of the Student Readmission Agreement [JGD-F(6)] that the student and parent must sign before the student will be readmitted. Readmission will take effect on the first day of the next semester unless the Governing Board specifies another date. The decision of the Governing Board is final.

Readmission of Student under the Jurisdiction of the Juvenile Justice System

Any previously expelled student who is under the jurisdiction of the Juvenile Court or the Department of Youth Treatment and Rehabilitation may seek readmission as follows:

1. Prior to admission, school officials will meet with the appropriate Juvenile Court Probation Officer or Department of Youth Treatment and Rehabilitation Case Manager and assist in developing conditions of probation or conditional liberty that will provide specific guidelines for behavior and consequences for misbehavior at school as well as educational objectives that must be achieved. The appropriate area assistant superintendent or designee will submit the conditions to the Governing Board for approval.

2. If the student is under the jurisdiction of the Juvenile Court, the court will review the Board-approved conditions of probation for the student and may continue the expulsion or return the student to school under the agreed upon conditions. If the student is under the jurisdiction of the State Department of Youth Treatment and Rehabilitation, the department will review the Board-approved conditions of conditional liberty for the student and may continue the expulsion or return the student to school under the agreed conditions.
3. The Governing Board may expel the student for subsequent actions as provided in this policy.

Expulsion of Special Education Students

The expulsion of special education students will be in accordance with the above procedures as modified by federal and state special education law.

Adopted: February 10, 1987

Revised: August 11, 1992
July 13, 1999
May 23, 2000
January 9, 2001
December 16, 2003
March 7, 2006
August 8, 2006
March 6, 2007
May 28, 2013

LEGAL REF.: A.R.S. § 15-840
15-841
15-842
15-843
15-844
8-301

CROSS REF.: JFC – Student Conduct and Discipline
JFCE – Gang Activity or Association
JFCF – Threats against the District
JFCJ – Dangerous Instruments and Deadly Weapons

FORMS: JGD-F(2) – Application for Readmission - Student Report
JGD-F(2)S – Application for Readmission - Student Report (Spanish Version)
JGD-F(3) – Application for Readmission – Memo to Governing Board
JGD-F(4) – Authorization to Release Confidential Information
JGD-F(4)S – Authorization to Release Confidential Information (Spanish Version)
JGD-F(5) – Conditions of Probation/Conditional Liberty
JGD-F(6) – Student Readmission Agreement
JGD-F(6)S – Student Readmission Agreement (Spanish Version)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Suspension/Expulsion (Regular Education)
ADMINISTRATIVE REGULATION	DISTRICT CODE: JGD-R(1)

STUDENT SUSPENSION/EXPULSION – REGULAR EDUCATION

The following procedures will be implemented when suspending a student enrolled in a regular education program.

Short Suspension

A short suspension is ten (10) school days or less. The building administrator (principal, assistant principal, administrative assistant or team leader) has the authority to suspend a student for ten (10) school days or less. The notice and hearing required for a short suspension is more informal and abbreviated than for a long suspension or expulsion. A short suspension cannot be appealed to anyone other than the school principal.

When a short suspension is a disciplinary option, the building administrator will attempt to conduct an informal hearing with the student and any other appropriate persons. The building administrator will orally inform the student of the alleged behavior that is considered a violation of the rules and the basis of the allegation(s). The student will be given an opportunity to respond. If, after the hearing is completed, the building administrator decides that a short suspension is appropriate, the building administrator will impose the suspension and notify the student and the student's parent. The building administrator will not exclude an elementary (grades K-6) school student from campus until the parent is notified.

The building administrator may, in addition to imposing a short suspension, recommend to the appropriate area assistant superintendent or designee that a long suspension or expulsion be imposed. The short suspension will nevertheless be imposed.

The building administrator may immediately suspend a student when the student's presence creates a danger to any student or school personnel. As soon as the danger subsides, the building administrator will attempt to initiate an informal hearing for short suspension.

Long Suspension

A long suspension is eleven (11) school days or more. The building administrator may, in addition to imposing a short suspension, recommend to the assistant superintendent or designee that a long suspension be imposed. The short suspension will nevertheless take place.

Members of the superintendency have the authority to impose a long suspension. The building administrator will give the student/parent written notice that the building administrator is recommending to the assistant superintendent or designee that the student be suspended for eleven (11) school days or more. The notice will include a copy of this policy and/or regulation.

If the assistant superintendent believes that a long suspension may be appropriate, the student and parent will be provided the opportunity to meet with the assistant superintendent or designee to discuss the situation in an informal setting. The assistant superintendent or designee will then determine whether good cause exists for a long-term suspension.

If the assistant superintendent or designee determines that good cause exists for a long-term suspension, the assistant superintendent or designee may impose a long-term suspension or, in lieu of suspension, place the student in an alternative education program operated by the district. If the assistant superintendent or designee places a student in such an alternative education program in lieu of suspension, the student will be assigned to the alternative education program and may not attend any other school in the district during such placement without the written authorization of the assistant or designee. The student must attend the alternative school during the entire period that the student would have been subject to long suspension. If the student does not attend the alternative school during this period, the long suspension will be imposed.

If, instead of alternative placement, the assistant superintendent imposes a long-term suspension, the parent may request a due process hearing within two working days after notification that long suspension has been imposed. The due process hearing, if requested, will be scheduled as soon as possible after such a request. If the due process hearing cannot be completed during the ten-day short term suspension period, the assistant superintendent may place the student in an alternative education program until the outcome of the hearing has been determined.

The district will give written notice to the student/parent of the date, time and place of the hearing and the allegations against the student at least five (5) working days prior to the hearing, unless the five-day notice period is waived by the student/parent.

If the student withdraws after receiving notice of possible long suspension, the assistant superintendent will proceed to determine if good cause for long suspension exists and record the determination in the student's permanent file.

As a general rule, long suspension hearings will be conducted by an independent hearing officer, who will hear the evidence and make the decision on whether a long suspension is appropriate.

A long suspension hearing will be recorded by recording device. A copy of the tape will be available to the student/parent upon request, however, the tape will not routinely be transcribed. The student/parent may make a recording of the hearing at their own expense.

The hearing officer will send a copy of the written decision to the student/parent and the administration. If a long suspension is imposed, it will take effect upon receipt of the assistant superintendent's or the hearing officer's decision, subject to an appeal.

The student/parent or the administration may appeal the hearing officer's decision by sending a written appeal to the board secretary within five (5) working days after receipt of the hearing officer's decision. The written appeal will be received no less than twenty-four (24) hours prior to the meeting where the appeal will be heard.

The decision may be appealed on one or more of the following grounds:

1. That the recommendation is not appropriate.
2. That the recommendation was the result of bias or prejudice.
3. That the student was not afforded due process.
4. That new evidence is available that could not reasonably have been discovered prior to the hearing.

The written appeal will set forth the ground(s) for appeal and will state the party's position and basis for their position. The opposite party may file a written response to the appeal.

Unless the student/parent requests an open meeting, the Board will consider the matter in Executive Session after each board member has reviewed the hearing officer's written decision and any written appeal and response. A board member may provide the opportunity for the student/parent and the administration to present their positions, and may question the student/parent or the administration. Unless specifically requested by a board member, no new evidence will be heard by the Board.

The Board may affirm the hearing officer's decision or reverse the decision and impose a different disciplinary action. The Governing Board is the ultimate authority in the district and is not bound to affirm the hearing officer's decision. In reaching its decision, the Board may consider relevant board policies and administrative regulations, its past experience with student disciplinary matters and its knowledge in general about the type of behavior exhibited by the student and any public concerns relating thereto. A new hearing may be granted by the Board. The Board may take the matter under advisement. In addition, the Governing Board may take any further action deemed necessary.

The decision of the Board is final and binding.

Suspension For Lack of Compliance with State Law Regarding Documentation of Immunization/Immunity

The school will enroll any student lacking the documentation of immunization/immunity required by state law and to whom an exemption does not apply. However, unless the school is attempting to verify an inadequate immunization record or the student is in the process of receiving the required immunizations and a schedule for completion has been established by the student's physician or a health agency, the school will suspend the student as follows:

1. The school will give the parent written notice of the lack of compliance with state law.
2. In the written notice, the school will specify what is required for attendance.
3. In the written notice, the school will provide the parent with information regarding the availability of exemptions and refer the parent to a physician or local health authority/agency for review of the student's immunization history and provision of immunizations as needed.
4. In the written notice, the school will notify the parent that the student is suspended for up to ten days in order to allow the parent to provide the school with one of the following :
 - a. the necessary documentation of immunization/immunity
 - b. a statement/certificate of exemption
 - c. documentary proof that the required immunizations have been initiated and that a schedule for completion has been established by the student's physician or a health agency.

The school will terminate the suspension upon occurrence of one of the above.

If none of the above have occurred by the end of the ten school-day suspension, the building administrator will notify the appropriate assistant superintendent, who will give the parent notice of the long suspension procedure.

If the school is unable, after attempt, to verify an inadequate immunization record, the above suspension process will apply.

Suspension of Students Who Fail to Complete Immunization Schedule

The school may allow students in the process of receiving the required immunizations to attend school so long as the parent has presented the school with documentary proof of the immunizations received, as well as a schedule for completion established by the student's physician or a health agency.

At least twice a year, the school will review the immunization record of any pupil allowed to attend school pursuant to this condition. If the student fails to comply with the immunization schedule, the school will give the parent notice that the student has fifteen calendar days to comply with the immunization schedule. If the student has not complied with the immunization schedule by the end of the fifteen calendar-day period, the school will suspend the student for up to ten school days in order for the student to comply with the immunization schedule.

If the student fails to comply with the immunization schedule by the end of the ten school-day suspension, the building administrator will notify the appropriate assistant superintendent, who will give the parent notice of the long suspension procedure.

Adopted: February 21, 1989

Revised: November 12, 1991
August 11, 1992
September 19, 1995
July 29, 2004
June 19, 2013

LEGAL REF.: A.R.S. § 8-301
15-841
15-843

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Suspension/Expulsion (Special Education)
ADMINISTRATIVE REGULATION	DISTRICT CODE: JGD-R(2)

STUDENT SUSPENSION/EXPULSION – SPECIAL EDUCATION

Generally all students, including students with disabilities, should expect to be disciplined according to the same standards of conduct and due process procedures. Students with disabilities, however, are provided certain procedural safeguards defined by state and federal law. The following disciplinary procedures for students with disabilities will be interpreted and applied so as to comply with the requirements of federal and state law.

I. Short Suspension

A. Short Suspensions for Up To Ten Cumulative School Days

A short suspension may be imposed on a student with a disability for up to ten cumulative school days in one school year, and special education services need not be provided during the period of the short suspension. A school administrator will impose such short suspensions in compliance with the disciplinary procedures in JGD-R(1). In addition:

1. Before imposing a short suspension, the school administrator will consider alternatives to suspension, including placement in an alternative learning classroom or other form of in-school detention. Before imposing a suspension on a student with diminished cognitive capacity, the school administrator should also consider whether a suspension is reasonably expected to change behaviors.
2. The school administrator should report short suspensions to the student’s special education case manager. The special education case manager will determine whether it is appropriate to schedule an IEP meeting to conduct a functional behavioral assessment (FBA) and develop a behavioral improvement plan (BIP) or, if a BIP exists, to review and modify it, if appropriate, to address the behavior.

B. Short Suspensions for More Than Ten Cumulative School Days

1. Change of Placement Determination

A series of short suspensions totaling more than ten school days in a school year will not be imposed on a student with a disability if the actions would constitute a change of the student’s educational placement under IDEA. Accordingly, a short suspension in excess of ten cumulative school days in a school year may be imposed only if the school administrator, after reviewing the student’s misconduct, disability, and disciplinary history, and in consultation with the appropriate area special education

director, determines that the proposed short suspension would not constitute a change of the student's educational placement. The school administrator must find that a series of short suspensions is a pattern of removals that constitutes a change of placement if:

- a. The suspension is one of a series of short suspensions that would total more than ten school days in a school year;
- b. The student's behavior is substantially similar to the student's behavior in the incidents that resulted in the series of short suspensions that would total more than ten days; and
- c. The length of the short suspension, the total amount of time that the student has been suspended, and the proximity of the suspensions to one another are factors that individually or together indicate that a change of educational placement would result from the suspension.

In no event will short suspensions exceed 15 cumulative school days in a school year. If a series of short suspensions constitutes a change of placement or the student's short suspensions exceed 15 cumulative school days in a school year, disciplinary action, if any, may be taken only in accordance with sections II or III below.

II. Long Suspension and Expulsion

A student with a disability may receive a long suspension or may be expelled pursuant to the following procedures:

A. Manifestation Determination

Before a student with a disability receives a long suspension, or a series of short suspensions that would constitute a change of placement, a Manifestation Determination must be conducted. The IEP team, including the parents and the Executive Director of Special Education or designee will meet to conduct the Manifestation Determination within ten days after the decision has been made to impose a long suspension or an expulsion.

B. Procedures and Student Rights at the Manifestation Determination

1. The Executive Director of Special Education or designee will mail or deliver notice of the Manifestation Determination to the student and parent at least 24 hours prior to the scheduled time of the meeting.
2. The Executive Director of Special Education or designee will preside at the meeting. Each of the district employees who received a copy of the notice of the Manifestation Determination will attend unless excused by the Executive Director of Special Education or designee.
3. The school administrator will describe generally the student's alleged misconduct and proposed disciplinary action, and the school psychologist will describe the behavioral characteristics of the student's disability.

4. Any person attending the Manifestation Determination, including the student and parent, may provide input concerning the relationship between the alleged misconduct and the student's disability.
5. After presentation of all information, the IEP team will determine whether the alleged misconduct is a manifestation of the student's disability. The determination will be set forth in a written decision and will inform the student and parent that they may appeal the Manifestation Determination pursuant to state and federal laws.

C. Discipline if Misconduct Is Unrelated to the Student's Disability

If the IEP team determines that the alleged misconduct was not the result of the student's disability, the district may proceed with the disciplinary process for a long suspension or an expulsion pursuant to Governing Board Policy JGD and JGD-R(1). If the student receives a long suspension or is expelled, the district will continue to provide educational services so as to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals of the student's IEP. The IEP team will conduct a functional behavioral assessment (FBA) and develop a behavioral intervention plan (BIP), or review and modify any existing BIP, to address the student's behavior.

D. Review of Placement if Misconduct is a Manifestation of the Student's Disability

If the IEP team determines that the student's behavior was a manifestation of the disability, the disciplinary process will end. The IEP team will promptly reconvene to:

1. Conduct a functional behavioral assessment (FBA) and develop a behavioral intervention plan (BIP), or modify any existing BIP, to address the student's behavior.
2. Review the student's current educational placement to determine whether it is appropriate in light of the student's behavior.
3. Review the setting for the student's educational services to determine if reassignment to a success/alternative school program or other setting is appropriate in light of the student's behavior.

III. Alternative Change of Placement

A. Alternative Educational Placement by Consent of Parent and IEP Team

When a student with a disability exhibits behaviors that could prompt a long suspension or an expulsion, the IEP team, including the parent, will meet within three school days, or as soon as possible following the incident, to conduct an IEP review to determine whether the inappropriate behavior can be addressed by an alternative educational placement in place of a long suspension or an expulsion. Success/alternative school program placement does not always require modification of the IEP, but the IEP team must determine that such a placement is an appropriate alternative for the individual student. The IEP review is subject to the following procedures:

1. The Executive Director of Special Education or designee will attend the IEP review.

2. The IEP team will conduct an FBA and develop a BIP, or modify any existing BIP, if necessary, to address the behavior.
3. The IEP team and parent may agree to revise the IEP, if necessary, to change the placement of the student to a success/alternative school program. The alternative educational placement must allow the student's IEP to be implemented and provide access to the general curriculum, unless the student works exclusively in the functional curriculum.
4. If the IEP team, with the parent's consent, directs placement at a success/alternative school program, the placement will be maintained for a minimum of one semester for behavior that may have required a long suspension, or a minimum of two semesters for behavior that may have required an expulsion. The minimum duration of such placement will be stated in the IEP.
5. If the IEP team, with the parent's consent, concludes that placement in a success/alternative school program is an appropriate educational placement, the IEP team will terminate the disciplinary action process, including the Manifestation Determination.
6. If agreement on an alternative educational placement cannot be reached with the parent, the processes for a long suspension or an expulsion (Section II above) will be used to address the student's behavior.
7. A student who brings a firearm to school is not eligible for alternative educational placement in lieu of expulsion.

B. Unilateral Interim Alternative Educational Placement by the School

A student who possesses a weapon, inflicts serious bodily injury upon another person, possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or at a school function may be placed immediately by the school administrator in an interim alternative educational setting for up to 45 school days, subject to the following procedures:

1. The IEP team will meet to determine the setting of such interim alternative educational placement. The interim alternative placement must allow the student to continue to receive a free, appropriate public education, including the opportunity to progress in the general curriculum and receive all special education services specified in the student's IEP.
2. The IEP team must conduct an FBA and develop a BIP, or modify any existing BIP, within ten days after the interim placement.
3. The IEP team must conduct a Manifestation Determination in accordance with the procedures set forth in Section II above.
4. The parent of a student may appeal the IEP team's determination of the alternative educational setting. If the parent of a student unilaterally placed by the district in an interim alternative educational placement requests a hearing to challenge a disciplinary action, the interim alternative placement, or the Manifestation Determination, the student must remain in the interim alternative educational placement pending the decision of the hearing officer or 45-day period, whichever occurs first, unless the parties agree otherwise.

IV. Injunctive Relief

If the district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or others, and the student's parent or guardian will not agree to an interim alternative educational placement, the district may:

1. Initiate and request an expedited hearing to seek an order from a hearing officer that will change the placement of the student to an appropriate interim alternative educational setting for up to 45 calendar days; or
2. Seek injunctive relief for removal of the student from the classroom or the school.

V. Definitions

- A. "Controlled substance" means all illegal drugs, such as marijuana, cocaine, amphetamines and methamphetamine, and all other controlled substances, such as medications that can be obtained only with a doctor's prescription, as set forth in 21 U.S.C. §812(c).
- B. "Expulsion" means the permanent withdrawal of the privilege of attending any school in the district, unless the Governing Board reinstates that privilege.
- C. "Illegal drug" means marijuana, cocaine, amphetamines and methamphetamine, and all other controlled substances, other than those legally possessed or used under the supervision of a licensed health-care professional, as set forth in 21 U.S.C. §812(c).
- D. "Individualized education program" or "IEP" means a written statement that is developed, reviewed, and revised in accordance with IDEA for a student with a disability.
- E. "Individualized education program team" or "IEP team" means a group of persons described in IDEA that is responsible for developing, reviewing, or revising an IEP for a student with a disability.
- F. "IDEA" means the Individuals with Disabilities Education Improvement Act, 20 U.S.C. §1400, et seq., and its implementing regulations, 34 C.F.R. §300.1 et. seq.
- G. "Manifestation Determination" means a review by the district representative, the parent, and other relevant members of the IEP team (as determined by the district and the parent) of all relevant information in the student's file, including the student's IEP, any teacher observation, and any relevant information provided by the parent to determine:
 1. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 2. If the conduct in question was the direct result of the district's failure to implement the IEP.
- H. "Serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

- I. A "student with a disability" means a student who has been determined to be eligible for the protections of IDEA.
- J. "Suspension" means the exclusion of a student from school for disciplinary reasons for one full day or longer. "Suspension" includes the suspension of bus or other transportation services unless alternative transportation is offered to the student. "Suspension" does not include in-school suspension or placement in an alternative learning room or alternative learning school if the student (i) receives assignments or other general education services that afford an opportunity to progress toward the education goals of the student's IEP; (ii) receives the special education services specified in the student's IEP; and (iii) participates with students without disabilities to the same extent as the student did in his or her current placement.
 - 1. "Long Suspension" means a suspension of more than ten consecutive school days.
 - 2. "Short suspension" means a suspension for ten consecutive school days or less.
- K. "Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

Adopted: February 21, 1989

Revised: November 12, 1991
August 11, 1992
February 2, 1996
February 9, 1999
October 4, 2006
August 28, 2013

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. § 8-301
A.R.S. § 15-761
A.R.S. § 15-766
A.R.S. § 15-843

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Suspension/Expulsion
ADMINISTRATION REGULATION	DISTRICT CODE: JGD-R(3)

STUDENT SUSPENSION/EXPULSION

Role Description For the Independent Hearing Officer

The independent hearing officer plays a vital role in student disciplinary actions. This regulation describes the role the hearing officer plays in assisting the student and the district in obtaining fair and impartial decisions or recommendations.

Administration Recommends Long Suspension

In this context the independent hearing officer is a decision maker. A student disciplinary matter is referred to a hearing officer if the area assistant superintendent has reviewed the facts, provided the student/parent the opportunity to discuss the situation, determined that good cause exists for long suspension, and the student/parent has requested a formal hearing.

The independent hearing officer's duties are:

- to determine if the alleged violation(s) of established rules occurred,
- to make certain the student has been afforded due process, and
- to determine if good cause exists for long suspension.

If the independent hearing officer determines the alleged violation(s) of established rules occurred, but that a long suspension is not appropriate, he/she may impose a lesser disciplinary action. If the hearing officer finds the alleged violation(s) occurred and a long suspension is appropriate, a written decision supporting the area assistant superintendent will be prepared.

In all of the above situations, the independent hearing officer's written decision is final unless an appeal is filed with the Governing Board by the student or parent, or the administration. The Governing Board is the ultimate authority in the district and is not bound to affirm the hearing officer's decision.

Administration Recommends Expulsion

In this context, the independent hearing officer hears the evidence, prepares a report, and brings a recommendation to the Governing Board for action. If a student is involved in an expulsion hearing, the appropriate area assistant superintendent or designee has previously reviewed the facts, provided the student/parent the opportunity to discuss the situation, and then determined that it is appropriate to recommend expulsion to the Governing Board.

In some instances the assistant superintendent may appoint a designee to fulfill these responsibilities; however, the assistant superintendent will review the facts with the designee before a decision to recommend expulsion is reached.

JGD-R(3) - Cont'd.

State law requires a formal hearing before the Governing Board can expel a student. The hearing must be held even if the student/parent does not attend.

The hearing officer's duties are:

- to determine if the alleged violation(s) of established rules occurred,
- to make certain the student has been afforded due process,
- to prepare a record of the hearing, and
- to bring a recommendation to the Governing Board for action.

The Governing Board is the ultimate authority in the district and is not bound to accept the hearing officer's recommendation.

Adopted: August 11, 1992

Revised: June 19, 2013

Michael B. Cowan
Superintendent

DISTRITO ESCOLAR UNIFICADO DE MESA	TEMA: Suspensión/Expulsión de Estudiantes
NORMATIVA DE LA JUNTA DIRECTIVA	CÓDIGO DE DISTRITO: JGD

SUSPENSIÓN/EXPULSIÓN DE ESTUDIANTES

Definiciones

“Padre” se refiere a un padre de un estudiante e incluye un padre natural o adoptivo, un tutor legal o un individuo que actúe como padre en la ausencia del padre o tutor.

“Día escolar” se refiere a un día que las escuelas están abiertas para instrucción.

“Día laboral” se refiere a un día que las oficinas administrativas del distrito están abiertas para el negocio, sin importar si las escuelas están abiertas o no.

Suspensión de Estudiante

Una suspensión significa el retiro temporal del privilegio de asistir una escuela por un tiempo determinado. Cualquier suspensión debe ser por una buena causa y se debe informar a la Junta Directiva dentro de cinco días laborales de la imposición.

El administrador del edificio tiene la autoridad de imponer una suspensión corta (10 días lectivos o menos) después del debido proceso. Miembros de la superintendencia tiene la autoridad de imponer una suspensión larga (once días lectivos o más) después del debido proceso.

El Superintendente desarrollará normas, en acuerdo con la ley estatal de Arizona, para la suspensión de estudiantes, incluyendo la apelación de suspensión larga a la Junta Directiva.

Expulsión de Estudiante

La expulsión significa el retiro permanente del privilegio de asistencia a cualquier escuela del distrito, a menos que la Junta Directiva restablezca dicho privilegio. Solamente la Junta Directiva tiene la autoridad para expulsar a un estudiante.

La administración proporcionará notificación por escrito al estudiante/padre que la administración ha recomendado que el estudiante sea expulsado. La notificación incluirá una copia de esta política y/o regulación. La administración proporcionará notificación por escrito al estudiante/padre de la fecha, hora y lugar de la audiencia por lo menos cinco días laborales antes de la audiencia. Si el estudiante se retira después de recibir notificación de la posible expulsión, la audiencia procederá y los resultados serán registrados en el archivo permanente del estudiante.

La audiencia será cerrada para proteger la privacidad del estudiante a menos que el estudiante/padre solicite que sea abierta al público. La audiencia será grabada por un dispositivo grabador. Una copia de la grabación estará disponible para el estudiante/padre por solicitud; sin embargo, no será transcrita de manera rutinaria. El estudiante/padre puede hacer una grabación de la audiencia a su propio gasto.

La audiencia será conducida por un funcionario de audiencia independiente quien escuchará la evidencia y preparará un informe por escrito de los hechos, conclusiones y recomendación. El Informe será basado en la documentación de la audiencia que incluirá cualquier comunicación por escrito entre el estudiante/padre y la administración con respecto a la audiencia, los cargos, el testimonio grabado y pruebas presentadas en la audiencia. El estudiante/padre, la administración del distrito y la Junta Directiva recibirán copias del informe. La Junta no está limitada en aceptar la recomendación del funcionario de audiencia y debe tomar una decisión final sobre la expulsión de un estudiante. El estudiante no podrá regresar a la escuela mientras la acción de la Junta Directiva esté pendiente.

La recomendación del funcionario de audiencia independiente puede ser apelada por el estudiante/padre o la administración notificando al asistente de la Junta dentro de cinco días laborales siguientes al recibo de la recomendación del funcionario de audiencia.

Si la recomendación no es apelada por cualquiera de los dos el estudiante/padre o la administración dentro del plazo, la recomendación, será incluida en la agenda de sesión ejecutiva de la próxima reunión de la Junta Directiva para que la Junta tome acción.

Si la recomendación es apelada dentro del plazo por cualquiera de los dos el estudiante/padre o la administración, se fijará una reunión de la Junta Directiva para revisar la apelación. El estudiante/padre recibirá por escrito notificación sobre la fecha, hora y lugar de la reunión por lo menos cinco días antes de la reunión. La Junta considerará el tema en sesión ejecutiva a menos que el estudiante/padre solicite una reunión abierta al público. La Junta Directiva espera que el estudiante/padre asista a la reunión para contestar alguna pregunta que los miembros puedan tener con respecto a la apelación.

Cada miembro de la Junta que esté presente en la reunión revisará los hechos, conclusiones y recomendación del funcionario de audiencia junto con la apelación por escrito. Un miembro de la Junta puede dar la oportunidad para que el estudiante/padre y la administración presenten sus posiciones, y puede interrogar al estudiante/padre o a la administración. A no ser que sea solicitado específicamente por un miembro de la Junta, ninguna nueva evidencia será escuchada por la Junta.

La Junta puede aceptar la recomendación del funcionario de audiencia o rechazar la recomendación o imponer una acción disciplinaria diferente. La Junta puede otorgar una nueva audiencia, tomar el tema bajo consideración o tomar cualquier otra acción que se considere necesaria.

La decisión de la Junta es definitiva y vinculante. Si se impone una expulsión, tomará efecto después que la Junta considere la recomendación del funcionario de audiencia y determine que expulsión es la acción disciplinaria apropiada.

Procedimiento para readmisión después de expulsión

La administración seguirá estos procedimientos cuando un estudiante busca readmisión después de haber sido expulsado por la Junta Directiva o por otra institución educativa.

1. Cuando la Junta Directiva expulsa a un estudiante, el Superintendente o designado notificará al estudiante de los procedimientos por el cual él o ella puede solicitar una readmisión.

2. Si un estudiante expulsado busca readmisión por el unico motivo de matricularse en el Programa de Aprendizaje a Distancia del distrito (Distance Learning Program), el estudiante y el padre puede solicitar readmisión en cualquier momento al enviar una carta al Superintendente quien entregará la solicitud a la Junta Directiva, junto con una declaración que indicará si el Superintendente recomienda readmisión. La Junta Directiva revisará la recomendación, decidirá si readmite al estudiante, y enviará notificación por escrito de su decisión al estudiante y padre. Si la readmisión es aprobada, la Junta Directiva también proporcionará una copia al estudiante y padre del Acuerdo de Readmisión (Student Readmission Agreement) [JGD-F(6)S] que el estudiante y el padre deben firmar antes que el estudiante sea readmitido.
3. Si un estudiante expulsado busca readmisión para asistir a otro programa que no sea el Programa de Aprendizaje a Distancia del distrito, el estudiante y el padre puede solicitar readmisión al enviar la solicitud de readmisión, que incluye los formularios establecidos en JGD-F(2)S, (4)S, y (5), al asistente del superintendente del área correspondiente. La solicitud debe ser enviada por lo menos 30 días de calendario antes del inicio del semestre cuando el estudiante busca readmisión. El estudiante expulsado no será readmitido antes de 12 meses después de la fecha del incidente el cual resultó en la expulsión del estudiante a menos que la Junta Directiva encuentre una buena causa para exentar este requisito.
4. El asistente del superintendente del área correspondiente o persona designada recopilará información sobre el estudiante desde la expulsión, preparará un informe por escrito usando el formulario JGD-F(3), y enviará el informe a la Junta Directiva. Si la readmisión es recomendada, él/ella preparará y enviará el Acuerdo de Readmisión Estudiantil (Student Readmission Agreement) usando el formulario JGD-F(6)S.
5. La Junta Directiva notificará al estudiante y padre de la fecha, hora y lugar de la reunión donde considerará la solicitud del estudiante para readmisión. La notificación incluirá una copia del informe del asistente del superintendente del área correspondiente. La Junta considerará el tema en sesión ejecutiva a menos que el estudiante/padre solicite una reunión abierta al público. La Junta Directiva espera que el estudiante y el padre asistan a la reunión para contestar alguna pregunta que los miembros puedan tener con respecto a la solicitud.
6. La Junta Directiva revisará la recomendación, decidirá si readmite al estudiante, y enviará una notificación por escrito de su decisión al estudiante y padre. Si la readmisión es aprobada, la Junta Directiva también le proveerá al estudiante y padre una copia del Acuerdo de Readmisión Estudiantil (Student Readmission Agreement) [JGD-F(6)S] que el estudiante y padre deben firmar antes que el estudiante pueda ser readmitido. La readmisión tomará efecto el primer día del semestre próximo a menos que la Junta Directiva especifique otra fecha. La decisión de la Junta Directiva es definitiva.

Readmisión de estudiante bajo la jurisdicción del sistema juvenil de justicia

Un estudiante previamente expulsado quien está bajo la jurisdicción del Tribunal Juvenil o el Departamento de Tratamiento y Rehabilitación Juvenil puede solicitar readmisión como sigue:

1. Antes de admisión, los directivos de la escuela se reunirán con el funcionario del Tribunal Juvenil o el Director del Caso del Departamento de Tratamiento y Rehabilitación Juvenil apropiado y asistirá en desarrollar las condiciones de vigilar la libertad condicional o de la libertad condicional que proporcionaran las pautas específicas para el comportamiento y las consecuencias para el mal comportamiento en la escuela así como los objetivos educativos que deben alcanzar. El asistente del superintendente del área correspondiente o persona designada proporcionará las condiciones a la Junta Directiva para aprobación.

2. Si el estudiante está bajo la jurisdicción del Tribunal Juvenil, el tribunal revisará las condiciones de la Junta de la libertad condicional para el estudiante y puede continuar la expulsión o regresar al estudiante a la escuela bajo las condiciones convenidas. Si el estudiante está bajo la jurisdicción del Departamento del Estado de Tratamiento y Rehabilitación Juvenil, el departamento revisará las condiciones aprobadas de la Junta de la libertad condicional para el estudiante y puede continuar la expulsión o regresar al estudiante a la escuela bajo las condiciones convenidas.
3. La Junta Directiva puede expulsar al estudiante por acciones subsiguientes en la manera prevista en esta política.

Expulsión de estudiantes de educación especial

La expulsión de estudiantes de educación especial será en acuerdo con el procedimiento antes mencionado modificado por la ley federal y estatal de educación especial.

Revisado: 6 de marzo, 2007
28 de mayo de 2013

REF. LEGAL: A.R.S. § 15-840
15-841
15-842
15-843
15-844
8-301

REMISIÓN: JFC – Disciplina y Comportamiento del Estudiante
JFCE – Asociación o Actividades de Pandillas
JFCF – Amenazas contra el Distrito
JFCJ – Instrumentos y Armas Peligrosas

FORMAS: JGD-F(2) - Solicitud para Readmisión - Informe del Estudiante
JGD-F(2)S - Solicitud para Readmisión - Informe del Estudiante (en Español)
JGD-F(3) - Solicitud para Readmisión – Memo a la Junta Directiva
JGD-F(4) - Autorización para Revelar Información Confidencial
JGD-F(4)S - Autorización para Revelar Información Confidencial (en Español)
JDG-F(5) - Condiciones de Libertad Condicional
JDG-F(6) - Acuerdo de Readmisión del Estudiante
JDG-F(6)S - Acuerdo de Readmisión del Estudiante (en Español)

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TEMA: Suspensión/Expulsión de Estudiantes (Educación Regular)</p>
<p>ADMINISTRATIVE REGULATION</p>	<p>CÓDIGO DE DISTRITO: JGD-R(1)</p>

SUSPENSIÓN/EXPULSIÓN DE ESTUDIANTES

Educación Regular

Los siguientes procedimientos serán implementados cuando se suspenda un estudiante matriculado en un programa de educación regular.

Suspensión Corta

Una suspensión corta es de diez (10) días escolares o menos. El administrador del edificio (director, subdirector, asistente administrativo o jefe de equipo) tiene la autoridad para suspender a un estudiante por diez (10) días escolares o menos. La notificación y audiencia requerida para una suspensión corta es más informal y abreviada que para una suspensión larga o expulsión. La suspensión corta no tiene derecho de apelación a otra persona más que el administrador de la escuela.

Cuando una suspensión corta es una opción disciplinaria, el administrador del edificio debe intentar llevar a cabo una audiencia informal con el estudiante y con cualquier otra persona apropiada. El administrador del edificio debe informar oralmente al estudiante del presunto comportamiento del cual se considera una violación de las reglas y la base de las acusaciones. El estudiante tendrá una oportunidad para responder. Si, después de que se termina la audiencia, el administrador del edificio decide que una suspensión corta es apropiada, el administrador del edificio debe imponer la suspensión y notificar al estudiante y al padre del estudiante. El administrador del edificio no excluirá a un estudiante de educación primaria (Grados K-6) de la escuela hasta que el padre sea notificado.

El administrador del edificio puede, además de imponer una suspensión corta, recomendar al asistente del superintendente de área apropiada o persona designada que se imponga una suspensión larga o expulsión. Sin embargo se llevará a cabo la suspensión corta.

El administrador del edificio puede suspender inmediatamente a un estudiante cuando la presencia del estudiante crea un peligro para cualquier otro estudiante o para el personal de la escuela. Tan pronto como el peligro disminuya, el administrador del edificio debe intentar iniciar una audiencia informal para la suspensión corta.

Suspensión Larga

Una suspensión larga es de once (11) días escolares o más. El administrador del edificio puede, además de imponer una suspensión corta, recomendar al asistente del superintendente o persona designada que se imponga una suspensión larga. Sin embargo la suspensión corta se llevará a cabo.

Los miembros de la superintendencia tienen la autoridad para imponer una suspensión larga. El administrador del edificio entregará al estudiante/padre notificación por escrito de que el administrador del edificio está recomendando al asistente del superintendente o persona designada que el estudiante sea suspendido por once (11) días escolares o más. La notificación debe incluir una copia de esta política y/o regulación.

Si el asistente del superintendente crea que una suspensión de plazo largo es apropiada, se proporcionará al estudiante y al padre la oportunidad de reunirse con el asistente del superintendente o persona designada a dialogar la situación en un entorno informal. El asistente del superintendente o persona designada determinará si existe una buena causa para la suspensión a largo plazo.

Si el asistente del superintendente o persona designada determina que existe una buena causa para la suspensión a largo plazo, el asistente del superintendente o persona designada puede imponer una suspensión a largo plazo o, en lugar de una suspensión, colocar al estudiante en un programa de educación alternativo operado por el distrito. Si el asistente del superintendente o persona designada coloca a un estudiante en dicho programa de educación alternativo en lugar de una suspensión, el estudiante será asignado al programa de educación alternativa y no puede asistir a otra escuela en el distrito durante dicho periodo de tiempo sin la autorización por escrito del asistente del superintendente o persona designada. El estudiante debe asistir a la escuela alternativa durante todo el periodo durante el cual el estudiante estaría sujeto a la suspensión larga. Si el estudiante no asiste a la escuela alternativa durante este periodo, se llevará a cabo la suspensión larga.

Si, en lugar de colocación alternativa, el asistente del superintendente impone una suspensión a largo plazo, el padre puede solicitar una audiencia de debido proceso dentro de los dos (2) días laborales siguientes a la notificación de que se ha impuesto la suspensión larga. La audiencia de debido proceso, si se solicita, se programará tan pronto como sea posible después de dicha solicitud. Si la audiencia de debido proceso no se puede completar durante el periodo de diez (10) días de la suspensión de corto plazo, el asistente del superintendente puede colocar al estudiante en un programa de educación alternativo hasta que se determine el resultado de la audiencia.

El distrito entregará notificación por escrito al estudiante/padre sobre la fecha, hora y lugar de la audiencia y las acusaciones contra el estudiante por lo menos cinco (5) días laborales antes de la audiencia, a no ser que el estudiante/padre renuncie al período de notificación de cinco días.

Si el estudiante se retira después de recibir notificación de la posible suspensión larga, el asistente del superintendente procederá a determinar si existe una buena causa para la suspensión larga y registra la determinación en el archivo permanente del estudiante.

Como regla general, las audiencias de la suspensión larga serán realizadas por un funcionario de audiencia independiente, quien escuchará la evidencia y tomará la decisión sobre si una suspensión larga es apropiada.

Una audiencia de suspensión larga será grabada en un dispositivo de grabación. Una copia de la cinta estará disponible para el estudiante/padre por solicitud, sin embargo, la cinta no será transcrita de manera rutinaria. El estudiante/padre puede hacer una grabación de la audiencia por su propia cuenta.

El funcionario de audiencia enviará una copia de la decisión escrita al estudiante/padre y a la administración. Si se impone una suspensión larga, tomará efecto al recibo por parte del asistente del superintendente o la decisión del funcionario de audiencia, sujeto a una apelación.

El estudiante/padre o la administración pueden apelar la decisión del funcionario de audiencia enviando una apelación por escrito a la secretaria de la junta directiva dentro de los cinco (5) días laborales siguientes al recibo de la decisión del funcionario de apelación. La apelación por escrito será recibida no menos de veinticuatro (24) horas antes de la reunión en donde se recibirá la apelación.

La decisión se puede apelar sobre una de las siguientes bases:

1. Que la recomendación no sea apropiada.
2. Que la recomendación fue el resultado de parcialidad o prejuicio.
3. Que el estudiante no recibió el debido proceso.
4. Que hay nuevas evidencias disponibles que no pudieron ser razonablemente descubiertas antes de la audiencia.

La apelación por escrito debe estipular las bases para la apelación y debe indicar la posición de la parte y la base para su posición. La parte opuesta puede presentar una respuesta por escrito a la apelación.

A no ser que el estudiante/padre solicite una reunión abierta, la Junta considerará el tema en Sesión Ejecutiva después de que cada miembro de la junta haya revisado la decisión por escrito del funcionario de audiencia y cualquier apelación y respuesta por escrito. Un miembro de la junta puede proporcionar la oportunidad para que el estudiante/padre y la administración presenten sus posiciones, y puede interrogar al estudiante/padre o a la administración. A no ser que sea solicitado específicamente por un miembro de la junta, ninguna nueva evidencia será escuchada por la Junta.

La Junta puede afirmar la decisión del funcionario de audiencia o revertir la decisión e imponer una acción disciplinaria diferente. La Junta Directiva es la máxima autoridad del distrito y no está obligada a confirmar la decisión del funcionario de audiencia. Para tomar su decisión, la Junta puede considerar políticas y regulaciones administrativas pertinentes, su experiencia pasada con asuntos disciplinarios estudiantiles y su conocimiento en general acerca del tipo de comportamiento presentado por el estudiante y cualquier asunto público que se relacione con este. La Junta puede otorgar una nueva audiencia. La Junta puede tomar el tema bajo consideración. Además, la Junta Directiva puede tomar cualquier otra acción que se considere necesaria.

La decisión de la Junta es definitiva y obliga.

Suspensión por falta de cumplimiento con las leyes estatales en relación con la documentación de inmunización/inmunidad

La escuela debe matricular a cualquier estudiante al cual le falta la documentación de inmunización /inmunidad requerida por la ley estatal y a quien no se aplica una excepción. Sin embargo, a no ser que la escuela esté intentando verificar un registro de inmunización inadecuado o el estudiante esté en el proceso de recibir las inmunizaciones requeridas y un programa de finalización haya sido establecido por el médico del estudiante o por una agencia de salud, la escuela suspenderá al estudiante de la siguiente manera:

1. La escuela proporcionará al padre notificación por escrito sobre el incumplimiento con la ley estatal.
2. En la notificación por escrito, la escuela especificará qué se requiere para asistir a la escuela.
3. En la notificación por escrito, la escuela proveerá al padre información relacionada con la disponibilidad de exenciones y remitirá al padre a un médico o autoridad/agencia de salud local para revisión de la historia de inmunización del estudiante y la disposición de inmunizaciones que sean necesarias.
4. En la notificación por escrito, la escuela notificará al padre que el estudiante está suspendido por hasta diez días para permitir que el padre suministre a la escuela uno de los siguientes documentos:
 - a. la documentación necesaria de inmunización/inmunidad.
 - b. una declaración/certificado de exención.

c. prueba documental de que las inmunizaciones requeridas han sido iniciadas y de que se ha establecido un programa de finalización por parte del médico del estudiante o de una agencia de salud.

La escuela terminará la suspensión con la ocurrencia de uno de los anteriores.

Si nada de lo anterior ha ocurrido al final de la suspensión escolar de diez (10) días, el administrador del edificio notificará al asistente del superintendente apropiado, quien proporcionará al padre notificación sobre el procedimiento de una suspensión larga.

Si la escuela no puede, después de intentarlo, verificar un registro de inmunización inadecuado, se aplicará el proceso de suspensión anteriormente mencionado.

Suspensión de estudiantes que no cumplen con el programa de inmunización

La escuela puede permitir a los estudiantes que se encuentren en el proceso de recibir las inmunizaciones requeridas asistir a la escuela mientras el padre haya presentado a la escuela prueba documental de las inmunizaciones recibidas, así como un programa de finalización establecido por el médico del estudiante o por una agencia de salud.

Al menos dos veces al año, la escuela revisará el registro de inmunización de cualquier estudiante al que se permite asistir a la escuela de acuerdo con esta condición. Si el estudiante no cumple con el programa de inmunización, la escuela proveerá al padre notificación de que el estudiante tiene quince (15) días calendario para cumplir con el programa de inmunización. Si el estudiante no ha cumplido con el programa de inmunización al final del periodo de quince(15) días calendario, la escuela suspenderá al estudiante por hasta diez (10) días escolares para que el estudiante cumpla con el programa de inmunización.

Si el estudiante no cumple con el programa de inmunización al final de la suspensión de diez (10) días escolares, el administrador del edificio notificará al asistente del superintendente apropiado, quien proporcionará notificación al padre sobre el procedimiento de suspensión larga.

Revisado: 29 de julio de 2004
19 de junio de 2013

Referencia legal: A.R.S. §8-301
15-841
15-843

Michael B. Cowan
Superintendente

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Child Custody
GOVERNING BOARD POLICY	DISTRICT CODE: JH

CHILD CUSTODY

The district will honor all current court orders, decrees, or instructions pertaining to custody situations. It is the responsibility of adults having custody of a student to submit to the school a certified copy of the most recent court order or decree.

In sole custody situations, the custodial parent has the right to determine the child's education unless the custody decree provides otherwise. Where parents share joint legal custody, neither parent's rights are superior with regard to determining the child's education unless specified otherwise by the court or parents in the final judgment or order.

Both parents, custodial and noncustodial, have equal access rights to the school records of their children unless the school or district has received a copy of a court order or decree indicating otherwise.

The school or district will not act merely on the desire of one parent to prevent the other parent from seeing the student.

Noncustodial parents will not use the schools to contact their children unless an emergency exists.

When child abuse has been alleged, district child abuse procedures will be followed. The procedures set forth in Governing Board Policy JFG will additionally be followed if a law enforcement or Department of Child Safety authority seeks to interview or remove the child from the school during the school day.

The Superintendent will develop guidelines to implement this policy.

Adopted: August 22, 1989

Revised: August 11, 1992
August 10, 1993
March 28, 1995
February 1, 1996
October 27, 1998

LEGAL REF.: A.R.S. § 8-101
8-201, 8-202
8-241
8-531
8-538
13-1302

Cross Ref: JFG – Interrogations, Arrests/Removal of Students and Searches
JO – Student Records

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Child Custody
ADMINISTRATIVE REGULATION	DISTRICT CODE: JH-R

CHILD CUSTODY

The following guidelines pertain to parental rights in child custody-school situations. Situations not covered in this regulation should be referred to the appropriate assistant superintendent.

A. Definitions

1. "Adult" means an individual eighteen (18) years of age or older.
2. "Agency" means a public or private agency licensed to care for children.
3. "Court order" means a decree, order, or instruction given by any court of competent jurisdiction.
4. "Child" means any individual under eighteen (18) years of age.
5. "Custodial parent" means the parent awarded custody of the child by the custody decree from any court of competent jurisdiction.
6. "Custodian" means an adult other than a parent or guardian who is acting as a parent in the absence of a parent or guardian.
7. "Custody" or "legal custody" means (1) custody exercised by the natural or adoptive parent with whom the child resides, or (2) custody granted by order of a court of competent jurisdiction. Legal custody generally includes the right to determine the child's upbringing, including education and health care. Pursuant to state law, the mother is the legal custodian of a child born out of wedlock until paternity is established and custody is determined by the court.
8. "Guardian" means an individual appointed by the court to care for and manage a child during the child's minority.
9. "Joint legal custody" means that both parents share legal custody of the child. Neither parent's rights are superior, except with respect to specified decisions as set forth by the court or the parents in the final judgment or order.
10. "Noncustodial parent" means the parent not granted custody of the child by the custody decree.
11. "Parent or parents" means the natural or adoptive mother or father of the child.
12. "Parenting plan" means a court-approved written parenting plan or written joint custody agreement wherein each parent's rights and responsibilities in joint custody situations are described.

13. "Records" means any record, file, document or other material maintained by the district or a person acting for the district, which contains information directly related to a student.

Records may include, but are not limited to, such documents as: attendance card, report card, permanent record card, academic information possessed by the classroom teacher, medical information, and anecdotal information. "Records" does not include a personal record developed by a staff member which is in the sole possession of the maker thereof and not accessible or revealed to any other person except a substitute for the maker.

Information compiled through the efforts of a school psychologist are not subject to inspection as outlined in this document.

14. "Residential parent" means the parent having joint legal custody with whom the child primarily resides during the school year. The residential parent may be designated by the court as the primary caretaker of the child and/or the residential parent's home designated as the primary home of the child for the purposes of public assistance.
15. "Stepparent" means the spouse of the child's father or mother.

B. Access To Records

1. Right to Inspect And Review Records

The following criteria shall be used to provide direction for access to records:

- a. Access to student records is governed by district policy and regulation JO and JO-R.
- b. Both parents maintain equal access rights to school records pertaining to their children, unless the district has received a certified copy of a court order or decree indicating otherwise.
- c. At the custodial parent's request, the district shall allow the stepparent to act for the custodial parent unless the noncustodial parent objects in writing to the school.
- d. A custodian with whom a student lives may review records unless the custodial parent has provided written instructions to the contrary.
- e. The following also have access rights to a student's records:
 - (1) A court appointed guardian.
 - (2) An agency to whom jurisdiction over the child has been awarded.

2. Conflicts Between Custodial Parents and Noncustodial Parents

- a. When a noncustodial parent requests records, the school shall attempt to notify the custodial parent of the request. The noncustodial parent shall be advised that notification shall be attempted at the time the request for records is made.

- b. If the custodial parent requests that the noncustodial parent be refused access to records, the following shall be done:
 1. The school shall inform the custodial parent that (1) the noncustodial parent has the right to access, and (2) that the school must provide access unless a court order or decree indicates otherwise.
 2. The parents shall be encouraged to resolve conflicts without involving school personnel.

3. Requests for Records for Custodial Litigation

- a. Records requested by an attorney representing a parent shall be acquired by subpoena or by written consent of the parent.
- b. Any such requests received by individual schools shall be sent to the district's Student Records department for action. Current data not available in Student Records, such as the latest report card and attendance records, should be attached to the request.

Student Records personnel shall be responsible for providing the requested information to the individual or agency making the request.
- c. Nothing in this section shall be construed to deny either parent the right to review and copy student records for purposes of custodial litigation.

C. Custody and Rights of Visitation

1. It is the responsibility of the custodial parent to provide the school with the custody decree and any superseding court order. If the noncustodial parent provides such documentation to the school, the custodial parent shall be informed and given an opportunity to verify the documents.
2. When a conflict arises relative to noncustodial parent access to a child, the most recent court order or decree in the possession of the district shall prevail.

If a disagreement concerning access to a child at or after school occurs between parents, the position of the custodial parent shall prevail until otherwise determined by court order or decree.
3. Requests by a noncustodial parent to visit with or talk to a child shall be subject to the following:
 - a. Children should not be contacted at school by the noncustodial parent unless an emergency as determined by the unit administrator exists.
 - b. The school shall attempt to notify the custodial parent as to the nature of the noncustodial parent's request.

4. Unless the noncustodial parent objects in writing to the school, the district shall allow the stepparent to act for the custodial parent.

D. On-Campus Confrontations

A visit to the campus by a noncustodial parent may result in a confrontation with school personnel. In order to minimize the chances of such confrontation, the following guidelines shall be followed:

1. Identification shall be requested whenever identity is in doubt.
2. If identification is confirmed, inquiry shall be made as to custody and visitation rights.
3. The visitor's response to the inquiry shall be confirmed by reference to the court order in school files.
 - a. If reference to the court order indicates no restriction on the visitor's right to visit the child, the visitor may visit the child under the following conditions:
 - (1) The unit administrator determines that an emergency exists, justifying the interruption of the child's education by the visit.
 - (2) The unit administrator or the unit administrator's designee shall sit in on the visit, which shall take place in the unit administrator's office.
 - (3) The visit shall be limited to the time necessary to deal with the emergency.
 - (4) The noncustodial parent shall be informed that school visits are strongly discouraged and generally allowed only in case of an emergency.
 - (5) The noncustodial parent shall be informed that exercise of visitation rights should be worked out through the legal system.
 - b. If a court order in the files indicates that the noncustodial parent has no right to visit the child, the noncustodial parent shall be asked to leave.

If necessary, the police shall be called for the purpose of removing the noncustodial parent from the campus. District security shall also be notified.

4. The unit administrator shall develop a plan at each school to provide for the possibility of custody confrontations. The plan shall include placing the child in a location unknown to the visitor.
5. The unit administrator shall familiarize appropriate staff regarding the provisions of this regulation.

E. Joint Legal Custody

The school will follow the provisions of the parenting plan/joint custody agreement when questions impacting on the school arise regarding a child in joint custody. The residential parent is responsible for providing the school with a copy of the parent plan/joint custody agreement.

In some cases the child resides with parents on an alternating basis. In such cases, both parents are equally responsible for providing the parenting plan/joint custody agreement to the school. In cases where the parents reside in two different MUSD attendance areas, the parents must designate one school of attendance.

F. School to Parent Communication

The school shall direct all school-to-parent communication to the custodial parent and to the residential parent. In sole custody situations, the school shall send copies of school-to-parent communication to the noncustodial parent at the direction of the custodial parent. In joint custody situations, the school shall send copies of school-to-parent communication to the nonresidential parent at the request of the nonresidential parent.

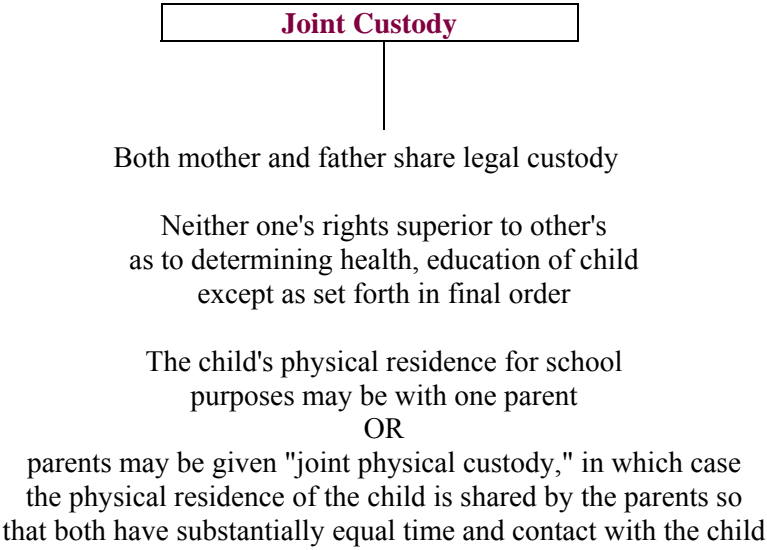
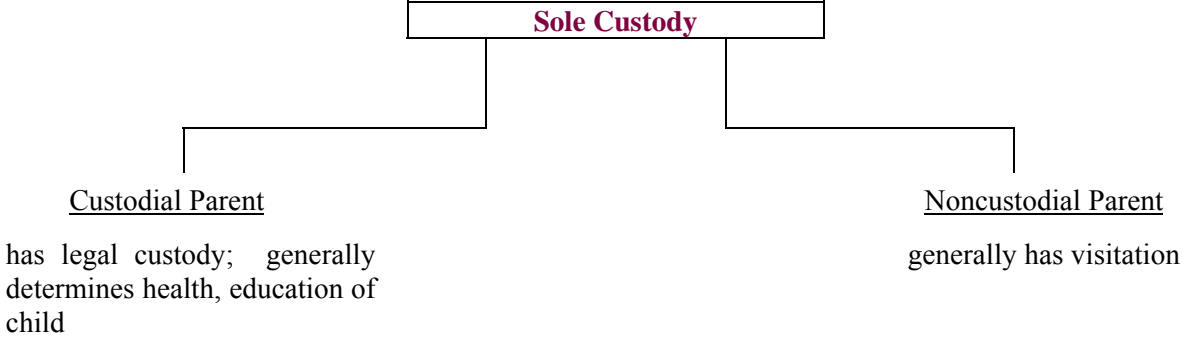
G. Parent-Teacher Conferences

The teacher will conference with the custodial parent and with the residential parent. In sole custody situations, the teacher will conference with the noncustodial parent at the direction of the custodial parent. In joint custody situations, the teacher will conference with the nonresidential parent at the request of the nonresidential parent.

Adopted: May 8, 2002

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Child Custody
EXHIBIT	DISTRICT CODE: JH-R-E



"Residential Parent"
means
the parent having joint custody
with whom the child resides

"Nonresidential Parent"
means
the parent having joint custody
with whom the child does not reside

Important to Distinguish: Neither parent in a joint custody situation is called the "custodial parent." The term "custodial parent" refers only to the parent awarded legal custody in a sole custody situation. It confuses the two different types of custody to call a parent having joint custody the "custodial parent."

Approved: 3/28/95

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Insurance Program
GOVERNING BOARD POLICY	DISTRICT CODE: JHA

Student Insurance Program

The Governing Board shall annually select an insurance carrier to provide a general student insurance program. If school insurance is purchased, the premiums shall be paid by each student or his parents or guardians.

Students participating in interscholastic or intramural athletics, shall be required to have appropriate school accident insurance or a signed statement from parents or guardians verifying family coverage.

The Superintendent shall ensure adequate advertising to parents or guardians of the availability of student insurance.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. 15-384

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Health Services and Requirements
GOVERNING BOARD POLICY	DISTRICT CODE: JHC

Student Health Services and Requirements

The student health services program in the District may include:

- o Administration of patent, proprietary medications (over-the-counter [OTC] medications) in compliance with Arizona Revised Statutes, Governing Board Policies and Administrative Regulations.
- o Administration of immunizations in conjunction with the County Health Department and in compliance with Arizona Revised Statutes.
- o Providing preventive health information.
- o The treatment of school-related injuries, illnesses, and recommendation for follow-up care.
- o Screening clinics for selected physical impairments.

Adopted: February 10, 1987

LEGAL REF.: A.R.S. §15-344
32-1901(39)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Physical Examinations of Students Participating in Interscholastic Athletics
GOVERNING BOARD POLICY	DISTRICT CODE: JHCA

PHYSICAL EXAMINATIONS OF STUDENTS PARTICIPATING IN INTERSCHOLASTIC ATHLETICS

Students participating in Arizona Interscholastic Athletics (grades 9-12) are required to submit evidence of being physically fit. Students must submit proof of a recent physical examination conducted by a doctor of medicine (M.D.), osteopathic physician (D.O.) or certified registered nurse practitioner (N.P.) licensed to practice, or a certified physician's assistant (PA-C) registered by the Joint Board of Medical Examiners and the Osteopathic Examiners in Medicine and Surgery.

Adopted: February 10, 1987

Revised: June 11, 1996
September 14, 2010

CROSS REF.: IGDJ – Interscholastic Athletics

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Immunizations of Students
GOVERNING BOARD POLICY	DISTRICT CODE: JHCB

IMMUNIZATIONS OF STUDENTS

Subject to the exemptions as provided by state law, students must be immunized against those illnesses or diseases specified in the state Department of Health Services regulations, as they may be amended from time to time. Parents must submit the immunization record 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. Pursuant to state law, a student who fails to comply with this immunization policy will be suspended in accordance with the policies of the district.

The district will not require, as a condition for attending school, immunization of any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease.

The district will cooperate with county and state health departments in programs of immunization. The district will secure permission from a parent or guardian before a student may participate in any immunization projects in which the district participates.

The Superintendent will develop regulations consistent with state statute and rules regarding attendance at school in relation to documentation of immunization, immunity, or exemption.

Adopted: April 8, 2003

LEGAL REF.: A.R.S. § 15-871
15-872
15-873
15-874
36-672

CROSS REF.: JC – Student Admissions
JGD – Student Suspension/Expulsion

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Immunizations of Students
ADMINISTRATIVE REGULATION	DISTRICT CODE: JHCB-R

IMMUNIZATIONS OF STUDENTS

Subject to the exemptions set forth below, students must be immunized against all diseases, as currently required by the Arizona Department of Health Services and local health department, before attending any district school.

The district will modify its requirements as needed to comply with state and local regulations.

A student may attend school under the following conditions:

- a. The parent has presented the school with written evidence that immunizations are complete in accordance with the appropriate immunization schedule prescribed by the Department of Health Services;
- b. The parent has presented the school with laboratory evidence of immunity;
- c. The student is in the process of receiving the current dose for required immunizations, and a schedule for completion has been established by the student's physician or a health agency;
- d. The school is attempting to verify an inadequate immunization record;
- e. The student is homeless and has been referred to the district's homeless liaison for assistance in obtaining all immunizations or records thereof; or
- f. An exemption applies. This may be a medical exemption or a personal belief exemption for a K-12 student or a medical exemption or religious belief exemption for a preschool student.

Immunization Record

An immunization record that includes the following information will be maintained for each student in the district:

- name of the student;
- date of birth;
- type of vaccine administered; and
- month and year of each immunization — except for measles, mumps, and rubella — for which the month, day, and year are required.

As of January 1, 1992, Arizona law requires that students entering Arizona schools for the first time submit documentary proof of immunization. "Documentary proof" is written proof of immunization or laboratory evidence of immunity which must be signed by a physician or authorized representative of a health agency.

- Written proof of immunization must include the name of the pupil; birth date; type of vaccine administered; month and year of each immunization, except for measles, mumps, and rubella (MMR), for which the month, day, and year is required together with the name of the physician or health agency administering the vaccine.
- Laboratory evidence of immunity is written evidence of serologic confirmation of the presence of specific antibodies against an immunization-preventable disease.

Exemptions to Immunizations

1. Personal belief exemption (applicable only to students in grades K-12)

The student's parent submits to the school administrator a signed statement stating that the parent has received information about immunizations provided by the Department of Health Services; understands the risk and benefits of immunizations and potential risks of non-immunization; and that, due to personal beliefs, the parent does not consent to the immunization of the student.

2. Religious belief exemption (applicable only to preschool students)

The student's parent submits to the school administrator a signed statement indicating that the parent has received information about immunizations provided by the Department of Health Services; understands the risk and benefits of immunizations and potential risks of non-immunization; and that, due to religious beliefs, the parent does not consent to the immunization of the student.

3. Medical exemption (applicable to all students)

The student's parent submits to the school administrator written certification, signed by the parent and by a physician, stating that one or more of the required immunizations may be detrimental to the student's health and indicating the specific nature and probable duration of the medical condition or circumstance that precludes immunization.

The school will define any medical exemption as either permanent or temporary.

A permanent medical exemption may be provided for one or more vaccines.

A temporary exemption is valid only for the duration of the circumstance or condition that precludes immunization. A temporary medical exemption will specify the date of its termination. A student with a temporary medical exemption will be allowed to attend school on the condition that the required immunizations will be obtained at the termination of the exemption. The school will notify the parent of the date by which the student will complete all required immunizations.

The school will record any exemption on the student's school immunization record.

Exclusion from School During Outbreak

Each school will maintain a current list of students without evidence of immunization or immunity to the listed diseases. This list will include the names of all students with incomplete immunization histories or exemptions for personal, religious, or medical reasons where evidence of immunity has not been provided.

Schools will exclude from school any students lacking proof of immunization or immunity if state or local health authorities declare an outbreak of the disease for which immunity is lacking.

Inadequate Immunization Records

When the parent presents the school with immunization records that do not comply with the standards for documentary proof, the school will notify the parent of the lack of compliance with the immunization requirements.

Suspension for Lack of Compliance with State Law Regarding Documentation of Immunization/Immunity

The school will enroll any student lacking the documentation of immunization/immunity required by state law and to whom an exemption does not apply. However, unless the student is in the process of receiving the required immunizations and a schedule for completion has been established by the student's physician or a health agency, the school will suspend the student as follows:

1. The school will give the parent written notice of the lack of compliance with state law.
2. In the written notice, the school will specify what is required for attendance.
3. In the written notice, the school will provide the parent with information regarding the availability of exemptions and refer the parent to a physician or local health authority/agency for review of the student's immunization history and provision of immunizations as needed.
4. In the written notice, the school will notify the parent that the student is suspended for up to 10 days in order to allow the parent to provide the school with one of the following:
 - a. the necessary documentation of immunization/immunity,
 - b. a statement/certificate of exemption, or
 - c. documentary proof that the required immunizations have been initiated and that a schedule for completion has been established by the student's physician or a health agency.

The school will terminate the suspension upon occurrence of one of the above.

If the school is unable, after attempt, to verify an inadequate immunization record, the above suspension process will apply.

Suspension of Students Who Fail to Complete Immunization Schedule

The school may allow students in the process of receiving the required immunizations to attend school as long as the parent has presented the school with documentary proof of the immunizations received, as well as a schedule for completion established by the student's physician or a health agency.

At least twice a year, the school will review the immunization record of any pupil allowed to attend school pursuant to this condition. If the student fails to comply with the immunization schedule, the school will give the parent notice that the student has 15 days to comply with the immunization schedule. If the student has not complied with the immunization schedule by the end of the 15-day period, the school will suspend the student for up to 10 school days in order for the student to comply with the immunization schedule.

If the student fails to comply with the immunization schedule by the end of the 10-day suspension, the building administrator will notify the appropriate assistant superintendent, who will give the parent notice of the long suspension procedure.

Required Reports

1. **Immunization Record:** An immunization record will be maintained for each student in the district. Records will include the following information:
 - name of the student;
 - date of birth;
 - type of vaccine administered; and
 - 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.
2. **Annual Report:** By November 15 of each year, the Superintendent will submit a report on the immunization status of students to the state or local health department. The report will include the following information:
 - The number of students with documentary proof of immunization status, specifying the number who:
 - have received all immunizations required for their age;
 - have submitted laboratory evidence of immunity;
 - are medically exempt, specifying whether on a permanent basis or temporary basis; and
 - are exempt for personal beliefs.
 - The number of new entrants without documentary proof of immunization status, specifying the number with incomplete immunizations.
 - The number of schools with pre-kindergarten students, specifying the number of students admitted and the number of doses received per student.
3. **Outbreak Report:** 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.

JHCB-R – Cont'd.

Approved: August 11, 1992

Revised: February 10, 1998
March 26, 2003
November 20, 2008

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Communicable Diseases
GOVERNING BOARD POLICY	DISTRICT CODE: JHCC

COMMUNICABLE DISEASES

Students with communicable diseases may pose a threat to the health and safety of students and staff. In responding to such threats, the district will strive to maintain a balance between the need to control communicable diseases and the need to protect students' legal rights.

Decisions regarding the educational status of students with communicable diseases generally will be made on a case-by-case basis in accordance with this policy and its administrative regulation. For all designated communicable diseases, the district will fully comply with all reporting, exclusion, and contact control measures required by the Arizona Department of Health Services and the Maricopa County Health Department.

A student with a suspected or diagnosed communicable disease who has been excluded from school under state or county health laws may not return to school until cleared by the school health office. If a parent or guardian desires to return an excluded student to school, and the student continues to demonstrate signs or symptoms of a communicable disease, the school health office will deny the request until the parent provides a written statement from the student's physician that concludes that the student does not have a communicable disease or does not require exclusion under the state or county health laws.

For the purpose of this policy,

- “Communicable disease” means an illness due to an infectious agent, or its toxic products, which can be transmitted directly or indirectly to a person from an infected person or animal.
- “Designated communicable disease” means a communicable disease that has been designated in the current Arizona Department of Health Services or Maricopa County Health Department regulations as requiring schools to exclude a student with the designated communicable disease or to take specific contact control measures.

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: February 10, 1987

Revised: June 1, 1994
February 27, 2007

LEGAL REF.: A.R.S. §36-664
A.A.C. R9-6-301 et seq.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Medications, Dietary Supplements, and Medical Monitoring Devices
GOVERNING BOARD POLICY	DISTRICT CODE: JHCD

STUDENT MEDICATIONS, DIETARY SUPPLEMENTS AND MEDICAL MONITORING DEVICES

The use of student medications and dietary supplements will be regulated to promote a safe and drug-free educational environment while providing for the medical and dietary needs of students. The Superintendent is authorized to adopt regulations regarding student medications, dietary supplements and medical monitoring devices in the school setting.

Employees of the district, including teachers, counselors/student advisors, and psychologists, will not attempt to encourage or persuade a parent/legal guardian to give his or her child medication or a dietary supplement designed to modify the child's behavior or mood. If questioned about the benefit or suitability of such medications for a student, the district employee should recommend that the parent/legal guardian consult a medical doctor or other professional health care provider.

For the purpose of this policy and implementing regulation,

- “Medication” means prescription or over-the-counter medication.
- “Prescription medication” means a drug that is dispensed pursuant to a physician’s order.
- “Over-the-counter medication” means a non-narcotic drug that may be sold without a prescription and is prepackaged and labeled for use by a consumer in accordance with the requirements of state and federal law.
- “Dietary supplement” means any of the following substances when contained in the form of a pill or powder: a vitamin; a mineral; an herb or other botanical; an amino acid; a dietary substance used to increase or decrease body weight, muscle mass or metabolism; or any concentrate, metabolite, extract or combination of the foregoing ingredients.
- “Medical Monitoring Device” means any device used to monitor blood glucose, oxygen saturation, heart rate or other physiological functions.

Adopted: February 10, 1987

Revised: June 9, 1994
 April 23, 2002
 January 24, 2006
 September 9, 2014

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Medications, Dietary Supplements, and Medical Monitoring Devices
ADMINISTRATIVE REGULATION	DISTRICT CODE: JHCD-R

STUDENT MEDICATIONS, DIETARY SUPPLEMENTS, AND MEDICAL MONITORING DEVICES

1. School Administration of Medication and Dietary Supplements

The school will administer medication and dietary supplements only by personnel designated by the principal or the District Director of Health Services. Medication and dietary supplements will be stored and administered in the school health office unless authorized by the student’s Individualized Health Care Plan [JHCD-R-F(2)].

School personnel will not honor independent requests from a parent to administer prescription medication other than as specified on the physician's order or prescription label, or over-the-counter medication other than as specified on the original container. Administration of medication by injection will occur only pursuant to the student’s Individualized Health Care Plan or a medical emergency that requires administration of emergency medication to a student who is unable to self-administer the emergency medication.

A parent may administer medication or dietary supplements to his/her child at school provided prior arrangements have been made with the school nurse, health assistant, or principal.

2. Authorization for Administration of Medication by School

If a student requests minor pain relief, the school’s nurse or health assistant may administer acetaminophen (e.g., Tylenol) to an elementary school student and acetaminophen or ibuprofen (e.g. Advil, Motrin) to a secondary school student if, on the student’s annual registration form, the student’s parent has authorized the school to administer such medication. The decision whether to administer such medication or whether to pursue non-medicinal remedies — such as hydration, snack, or rest — is within the discretion of the health office.

A completed Consent for School to Administer Medication or Dietary Supplement to Student and Authorization for Release of Health Information [form JHCD-R-F(1)] must be signed by the student’s parent and physician before any other medication or dietary supplement is administered by school personnel. The following will apply to medication or dietary supplements administered by the school:

- A new consent form will be required at the beginning of each school year.
- Any change in medication, dosage, or directions will require the completion of a new consent form. If the change pertains to prescription medication, a new physician’s order or prescription label must also be provided.
- All signatures by a parent must be handwritten and original. All physician signatures must be handwritten and either the original or a facsimile delivered to the school.
- Narcotic pain medication will not be given at school unless an Individual Health Care Plan is in place.

3. Student Self-Administration of Emergency Medication and Inhalers

A student may carry and self-administer prescribed emergency medication or an inhaler if:

- The student's name is on the prescription label on the medication container or device, and
- The student's parent has provided written consent to the school nurse or health assistant, using a Release for Student to Carry Prescribed Inhaler or Emergency Medication form [JHCD-R-F(7)].

Students and their parents should meet with the school nurse to discuss the risks associated with allowing a student to carry emergency medication and inhalers, and the benefits of storing such items under the supervision of the school nurse or health assistant. By law, the District and its employees are not responsible for loss or misuse of medication by students at school, or by the good faith implementation of this policy. The school nurse, health assistant, or secretary must be notified as soon as possible following use of emergency medication if specified in the Individualized Health Care Plan.

4. Student Self-Administration of Diabetes Medication and Use of Medical Monitoring Devices

A student may carry and administer diabetes medication and monitoring equipment if the student's parent submits annually to the school a diabetes medical management plan that:

- Authorizes the student to carry the medications, monitoring equipment, and nutritional items that are listed in the plan as medically appropriate for the student to self-administer and that have been prescribed or authorized for the student.
- Acknowledges that the student is capable of self-monitoring blood glucose and self-administering all medications, equipment, and nutritional items listed in the plan.
- Is signed by a licensed medical doctor, physician assistant, nurse practitioner, or other health professional licensed pursuant to A.R.S. Title 32, Chapter 13, 14, 17, or 25.

Students and their parents should meet with the school nurse to discuss the risks associated with allowing a student to carry diabetes medication and equipment, the benefits of storing such items under the supervision of the school nurse or health assistant, and proper procedures for disposal of used medications and equipment. By law, the District and its employees are not responsible for loss or misuse of medication or equipment by students at school, or by the good faith implementation of this policy.

5. Student Self-Administration of Other Medication and Dietary Supplements

Except as provided in Sections 3 and 4 above, students will not carry or self-administer medication, dietary supplements, or medical monitoring devices under any other circumstances unless an Individualized Health Care Plan [JHCD-R-F(2)] has been developed and a Consent for Student Self-administration of Medication or Dietary Supplement at School [JHCD-R-F(3)] has been signed by the student's physician, parent, school nurse, and principal.

6. School Administration of Opioid Antagonist

A school will respond to a person who may be experiencing an opioid-related overdose by requesting assistance from an emergency assistance provider and providing emergency care according to the District's procedures for a serious accident or illness of a student.

A school nurse, health assistant, or other trained staff member may administer to a person who may be experiencing an opioid-related overdose a prescribed dose of naloxone hydrochloride (naloxone) or other opioid antagonist approved by the Federal Food and Drug Administration according to the standing order and protocol issued by the dispensing or prescribing health care provider. A school may accept for storage in its health office a prescribed dose of naloxone, together with its standing order and protocol, if:

- The naloxone is provided by a person that lawfully obtained the medication pursuant to A.R.S. §36-2266;
- The naloxone provider and school have created for a student an Individualized Health Care Plan that requires naloxone as emergency medication; and
- The District Director of Health Services has reviewed and approved the request to store naloxone.

7. Student Misuse of Medication, Dietary Supplements, Inhaler, or Medical Monitoring Device

A student who is authorized to carry and self-administer a medication, inhaler, dietary supplement, or medical monitoring device must not distribute the substance or misuse the device while on school property or traveling between school and home. After receiving notice and an informal hearing, a student who is found to have violated this regulation will be subject to disciplinary action, including loss of the privilege of self-administering medication or equipment.

8. Delivery and Storage of Medication

All prescription medication to be administered by the school must be received, counted, and stored in the original container. The parent is responsible for delivery of medication to the school health office. Prescription medication must be delivered to school in the current original container with an unaltered prescription label attached. The medication count must be recorded on the Student Medication Record. School bus drivers are prohibited from assuming responsibility for transporting student medication to the school.

All over-the-counter medications, dietary supplements, and sample medications to be administered at school must be in the original container and clearly labeled with the following information:

- Student's name
- Name of medication
- Directions concerning dosage
- Time of day to be taken

Medication must be stored in a secure fashion under lock and key in a location designated by the principal. Medication that requires refrigeration must be stored in a refrigerator located in a room that is routinely locked when school personnel are not on duty.

9. Documentation of Medication Administration

Each school must maintain a current record of all medication administered by school personnel by completing the appropriate medication log.

10. Medication Incidents/Errors

Any failure to administer medication as prescribed is considered an incident/error. This includes failure to administer the prescribed medication to the correct student, at the correct time, in the correct dose, or through the correct route. Incidents/errors must be reported promptly to the parent and principal for appropriate action. Noncompliance by a student will be addressed by the school nurse or health assistant and reported to the parent as needed.

A written Medication Incident Report [JHCD-R-F(4)] must be completed for each medication incident/error. Copies must be forwarded to the Director of Health Services.

11. Field Trips

Students will receive medication on field trips unless otherwise instructed by the parent prior to the field trip.

Medication must be kept in the possession of or under the control of the certified employee or principal designee administering the medication. Medication taken on a field trip must be returned to the school nurse or health assistant. For extended field trips, a Student Overnight Travel Emergency and Medication form [JHCD-R-F(6)] will be required for medication to be administered outside the normal school day.

12. Disposal of Medication

The parent will be notified in writing when unused/discontinued medication is left at school. If not picked up within five days of notification, the medication will be destroyed.

13. Definitions

For the purpose of this regulation:

“Medication” means any prescription medication or over-the-counter medication.

“Prescription medication” means any drug that is dispensed for use by a named student pursuant to a physician’s order.

“Over-the-counter medication” means any non-narcotic drug that may be sold without a prescription and is prepackaged and labeled for use by a consumer in accordance with the requirements of state and federal law.

“Dietary supplement” means any of the following substances when contained in the form of a pill or powder: a vitamin; a mineral; an herb or other botanical; an amino acid; a dietary substance used to increase or decrease body weight, muscle mass or metabolism; or any concentrate, metabolite, extract, or combination of the foregoing ingredients.

“Medical monitoring device” means any device used to monitor blood glucose, oxygen saturation, heart rate or other physiological function.

JHCD-R – Cont'd.

Adopted: February 10, 1987

Revised: June 9, 1994
June 24, 1999
July 31, 2002
December 11, 2002
April 28, 2004
September 21, 2005
January 24, 2006
November 20, 2008
August 27, 2009
December 20, 2013
April 13, 2016
November 2, 2016

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. §15-341
15-344
36-2266

FORMS: JHCD-R-F(1) Consent for School to Administer Medication or Dietary Supplement to Student and Authorization for Release of Health Information 95-76-01 W
JHCD-R-F(2) – Individualized Health Care Plan
JHCD-R-F(3) – Consent for Student Self-Administration of Medication or Dietary Supplement at School
JHCD-R-F(4) – Medication Incident Report
JHCD-R-F(6) – Student Overnight Travel Emergency and Medication Form
JHCD-R-F(7) – Release for Student to Carry Prescribed Inhaler or Emergency Medication

<p style="text-align: center;">DISTRITO ESCOLAR UNIFICADO DE MESA</p>	<p>ASUNTO: Medicamentos, Suplementos Dietéticos y Dispositivos de Control Médico de los Estudiantes</p>
<p>NORMATIVA DE LA JUNTA DIRECTIVA</p>	<p>CÓDIGO DEL DISTRITO: JHCD</p>

El consumo de medicamentos y suplementos dietéticos de los estudiantes será supervisado para fomentar un ambiente educativo seguro y libre de drogas, a la vez que se satisfacen sus necesidades médicas y dietéticas. La Superintendencia está autorizada adoptar los reglamentos respecto a los medicamentos, suplementos dietéticos y dispositivos de control médico de los estudiantes en el entorno escolar.

Los empleados del distrito, incluyendo a los profesores, asesor/consejero estudiantil, y psicólogos, no intentarán alentar o persuadir a los padres o tutores para que administren a sus hijos medicamentos o suplementos dietéticos diseñados para modificar su conducta o estado de ánimo. Si le preguntaran sobre el beneficio o conveniencia de dichos medicamentos para un estudiante, el empleado del distrito deberá recomendarle al padre o tutor legal consultar a un médico o a otro profesional que proporcione atención médica.

Para los fines de esta política y el reglamento de implementación,

- “Medicamento” se refiere a los medicamentos de venta con o sin receta médica.
- “Medicamento de venta con receta medica” se refiere a un medicamento que se entrega posterior a la presentación de la receta del doctor.
- “Medicamento de venta libre” se refiere a un medicamento no narcótico que se puede vender sin receta médica y que viene ya empaquetado y etiquetado para que el consumidor lo use de acuerdo a los requisitos del estado y la ley federal.
- “Suplemento dietético” se refiere a una de las siguientes sustancias cuando están contenidas en forma de píldora o polvo: vitamina; mineral; hierba u otra planta; aminoácido; sustancia dietética utilizada para aumentar o disminuir el peso corporal, la masa muscular o el metabolismo; o cualquier concentrado, metabolito, extracto o combinación de los ingredientes ya mencionados.
- “Dispositivo de control médico” se refiere a cualquier dispositivo utilizado para verificar el nivel de glucosa en la sangre, la saturación del oxígeno, ritmo cardíaco u otras funciones fisiológicas.

Adoptado: February 10, 1987

Revisado: June 9, 1994
 April 23, 2002
 January 24, 2006
 September 9, 2014

<p style="text-align: center;">DISTRITO ESCOLAR UNIFICADO DE MESA</p>	<p>ASUNTO: Medicamentos, Suplementos Dietéticos y Dispositivos de Control Médico Estudiantil</p>
<p style="text-align: center;">REGLAMENTO ADMINISTRATIVO</p>	<p>CODIGO DEL DISTRITO: JHCD-R</p>

MEDICAMENTOS, SUPLEMENTOS DIETÉTICOS Y DISPOSITIVOS DE CONTROL MÉDICO ESTUDIANTIL

1. Administración de medicamentos y suplementos dietéticos por parte de la escuela

La escuela administrará medicamentos y suplementos dietéticos solo por el personal escolar designado por el director o el director de servicios de salud del distrito. Medicamentos y suplementos dietéticos serán almacenados y administrados en la oficina de salud de la escuela, a menos que lo autorice el Plan de Atención Médica Individual del estudiante [JHCD-R-F(2)].

El personal escolar no aceptará peticiones individuales de un padre para que se administre un medicamento de receta médica, aparte de las instrucciones específicas en la orden del médico o en la receta, o de un medicamento de venta libre que no sea especificado en el envase original. La administración de un medicamento mediante inyección se efectuará sólo si está considerada en el Plan de Atención Médica Individual del estudiante o una emergencia médica que requiere la administración del medicamento de emergencia a un estudiante que es incapaz de auto administrar el medicamento de emergencia.

Un padre puede administrar el medicamento o suplemento dietético a su hijo/a en la escuela siempre que se haya llegado a un acuerdo previo con la enfermera, el asistente de salud o el director.

2. Autorización para la administración de medicamentos por parte de la escuela

Si un estudiante solicita un medicamento para un dolor menor, la enfermera de la escuela o la asistente de salud podría administrar acetaminofén (ejemplo, Tylenol) a un estudiante de primaria y acetaminofén o ibuprofeno (ejemplo, Advil, Motrin) a un estudiante de secundaria si en el formulario anual de inscripción del estudiante, los padres del estudiante han autorizado a la escuela el administrar tal medicamento. La decisión ya sea el administrar tal medicamento o seguir con remedios no medicinales, tales como hidratación, un bocadillo o descanso es a la discreción de la oficina de salud.

Un consentimiento completado para la escuela para administrar medicamento o suplemento dietético al estudiante y autorización para la liberación de información de salud [formulario JHCD-R-F(1)] debe ser firmado por el padre del estudiante y el médico antes de cualquier otro medicamento o suplemento dietético es administrado por el personal escolar. Lo siguiente se aplicará a los medicamentos o suplementos dietéticos administrados por la escuela:

- Se solicitará un nuevo formulario de consentimiento al inicio de cada año escolar.
- Cualquier cambio en el medicamento, dosificación o instrucciones hará que sea necesario llenar un nuevo formulario de consentimiento. Si el cambio se refiere al medicamento prescrito, también se debe presentar una nueva orden o receta médica.
- Todas las firmas de un padre deben ser manuscritas y originales. Todas las firmas del médico deben ser manuscritas y entregado a la escuela ya sea el original o por medio de facsímile.

- Los medicamentos narcóticos para el dolor no serán administrados en la escuela a menos que un Plan de Atención Médica Individual sea establecido.

3. Auto administración por parte del estudiante de medicamentos de emergencia e inhaladores

Un estudiante puede portar y auto administrarse medicamentos de emergencia que se le hayan prescrito o usar un inhalador si:

- El nombre del estudiante está en la etiqueta del envase del medicamento o dispositivo, y
- El padre del estudiante ha entregado autorización por escrito a la enfermera de la escuela o asistente de salud mediante una Autorización al Estudiante para Portar un Inhalador o Medicamento de Emergencia Prescrito [JHCD-R-F(7)].

Los estudiantes y sus padres deben de reunirse con la enfermera de la escuela para dialogar sobre los riesgos asociados con el permitir el estudiante llevar consigo mismo medicamentos o inhaladores de emergencia y los beneficios de almacenar dichos dispositivos bajo la supervisión de la enfermera o asistente de salud de la escuela. Por ley, el distrito y sus empleados no son responsables de la pérdida o el mal uso que los estudiantes hagan de los medicamentos en la escuela, o de la implementación de buena fe de esta política. Cuando un estudiante haga uso de un medicamento de emergencia se deberá notificar lo antes posible a la enfermera, asistente de salud o a la secretaria de la escuela si especificado en el Plan de Atención Médica Individual.

4. Auto administración por parte del estudiante de medicamentos para la diabetes y el uso de dispositivos de control médico

Un estudiante puede traer y administrar medicamentos para la diabetes y equipo de monitoreo si los padres del estudiante proporcionan a la escuela cada año un plan médico para el manejo de diabetes que:

- Autoriza al estudiante en traer los medicamentos, equipo de monitoreo y artículos de nutrición que están listados en el plan como medicamento apropiados para el estudiante para la auto administración y que han sido prescritos o autorizados para el estudiante.
- Tomando en cuenta que el estudiante es capaz de auto monitorear la glucosa en la sangre y de auto administrarse todas las medicinas, equipo y artículos de nutrición listados en el plan.
- Está firmado por un doctor médico con licencia, asistente médico, enfermera médica u otro profesional con licencia consiguiente al A.R.S. Título 32, Capítulo 13, 14, 17 o 25.

Los estudiantes y sus padres deben de reunirse con la enfermera de la escuela para dialogar los riesgos asociados con el permitir el estudiante llevar consigo mismo los medicamentos y equipo para la diabetes, el beneficio de guardar tales artículos bajo la supervisión de la enfermera de la escuela o asistente de salud y los procedimientos apropiados para el desecho de medicamentos y equipo. Por ley, el distrito escolar y sus empleados no son responsables por la pérdida o mal uso de los medicamentos o equipo por los estudiantes en la escuela o por la buena intención de la implementación de esta norma.

5. Auto administración por parte del estudiante de otros medicamentos y suplementos dietéticos

Con la excepción como proporcionado en secciones 3 y 4 en la parte superior, los estudiantes no llevarán o se auto administrarán medicamentos o suplementos dietéticos o usarán dispositivos de control médico bajo ninguna otra circunstancia a menos que se haya desarrollado un Plan de Atención Médica Individual [JHCD-R-F(2)] y el médico, padre, enfermera y director de la escuela hayan firmado un Consentimiento para la Auto Administración por parte de un Estudiante de Medicamentos o Suplementos Dietéticos en la Escuela [JHCD-R-F(3)].

- JHCD-R – continuación

6. Administración por parte de la escuela de una antagonista de opioides

Una escuela responderá a una persona que esté experimentando una sobredosis relacionada de un opioide solicitando la ayuda de un proveedor de asistencia de emergencia y proporcionar atención de emergencia según los procedimientos del distrito de un accidente serio o enfermedad de un estudiante.

Una enfermera escolar, asistente de salud u otro miembro del personal capacitado puede administrar a una persona que puede estar experimentando una sobredosis relacionada de un opioide una dosis prescrita de Naloxone Hydrochloride (Naloxone) u otra antagonista opioide aprobado por la Administración de Alimentos y Fármacos Federal según la orden permanente y protocolo emitido por el proveedor de atención médica. Una escuela puede aceptar para el almacenaje en su oficina de salud una dosis prescrita de Naloxone, junto con su orden y protocolo, si:

- El Naloxone es proporcionado por una persona que legítimamente obtuvo el medicamento de acuerdo con A.R.S. §36-2266;
- El proveedor de Naloxone y la escuela han creado para el estudiante un Plan de Atención Médica Individual que requiere Naloxone como medicamento de emergencia;
- El director de Servicios de Salud del distrito ha examinado y ha aprobado la petición de almacenar el Naloxone.

7. Mal uso de parte del estudiante de un medicamento, suplemento dietético o dispositivo de control médico

Un estudiante que esté autorizado para portar y auto administrarse un medicamento, inhalador, suplemento dietético o usar un dispositivo de control médico no debe distribuir la sustancia o dar un mal uso al dispositivo mientras se encuentre en propiedad de la escuela o desplazándose entre ésta y su hogar. Después de recibir notificación y de una audiencia informal, un estudiante que ha sido encontrado de haber violado esta regla estará sujeto a una acción disciplinaria. Incluyendo la pérdida del privilegio de la auto administración de medicamentos o equipo.

8. Entrega y almacenamiento de medicamentos

Todos los medicamentos de receta médica para ser administrados por la escuela deben ser entregados, contados y almacenados en su envase original. El padre es responsable de entregar el medicamento a la oficina de salud de la escuela. Los medicamentos de receta médica deben ser entregados a la escuela en el envase original, sin que se haya alterado la etiqueta adherida al medicamento. El conteo de los medicamentos se debe documentar en el Registro de Medicamentos de los Estudiantes. Se prohíbe a los conductores de los autobuses escolares asumir responsabilidad para transportar medicamentos de estudiantes a la escuela.

Todos los medicamentos de venta libre, suplementos dietéticos y medicamentos de muestra médica administrados en la escuela deben estar en su envase original y claramente etiquetados con la siguiente información:

- Nombre del estudiante
- Nombre del medicamento
- Instrucciones sobre la dosificación
- Hora en que se debe tomar

Los medicamentos se deben almacenar de una manera segura bajo llave en un lugar designado por el director. El medicamento que requiera refrigeración se debe almacenar en un refrigerador ubicado en una sala que se deje habitualmente con llave cuando el personal de la escuela no esté en servicio.

9. Documentación de la administración de medicamentos

Cada escuela debe mantener un registro actualizado de todos los medicamentos administrados por el personal de la escuela llenando el registro de medicamentos que corresponda.

10. Errores e incidentes con los medicamentos

Se considera un error o incidente cualquier falla al administrar el medicamento de acuerdo a la receta médica. Esto incluye el administrar el medicamento al estudiante que corresponda, a la hora correcta, en la dosis correcta o a través de la vía correcta. Los incidentes o errores se deben informar oportunamente a los padres y al director para que se prosiga la acción adecuada. El incumplimiento por parte de un estudiante será tratado por la enfermera de la escuela o asistente de salud e informado a los padres si así corresponde.

Se debe llenar un Informe de Incidentes con Medicamentos por escrito [JHCD-R-F(4)] por cada incidente o error y enviar copias al Director de Servicios de Salud.

11. Viajes escolares

Los estudiantes recibirán medicamentos en los viajes escolares, solo que exista una instrucción previa al paseo dada por los padres que indiquen lo contrario.

El medicamento se debe mantener en posesión o bajo el control del empleado certificado o de la persona designada por el director que administre el medicamento. El medicamento administrado en un viaje escolar se debe devolver a la enfermera de la escuela o al asistente de salud. Para viajes escolares más prolongados, se requerirá un formulario de Medicamentos y Emergencias en Viajes de Más de un Día para Estudiantes [JHCD-R-F(6)] para los medicamentos que se administren fuera de la jornada escolar normal.

12. Eliminación de medicamentos

Se notificará por escrito al padre cuando los medicamentos no sean usados o sean ya discontinuados y queden en la escuela. Estos se destruirán si no son recogidos dentro de un periodo de cinco días después de la notificación.

13. Definiciones

Para fines de este reglamento:

“Medicamento” quiere decir medicinas de venta con o sin receta médica.

“Medicamento de venta con receta médica” se refiere cualquier medicina que se entrega para que un estudiante determinado lo use posterior a la presentación de la orden del médico.

“Medicamento de venta libre” se refiere a cualquier medicina no narcótica que se pueda vender sin receta médica y que viene ya empaquetado y etiquetado para que el consumidor lo use de acuerdo a los requisitos del estado y la ley federal.

“Suplemento dietético” quiere decir una de las siguientes sustancias cuando están contenidas en forma de píldora o polvo: vitamina; mineral; hierba u otra planta; aminoácido; sustancia dietética utilizada para aumentar o disminuir el peso corporal, la masa muscular o el metabolismo; o cualquier concentrado, metabolito, extracto o combinación de los ingredientes ya mencionados.

“Dispositivo de control médico” significa cualquier dispositivo utilizado para verificar el nivel de glucosa en la sangre, la saturación del oxígeno, ritmo cardíaco u otras funciones fisiológicas.

Aprobado: 10 de febrero de 1987

Revisado: 9 de junio de 1994
24 de junio de 1999
31 de julio de 2002
11 de diciembre de 2002
28 de abril de 2004
21 de septiembre de 2005
24 de enero de 2006
20 de noviembre de 2008
27 de agosto 2009
20 de diciembre de 2013
13 de abril de 2016
2 de noviembre de 2016

Michael B. Cowan
Superintendente

REF. LEGAL: A.R.S. §15-341
15-344
36-2266

FORMULARIOS: JHCD-R-F(1) Consentimiento completado para la escuela para administrar medicamento o suplemento dietético al estudiante y autorización para la liberación de información de salud
JHCD-R-F(2) Plan de Atención Médica Individualizado
JHCD-R-F(3) Consentimiento para la Auto Administración de Medicamentos por parte del Estudiante o Suplementos Dietéticos en la Escuela
JHCD-R-F(4) Informe de Incidentes con Medicamentos
JHCD-R-F(6) Formulario de Medicamentos y Emergencias en Viajes Escolares Más de un Día para Estudiantes
JHCD-R-F(7) Autorización para que el Estudiante Porte Inhaladores o Medicamentos de Emergencia Prescritos

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Psychological Services
GOVERNING BOARD POLICY	DISTRICT CODE: JHD

Student Psychological Services

The District shall provide appropriate psychological services. Written permission from the parent or guardian shall be required for any evaluation or program placement.

Adopted: February 10, 1987

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Psychological Services
ADMINISTRATIVE REGULATION	DISTRICT CODE: JHD-R

Student Psychological Services

Psychological reports:

- o Psychological reports or case study evaluations are confidential and kept locked in the school office.
- o Teachers may review a student's file under the cognizance of an administrator or a designee.
- o Psychological reports are not to be taken from the office.

Adopted: February 10, 1987

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Safety and Health
GOVERNING BOARD POLICY	DISTRICT CODE: JHF

STUDENT SAFETY AND HEALTH

The Governing Board recognizes the District's responsibility to promote the safety and health of students while they are attending school or as provided under the law. Regulations, procedures, and guidelines will be developed to promote the safety and health of students while they are involved in school related activities or as otherwise required by the law.

The practice of safety will also be considered a facet of the instructional plan of the schools by virtue of educational programs in traffic and pedestrian safety, driver education, fire prevention, and safety procedures appropriately geared to students at different grade levels.

Adopted: February 10, 1987

Revised: May 23, 1995
June 26, 2001

LEGAL REF.: A.G.O. 82-86
85-104
A.R.S. §15-151
15-341(A)(13)(14)(25)(26)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Safety and Health
ADMINISTRATIVE REGULATION	DISTRICT CODE: JHF-R

STUDENT SAFETY AND HEALTH

Teachers and other school employees will not ask students to run errands or perform tasks that require them to leave school grounds.

Students will wear protective eyewear while participating in or observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to items as listed in A.R.S. §15-151.

Schools will implement appropriate procedures to control designated crosswalks during prescribed periods and promote safety of students using bicycles, motor vehicles, and other forms of transportation on school grounds.

Students will not be permitted to operate any district-owned golf carts unless the students have completed golf cart operator training and possess certification cards. The district Risk Management Director will establish procedures and training requirements for the operation of golf carts on school grounds.

Student Responsibilities

Students will not abuse, misuse, or tamper with safety equipment, such as fire extinguishers, alarm systems, or other safety devices.

Students should promptly advise the school principal or other employee of any hazardous condition in school buildings, grounds, or equipment.

Student Injuries and Illnesses

If a student becomes injured or ill during the school day, or while attending a school-sponsored activity, any staff member present will render assistance and, if appropriate, summon a school nurse or other emergency medical service provider.

First aid procedures will be based on the following fundamental concepts:

1. The school is responsible for the emergency handling of accidents and sudden illness occurring at school or on school property. The school is not responsible for subsequent treatment.
2. At the time of an emergency, the school has the responsibility for:
 - Caring for the student.
 - Notifying the parents or following the directions given on the Required Registration & Emergency Information form.
 - In severe cases, getting the student professional care with or without family permission.

JHF-R - Cont'd.

3. In the absence of family transportation or ambulance service, any staff member designated by the school principal may transport a sick or injured student to an appropriate location for medical assistance. A sick or injured student will be accompanied by an adult. If the destination is the home, the adult will be certain that a responsible individual is at home.
4. In case of serious injury or illness, the parents will be notified as soon as possible. Emergency care of the student has priority.
5. No medication will be administered by school personnel, including the nurse, except in compliance with Governing Board Policy JHCD and Administrative Regulation JHCD-R.
6. The school may require a licensed health care provider's release for the student to return to school or to resume participation in a physical education class or other activity after an illness or injury.

Student Accident/Injury Reports

1. Employees will report to the health office or school office any accidents that occur while a student is at school or attending a school-sponsored event.
2. If a student is injured at school or during a school-related activity, a student accident/incident report will be completed by the nurse, health assistant, or athletic trainer. The report will include an assessment as to the nature and extent of injuries observed. No photographic or video images of the student will be recorded or maintained in the report unless direction to do so is given by a law enforcement officer, the Superintendent, or designee.

Nurses and health assistants must forward their reports, signed by the school principal, to Risk Management. Athletic trainers must maintain a written record of any injury and forward it to the school nurse at the end of the school year and to Risk Management when requested.

3. Students who are ill will be sent to the health office or the school office with an appropriate pass. If a student is sent home (with parent knowledge only), the teacher will be notified. Students are discharged to go home from the office only.
4. Attempts to contact parents will be documented by the school nurse or designee. The school principal will initiate measures to correct the re-occurrences of hazardous situations.
5. Parents and staff will report any special health concerns to the nurse.
6. The school principal will report serious injuries/incidents to the appropriate assistant superintendent and the Risk Management office by phone, with the appropriate written report to follow.
7. A written report of an accident will be made by the school principal to the Risk Management office no later than noon of the school day following the incident.
8. The insurance carrier will be notified by the Risk Management office as appropriate.

Risk Management Incident Report

If police, paramedics, or fire personnel provide emergency services at a school campus or other district location for other than an injury, the school principal or unit administrator will complete and send a Risk Management Incident Report to Risk Management. This form is available on the Risk Management website under "Safety Forms."

Corrective Measures for Safety or Health Hazards

The school principal or designee will conduct a safety inspection of the school and grounds each month and submit a report to the Risk Management office.

1. If a condition is identified that requires correction but does not present an imminent danger to employees or students, the school principal or designee will submit a work order for corrective action to the Operations Department.
2. If a condition is identified that presents an imminent danger to employees or students, the school principal or designee will:
 - Rope off or, in some way, isolate the danger area.
 - Post a danger sign.
 - Contact the Operations Department for immediate corrective action.

Adopted: May 23, 1995

Revised: June 26, 2001
February 27, 2013
December 11, 2013
May 6, 2015

LEGAL REF.: A.R.S. § 1-602(A)(9)
15-151
15-341(A)(13)(14)(25)(26)

CROSS REF.: [EBA – Emergency Response Planning and Training](#)
[EEA – Student Transportation](#)
[GBE – Staff Safety and Health](#)

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Supervision of Students
GOVERNING BOARD POLICY	DISTRICT CODE: JHFA

Supervision of Students

When students are in school or engaging in school-sponsored activities or traveling to and from school on school buses, they are responsible for adhering to school and district policies, regulations, procedures and guidelines, and the school and district shall supervise students while they are involved in these functions.

Supervision shall include, whenever possible, being within the physical presence and within a line of vision of the students so that school personnel will have a reasonable opportunity to control the behavior of, and assist the students if necessary. School personnel shall exercise supervision as appropriate during class sessions, and during related activities on behalf of the school.

If it should be necessary in an emergency situation for school personnel to leave the physical presence of the student, then school personnel shall make reasonable efforts to obtain other school personnel to supervise the students during an absence.

Adopted: February 10, 1987

Revised: June 25, 1996

LEGAL REF.: A.R.S. 15-341(18)
15-502(F)
15-521(A)(4)(5)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Child Abuse
GOVERNING BOARD POLICY	DISTRICT CODE: JHG

CHILD ABUSE

Any employee who, when acting in the scope of his or her employment, reasonably believes that a minor is or has been the victim of physical injury, child abuse, 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, surgical care, or nourishment must immediately report or cause reports to be made of such information to a law enforcement officer or to the Department of Child Safety (DCS). If the report concerns a person who does not have care, custody, or control of the minor, the report will be made to a law enforcement officer only. Such reports must be made immediately by telephone, in person, or by such other means as prescribed by DCS or the local law enforcement agency.

A person who reports child abuse as required or authorized by state law 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 in question.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. §13-3620 must 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 business days after the person first suspects or receives an allegation of the conduct.

The Superintendent will adopt administrative regulations as necessary to implement this policy, including child abuse reporting procedures.

Adopted: February 10, 1987

Revised: September 13, 1994
January 26, 1996
February 10, 2004
December 8, 2015

JHG – Cont'd.

LEGAL REF.: A.R.S. § 8-201
13-1404 *et seq.*
13-1410
13-3019
13-3212
13-3506
13-3506.01
13-3552
13-3553
13-3608
13-3619
13-3620
13-3623
15-514
46-451
46-454

CROSS REF.: GBCB – Staff Conduct
GBH – Staff-Student Relations
JFG – Interrogations, Arrests/Removal of Students and Searches
JGA – Student Behavior Management and Intervention

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Child Abuse
ADMINISTRATIVE REGULATION	DISTRICT CODE: JHG-R

CHILD ABUSE

All employees will comply with the Mesa Public Schools Child Abuse Reporting Protocol, which has been established to comply with Arizona law and implement guidelines and recommendations for child abuse reporting issued by the Maricopa County Attorney and local law enforcement agencies. This includes:

- Immediately reporting suspected abuse to the Department of Child Safety (DCS) or appropriate local law enforcement agency, and
- Creating a district record, using the OnBase Child Abuse Report Form, to document that the suspected abuse was reported.

The OnBase report form includes the student’s name, location, and permanent ID number; the name of the reporting law enforcement officer or DCS case worker; and an indication of the nature of the suspected abuse. Procedures for completing the OnBase report form are available in the Child Abuse Reporting Protocol.

The area assistant superintendents or designee(s) will attend and participate in child abuse reporting programs established by state and local government agencies and provide recommendations for any changes to the Child Abuse Reporting Protocol.

Adopted: September 13, 1994

Revised: February 24, 1999
October 30, 2000
January 19, 2006
July 1, 2009
July 1, 2010
October 20, 2014
December 8, 2015

Michael B. Cowan
Superintendent

FORMS: JHG-R OnBase – Child Abuse Report Form
JHG-R-F(2) – Student Interview or Custody Transfer by Law Enforcement for
Child Abuse Investigation

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Wellness
GOVERNING BOARD POLICY	DISTRICT CODE: JL

STUDENT WELLNESS

The Governing Board, in consultation with the Director of Food and Nutrition, school administrators and the public, adopts the following goals for student wellness:

Wellness Goals

1. The district’s food service program, operated by the Food and Nutrition Department, will provide all students access to nutritious foods to help them stay healthy and learn well. Nutritional standards for reimbursable meals sold or served in all schools will meet or exceed the Federal Breakfast and Lunch Program regulations issued by the U.S. Department of Agriculture.
2. The selection of student foods and beverages sold or served on school grounds during the normal school day will have as a primary goal the promotion of student health and lifelong wellness. In furtherance of this goal, food and beverages sold or served to students during the school day will conform with all applicable nutrition standards adopted by the Arizona Department of Education and the U.S. Department of Agriculture (the “nutrition standards”).
3. The district will include nutrition and health education in physical education, science, and other courses as required by the Healthy, Hunger-Free Kids Act of 2010.
4. The schools and school-sponsored organizations will provide opportunities for students to develop the knowledge and skills for various physical activities, participate regularly in physical activity, and learn the long-term benefits of a physically active and healthy lifestyle.
5. Schools will maintain a school environment that is safe, comfortable and conducive to healthy eating and physical activity.

Evaluation

The Director of Food and Nutrition and Director of K-12 Physical Education, together with a committee of staff and citizens, will annually review the district’s progress toward the wellness goals.

The Superintendent will adopt administrative regulations to implement this policy.

Adopted: June 27, 2006

Revised: August 12, 2014

LEGAL REF.: A.R.S. §15-242
National School Lunch Act, 42 U.S.C §1751, et. seq.
Healthy, Hunger Free Kids Act of 2010, 42 U.S.C. §1751

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Wellness
ADMINISTRATIVE REGULATION	DISTRICT CODE: JL-R

STUDENT WELLNESS

Food Service Programs

The program of the Food and Nutrition Department will be considered as an integral part of the educational program. The district will participate in the National School Lunch, National School Breakfast and Summer Meals Programs in accordance with the National School Lunch Act and the Child Nutrition Act of 1966 as amended, and applicable laws and regulations of the state of Arizona.

A program of free and reduced-price meals may be established through Governing Board approval and participation in the national school lunch and breakfast programs to provide meals for students who qualify.

Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. Meal prices for students and adults will be established by the Director of Food and Nutrition, with the approval of the Governing Board.

Students may bring lunches from home.

Food Service Program Management

Administration

The Director of Food and Nutrition, under the supervision of the Assistant Superintendent of Business and Support Services, will direct the district's Food and Nutrition Department, including the assignment and supervision of its employees. The Director of Food and Nutrition may adopt procedures for the operation of the Food and Nutrition Department, subject to approval by the Superintendent.

Facilities

The district will maintain facilities and equipment for the preparation, service, and storage of food and supplies under sanitary and safe conditions for employees and students.

All plans and specifications for remodeling and new construction of Food and Nutrition facilities must be approved by the Director of Food and Nutrition.

The cafeteria laundry facilities will be operated by food service personnel and used only for food service purposes.

Food and Nutrition facilities used by school-related or private organizations or individuals to prepare or serve food must have approval from the facility administrator and the Director of Food and Nutrition. A Food and Nutrition staff member must be on duty during the event.

Food Safety, Sanitation, and Security

All food brought onto campus for classroom celebrations must originate from commercial grocery or food service stores or other commercial kitchens certified to comply with Maricopa County Environmental Services regulations.

The Food and Nutrition Department will implement Hazard Analysis Critical Control Points (HACCP) plans and guidelines to prevent foodborne illness in schools.

All food service facilities and equipment will meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation, and workplace safety.

Access to school food service facilities, including cafeteria ice machines, will be limited to Food and Nutrition staff and authorized personnel. Cafeteria ice machines will be used for food service purposes only and will be the only ice machines used to dispense ice for student consumption.

All food service personnel must obtain a food handler's card or applicable Maricopa County certification as required by the guidelines of the Arizona Department of Health Services.

School-sponsored functions, such as barbeques, pancake breakfasts and carnivals, must comply with Maricopa County Environmental Service regulations. A county special events permit must be obtained to operate public functions where food is served. In addition, all persons serving food at the event must obtain a Maricopa County food handler's card or certificate. Alternatively, schools may contract the services of an outside vendor or caterer that has obtained all required permits.

Nutrition Guidelines

The sale or service of food or beverages to students at school during the school day will comply with the following guidelines:

- Food and beverages sold or served to elementary and junior high school students at school during the school day will comply with the nutrition standards, unless exempt from the nutrition standards by an exemption stated in these guidelines.
- Food and beverages sold to high school students at school during the school day will comply with the nutrition standards, unless exempt from the nutrition standards by an exemption stated in these guidelines.

Exemptions:

- Food and beverages sold or served to students after the school day or days school is not in session.
- Food or beverages brought to school by a student for consumption by the student only.
- Classroom parties or activities.
- Fundraisers that sell food intended to be consumed outside of the school day.
- Fundraisers that sell food intended to be consumed during the school day that have received a waiver from the Arizona Department of Education as requested by a school principal or designated representative of the school. Exempted fundraisers must be infrequent and must be a single event of duration not exceeding one week.
- Food or beverages sold, served, or dispensed from vending machines restricted to school staff.

Exempted fundraiser foods or beverages may not be sold in competition with school meals in the food service area during the meal service.

- Vending machines for students on elementary school campuses are not permitted.
- Vending machines for students on junior high and high school campuses may dispense only food and beverages that comply with the nutrition standards.
- Food and beverages sold to students from a student store during the school day must meet the nutrition standards.
- Carbonated beverages, with the exception of sparkling water and 100% fruit juice without added sweeteners, may not be sold or served to students at school during the school day.
- Students, employees, and school visitors may not privately sell food or beverages to students on school grounds unless (i) the food or beverages comply with the nutrition guidelines and (ii) prior approval of the sale has been obtained from the school principal.

Nutrition Education

Schools will support nutrition education by sharing of information with families and the community in menus, newsletters, the Food and Nutrition Department website, parent meetings, and other school-based wellness activities. Messages that encourage healthy eating and physical activity may be linked to the school meal program and school community.

Physical Activity

The district will promote and encourage student participation in physical activity and recognizes that all physical activity contributes to a healthy lifestyle.

Schools will provide students with a variety of options for participation in developmentally appropriate physical activity:

- Grades K-6 will receive two 30-minute physical education lessons to equal 60 minutes of developmentally appropriate physical education instruction per week.
- Grades 7-8 will receive one semester of physical education lessons to equal one class period of developmentally appropriate physical education instruction five times per week.
- Grades 9-12 will receive two semesters over the four years of physical education lessons to equal one class period of developmentally appropriate physical education instruction five times per week.

Activities will include physical education classes, elective physical education courses, and the integration of developmentally appropriate physical activity into the academic curriculum. All district physical education programs will provide adequate space and equipment to conform with applicable safety standards.

Schools should provide daily (physical activity) recess periods of at least 15 minutes for all elementary school students. Students will not be withheld recess as a punishment unless under individual circumstances or behavioral safety violations. Periods of inactivity exceeding 55 minutes are discouraged.

Nutrition Promotion and Marketing

Participation in School Meal Programs

School meals will be made attractive to students to the extent possible. School and transportation schedules shall be designed to encourage participation in school meal programs.

Eating Environment

Mealtime schedules will be based on enrollment, cafeteria serving and seating capacity to minimize wait time and allow sufficient time to eat. Schools will schedule at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.

Dining facilities will be maintained for safety, cleanliness, and comfort and provide adequate seating.

Safe drinking water and access to facilities for hand washing and oral hygiene must be available during all meal periods.

Marketing

The district will promote healthy choices by prominently displaying healthy foods in the cafeteria, using posters or bulletin boards, and offering food tastings.

Food Allergies and Special Dietary Needs

The district will comply with special dietary needs for students as required by the Arizona Department of Education Special Dietary Needs Manual.

Activities to Promote Student Wellness

Role Models

Parents, teachers, administrators, food service personnel, and community members are important role models and will be encouraged to practice healthy eating behaviors and be physically active. Employees will have access to resources through the Employee Benefits Department that will help to support a healthy lifestyle.

Other School-Based Activities

Schools will review the practice of providing snacks and using food as a reward for academic performance, good behavior, or celebrations. When incentives are used, items other than food are encouraged. Food and beverages provided at school-sponsored events and celebrations will support the goals of a healthy school.

Program Implementation and Evaluation

The Governing Board will establish a plan for measuring implementation of the policy.

The Superintendent, through the Director of Food and Nutrition and the Director of K-12 Physical Education, will oversee the implementation and evaluation of the wellness policy. School principals, with assistance from school staff and parents, are responsible for implementation of the district's wellness policy at their schools.

The Superintendent, through the Director of Food and Nutrition and the Director of K-12 Physical Education, will develop a list of specific quality indicators that will be used to measure the implementation of the policy district-wide and at each school. These measures will include physical education and activity requirements and current practices; nutrition education, and physical activity in and out of the classroom; compliance with National School Lunch and National School Breakfast Program regulations; participation

rates in school meal programs; information regarding the sales of food in fundraisers or other venues outside the district's meal programs; and feedback from food service personnel, school administrators, district health professionals, parents, students, and other appropriate persons.

The Superintendent will report to the Governing Board at least each year on the implementation of this policy and any other Board policies related to nutrition and physical activity.

Posting Requirements

Wellness policy communications will be posted on the Mesa Public Schools district website and made available to the public at each school.

Definitions

For the purpose of this regulation,

- “Food and nutrition facilities” means all district facilities used for the preparation, handling, and storage of food that is prepared or dispensed by the Food and Nutrition Department, including school kitchens and cafeterias.
- “Fundraiser” means an event that includes any activity in which currency/tokens/tickets are exchanged for the sale/purchase of a product in support of the school or school-related activities.
- “Nutrition standards” means the nutrition standards adopted by the Arizona Department of Education pursuant to A.R.S. §15-242 and the U.S. Department of Agriculture pursuant to the Healthy, Hunger-Free Kids Act of 2010.
- “School food sales” means food sold to students from the school cafeteria, snack bar, vending machines, and student store.
- “School campus” means all facilities and grounds under the control of the school that are accessible by students during the school day.
- “School day” means the period from the midnight before to 30 minutes after the end of the official school day.
- “School-sponsored event” means an event that occurs outside of the enrolled single classroom and involves several members of the student body under the supervision of one or more teachers or other staff members. Examples of school-sponsored events include field days, spirit days, pep rallies, socials, or other school celebrations.
- “Classroom party” means a celebration supervised by a teacher that occurs within a given classroom (or respective instructional area) and is limited to only those students enrolled in that one classroom. Examples of classroom parties are holiday parties and birthday parties that occur in the classroom limited to only those enrolled students.

Adopted: August 31, 2006

JL-R – Cont'd.

Revised: August 12, 2014
October 14, 2014
May 20, 2015

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. § 15-242

CROSS REF.: EF – Food Services Management
EFB – Free and Reduced-Price Food Services
EFC – Vending Machines
EFD – Food Sanitation Program

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Fees and Charges
GOVERNING BOARD POLICY	DISTRICT CODE: JN

STUDENT FEES AND CHARGES

All schools may assess reasonable fees for optional extracurricular activities and for optional programs conducted when school is not in session. As used in this policy, “extracurricular activity” means any optional, noncredit educational or recreational activity which supplements the education program of the school, whether offered before, during, or after regular school hours.

Schools serving students in grades 9 through 12 also may assess reasonable fees for:

- Fine arts and vocational courses and for optional services, equipment, and materials offered to students beyond those required to successfully complete the basic requirements of any course.
- Parking in high school parking facilities.

No fees will be assessed for use of computers or related materials. Fees will not exceed the actual costs of the activities, programs, services, equipment, or materials. Parking fees will be used only for costs incurred in operating and securing the parking facility. Students will not be required to supply specific types of school supplies or equipment as a prerequisite to successful completion of a course or project.

School principals are authorized to waive all or part of a fee assessed pursuant to this policy if it creates an economic hardship for a student. The principal may consider a variety of factors when determining whether a fee creates an economic hardship, including the fee amount, the parent’s income and expenses, and the opportunity for the student to pay the fee by soliciting extracurricular activity tax credit donations or through other fundraising activities. The principal may require that a parent submit a verified application for fee waiver that requires disclosure of financial information. [See JN-F(1) and JN-F(2).]

After giving notice to parents of students, the Superintendent or designee will annually present to the Governing Board for review and approval a schedule of fees proposed by schools for the school year. Notice may be provided electronically on district and school websites. The Superintendent or designee is authorized to allow an extracurricular activity fee to exceed the approved fee amount by up to ten percent if the Superintendent determines that the increase is due to an unforeseen circumstance, such as an increase in fuel cost or other expense beyond the control of the school.

Donations that qualify for the extracurricular activity income tax credit for school fees and contributions, A.R.S. §43-1089.01, will be used, to the extent available and permitted by law, to pay fees for extracurricular activities that students would be required to pay to participate in extracurricular activities.

Students and their parents or guardians are financially responsible for loss or damage to school property, including textbooks and other instructional materials, library books, and musical instruments. Charges assessed to reimburse the school for loss or damage to school property are not subject to the foregoing limitations for student fees.

The Superintendent may adopt administrative regulations to implement this policy.

JN – Cont'd.

Adopted: February 10, 1987
Revised: January 23, 2007
July 12, 2011

LEGAL REF.: A.R.S. §15-342.24
§15-727

FORM: JN-F(1) – Request for Waiver/Reduction of Student Fee or Material Usage Charge
JN-F(2) – Financial Questionnaire for Waiver/Reduction of Student Fee or
Material Usage Charge

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Fees and Charges
ADMINISTRATIVE REGULATION	DISTRICT CODE: JN-R(1)

2017-2018 Fee Schedule for Career & Technical Education, Creative Arts, and Music Courses

SENIOR HIGH SCHOOL COURSES	COURSE #	FEE
<i>Career and Technical Education</i>		
Animal Science	AG 31	\$10/year
Veterinary Science	AG 35	\$10/year
Plant Science	AG 51	\$10/year
Culinary Arts	FS 41	\$20/sem
Advanced Culinary Arts	FS 45	\$20/sem
Catering and Special Events Management	FS47	\$20/sem
Introduction to Fashion and Interior Design	FS 59	\$10/sem
Intermediate Fashion and Interior Design	FS 63	\$10/sem
Introduction to Video Production	GV20	\$10/year
Video Production	GV21	\$10/year
Advanced Video Production	GV22	\$10/year
Introduction to Digital Publications	GV 30	\$10/sem
Advanced Digital Publications	GV 31	\$10/sem
Principles of the Biomedical Sciences	HE 70	\$30/sem
Human Body Systems	HE 71	\$30/sem
Medical Interventions	HE 72	\$30/sem
Biomedical Innovation	HE 73	\$30/sem
Introduction to Computer Aided Design	IT 31	\$15/sem
Advanced Computer Aided Design	IT 32	\$15/sem
Computer Aided Design and Special Projects	IT 33	\$15/sem
Introduction to Engineering Design	IT 41	\$15/sem
Digital Electronics	IT 42	\$15/sem
Principles of Engineering	IT 43	\$15/sem
Engineering Design & Development	IT 46	\$15/sem
Aerospace Engineering	IT 50	\$15/sem
Robotics	IT 55	\$15/sem
Cabinetmaking Technologies	IT 61	\$20/sem
Advanced Cabinetmaking Technologies	IT 62	\$20/sem
Welding I	IT 71	\$20/sem
Welding II	IT 72	\$20/sem
Welding and Materials Processes	IT 73	\$20/sem
Advanced Welding	IT 74	\$20/sem
Advanced Manufacturing I	IT 80	\$20/sem
Advanced Manufacturing II	IT 81	\$20/sem
Automotive Systems Repair	IT 92	\$15/sem
Automotive Systems Diagnostics	IT 93	\$15/sem

JN-R(1) – Cont’d.

SENIOR HIGH SCHOOL COURSES	COURSE #	FEE
<i>Career and Technical Education (cont’d.)</i>		
Advanced Automotives	IT 95	\$20/sem
Biotechnology Concepts and Techniques/Biotech I	SC 48	\$15/sem
Advanced Biotechnology	SC 54	\$15/sem
<i>Creative Arts</i>		
Introduction to Digital Photography	AR 21	\$20/sem
Digital Photography	AR 22	\$20/sem
Advanced Digital Photography	AR 23	\$20/sem
Beginning Photography	AR 32	\$35/sem
Intermediate Photography	AR 33	\$35/sem
Advanced Photography	AR 34	\$35/sem
Stained Glass	AR 40	\$45/sem
Beginning Ceramics	AR 41	\$30/sem
Intermediate Stained Glass	AR 42	\$35/sem
Intermediate Ceramics	AR 43	\$30/sem
Advanced Ceramics	AR 45	\$30/sem
Beginning Enameling	AR 51	\$30/sem
Beginning Jewelry	AR 54	\$40/sem
Intermediate Jewelry	AR 56	\$40/sem
Advanced Jewelry	AR 58	\$40/sem
Beginning Painting	AR 60	\$30/sem
Intermediate Painting	AR 61	\$30/sem
Advanced Painting	AR 62	\$30/sem
Beginning Drawing	AR 63	\$30/sem
Intermediate Drawing	AR 64	\$30/sem
Advanced Drawing	AR 66	\$30/sem
Introduction to Sculpture	AR 69	\$25/sem
Digital Illustration Studio	AR 70	\$20/sem
Art Design with Photoshop II	AR 71	\$20/sem
Art Design with Photoshop III	AR 72	\$20/sem
Advanced Placement Studio Art	AR 80	\$40/year
Advanced Placement Art History	AR 82	\$20/year
IB Middle Years Art	AR 90	\$25/sem
<i>Music</i>		
Beginning Guitar	MU 29	\$10/year
Intermediate Guitar	MU 30	\$10/year
Advanced Guitar	MU 31	\$10/year
Men’s Chorus	MU 71	\$10/year
Women’s Chorus	MU 72	\$10/year
Advanced Women’s Chorus	MU 73	\$10/year
Mixed Chorus	MU 74	\$10/year
Advanced Mixed Chorus	MU 75	\$10/year
Advanced Mixed Chamber Ensemble	MU 76	\$10/year

JN-R(1) – Cont’d.

SENIOR HIGH SCHOOL COURSES	COURSE #	FEE
<i>Music (cont’d.)</i>		
Advanced Women’s Chamber Ensemble	MU 77	\$10/year
Intermediate Mixed Show Choir	MU 78	\$30/year
Concert Band	MU 80	\$10/year
Marching Band	MU 81	\$100
Band/Percussion	MU 82	\$10/year
Varsity Band	MU 83	\$10/year
Symphonic Band	MU 84	\$10/year
Honors Band	MU 85	\$10/year
Jazz Band	MU 86	\$10/year
Concert Orchestra	MU 90	\$10/year
Full Concert Orchestra	MU 91	\$10/year
Symphony Orchestra	MU 92	\$10/year
Full Symphony Orchestra	MU 93	\$10/year
Chamber Orchestra	MU 94	\$10/year
String Ensemble	MU 95	\$10/year
Symphonic Pops Orchestra	MU 96	\$10/year

Adopted: April 11, 2007

Revised: January 30, 2008
 December 17, 2008
 January 12, 2010
 January 11, 2011
 July 12, 2011
 February 1, 2012
 January 8, 2013
 December 13, 2013
 November 24, 2015
 January 10, 2017

Michael B. Cowan
 Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Fees and Charges
ADMINISTRATIVE REGULATION	DISTRICT CODE: JN-R(2)

Fee Schedule for Extracurricular Activities

ACTIVITY	SCHOOL	FEE
Field Trips <i>Approved amount is the maximum allowable fee per trip. The fee charged will be based on actual trip costs and may be covered by ECA donations.</i>	Elementary Schools	One-day field trip \$65 or less
		Overnight/out-of-state trip \$400 or less
	Junior High Schools	One-day field trip \$65 or less
		Overnight/out-of-state trip \$2,450 or less – Close Up \$600 or less – other trips
	Senior High Schools	One-day field trip \$65 or less
		Overnight/out-of-state trip \$2,450 or less
Student Club Activities <i>Approved amount is the maximum allowable fee per activity. The fee charged will be based on actual activity costs and may be covered by ECA donations.</i>	Junior and Senior High Schools	One activity or event \$100 or less
All other extracurricular activities that require a specific financial contribution from each participating student.	All	As approved by the Governing Board when the specific activity is approved

Adopted: July 12, 2011

Revised: February 25, 2014
August 3, 2016

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Fees and Charges
ADMINISTRATIVE REGULATION	DISTRICT CODE: JN-R(3)

2017-2018 Fee Schedule for Community Education Activities
Effective August 1, 2017

ACTIVITY	FEE
Adult Education	\$40 - \$60 per class
Camps	\$15 - \$850 per camp
Elementary Enrichment	\$59 - \$140 per class
Elementary Summer School	\$100 - \$230 per class
Drivers Education (Optional Behind-the-Wheel Training)	\$225 per class
Drivers Education Permit Seminar	\$25 - \$30 per seminar
Junior High Athletics	\$75 per sport
Kinder U a.m. or p.m. Preschool Only	\$200 - \$350 per month
Kinder U Montessori	\$450 - \$700 per month
Kinder U Preschool Plus Childcare	\$550 - \$650 per month
Kinder U Summer	\$150 - \$300 per session
Mesa Distance Learning	\$175 per 0.5 credit class
Mesa Youth Sports	\$70 - \$90 per sport
Senior High Summer School	\$175 - \$185 per 0.5 credit class
Xplore Before and After School	\$80 - \$350 per month
Xplore Fall, Spring, and Summer Breaks	\$90 - \$155 per week
Additional Class ("A" hour, "Z" hour)	\$175 - \$185 per class

Kinder U and Xplore Activities: MPS Community Education is authorized to collect registration fees (\$25-\$50) and late fees (\$25) when payment is not received on time.

MDLP: Full-time MDLP students are not assessed course fees. Secondary students taking MDLP courses in addition to courses at their home school are assessed a course fee for each class taken in excess of six.

High School Additional Classes: High school students may enroll in seven classes (including "A" or "Z" hour classes) in one semester at their home high school without assessment of a class fee. An "Additional Class" fee will be assessed for each class taken in excess of seven.

Adopted: July 12, 2011

Revised: December 6, 2013
February 14, 2017
June 21, 2017

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Collection of Student Debts
GOVERNING BOARD POLICY	DISTRICT CODE: JNA

The District shall make reasonable attempts regarding the collection of debts owed by students. The Superintendent shall establish guidelines for unit administrators to follow in implementing this policy.

ADOPTED: March 14, 1989

LEGAL REF.: A.G. Opinion I79-110
I80-84
I83-137 (R83-133)
I87-114 (R87-107)
R87-107

A.R.S. §15-341 (A) (1) AND (5)
15-705
15-727
15-823 (B)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Collection of Student Debts
ADMINISTRATIVE REGULATION	DISTRICT CODE: JNA-R

COLLECTION OF STUDENT DEBTS

Student Debt Ledger

Schools will establish and maintain for each student a debt ledger to record fees and other debts owed by the student or the student’s parents to the District. School and program administrators will monitor debts and begin collection efforts before debts become unmanageable.

For the purpose of this regulation, “debt” means any financial obligation of a student or parent to the District that is established by District policy or regulation, or in a record, whether in paper or electronic form, submitted or received by the student or parent and maintained by the District or school. “Debt” includes:

- A delinquent obligation to pay tuition or fees related to the student’s participation in a District school or program, including Xplore and KinderU.
- A delinquent obligation to pay a fee for the student to participate in a community education class or extracurricular activity, provided that the debt is acknowledged by a record submitted or received by the student or parent.
- A delinquent obligation to pay a fee to use materials and other consumables in a class.
- A delinquent obligation to pay a fee for a qualified standardized test, provided that the debt is acknowledged by a record submitted or received by the student or parent.
- A delinquent obligation to reimburse the District for replacement or repair of lost or damaged books, equipment, or other District property loaned or assigned to the student.
- A delinquent obligation to pay for products received but not returned in connection with a fundraising activity for an extracurricular activity, provided that the debt is acknowledged by a record submitted or received by the student or parent.
- The amount charged by the District for processing a non-sufficient funds (NSF) check that a student or parent tenders to the District or school in payment for a fee or other debt.

Obligations that do not constitute a debt as defined in this regulation will not be placed in a student’s debt ledger. “Debt” does not include:

- A financial obligation of a student or parent to an organization other than the District or school, such as a booster club, parent-teacher organization, or other school support organization.
- The unpaid portion of an extracurricular activity fee that was waived or reduced by the school principal or designee because of financial hardship, unless a payment plan has been established with the parent and payments pursuant to the plan are delinquent.

- The unpaid portion of a fee for optional student travel that has been completed with the student's participation.
- The cost of an item of apparel, such as a member T-shirt or a choir gown, given to a student to wear during an extracurricular activity, unless the school has obtained written acknowledgement from the student or parent that the cost of the item must be paid to the school if the item is not returned when the extracurricular activity ends for the school year.

Breakfast and Lunch Programs

Independent of this regulation, the District's Food and Nutrition Department will establish procedures for (i) serving students who forget to bring money or are otherwise unable to pay for breakfast or lunch, and (ii) recording and collecting any obligation of a student or parent to pay for a breakfast or lunch provided by the school.

Lost or Damaged Books, Equipment, and Other District Property

Students and their parents are expected to reimburse the District for replacement or repair of lost or damaged books and other instructional materials, library books, equipment, or other District property loaned or assigned to them. Payment of these obligations is due at the time incurred and can be made by cash, check, or a credit card acceptable to the District. In cases of hardship, students may be allowed to arrange a payment plan.

Non-Tuition Related Collection Actions

Students and their parents must meet their financial obligations to the District. A student with delinquent debts will not be denied education services or access to education records. The District may use reasonable and cost-effective collection methods, including prosecution of a legal claim, to obtain payment of a delinquent debt or establish a payment plan. In addition, a school may take some or all of the following actions if a student has delinquent debts:

1. Offsets

The District or school may offset against a debt any amount held by the District that would otherwise be refundable to the student or parent.

2. Grade Cards and Diplomas

Original grade cards and diplomas may be withheld until the debt is paid.

A withheld original grade card or diploma may be inspected by the student or the parent in the school office, but the student or parent will not be permitted to take possession until the delinquent debt is paid.

3. Participation in Extracurricular Activities and Commencement Exercises

Students with delinquent debts may be denied the opportunity to participate in extracurricular activities and commencement exercises.

4. School Yearbooks

Students with delinquent debts may be denied the opportunity to order or purchase a school yearbook. Delivery of a school yearbook may be delayed pending payment of a student debt.

5. Technology Devices and Equipment

After a reasonable attempt has been made to contact the parent and student to recover a device or equipment that has not been returned, the District will make appropriate collection efforts which may include filing a stolen property report with the Mesa Police Department.

Tuition-Related Collection Actions

Students or their parents must pay tuition for at least one semester prior to or at the time of registration. If a check is returned by the bank, or the credit card company refuses to honor the charge, the tuition will immediately become delinquent.

The actions listed under the “Non-Tuition-Related Collection Actions” section may be used for tuition-related debts. In addition, nonresident students who are delinquent in the tuition payment schedule will not be permitted to register for the following semester. A school will withdraw nonresident students who are two months or more delinquent in tuition payments.

Cooperation with Record Requests by Non-District Schools

As required by the federal Family Educational Rights and Privacy Act (FERPA), a District school will not withhold education records requested by the parent or student or by a non-District school in which the student has enrolled or intends to enroll because the student has a delinquent debt.

Appeals

A student or parent who believes that an obligation recorded in the student’s debt ledger is in error may discuss the matter with the school principal. If the matter remains unresolved after meeting with the principal, the student or parent may appeal the matter to the appropriate area assistant superintendent. The area assistant superintendent will investigate and report the findings to the student or parent. The decision of the area assistant superintendent will be final.

Approved: May 20, 1988

Revised: March 14, 1989
February 9, 1994
October 12, 1994
April 3, 1995
January 12, 2011
January 20, 2016
May 3, 2017

Michael B. Cowan
Superintendent

LEGAL REF: 20 U.S.C. 1232g (Family Educational Rights and Privacy Act)

CROSS REF.: IIAB – Textbook Management

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Records
GOVERNING BOARD POLICY	DISTRICT CODE: JO

EDUCATION RECORDS

Education records are confidential. Access to education records is governed by the federal Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

Education records are the property of the district. The district will allow review of education records only with the responsible official or designee in attendance. Education records will not be removed from district premises without permission of the responsible official. The district may make copies of records for individuals/agencies who have the right to access.

A. Definitions

1. “Custodian of records” means the district administrator responsible for monitoring the district's student records system to ensure (a) that records required to meet students' educational needs or to fulfill legal requirements are kept current, and (b) that correct procedures relating to student records are followed.
2. “Directory information” means certain information specified by the district in accordance with FERPA that is contained in education records and which may be disclosed without the consent of the parent/eligible student unless the parent/eligible student gives written notice to the district that any or all of such information should not be disclosed without prior consent.
3. “District” means district or school, as appropriate.
4. “Education record(s)” means any record (in handwriting, print, tape, film, microfilm, computer, or other medium) containing information directly related to a student and maintained by the district or by a person acting for the district. The term does not include:
 - a. A personal record maintained by a staff member that is:
 - (1) in the sole possession of the maker,
 - (2) used only as a personal memory aid, and
 - (3) not accessible and/or revealed to any other individual except a temporary substitute of the maker.
 - b. An employment record that is used by the district only in relation to employment. (Employment for this purpose does not include activities for which a student receives a grade or credit.)
 - c. Alumni records relating to an individual who no longer attends classes provided by the district. Alumni records do not include records relating to the individual as a student.
 - d. Medical treatment records maintained for “eligible students.”

- e. Records of the district's law enforcement unit maintained separately from education records solely for law enforcement purposes and disclosed only to law enforcement officials of the same jurisdiction.
5. “Eligible student” means a student who has reached the age of 18 years or is attending an institution of postsecondary education. When a student becomes 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parent to the student, except that the parent of any student claimed by the parent as a dependent for purposes of the Internal Revenue Code may have access to education records without the eligible student's consent.
6. “FERPA” means the federal Family Educational Rights and Privacy Act of 1974.
7. “IDEA” means the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq., including the U.S. Department of Education Regulations implementing the act.
8. “Legitimate educational interest” means the need to know in order to:
 - a. Perform a required administrative task.
 - b. Perform a supervisory or instructional task directly related to the education of a student.
 - c. Perform a service or benefit for the student or the family, such as health care, counseling, job placement, or financial aid.
 - d. Perform the task for which employed by or under contract to the Board.
9. For the purposes of this policy, “parent” means a parent of a student and includes a natural or adoptive parent, a legal guardian, or an individual acting as a parent in the absence of a parent or guardian. “Parent” includes an authorized representative of an agency having custody of a student pursuant to placement by the Juvenile Court, Department of Youth Treatment and Rehabilitation, Department of Child Safety, or Department of Health Services.
10. “Personally identifiable information” means data or information that makes the student's identity easily traceable, including the name of a student, names of parents, names of other family members, the address, the social security number, student number, and any list of personal characteristics, or any other information which would make the student's identity easily traceable.
11. “Responsible official” means the district or school official responsible for maintaining a particular education record.
12. “School official(s)” means any district or school official who needs access to education records for legitimate educational purposes. The following are school officials deemed to have legitimate educational interests in education records:
 - a. An individual duly elected to the Governing Board when acting in official board capacity or at the direction of the Board.

- b. An individual certified by the state and appointed by the Board to an administrative or supervisory position.
 - c. An individual certified by the state and under contract to the Board, such as a teacher or counselor/student advisor or nurse.
 - d. An individual employed by the Board as a temporary substitute for administrative, supervisory, or instructional purposes, for the period of performance as a substitute.
 - e. An individual employed by, engaged by, or under contract to the Board to perform a particular task, such as a registrar, secretary, clerk, attorney, auditor, or employees of the district's Risk Management Department for the period of performance. A “registrar,” “secretary,” or “clerk” includes any individual employed or engaged as a volunteer by the district as a registrar, secretary, or clerk and any individual employed by the district to assist the primary registrar, secretary, or clerk.
 - f. An individual employed as a security officer in the district's School Safety and Security Department or as a commissioned school resource officer (SRO) assigned to a school.
 - g. A student enrolled in a secondary school of the district and performing clerical duties for credit as a student aide under the supervision of a teacher or school administrator.
 - h. A parent or student serving on an official committee or assisting a school official in performing his or her tasks.
 - i. Employees of the Education Department of the Salt River Pima-Maricopa Indian Community who provide academic services to a student enrolled in a school of the district.
13. “Student” means an individual who attends or has attended school in the district and for whom the district maintains education records.

B. Rights of Parent/Eligible Student, Annual Notification of Rights

A parent/eligible student has the following rights under FERPA and this policy:

1. The right to inspect and review the education record of a student.
2. The right to request amendment of an education record to ensure that the record is not inaccurate, misleading, or otherwise in violation of the student's rights of privacy or other rights.
3. The right to consent to disclosures of personally identifiable information contained in the student's education record unless the disclosure is to individuals specified by law.
4. The right to report violations of FERPA to the United States Department of Education,
5. The right to obtain a copy of the district's policy/regulation relating to education records.

Through information provided by individual schools, the district will annually inform the parent/eligible student of rights under FERPA and this policy as set forth above. The notice will include a Spanish translation. Upon request, the district will provide translation for other non-English-speaking parents in the native language.

C. Right of Parent/Eligible Student to Inspect and Review Education Records

Upon confirmation of identity, the parent/eligible student may inspect and review education records. The Superintendent will develop guidelines for the inspection and review of education records, including provisions relative to copying education records. The guidelines will include information regarding the types and locations of education records maintained by the district and the title and location of the responsible official.

D. Right to Amend Education Records

The parent/eligible student has the right to request amendment of an education record to ensure that the record is not inaccurate, misleading, or otherwise in violation of the student's rights of privacy or other rights. Pursuant to this right, the parent/eligible student may request correction, obtain a hearing if necessary, and add a statement to the records if the parent/eligible student disagrees with the outcome of the hearing.

The Superintendent will develop guidelines for amending education records.

E. Disclosure of Education Records to Other than Parent/Eligible Student

Except as allowed by FERPA, personally identifiable information will not be disclosed from an education record without the prior written consent of the parent/eligible student.

In accordance with FERPA, the district may disclose personally identifiable information designated as directory information without consent of the parent/eligible student. Through information provided by the school, the district will annually give notice to the parent/eligible student that the district may disseminate directory information unless the parent/eligible student directs in writing that this information not be made public without prior consent.

The Superintendent will develop guidelines regarding what items will be treated as directory information and for disclosure of education records to other than parent/eligible student.

F. Copy of Policy Available Upon Request of Parent/Eligible Student

Any parent/eligible student will receive a copy of Governing Board Policy JO, Student Records, and its accompanying Administrative Regulation JO-R upon request at the school or district office.

G. Right to Report Violations Relating to Education Records

The parent/eligible student may file a written complaint with the United States Department of Education regarding any alleged violation.

H. Flagging of Education Records of Missing Students

In order to cooperate with law enforcement agencies in the location of missing students, the Superintendent will develop guidelines for flagging education records of missing students.

I. Destruction of Education Records

Unless provided otherwise by federal law, the district may destroy education records in accordance with the retention and disposition schedule approved for use by school districts by the Arizona State Library, Archives and Public Records. No education record will be destroyed if there is an outstanding request from a parent/eligible student to inspect and review the record.

Destruction of education records will be reported to the Arizona State Library, Archives and Public Records as required by law.

Permanent record data regarding student identification, attendance, and academics will be permanently retained.

Adopted: February 10, 1987

Revised: November 28, 1989
August 11, 1992
August 10, 1993
July 12, 1995
September 8, 1998
June 26, 2001
September 25, 2001
November 24, 2009
September 9, 2014
October 28, 2014

LEGAL REF.: Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g
Individuals With Disabilities Education Act, 20 U.S.C. § 1400 *et. seq.*
A.R.S. § 15-141, 15-142
15-829
41-1346, 41-1347, 41-1351

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Records
ADMINISTRATIVE REGULATION	DISTRICT CODE: JO-R

A. Right of Parent/Eligible Student to Inspect and Review Educational Records

1. Guidelines For Inspection and Review

Parents and eligible students may inspect and review educational records maintained by the district.

The parent/eligible student shall submit a written request for access to educational records to the responsible official. Without unnecessary delay, and in no case more than forty-five (45) days after the request has been received, the responsible official shall make the necessary arrangements for inspection/review of the records and notify the parent/eligible student of the time and place of inspection/review. If access to educational records of a special education student is sought in connection with any meeting regarding an Individualized Education Program or hearing relating to identification, evaluation, or placement of the student, the responsible official shall grant access before the meeting or hearing.

The responsible official shall respond to reasonable requests for explanation and interpretation of educational records.

The responsible official shall give the parent/eligible student copies of educational records if for any valid reason, such as working hours or health, the parent/eligible student cannot inspect and review an educational record in person.

2. Limitation on Right of Parent/Eligible Student to Inspect and Review

If an educational record contains information concerning more than one student, the parent/eligible student may review the record only as it pertains to the parent's child/eligible student.

3. Copies of Educational Records

FERPA and IDEA require the district to provide copies of records:

- a. When the refusal to provide copies effectively denies access to the records by parent or the eligible student.
- b. At the request of the parent/eligible student when the district has provided records to third parties with prior consent of the parent/eligible student.
- c. At the request of the parent/eligible student when the district has forwarded the records to another school where the student intends to enroll.

Copies of educational records shall be produced as promptly as possible upon receipt of the request, and in no event more than forty-five (45) days after the request has been made.

When the parent/eligible student requests copies of educational records, the district shall provide the requested copies free of charge. The district shall not charge for copies sent to other schools or agencies. However, in either case, the district reserves the right to charge for multiple or excessive copies. No fee shall be charged for search and retrieval of records.

Denial of Request to Copy

Except those copies required by the FERPA and IDEA, the district may deny requests for copies of records when the student has an unpaid financial obligation to the school.

4. Types and Locations of Educational Records Maintained By the District and Title and Address of the Official Responsible For the Records

- a. Records maintained for each student at the individual school.

The Student Cumulative Record maintained by the school office shall include the permanent record card and information regarding registration, scholastic record, attendance, test scores, and district-level disciplinary reports.

Disciplinary reports shall be removed from the Student Cumulative Record prior to the transfer of the record to another district except that information concerning disciplinary action against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community may be included in the Student Cumulative Record.

The Student Health Record located in the nurse's office of every school includes the immunization record or statement/certification of exemption and health log.

Responsible Official: Unit administrator

Location: Individual school site

During the school year the teacher shall maintain class records on each student assigned to the class, including academic and attendance records. At the end of the school year or at the time of withdrawal, the teacher shall transfer relevant information from the class record to the permanent record card. The special education teacher shall maintain the student special education folder of any special education student assigned to the teacher. Special education teachers shall keep the records current and return them to the school office to be placed in the Student Cumulative Record file at the end of the school year or when a student withdraws.

- b. Records maintained for each student at the district.

1. Copies of the permanent record card microfilmed at the end of each school year.

Responsible Official: District Custodian of Records
Location: Student Records Department
1025 N. Country Club Drive, Mesa 85201

2. Mainframe computer record of current year student information, including address/phone, registration, attendance, grades, standardized test scores:

Responsible Official: District Custodian of Records
Location: Student Records Department
1025 N. Country Club Drive, Mesa 85201

3. Psychological records:

Responsible Official: Executive Director of Special Education
Location: Psychological Records Department
1025 N. Country Club Drive, Mesa 85201

4. Transportation records:

Responsible Official: Director of Transportation
Location: Transportation Department
549 N. Stapley Drive, Mesa, 85203

B. Disclosure of Educational Records to Other Than the Parent/Eligible Student

1. Disclosure With Prior Written Consent of Parent/Eligible Student

The responsible officials may release personally identifiable information from an educational record if the parent/eligible student gives prior written consent.

Consent shall be provided using the form set forth in exhibit JO-E - Parent Authorization – Disclosure or Release of Educational Records.

2. Disclosure Without Prior Written Consent of Parent/Eligible Student

The district may disclose personally identifiable information from an educational record without the prior written consent of the parent/eligible student under one or more of the following conditions.

- a. The disclosure is to the parent/eligible student.
- b. The disclosure is to district teachers and school officials, who have been determined to have a legitimate educational interest in the record, including the educational interest of the student for whom consent would otherwise be required (refer to definitions in JO).
- c. The disclosure concerns disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community and the disclosure is to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

- d. The disclosure is to officials of another school or institution where the student seeks or intends to enroll. The district shall make a reasonable attempt to notify the parent/eligible student of the disclosure. Upon request, the parent/eligible student may obtain copies of records disclosed under this provision.
- e. The disclosure is in response to a Federal grand jury subpoena or any other subpoena issued for a law enforcement purpose that specifies such nondisclosure.
- f. The disclosure is in response to a judicial order or lawfully issued subpoena, other than a Federal Grand Jury subpoena or a subpoena issued for law enforcement purposes that specifies nondisclosure, and the district makes a reasonable attempt to notify the parent/eligible student before making such disclosure.
- g. The disclosure is of information designated by the district as directory information and the parent/eligible student has not given the district written notice that the district cannot disclose such information.
- h. The disclosure is to appropriate persons in connection with a health or safety emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- i. The disclosure is to authorized representatives of the Comptroller General of the U.S., the U.S. Secretary of Education, or state and local educational authorities in connection with an audit, evaluation, or enforcement of federal or state supported education programs in the district, provided that the information is protected in a manner that does not permit personal identification of students and parents by individuals other than the authorized representatives of the agencies and the information is destroyed when no longer needed for the purposes for which the information was disclosed.
- j. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - 1) determine eligibility for the aid
 - 2) determine the amount of the aid
 - 3) determine conditions for the aid
 - 4) enforce the terms and conditions of the aid
- k. The disclosure is to state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to State statute adopted:
 - 1) before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released, or

- 2) after November 19, 1974, if:
 - (a) the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve, prior to adjudication, the student whose records are released; and
 - (b) the officials and authorities to whom such information is disclosed certify in writing to the district that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student.
- l. The disclosure is to accrediting organizations to carry out accrediting functions.
- m. If the district has entered into a written agreement or contract for an organization to conduct studies on behalf of the district to develop tests, administer student aid, or improve instruction. The disclosure is to organizations conducting studies for, or on behalf of, the district to develop/validate/administer predictive tests, to administer student aid programs, or improve instruction, provided that any such study does not permit personal identification of students and parents by individuals other than representatives of the organization and the information is destroyed when no longer needed for the purposes for which the study was conducted.
- n. The disclosure is to the parent of an eligible student, if the parent claims the student as a dependent, as defined by the Internal Revenue Code of 1954.

3. Directory Information

Through information provided by the school at the outset of the school year or at enrollment, the district shall inform parents that directory information relating to a student may be disclosed without prior consent, unless the parent/eligible student gives written notice to the district that any or all such information should not be disclosed without prior consent.

Upon notification, the parent/eligible student shall have two (2) weeks to advise the district, in writing, of any or all items that the district may not disclose as directory information.

At the end of the two week period, if the parent/eligible student has not given the district written notice that any or all items of directory information shall not be disclosed without prior consent, the district may disclose directory information without the consent of the parent/eligible student unless notified in writing otherwise by the parent/eligible student.

"Directory Information" shall include the following:

- name, address, electronic mail address and telephone number
- names of the parent/guardian
- address and telephone number of the parent/guardian
- date and place of birth of the student
- class designation (i.e., grade, etc.)

- extracurricular participation
- weight and height if a member of an athletic team
- enrollment dates
- awards received
- photograph.

4. Record of Requests and Disclosures

The district shall maintain a record of requests for access to and of disclosures made of personally identifiable information from educational records, except as set forth below. A record of requests and disclosures shall be maintained with the educational record of each student as long as the educational record is maintained by the district. The parent/eligible student may review the record of requests and disclosures.

The record shall include:

- 1) The name of the individual or agency/organization that requested or received information.
- 2) The legitimate interest the individual or agency/organization had in obtaining the information.
- 3) The date of the request.
- 4) Whether the request was granted and, if so, the date of access or disclosure. (If access is granted to or disclosure made of the record of a special education student, the record shall include the purpose for which use was authorized.)

The record of requests shall not include (a) requests for access made by and disclosures made to parents/eligible students, (b) requests for access made by and disclosures made to school officials, including teachers, (c) requests for access and disclosures made with prior written consent of a parent/eligible student, or (d) requests for directory information.

5. Condition of Redisclosure

Except for disclosures to the parent/eligible student to school officials or disclosures of directory information, the district shall disclose personally identifiable information contained in the educational records only on the condition that (1) such information shall not be redisclosed without prior written consent of the parent/eligible student and, (2) the officer, employees, or agents of an individual, institution or agency that receives the educational records may use the personally identifiable information contained therein only for the purposes for which it was disclosed.

C. Right Of Parent/Eligible Student To Amend Educational Records

The district shall amend educational records only to correct information that is inaccurate, misleading, or in violation of a student's rights. If a student retakes a course, both grades shall remain in the educational record; however, only the higher grade shall count toward the G.P.A.. No course grade will be dropped from the record.

1. Requesting Amendment of Educational Records

When a parent/eligible student believes that an educational record contains information that is inaccurate, misleading, or in violation of student rights, the parent/eligible student may request that the unit administrator correct the information. If the unit administrator determines that the record contains information that is inaccurate, misleading, or in violation of the student's rights due to an obvious error, the unit administrator shall, within a reasonable time, correct the record as requested.

The parent/eligible student shall make the initial request for amendment to the district custodian of records or other official responsible for the records in the event the unit administrator is not the official responsible for the record.

2. Review of the Decision of the Unit Administrator

If the parent/eligible student is not satisfied with the decision of the unit administrator, the parent/eligible student may, within two (2) weeks after receipt of the decision, request in writing that the district custodian of records review the matter. The written request shall identify the information believed to be inaccurate, misleading, or in violation of the student's rights and state why the information is believed to be inaccurate, misleading, or in violation of the student's rights.

The parent/eligible student shall date and sign the request.

Within two (2) weeks after the district custodian of records receives a request, the district custodian of records shall review the request, discuss it with the parent/eligible student and the individual who made the record and/or others who may have a professional concern about the response to the request, make a decision whether the record should be amended, and notify the parent/eligible student and unit administrator of the decision.

If the district custodian of records decides that the record contains information that is inaccurate, misleading, or in violation of the student's rights, the unit administrator shall amend the record and inform the parent/eligible student of the right to inspect the record as amended.

If the district custodian of records decides the record should not be amended, the district custodian of records shall include a summary of his/her findings in his/her written decision in the matter.

3. Review of the Decision of the District Custodian of Records

If the parent/eligible student is not satisfied with the decision of the district custodian of records, the parent/eligible student may, within two (2) weeks after receipt of the decision, request that the appropriate assistant superintendent review the matter.

With two (2) weeks of receipt of the request, the assistant superintendent shall review all the documentation relating to the request, make a decision whether the record should be amended, and notify the parent/eligible student and district custodian of records of the decision. If the process takes longer than two weeks, the assistant superintendent shall notify the parent/eligible student in writing of the reason(s) for the delay, and the date when the decision shall be made.

If the assistant superintendent decides that the record should be amended, the district custodian of records shall amend the record and inform the parent/eligible student of the right to inspect the record as amended .

If the assistant superintendent decides the record should not be amended, the assistant superintendent shall inform the parent/eligible student in writing of his/her decision that the record is not inaccurate, misleading, or in violation of the student's rights and of the basis for such decision.

The assistant superintendent shall inform the parent/eligible student of the right to request a hearing to present evidence why the record is inaccurate, misleading, or in violation of the student's rights and should be amended. The assistant superintendent shall inform the parent/eligible student of the right to be represented by counsel at own expense.

4. Hearing

The parent/eligible student must request a hearing within two (2) weeks after receipt of the assistant superintendent's decision. Upon receipt of a request from a parent/eligible student requesting a hearing, the assistant superintendent shall appoint as a hearing officer an individual, including an official of the district who does not have a direct interest in the outcome of the hearing.

At least five working days prior to the hearing the assistant superintendent shall give the parent/eligible student notice of the date, time and place of the hearing.

At the hearing the hearing officer shall provide the parent/eligible student a full and fair opportunity to present evidence and testimony to demonstrate that the questioned portion of the education record is inaccurate, misleading or in violation of the student's rights.

The assistant superintendent or designee may present evidence why the record should not be amended.

Within one (1) week after the hearing, the hearing officer shall submit a written recommendation to the associate superintendent with copies to the parent/eligible student and the assistant superintendent. The hearing officer's recommendation shall be based solely on the evidence presented at the hearing and include a summary of the evidence and the reason(s) for the recommendation.

Within two weeks of receipt of the hearing officer's recommendation, the associate superintendent shall review the recommendation, affirm or reject the recommendation, and send the parent/eligible student and assistant superintendent written notice of his/her decision. The associate superintendent shall affirm the recommendation if the summary of evidence and reasons for the recommendation reasonably support the recommendation.

If the associate superintendent decides that the record should be amended, the district custodian of records shall amend the record and inform the parent/eligible student of the right to inspect the record as amended.

5. Right to Place Statement In the Record

If the associate superintendent decides that the record should not be amended, the associate superintendent's written decision shall inform the parent/eligible student of the right to place a written statement in the record commenting on the contested information and stating why the parent/eligible student disagrees with the district's decision.

The district shall maintain any such statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever the district discloses the portion of the record to which the statement relates.

D. Flagging of Educational Records of Missing Students

Upon receiving notification from a law enforcement agency that a previous or current student has been reported missing, the following steps shall be taken:

- The information shall be forwarded to the district custodian of records, the district security department, and the school of the student.
- All educational records of the student shall be flagged.
- If a request for the flagged records is received, or if other information regarding the records is requested, the principal or district custodian of records shall immediately notify the security department, who shall immediately contact the local law enforcement agency.

Flagged records shall not be released without approval from the assistant superintendent for student services.

The assistant superintendent for student services shall develop procedures detailing how student records shall be flagged and disseminate the procedure to appropriate district/school personnel.

E. 504 Entry on SASI

The SASI student screen will allow the accounting of students who are evaluated and determined to be disabled under Section 504. All enrolled students should have an entry in the 504 field. The codes are as follows:

	Enter #
• Regular education students	1
• Special education students who have a "Y" in the S/E field	2
• Regular education students who have been evaluated under 504 and were found not to be eligible, as indicated on the 504 notice.	3
• Students who have been evaluated under 504 and are found to be eligible due to a physical or mental impairment that substantially impacts a major life activity as indicated on the 504 Notice and are not in a special education.	4
• Students who have a record of being disabled. (They have been in special education in the past or there is a record of some other disability.)	5

F. Provisions Relating Solely to Special Education Records

1. Records for New Students

During the registration process, the registrar (or other staff member completing the registration) will ask the parent or legal guardian if the student has previously received special education services or needs accommodation for a disability. The registrar should use sufficient care when inquiring about previous special education services to ensure that the parent or legal guardian understands that “special education services” include any services previously provided pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the rehabilitation act. If the parent or legal guardian indicates that the student has received special education services, the registrar will:

- Seek to obtain sufficient information regarding the nature of the disability, the period when services were provided and the school that provided the services to obtain any special education records of the student; and
- notify the school psychologist immediately.

Any record received from the student’s previous school that contains information about special education will be promptly given to the school psychologist.

2. Responsibility for Records Handling and Maintenance

The district custodian of records and/or Executive Director of Special Education shall be responsible for insuring the confidentiality of personally identifiable information in records collected, maintained or used in relation to the special education of any student, including identification, evaluation and placement.

The district custodian of records and/or Executive Director of Special Education shall provide training and/or written instruction to all employees collecting, maintaining, or using such records regarding the state's policies and procedures for ensuring confidentiality.

The district shall maintain for public inspection a current listing of the names and positions of employees who have access to personally identifiable information in records collected, used, or maintained in relation to the special education of any student.

The district custodian of records and/or Executive Director of Special Education or a designee shall inform the parent when personally identifiable information recorded in connection with a student's special education (IDEA) is no longer needed to provide educational services to the student. The parent shall be informed that federal law requires retention of the information for a minimum of five years following completion of educational services.

Pursuant to federal law, the parent may request that personally identifiable information be destroyed. Upon receipt of any such request, the district shall inform the parent of the advantages of retaining the information, such as for social security benefits or medical purposes. At the renewed request of the parent, such information shall be destroyed in accordance with the requirements of the Arizona Department of Education and the Arizona Department of Library, Archives, and Public Records if the federal five-year requirement is satisfied. However, a permanent record of the student's name, address, and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without time limitation.

No educational record shall be destroyed if there is an outstanding request from the parent/eligible student to review the record. If the federal requirement is satisfied, educational records relating to the special education of any student may be destroyed two years after the fiscal year of withdrawal, transfer, or graduation.

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August 11, 1992
August 10, 1993
August 2, 1995
November 1, 1995
September 8, 1998
February 26, 1999
September 25, 2001
May 8, 2002

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Student Privacy Protection
GOVERNING BOARD POLICY	DISTRICT CODE: JP

STUDENT PRIVACY PROTECTION

In accordance with the federal Protection of Pupil Rights Amendment, the district will take the following actions to protect the privacy of students:

Surveys

The district will make instructional materials available for inspection by parents if those materials will be used in connection with a U.S. Department of Education-funded survey, analysis or evaluation in which their children participate. The district will obtain prior written parental consent before minor students are required to participate in any protected information survey funded by the U.S. Department of Education. The district will give parents notice and the opportunity to opt their minor student out of any protected information survey funded by a source other than the U.S. Department of Education. “Protected information survey” means a survey, analysis or evaluation that reveals information concerning:

- Political affiliations or beliefs of the student or the student's parent;
- Mental and psychological problems of the student or the student's family;
- Sexual 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 student's parent; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Educational Materials

The district, through the Curriculum and Instruction Department, will permit parents to inspect, upon request, any instructional material used as part of the educational curriculum for students as provided in Governing Board Policy IIA. “Instructional material” means instructional material that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Marketing Information

The district will not collect, disclose or use personal information collected from students solely for the purpose of marketing or selling, or otherwise providing the information to others for that purpose. “Personal information” means individually identifiable information including: a student’s or parent's first and last name, home address, telephone number or social security number.

JP – Cont'd.

Physical Examinations

The district will not administer an invasive physical examination of a student without parent permission. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, scoliosis or head lice screening.

Adopted: July 8, 2003

LEGAL REF.: 20 U.S.C. § 1232h; 34 CFR Part 98 (Protection of Pupil Rights Amendment)

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: Publication/Display/Distribution of Communications of School-Related Organizations
GOVERNING BOARD POLICY	DISTRICT CODE: KB

PUBLICATION/DISPLAY/DISTRIBUTION OF COMMUNICATIONS OF SCHOOL-RELATED ORGANIZATIONS

The Governing Board authorizes the District and its schools to publish, display or distribute communications of school-related organizations that are designed to inform students or their parents of activities, events, programs and other subjects that are of concern to the school-related organization and that may be of interest to students and their parents.

Definitions

For the purpose of this policy,

“Communications” means written material designed by a school-related organization to inform the reader of activities, events, programs and other subjects that are of concern to the school-related organization and that may be of interest to students and their parents. Communications may take the form of notices, announcements, fliers, newsletters, bulletins, brochures and FAQs (frequently asked questions).

“School-related organization” means (i) an organization whose activities support and promote the educational mission of the District, as determined by the Governing Board; or (ii) a government agency. School-related organizations may include parent organizations, booster clubs, school employee organizations, the Arizona Interscholastic Association, Mesa Foundation for Educational Excellence, and other organizations and clubs affiliated with the District and its schools. Government agencies may include any local, state or federal government agency.

Limited Public Forum

Mesa Public Schools operates its schools as nonpublic forums. This policy is intended to create a limited public forum for the display or distribution of communications of school-related organizations, subject to the terms and conditions set forth in this policy and any regulations adopted by the Superintendent to implement this policy. The Governing Board may redefine or close the limited public forum at any time.

Regulations

The Superintendent may adopt regulations as necessary to implement this policy.

- Adopted: April 12, 1988
- Revised: February 28, 1995
- November 9, 1999
- July 6, 2004
- January 13, 2015
- February 11, 2014
- January 13, 2015
- December 13, 2016

CROSS REF.: [KI – Publication of Promotional Materials of Outside Organizations](#)

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Publication/Display/Distribution of Communications of School-Related Organizations</p>
<p>ADMINISTRATIVE REGULATION</p>	<p>DISTRICT CODE: KB-R</p>

GUIDELINES FOR PUBLICATION, DISPLAY OR DISTRIBUTION OF COMMUNICATIONS

So that communications of school-related organizations are published, displayed or distributed fairly and without creating an excessive burden on the District and its staff, the District and school-related organizations will adhere to the following guidelines:

1. School-related organizations are encouraged to review these guidelines and, if necessary, discuss with the school principal or the District’s Director of Communications and Marketing the application of the guidelines to contemplated communications before the school-related organization produces its communications. The organization should also review with the Director of Communications and Marketing or school principal the lead time necessary for each school to review and publish, distribute or display the communications.
2. The District may use a third-party flier management system to electronically publish communications of school-related organizations pursuant to Governing Board Policy KB. A fee may be charged for this service.
3. If organizations choose to distribute communications, this will occur by inclusion of the communication among the school materials that are given to students to read or deliver to their parents weekly or at other intervals determined by the Director of Communications and Marketing. Publication on the flier management system is required to distribute communications.
4. If organizations choose to display communications, this will occur by placing the materials in a location designated by the District or its schools for students and parents to obtain such materials. In connection with the display of promotional materials, the school may include in school communications a brief summary advising parents that promotional material of a school-related organization is available.
5. School-related organizations are not authorized to directly distribute communications to students or parents on school grounds without approval of the school principal.
6. A school-related organization wanting to publish communications about a fundraiser to district schools other than the school the organization supports may be subject to fees. No display or distribution of materials at other schools is permitted.
7. School-related organizations are responsible for the cost of printing and bundling all communications.
8. The District and its schools may restrict distribution of communications of school-related organizations to specific times of the school year or postpone distribution of communications of school-related organizations due to shortage of available staff or other District or school priorities. School-related organizations assume the risk that schools will not distribute time-sensitive communications on or before a desired date.

9. Communications must prominently display contact information for the school-related organization so that parents who wish can obtain additional information directly from the organization. Likewise, communications that include a registration form must prominently display the mailing address of the school-related organization if parents are to mail the form directly to the organization.
10. The District and its schools will not publish, display or distribute communications of school-related organizations that, in the judgment of the Superintendent or designee, would:
 - Cause the District to violate state or federal laws or its policies.
 - Promote illegal discrimination on the basis of race, color, national origin, religion, sex or disability.
 - Promote illegal activity for minors.
 - Contain words, symbols or images that would be regarded as lewd, obscene, vulgar or plainly offensive if communicated by a student on school grounds.
 - Defame a person or organization.
 - Threaten serious disruption of the school or school-sponsored activity.
11. Communications of school-related organizations will not include promotional or other materials of nonschool-related organizations, unless the promotional or other materials are an integral part of an activity of the school-related organization.
12. School-related organizations are encouraged to create additional versions of promotional materials in Spanish and other languages spoken by the families of students who attend the school.
13. School-related organizations are encouraged to offer scholarships or subsidized fees to low income families if fees are required for participation.

Dispute Resolution

The District and its schools will apply this policy in good faith and in a nondiscriminatory manner. If the District refuses to publish, display or distribute material because it is deemed to be nonconforming, the school-related organization will be given an opportunity to make necessary revisions and/or deletions and resubmit the material for approval. An organization that believes that this policy has been applied improperly may request a meeting with the Superintendent or designee to review the matter. The Superintendent or designee will determine, in his or her sole judgment, whether material submitted for publication, display or distribution is a conforming communication and whether this policy, including the guidelines, has been applied properly.

Adopted: April 12, 1988

Revised: March 5, 2014
December 13, 2016

[CROSS REF.: KI – Publication of Promotional Materials of Outside Organizations](#)

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Record Requests
GOVERNING BOARD POLICY	DISTRICT CODE: KBA

PUBLIC RECORD REQUESTS

The district will promptly comply with valid requests to inspect or receive copies of public records of the district to the extent required by state law. The Superintendent will adopt regulations as necessary to implement this policy.

Adopted: May 27, 2003

LEGAL REF.: A.R.S. § 39-121
39-122

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Record Requests
ADMINISTRATIVE REGULATION	DISTRICT CODE: KBA-R

PUBLIC RECORD REQUESTS

The District will make its public records available for inspection by any person, as provided by the Arizona public records law. A public record request based on the federal Freedom of Information Act, which is not applicable to state or local government agencies, will be treated as a public record request under state law.

What is a public record?

“Public record” means any public record or other matter, whether in paper, electronic or other form, that is in the custody of the District or a District official, employee or agent, as these terms have been interpreted by the Arizona courts. Public records include:

- All records reasonably necessary to provide knowledge of all activities undertaken by District employees in the furtherance of their duties.
- All records received or created by District employees that have a substantial nexus to the District’s activities.

Public records do not include records that relate solely to personal matters and have no relation to official duties, even if the records are held in a District office or computer system.

The Arizona public records law does not require the District to create a record in response to a public record request.

How can I request a public record?

The Communications and Marketing Department will accept requests for records inspection or copying during normal business hours. Requests for access to records may be made in writing, by e-mail or delivery of the District’s Request for Public Records of the School District (form KBA-R-F), and should be directed to the Director of Communications and Marketing.

State law requires that persons requesting public records attest as to whether the records are requested for a commercial purpose. If the record request is for a commercial purpose, the requester must provide a declaration, verified by the requester, setting forth the commercial purpose for which the materials will be used. The declaration must be made and signed on the official form provided by the District for requesting the inspection and/or copying of public records.

Parents may request their child’s education records directly from the school without submitting a public record request. Former students may request education records from the Student Records Department. Parents may request special education student records from the Special Education Records Department.

Employees may request their personnel records directly from the Human Resources Department without submitting a public record request.

When may the District deny my request for a public record?

The District will deny access to a public record if its disclosure is prohibited by federal or state law. Also, the District may deny access to a public record if it determines that disclosure would “invade the privacy of a person” or may “lead to substantial and irreparable private or public harm” and these interests outweigh the public’s right to know.

If a public record contains information that is not subject to disclosure, the District will redact such information and provide the redacted copy to the requester. The District may provide access to an electronic record by paper copy only if the District determines, in its discretion, that access by paper copy is necessary or appropriate to prevent disclosure of information that is not accessible under the public records law.

The District will restrict access to inspection only of a public record that is protected from copying or other reproduction by the federal copyright laws.

How will the District process my public record request?

Upon receipt of a valid record request, the Director of Communications and Marketing will promptly obtain the record, review the record to determine if it may be disclosed with or without redaction of information in it, and make arrangements for the requester to access or obtain a copy of the record. Access to public records may be delayed for several reasons:

- A search is required to locate and/or identify the records requested.
- A review must be completed to determine if the record may be disclosed or information in it must be redacted prior to disclosure of the record.
- The request must be reviewed by the District’s legal counsel.

If access will be delayed or denied, the Director of Communications and Marketing will inform the requester of the reason for the delay or denial of access.

Will I be charged a fee for a copy of a public record?

Records for a Non-Commercial Purpose

The District will not charge a fee for electronic copies of public records requested for non-commercial use that are transmitted via the internet. The District will not charge a fee for paper copies of:

- Education records of a student requested by the student or his or her parent.
- Forms and other materials prepared to assist persons who wish to enroll a child in the District, seek employment by the District, or access services or accommodations from the District.
- Materials prepared to assist persons who attend District or school meetings.
- Public records needed to assert a claim against the United States, as required by state law.

For all other public record requests for non-commercial purposes, the District will charge a fee of \$1.00 per page for paper copies and \$10.00 per CD, USB drive or other storage device for public records requested for non-commercial use. Fees must be paid, or acceptable arrangements for payment made, prior to the delivery of public record copies. If applicable, a postage fee may be assessed.

Records for a Commercial Purpose

The District will assess a fee for public record requests for a commercial purpose. Commercial uses include use of the public records for sale or resale; obtaining names and addresses from public records for the purposes of solicitation; and the sale of names and addresses to another for any purpose in which the purchaser can reasonably anticipate the receipt of monetary gain from the direct or indirect use of the public record.

The fee for paper or electronic copies of competitive bid files requested for a commercial purpose will be \$250.00 per bid file. The fee for all other public record requests for a commercial purpose will be determined by the Director of Communications and Marketing, based on the cost of locating, reproducing and delivering the record and the fair market value of the information in the record.

Adopted: May 3, 1995

Revised: May 27, 2003
November 2, 2006
February 8, 2017

Michael B. Cowan
Superintendent

CROSS REF.: [GBL-R – Personnel Records](#)
[JO-R – Student Records](#)

FORM: [KBA-R-F – Request for Public Records of the School District](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Parental Involvement
GOVERNING BOARD POLICY	DISTRICT CODE: KBAA

PARENTAL INVOLVEMENT

The Governing Board directs the Superintendent to develop, in consultation with parents, teachers, and administrators, a plan for parental involvement in the schools. The plan will 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, including the source of any supplemental educational materials.
- 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.
- Procedures to require written permission by the student’s parent before a student participates in the sex education curricula.
- Procedures for parents to be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than the district’s sex education curricula.
- Procedures by which parents can learn about the nature and purpose of student clubs and activities that are part of the school curriculum, extracurricular clubs, and activities approved by the school.
- Procedures by which parents can learn about parental rights and responsibilities under state law, including:
 - The right to opt their child in or out of the district’s sex education program, including dating abuse, pursuant to Governing Board Policy IGAI and A.R.S. §15-102.
 - Open enrollment rights as prescribed by Governing Board Policy JC and A.R.S. §15-816.01.
 - The right to opt out of classes, activities, or assignments as prescribed by Governing Board Policy IIA and A.R.S. §1-601 and §15-102.
 - The right to opt a child out of immunizations as prescribed by Governing Board Policy JHCB and A.R.S. §15-873.
 - The promotion requirements for students in grades one through eight and minimum course of study and competency requirements for graduation from high school prescribed by Governing Board Policies IKE and IKF and A.R.S. §§15-701 and 15-701.01.

KBAA – Cont'd.

- The right to review their child's standardized norm-referenced test results pursuant to Governing Board Policy ILC and A.R.S. §15-743.
- The right to participate in gifted programs prescribed by Governing Board Policy IGBB and A.R.S. 15-779.01.
- The right to inspect instructional materials as prescribed by Governing Board Policy IIA and A.R.S. §15-730.
- The right to receive the school's annual report card pursuant to A.R.S. 15-746.
- The school attendance and age requirements for children prescribed in Governing Board Policies JEA, JEB, and JED and A.R.S. §§15-802, 15-803, and 15-821.
- The right to public review of courses of study and textbooks for preschool programs through grade eight prescribed in Governing Board Policies IIA, IIAA, and KLB and A.R.S. §15-721.
- The right to be excused from school attendance for religious purposes as prescribed by Governing Board Policy IGAC and A.R.S. §15-806.
- Governing Board Policies KBAA and KD related to parental involvement required by A.R.S. §15-102.
- The right to seek membership on a School Improvement Advisory Council as prescribed by Governing Board Policy KC.
- The right to participate in the parental satisfaction survey distributed to the parent of every student enrolled at the school, pursuant to A.R.S. 15-353.
- Information about the student accountability information system (SAIS) as prescribed in A.R.S. §15-1042.
- The right to access the Supplemental Educational Services pursuant to A.R.S. §15-241.

The Superintendent may adopt administrative regulations as necessary or appropriate to implement this policy.

Adopted: August 16, 1988

Revised: June 28, 2011

LEGAL REF.: A.R.S. §1-601
§1-602
§15-101
§15-102
§15-341

KBAA – Cont'd.

CROSS REF.: IGAC – Religion in Relation to School Functions
IGAI – Sex Education
IGBB – Programs for Gifted Students
IGDA – Student Organizations
IIA – Instructional Materials
IIAA – Textbook/Computer Software/Supplementary Materials Selection and Adoption
IKE – Promotion and Retention of Students
IKF – Graduation Requirements
ILC – Use and Dissemination of Standardized Test Results
JC – Student Admissions
JEA – Compulsory Attendance
JEB – Entrance Age
JED – Student Attendance, Absences, and Excuses
JHCB – Immunization of Students
KC – School Improvement Advisory Councils (SIACs)
KD – Parent Involvement in Education
KLB – Public Complaints About Curriculum or Instructional Materials

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Parental Involvement
ADMINISTRATIVE REGULATION	DISTRICT CODE: KBAA-R

PARENTAL INVOLVEMENT PLANS AND PROCEDURES

1. Plan for Parent/Teacher Cooperation in the Areas of Homework, Attendance, and Discipline

A. Homework

- A parent should first contact his or her child’s teacher with any questions about homework assignments. If a concern about homework cannot be resolved, the parent may contact the school principal.
- Please refer to the following Governing Board policy and its administrative regulation:

IKB – Homework

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

B. Attendance

- A parent is expected to contact the school when the child will be absent. A school attendance officer will contact the parent when a child’s absences are becoming excessive. The parent should contact the child’s teacher to obtain class assignments and homework if the child is expected to miss more than one day of school.
- A student will be excused from school attendance for religious observance.
- Please refer to the following Governing Board policies and their administrative regulations:

JEA – Compulsory Attendance
 JEAA – Chronic Health Conditions
 IKEA – Assignment Make-Up Opportunities
 IGAC – Religion in Relation to School Functions

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

C. Discipline

- The teacher or school principal will communicate with the parent regarding disciplinary problems involving the child. The parent may address any concerns about student discipline with the teacher or the school principal. A parent is informed in writing when the child receives a disciplinary suspension.

- Please refer to the student conduct standards and procedural safeguards described in the district’s student handbooks and the following Governing Board policies and their administrative regulations:

Information & Guidelines for elementary and secondary students

JFA – Student Due-Process Rights	JFCI – Alcohol and Illegal Drug Possession, Use, and/or Sale by Students
JFC – Student Conduct and Discipline	JFCJ – Dangerous Instruments and Deadly Weapons
JFCA – Student Dress and Grooming Standards	JFG – Interrogations, Arrests/Removal of Students, and Searches
JFCB – Care of School Property by Students	JGA – Student Behavior Management and Intervention
JFCC – Student Conduct on School Buses	JGB – Alternatives to Student Suspension
JFCE – Gang Activity or Association	JGD – Student Suspension/Expulsion
JFCF – Threats Against the District	
JFCG – Tobacco Products – Students	

Internet: www.mpsaz.org/parents/infoguidelines (for Information & Guidelines)

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

2. Review of Courses of Study, Instructional Materials, Promotion/Graduation Requirements, and the District’s Policies and Administrative Regulations

- A parent may contact his or her child’s teacher or school principal to learn about the course of study and instructional materials used in the child’s class.
- The district’s approved curriculum, minimum course of study for promotion from 8th grade and graduation from high school, and instructional materials may be reviewed by visiting the Curriculum and Instruction Department’s section of the district’s website, www.mpsaz.org/curriculum, or visiting the Curriculum and Instruction Department located at the Curriculum Services Center, 549 N. Stapley Drive, Mesa.
- A parent may review the district’s policies and administrative regulations by visiting the child’s school; the Communications and Marketing Department, 63 E. Main Street, Mesa; or the Legal and Policy Services section of the district’s website, www.mpsaz.org/policy.
- Please refer to the Mesa Public Schools Junior High (Grades 7-8) and High School Senior High (Grades 9-12) Course Description Catalogs and the following Governing Board policies and their administrative regulations:

IIA – Instructional Materials

IIAA – Textbook/Computer Software/Supplementary Materials Selection and Adoption

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

3. Objection to Instructional Material and Withdrawal of a Child from an Activity

- A parent may review any instructional material used or considered for use in the district by submitting to the school principal a written request for review that identifies the instructional materials requested.
- A parent who objects to any instructional material or activity may withdraw the child from the activity, assignment, or class in which the material is used. The parent must deliver to the school principal a written objection that describes specifically the instructional material and the activity, assignment, or class from which the child is to be excluded.
- A parent may submit to the school principal a complaint about the content of instructional materials used by the school. The parent should submit the complaint on form KLB-F – Citizen’s Request for Reconsideration of Materials.
- Please refer to the following Governing Board policies and their administrative regulations:

IIA – Instructional Materials

KLB – Public Complaints about Curriculum or Instructional Materials

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

4. Permission for Child to Participate in Sex Education Curriculum, including Dating Abuse

- A parent will receive notice and a written permission form that must be signed and returned to the school before a child participates in a class that includes the district-approved sex education curriculum. A child will not receive sex education unless a signed permission form is on file with the teacher.
- The district’s sex education curriculum covers the topic of dating abuse.
- Please refer to the following Governing Board policy and its administrative regulation:

IGAI – Sex Education

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

5. Notice and Opportunity to Withdraw Child from Instruction or Presentations relating to Sexuality in Courses other than Sex Education Curriculum

- Human sexuality will be taught only as part of the district-approved sex education curriculum. Accordingly, there should be no need for a parent to receive notice that the child may receive instruction or a presentation concerning human sexuality in any course other than the district-approved sex education curriculum.

- If a parent believes that the child has received instruction or a presentation concerning human sexuality in a course other than the sex education curriculum, the parent may lodge a complaint with the school principal.
- Please refer to the following Governing Board policy and its administrative regulation:

IGAI – Sex Education

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

6. Information About Student Clubs and Other Extracurricular Activities

- A parent may obtain information about student clubs and other extracurricular activities at a school by contacting the school principal.
- A parent may direct the school representative to a student club or other extracurricular activity to exclude the child, if a minor, from the club or other activity.
- Please refer to the following Governing Board policy and its administrative regulation:

IGDA – Student Organizations

IGDAA – Student Organizations – Not School Sponsored

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

7. Information about Open Enrollment at District Schools

- Parents may obtain information about open enrollment in a district school of their choice by contacting the school principal.
- An open enrollment application must be submitted to the school by before March 1 to receive an early enrollment decision for the following school year. An application submitted on or after March 1 will receive an enrollment decision as soon as possible.
- Please refer to the following Governing Board Policy and its administrative regulation:

JC – Student Admissions

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

8. Information about Immunizations

- Parents may obtain information about immunizations, including the right to opt out of a mandatory immunization based on the parents' personal beliefs, from the health office of the school.

- Please refer to the following Governing Board policy and its administrative regulation:

JHCB – Immunizations of Students

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

9. Information about Student State Assessment Results and SAIS

- Students' scores on state assessments for reading, language arts, and mathematics, together with comparison information for the school, district, county and state, are mailed to parents annually.
- As required by state law, the district submits student information, including results on state assessments, to the Student Accountability Information System (SAIS), which is operated by the Arizona Department of Education.
- Please contact the school for any questions about a student's state assessment scores, and contact the district's Research and Evaluation Department for any questions about the SAIS.
- Please refer to the following Governing Board policy and its administrative regulation:

ILC – Use and Dissemination of Test Results

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

10. Information about Programs for Gifted Students

- All schools identify gifted students and provide curriculum modifications to ensure that gifted students receive gifted education commensurate with their academic abilities and potentials. A student will be regarded as gifted if the student scores at or above the 97th percentile, based on national norms, on the test used by the district and approved by the State Board of Education.
- Please refer to the following Governing Board policy and its administrative regulation:

IGBB – Programs for Gifted Students

Internet: www.mpsaz.org/policy (for Governing Board Policies & Regulations)

11. Information about the School Report Card and Parent Satisfaction Survey

- A parent satisfaction survey and school report card are mailed to parents of the school annually. School report cards can also be accessed on the Arizona Department of Education website: www10.ade.az.gov/ReportCard/
- Please contact the school for information or questions about the survey or report card.

12. Information about Supplemental Education Services

- Schools that are designed as “in need of improvement” under the No Child Left Behind Act must offer to students of the school supplemental education services by state-approved tutoring service providers. Information about the opportunity for free supplemental education services is mailed to parents of eligible students by the district. Information also may be obtained from the MPS website: www.mpsaz.org/nclb/school_improvement/ses.

Approved: August 16, 1988

Revised: November 29, 1995
June 1, 1998
October 30, 2000
May 30, 2001
June 28, 2011
September 10, 2013

Michael B. Cowan
Superintendent

FORM: [KBAA-F – Request to Withdraw from Activities or Classes](#)
[KLB-F – Citizen’s Request for Reconsideration of Materials](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: District-Sponsored Communications
GOVERNING BOARD POLICY	DISTRICT CODE: KBB

DISTRICT-SPONSORED COMMUNICATIONS

Communications developed for distribution by schools and departments will reflect a high quality of editorial content and format. Such publications will follow appropriate district publications guidelines, including the use of a district logo. The communications will include, but not be limited to, printed materials, Web sites and pages, social media, advertising, and electronic information, such as CDs, DVDs, and Web streaming.

The district will exercise appropriate economy in materials and production.

The Superintendent or designee may request that communications be submitted for review before distribution to ensure that appropriate and accurate information is available.

Adopted: April 12, 1988

Revised: March 23, 2004
November 24, 2009

MESA UNIFIED SCHOOL DISTRICT	TOPIC: News Media Relations and News Releases
GOVERNING BOARD POLICY	DISTRICT CODE: KBC

NEWS MEDIA RELATIONS AND NEWS RELEASES

News Media Relations

In order to facilitate appropriate and mutually beneficial relations with the news media, the Governing Board establishes the position of Director of Communications and Marketing and authorizes the Superintendent to develop guidelines to govern media visits to school campuses.

News Releases

Communication with the news media for the purposes of seeking or arranging news coverage will be coordinated through the district Director of Communications and Marketing or the Director's designee. Official statements of the district will be made by the Director of Communications and Marketing or the Superintendent's designee.

Adopted: April 12, 1988

Revised: January 13, 1998
October 10, 2006

CROSS REF.: KBA – Public Record Requests
KBB – District-Sponsored Communications

MESA UNIFIED SCHOOL DISTRICT	TOPIC: News Media Relations and News Releases
ADMINISTRATIVE REGULATION	DISTRICT CODE: KBC-R

NEWS MEDIA RELATIONS AND NEWS RELEASES

Media Interviews/Photographs on Campus

All media requests for interviews or photographs on school campuses or at other district facilities will be made in advance through the district Director of Communications and Marketing or the Director's designee.

Before granting permission for media interviews or photographs on school campuses or at other district facilities, the administrator and the district Director of Communications and Marketing or the Director's designee will establish the parameters of the media visit.

Media Requests for Public Records

All media requests for public records will be governed by Governing Board Policy KBA and its accompanying administrative regulation.

Adopted: January 13, 1998

Revised: October 10, 2006
October 22, 2009

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Bond Campaigns
GOVERNING BOARD POLICY	DISTRICT CODE: KBE

Bond Campaigns

The Governing Board may provide information to the public on school building needs. However, District funds may not be used to advocate "yes" votes on bond issues.

The Superintendent may solicit the input from a citizens advisory committee in examining educational and building needs of the District.

As the need for a bond issue arises, a citizens committee may encourage and promote the passage of the bond issue, and collect funds needed for such promotion.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Use of Students in Public-Information Program
GOVERNING BOARD POLICY	DISTRICT CODE: KBF

Use of Students in Public-Information Program

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. The District believes this is the cornerstone of good community relations.

The participation of students in interpreting the educational program of the District to the community shall be encouraged with the understanding that:

- o Students shall not be exploited for the benefit of any individual or group.
- o Students shall participate only in appropriate situations.
- o Students shall not be asked to promote District issues without approval of the Superintendent.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: SCHOOL IMPROVEMENT ADVISORY COUNCILS (SIACs)
GOVERNING BOARD POLICY	DISTRICT CODE: KC

SCHOOL IMPROVEMENT ADVISORY COUNCILS (SIACs)

Each school will establish and maintain a school improvement advisory council (SIAC) to serve solely in an advisory capacity to the school administration for the purpose of improving the quality of education and the effective operation of the school. Each SIAC will adopt written bylaws that establish procedural rules for the SIAC, including guidelines that specify the number and methods of selection of SIAC members.

Each SIAC may exercise the following duties:

- Review the school’s goals.
- Review the statistical results of the school’s parent satisfaction survey.
- Review the school’s report card prepared by the Arizona Department of Education.
- Review the school’s student handbook.
- Review the school’s rules regarding student safety and discipline, including dress and grooming.
- Review a request for optional student travel when SIAC review is required by district policy.
- Determine the distribution of extracurricular activity tax credit contributions that have not been designated for a specific activity by the contributor.
- Review and adopt the school’s parent involvement guide if the school is a Title I school.
- Any additional duties that are recommended by the principal and superintendent and approved by the Governing Board.

A SIAC will comply with applicable provisions of state law, district policy and administrative regulations. The Superintendent will adopt regulations as necessary to implement this policy.

Adopted: October 14, 2003

LEGAL REF.: A.R.S. §15-351
 15-352

MESA UNIFIED SCHOOL DISTRICT	TOPIC: SCHOOL IMPROVEMENT ADVISORY COUNCILS (SIACs)
ADMINISTRATIVE REGULATION	DISTRICT CODE: KC-R

SCHOOL IMPROVEMENT ADVISORY COUNCILS (SIACs)

Bylaws

For the purpose of promoting consistency among school improvement advisory councils (SIACs), each SIAC will adopt a set of bylaws that include the following:

The SIAC will substantially comply with the requirements of the state open meeting law by providing public access, creating and posting a meeting agenda, and keeping minutes of the meeting. A SIAC will not meet in executive session for any reason without the SIAC first obtaining legal advice from the district's legal counsel regarding the use of an executive session.

The SIAC will seek to maintain an equal number of teacher and parent members, and their combined numbers should exceed the number of other SIAC members. The SIAC will also seek to maintain diversity among SIAC members so that its membership is representative of the school community. If these goals are not achieved, the SIAC will actively seek to recruit members to achieve these goals.

The current SIAC, in its discretion, will determine the number and methods of selection of SIAC members. Selection methods must be designed to be fundamentally fair to all persons interested in serving as a SIAC member and to produce a membership that will represent the school community.

The district's general counsel will create and maintain a bylaws template that SIACs may use to develop bylaws in accordance with state law, district policy and this regulation.

Additional Duties

A SIAC that wishes to add assigned duties may submit a request to the appropriate area superintendent for evaluation and recommendation. A request for assignment of additional duties should not be submitted unless accompanied by the recommendation of the school principal.

Adopted: October 14, 2003

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Parent Involvement in Education
GOVERNING BOARD POLICY	DISTRICT CODE: KD

PARENT INVOLVEMENT IN EDUCATION

The education of each student is a responsibility shared by the school as well as parents. In keeping with this belief, the district will support active parental involvement and set goals for parent-supported student learning.

Schools will:

1. Inform parents of policies regarding homework, discipline, attendance and other issues of importance to students, parents and the school.
2. Help parents understand the educational process and their role in supporting student achievement.
3. Inform parents of school choices within the district, including information on open enrollment and other school choice programs.
4. Provide opportunities for parents to be informed about their student’s progress toward attaining proficiency on state and district academic standards. Information will explain how the student’s progress will be measured and how parents will be informed of such progress.
5. Encourage formal organizations for parents at the school.

As a Local Education Agency that receives funding under Title I of the Elementary and Secondary Education Act (Title I), the district must adopt and implement policies and regulations for effective parent involvement to improve student achievement and school performance in its Title I schools. The Superintendent will adopt such policies and regulations as necessary to comply with the requirements of Title I and the No Child Left Behind Act.

As used in this policy, “Title I school” means a school that supplements instructional services and activities with federal funds received by the district pursuant to Title I.

Adopted: June 10, 2003

LEGAL REF.: A.R.S.§15-102
A.R.S.§15-341
20 U.S.C. §6312, et.seq. (The No Child Left Behind Act)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Parent Involvement in Education
ADMINISTRATIVE REGULATION	DISTRICT CODE: KD-R

PARENT INVOLVEMENT IN TITLE I SCHOOLS

As set forth in the No Child Left Behind Act, the district and its schools will comply with the requirements for parent involvement in Title I schools by adopting and implementing district-level and school-level Title I parent involvement policies.

Development of District-Level Title I Parent Involvement Policy

Pursuant to federal law, the district, represented by the Assistant Superintendent for Curriculum and Instruction and other designated personnel, along with representative parents of students enrolled in Title I schools, will develop and submit for Superintendent approval a written parent involvement policy to be incorporated into the district’s Title I plan. This policy will describe how the district will accomplish the following:

1. Involve parents in jointly developing the Title I program plan, including a district-level parent involvement compact that provides an understanding of the joint responsibility of the district and parents for improving student academic achievement and school performance, reviewing implementation of the plan, and suggesting improvements to the plan.
2. Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build Title I schools’ and parents’ capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the district Title I Parent Involvement policy with regard to improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the district Title I Parent Involvement policy.
6. Involve parents in the activities of Title I schools.
7. Involve parents in decisions regarding how Title I funds allotted for parent involvement activities will be used.

8. Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress, and how to work with school staff to improve the achievement of students.
9. Provide materials and training to help parents work with students to improve student achievement, such as literacy training and using technology as appropriate, to foster parental involvement.
10. With the assistance of parents, educate school staff in the value of contributions of parents and instruct them in how to reach out to, communicate with, and build ties between parents and the school.
11. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start and other public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.
12. Ensure that all information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
13. Provide such other reasonable support for parental involvement activities as parents may request.
14. Review the effectiveness of parent involvement actions and activities of Title I schools.

Development of School-Level Title I Parent Involvement Guide

Each Title I school will jointly develop with and distribute to parents of students enrolled in Title I schools a written School-Level Title I Parent Involvement Guide agreed upon by the parents in accordance with the requirements of federal law. The guide will contain a school-parent compact that will outline how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

Parent Notices

The district will provide parents with all notices required by the No Child Left Behind Act (NCLB) and other federal and state laws.

Adopted: June 10, 2003

Revised: May 7, 2008

Debra Duvall
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Community Use of School Facilities
GOVERNING BOARD POLICY	DISTRICT CODE: KG

COMMUNITY USE OF SCHOOL FACILITIES

The Governing Board may grant the use of school facilities to school-related groups and to responsible and properly-organized community groups or individuals for the purposes of education and civic welfare. Such use shall not interfere with any school activity.

Any group and/or organization permitted uncompensated use pursuant to A.R.S. § 15-1105(B) that violates this policy shall have the privilege of use revoked.

Ultimate authority for the granting of use of facilities rests with the Governing Board. A decision of the Superintendent may be appealed to the Board.

The Facilities Rental Agent shall submit monthly reports regarding the preceding month's rental activity to the Governing Board for review and any action the Board may deem appropriate.

A. Uncompensated Use:

The Governing Board may permit the uncompensated use of district property by any school-related group or organization whose membership is open to the public and whose activities promote the educational function of the district as determined in good faith by the Governing Board. It is considered "uncompensated use" if the group and/or organization pays only the district's out-of-pocket costs in connection with the use of district facilities. Out-of-pocket costs may include payment of overtime to district employees as required under the federal Fair Labor Standards Act.

The school administrator determines if a district employee is required depending on the group or individual and the type of activity for which the facility is being used.

The Governing Board shall annually approve the type of organizations for reduced and uncompensated use of district property.

B. Reasonable Use ("Rental") Fee:

Organizations that are not included in one of the classifications may submit a letter to the Governing Board requesting reduced or uncompensated use of district property.

The Governing Board may lease school buildings, grounds, buses, equipment and other school property to any person, group or organization for recreation, education, political, economic, artistic, moral, scientific, social or other civic purposes in the interest of the community. The Governing Board shall charge a reasonable use fee for the lease of the property in accordance with the schedule of fees developed by the Superintendent, and approved annually by the Board.

KG - Cont'd.

Groups and/or organizations shall not use district facilities for the purposes of influencing the outcome of elections unless the facility is leased and a rental fee paid.

The Superintendent shall develop guidelines for use/rental of district property.

Adopted: April 12, 1988

Revised: August 14, 1990
November 14, 1995

LEGAL REF.: A.R.S. § 15-1105

CROSS REF.: DFB – Revenues from District-Owned Property
GBG – District and Staff Participation in Political Activities
KGB – Public Conduct on School District Property

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Community Use of School Facilities
ADMINISTRATIVE REGULATION	DISTRICT CODE: KG-R

COMMUNITY USE OF SCHOOL FACILITIES

The Governing Board authorizes the Superintendent or designee to:

1. Permit uncompensated use of school facilities by school-related groups designated by the Governing Board, and
2. Rent school facilities to any person or organization for any lawful purpose, including recreation, education, political, economic, artistic, moral, scientific, social or other civic purposes in the interest of the community.

Community use of school facilities must not interfere with school activities and must comply with district policies and administrative regulations and all applicable federal, state and local laws. Persons or organizations that violate this policy will lose the privilege of use of school facilities.

The Governing Board will annually review and approve a classification and fee schedule for community use of school facilities that designates school-related groups and establishes fees for the use or rental of school facilities. Persons or organizations that object to the application of the classification and fee schedule to them or their activities may appeal the matter to the Governing Board.

The Superintendent will develop the classification and fee schedule for approval by the Governing Board and adopt guidelines for use of school facilities in accordance with A.R.S. § 15-511 and § 1105.

Adopted: April 12, 1988

Revised: November 14, 1995
August 25, 2005

Debra Duvall
Superintendent

LEGAL REF.: A.R.S. § 15-1105
A.R.S. § 15-511

CROSS REF.: [DFB – Revenues from District-Owned Property](#)
[GBG – District and Staff Participation in Political Activities](#)
[KGB – Public Conduct on School District Property](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Community Use of School Facilities
ADMINISTRATIVE REGULATION	DISTRICT CODE: KG-R(1)

RULES FOR USE OF SCHOOL FACILITIES

1. Availability of Facilities

Persons and organizations seeking use of school facilities must complete and submit a Permit for Use of School Facilities ("Permit") to the school administrator at least 30 days prior to the use date. The administrator will determine whether facilities are available at the requested date and time and whether the district will incur any out-of-pocket costs. The school administrator may also attach an addendum identifying concerns or specific circumstances that need to be addressed in the permit.

The completed and signed Permit will be submitted to the district Facilities Rental Agent. The Facilities Rental Agent will grant or deny approval of the requested use.

2. Priority

School activities, including activities of school-related groups, take precedence over requests for community use of school facilities. If no school event has priority for the requested date and time, the following organizations have preference in the order listed:

- Mesa Parks and Recreation
- Youth organizations
- Other

3. Insurance and Indemnification

As required by state law, the user must provide a certificate of general liability insurance with limits of not less than \$500,000 in the aggregate, with the Mesa Unified School District No. 4 named as an additional insured on the policy. District-approved parent organizations, student clubs and other school-affiliated groups that are specifically covered by the district's general liability insurance coverage are exempt from the insurance requirement, provided that, if the exempt organization uses an outside vendor or independent contractor in connection with the use of school facilities, the vendor or contractor must provide proof of insurance in the amount required above, with the district named as an additional insured.

By using the school facilities, the user agrees to indemnify and hold harmless the district from any claims or losses that arise from the user's use of the school facilities, including claims or losses made by or against the user's officers, members, contractors, agents and invitees.

4. Conditions for Use of School Facilities

By submitting a permit and using school facilities, the user agrees to comply with the following terms and conditions, as well as any additional requirements set forth in the Permit:

- A. The user must conduct its activities in a safe manner. The user, including its officers, members, contractors, agents and invitees, must comply with all state and local laws and district policies regarding conduct on school property and must promptly comply with any directive from a school official, including administrators, security officers and custodians, regarding proper conduct on school grounds. Alcohol, illegal drugs, tobacco products and deadly weapons are prohibited.
- B. Food and beverages will not be served or sold except in appropriate facilities and with prior approval of the school administrator.
- C. Chairs, tables and other district furniture and equipment must be used with appropriate care and returned to their stored locations in as good condition as prior to use. The user is financially responsible for any wear, tear, breakage or damages to school facilities and equipment caused by the user, including its officers, members, contractors, agents and invitees.
- D. Equipment and furniture may be moved onto school grounds only with prior approval of the school administrator or Facilities Rental Agent. The user's property must be removed from the school facility no later than 24 hours after the use unless permission has been granted by the school administrator or Facilities Rental Agent.
- E. The district may require that the user provide a refundable deposit to cover possible damage or cleanup costs prior to approval of a Permit.
- F. When necessary, and without approval of the user, the district may employ custodial, cafeteria, security and construction services as necessary to clean up and repair school facilities after a use. If such services are required, the district will charge the user for such out-of-pocket costs. The user will be financially responsible for payment of such out-of-pocket costs upon delivery of an invoice for such costs.
- G. School administrators, custodians, security officers and other school staff members will have access to school facilities at all times.
- H. The user must vacate the school facilities and turn off all lights on or before the time specified in the Permit.
- I. The district reserves the right to cancel a use and refund any payments if the Governing Board or Superintendent determines that the use is not in the best interest of the district. Cancellation of a use will be made by delivery of notice to the user promptly after review of the use by the Governing Board or Superintendent.
- J. Advertising for an activity that will occur in a school facility must identify the sponsoring agent/organization and must not indicate or imply that the district or its school is a sponsor of the program without prior approval of the school administrator or Facilities Rental Agent.

KG-R(1) – Cont’d.

- K. The district is not responsible for any property left by the user or brought to the premises by the user, or by any other persons or entity in connection with the use of district facilities. The user agrees that the district will have no liability for destruction, theft, vandalism, or other loss or damage to any such property.
- L. Any rental fee is payable within one week prior to the use date. Invoicing will be based upon the requested usage. All rates, as well as other conditions stipulated, are a part of any Permit. If additional charges are incurred, the district will issue a subsequent invoice when the additional charges are determined.

Adopted: August 25, 2005

Debra Duvall
Superintendent

FORM: KG-R-F – Permit for Use of School Facilities (MDC form 94-26-25 W)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Community Use of School Facilities
ADMINISTRATIVE REGULATION	DISTRICT CODE: KG-R(2)

APPROVED FEE SCHEDULE FOR USE OF DISTRICT FACILITIES

I. User Classifications

- Class One:** Designated school-related groups, which include the following:
- Parent-teacher organizations, booster clubs, and other parent or community organizations formed for the purpose of supporting a district school or a specific program of a district school.
 - Mesa Foundation for Educational Excellence.
 - Employee organizations formed for the sole purpose of representing district employees, including Mesa Education Association (MEA), Mesa Professional Educators (MPE), Mesa Education Support Personnel Association (MESPA), Mesa School Administrators Association (MASA), and Mesa Association of Classified Supervisors (MACS).
 - State student music associations in which district employees are active members, including the Arizona Music Educators Association (AMEA), Choral Directors of Arizona (CHODA), and Arizona Band and Orchestra Directors Association (ABODA).
 - Public colleges or universities that use school property to provide course instruction primarily to district employees in a subject pertaining to K-12 education.
 - Medical or dental organizations that are nonprofit and that use school property to provide free or reduced-cost medical or dental services to children who are AHCCCS-eligible and enrolled in a district school.
 - Any organization whose activities promote the educational function of the school district as determined by the district governing board.

Class Two: Federal, state, or local government agencies that use district facilities for public meetings or other limited activities on an occasional and sporadic basis. The City of Mesa may use district facilities according to the terms and conditions established in the Intergovernmental Agreement between Mesa Unified School District No. 4 of Maricopa County and the City of Mesa, effective September 25, 2003 (the "Mesa IGA").

Class Three: Youth organizations that are nonprofit and tax exempt and use district facilities to provide recreational, social, and/or academic activities primarily to children enrolled in district schools, including the following:

- Boy/Girl Scouts of America
- Boys & Girls Clubs of America
- YMCA
- Metro Youth Symphony
- Arizona Junior Miss
- Amateur Athletic Union (AAU)
- Dobson Youth Basketball
- Mesa Junior Basketball Association (Mesa JBA)
- National Youth Sports (NYS)
- East Valley Children's Theatre
- East Valley and Desert Valley Music Teachers Associations
- Good News Club
- Organizations engaged in "Community Group Activities" as defined in the Mesa IGA

Class Four: Public colleges and universities that use district facilities to offer course instruction.

Class Five: A person or organization that does not fall into Classes One through Four.

II. Fee or Reimbursement Requirements

All User Classifications. When the time, duration, or location of the organization's use causes the district to incur "out-of-pocket costs" that it would not incur but for the organization's use, the organization will pay such costs. Out-of-pocket costs include any direct labor or supply costs incurred by the district for custodial, field maintenance, stagecraft, security, or food services; they further include utilities, custodial supplies, and facility damage repair. See Table A.

Classes One and Two. Class One and Two organizations may use district facilities without compensation unless the purpose of the organization's use is not consistent with the organization's status as a Class One or Two organization. A Class One or Two organization that uses district facilities for a purpose inconsistent with its status must pay fees established for Class Five persons and organizations.

Class Three. Class Three organizations may use district facilities and equipment incidental thereto at a reduced rate of compensation as established in Table B.

Class Four. Class Four organizations may use district facilities only upon payment of the use fee established in Table C.

Class Five. Class Five organizations may use school facilities and equipment incidental thereto only upon payment of the use fee established in Table D.

A person or organization that is otherwise eligible to lease school property shall not be denied use or charged differentiated fees on the basis of the person's or organization's beliefs, expression of beliefs, or exercise of the rights of association that are protected by state or federal law.

The district, in its sole discretion, will determine whether a person's or organization's use of district facilities qualifies for one class or another or whether an organization's use of district facilities qualifies for payment of a use or service fee.

III. Additional Requirements

A person or organization that uses or rents school facilities must provide proof of liability insurance and comply with all applicable policies and regulations for community use of school facilities.

Adopted: August 25, 2005

Revised: July 24, 2007
December 9, 2008

Debra Duvall
Superintendent

**MESA UNIFIED DISTRICT NO.4
TABLE A: OUT-OF-POCKET EXPENSES**

<u> Labor </u>	
Custodial Services:	Elementary - \$25.00/hour Junior High - \$26.50/hour High School - \$28.00/hour
Stage Manager:	\$22.00/hour
Student Stage Crew (per person):	\$7.00/hr (high schools may require 3)
Equipment Manager:	\$24.20/hour
Grounds Person:	\$27.50/hour
Security:	\$26.70/hour (minimum 3 hours)
Utility Fees	See below.
 Class 2 & 3 Summer Program Supply Fee	 \$70 per month for half-day programs

Beginning in the 2009-2010 school year, state law will no longer permit Mesa Public Schools to increase its operations budget for additional utility costs. School districts are required by state law to recover out-of-pocket expenses that occur as a result of the community's use of facilities. User classifications 2, 3, 4, and 5 will pay utility expenses according to the following schedule when facilities are used on days when school is not in session, i.e. weekends, holidays and summer.

	<u> UTILITY FEE </u>	
	<u>SUMMER</u>	<u>WINTER</u>
	<u>(4/15 to 10/30)</u>	<u>(11/1 to 4/14)</u>
Multipurpose Room	\$15 per hour	\$10 per hour
Gymnasium	\$35 per hour	\$20 per hour
Classroom	\$5 per hour	\$5 per hour
Auditorium	\$40 per hour	\$25 per hour
Cafeteria	\$35 per hour	\$20 per hour

The Governing Board requires the renter to have in force \$1,000,000 liability and \$10,000 property damage insurance coverage with the District as coinsured for use or lease of school facilities as required in ARS 15-1105(D). This requirement is also applicable to groups/organizations co-sponsoring activities with the District in school facilities.

A non-refundable deposit of \$500 or the actual rental rate, whichever is lower, may be required of commercial or profit making organizations using an auditorium, gymnasium or cafeteria to ensure their reservation. A \$2,500 damage deposit may be required for use involving a high school's stadium or the track or playing field within the stadium area to ensure proper care is taken in use of the facility.

Rental charges are payable two weeks prior to the rental date.

**MESA UNIFIED DISTRICT NO.4
TABLE B: REASONABLE USE FEES**

Class 3 organizations will be charged out-of-pocket expenses for all use of facilities (see "TABLE A: OUT-OF-POCKET EXPENSES").

In addition, Class 3 organizations will be charged the following reasonable use and utility fees for use of facilities when school is not in session (weekends, holidays, and summers).

HOURLY CLASS 3 RATES FOR NON-SCHOOL DAYS

	Reasonable Use Fee	With Summer Utility Fee	With Winter Utility Fee
Multipurpose Room	\$15.75	\$30.75	\$25.75
Gymnasium - Junior or Senior High	\$26.25	\$61.25	\$46.25
Auditorium - Junior High	\$29.50	\$69.50	\$54.50
Auditorium - Senior High	\$53.00	\$93.00	\$78.00
Cafeteria	\$39.50	\$74.50	\$59.50
Classrooms	\$17.50	\$22.50	\$22.50
Field Use by Class 3 Youth Organizations: (Excluding High School Varsity Fields)	\$4.00 per child per sport per season		
Pool Use by City of Mesa Community Groups	\$100 per participant, per calendar year (Effective January 1, 2013)		
Occasional Field Use by Class 3 Organizations	50% of Table D Standard Rate		
Summer Day & Holiday Camp Facility Fee	\$200 per week for all day programs plus applicable Utility Fee (see Table A) and other out-of-pocket expenses.		

**MESA UNIFIED DISTRICT NO.4
TABLE C - EDUCATIONAL RATES**

BASIC RENTAL FEES	Per Hour First 2 Hrs.	Per Hr. After First 2 Hrs.
One classroom space	23.40	17.40
Large lecture room	46.60	23.40
Choral room	38.90	17.30
Auditorium (plus stage manager @ \$17.50/hr & crew person @ \$7.00/hr.	101.70	50.90
Shops/Labs - basic charge	19.60	
Weight room classes	50.90 per night	
Gymnastics equipment classes	50.90 per night	
Dance & P.E.	50.90 per night	
Computer Lab	46.60	

EQUIPMENT/MATERIAL USAGE FEES:

Additional, per student fees, may be charged for courses requiring specialized equipment or materials.

Those fees will be assessed on a case-by-case basis, depending on the exact equipment or materials needed.

**MESA UNIFIED DISTRICT NO. 4
TABLE D - STANDARD RATES**

	<u>First Hour</u>	<u>Each Add'l Hr.</u>
Board Room	59.00	40.00
Driving Range	22.00	22.00
---Elementary Schools---		
Classroom	61.00	35.00
Media Center	59.00	40.00
Multipurpose Room (w/o kitchen)	59.00	40.00
* Multipurpose Room (with kitchen)	110.00	93.00
* Kitchen only	53.00	per hour
Music Room	40.00	30.00
Field (\$25 minimum)	6.00	6.00
Parking Lot (\$25 minimum)	7.00	per hour
---Junior High Schools---		
Classroom	61.00	35.00
Cafeteria (w/o kitchen)	124.00	79.00
* Cafeteria (w/kitchen)	211.00	167.00
* Kitchen only	87.00	per hour
Auditorium	193.00	59.00
Gymnasium	189.00	77.00
Field (\$25 minimum)	7.00	per hour
Field (Varsity)	12.00	per hour
Parking Lot (\$25 minimum)	7.00	per hour
Tennis Court	15.00	15.00
---High Schools---		
Classroom	61.00	35.00
Cafeteria (w/o kitchen)	124.00	79.00
* Cafeteria (w/kitchen)	211.00	167.00
* Kitchen only	87.00	per hour
Auditorium (only)	277.00	106.00
Aud (w/choral or drama rm)	321.00	124.00
Aud (w/both ch and dr rms)	367.00	140.00
Mini-Aud (seats 125)	59.00	40.00
Large Gym	140.00	140.00
Small Gym	99.00	99.00
Stadium (daytime)	292.00	158.00
Stadium (nighttime)	437.00	234.00
Stadium Field Only (w/o lights)	59.00	per hour
Stadium Field Only (with lights)	117.00	per hour
Parking Lot	33.00	per hour
Field (Varsity)	32.00	per hour
Field (JV, Girls Softball)	20.00	per hour
Field (Playing)	7.00	per hour
Tennis Court	15.00	15.00

* A Food & Nutrition worker must be employed when kitchen is rented.

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Sales on District Property
GOVERNING BOARD POLICY	DISTRICT CODE: KGA

Public Sales on District Property

Public Sales on District property shall not interfere with the educational process, nor conflict with District employees performance of job responsibilities.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Conduct on School District Property
□ GOVERNING BOARD POLICY □	DISTRICT CODE: KGB

PUBLIC CONDUCT ON SCHOOL DISTRICT PROPERTY

A. Definitions:

For the purposes of this policy:

1. "Damage to property" means defacing or damaging property of the district or of persons lawfully on district premises.* "Damage to property" also means tampering with property of the district or of persons lawfully on district premises so as to substantially impair its function or value.
2. "Dangerous Instrument" means a knife, a CO₂ gun, or anything that is, or 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.
3. "Deadly weapon" means anything designed for lethal use. The term includes a firearm.
4. "Person" means any student, employee, or member of the public.
5. "Physical force and/or restraint" means an act of force or restraint used upon, or directed toward, the body of another person.
6. "Property" means all land, buildings and other facilities owned, operated or controlled by the Governing Board.

B. Public Conduct on District Property - Prohibited Conduct:

1. No person shall knowingly go upon or remain on district property in violation of any rule of the district.**
2. No person shall go upon or remain on district property in such manner as to deny or interfere with the lawful use of such property or for the purpose of interfering with the lawful use of district property.**

* The district shall not assume responsibility for loss of, or damage to, personal property stored, installed or used on district premises.

** A violation of state criminal law.

3. No person shall engage in conduct on district property which is intended to disrupt, obstruct, or interfere with teaching, research, service, administrative, or disciplinary functions of the district or any activity sponsored or approved by the district.
4. No person shall fail to comply with the lawful directions of district officials, district security officers or officers acting in performance of their duties, including an order to leave district property** or to identify oneself.
5. No person shall use, carry, possess or display any deadly weapon, dangerous instrument or explosive device on district property unless the person is a law enforcement officer acting in the scope of employment or has obtained specific authorization to do so from the appropriate school or district administrator.**

Nothing in this policy/regulation precludes the district from conducting approved gun safety programs on campus.

6. No person shall make forceful or unauthorized entry to, or occupation of, district property.
7. No person shall damage or threaten to damage district property or property of persons lawfully on district premises.**
8. No person shall intimidate, threaten, harass, physically assault, or verbally or physically abuse any individual on district property or at supervised functions sponsored by the district.**
9. No person shall use a district telephone or district electronic information equipment and use any obscene, lewd or profane language or suggest any lewd or lascivious act, or threaten to inflict injury or physical harm to the person or property of another person with the intent to terrify, intimidate, threaten, harass, annoy or offend.**
10. No person shall unlawfully use, possess, distribute or sell alcohol or drugs on district property or on public property within one thousand (1,000) feet of district property.**
11. No person shall unlawfully gamble on district property.**
12. Except as provided in Governing Board Policy GBG, District and Staff Participation in Political Activities, no person shall use district property for the purpose of influencing the outcome of elections.

For the purpose of district policy, circulating petitions is not considered an activity designed to influence the outcome of elections and may be done on district property so long as not done by an employee while in an employment capacity or done when and where any school activity is in progress.

** A violation of state criminal law.

13. No person shall engage in conduct violating any federal, state or city law or regulation or district policy or regulation unless allowed to do so as per policy KG and regulation KG-R.
14. No member of the general public shall visit or audit a classroom without approval of the principal or his authorized representative.
15. No individual, community group or nonschool organization shall conduct or attempt to conduct any activity on district property without prior approval as per policy KG and regulation KG-R.
16. Any person attending functions authorized by an issuance of a district use permit shall be confined to the specific part of the facility designated in the permit.
17. Smoking in school facilities and school vehicles shall not be allowed as per Governing Board Policy GBK.
18. No person shall possess or use graffiti implements on district property unless such implements are necessary and intended for or used for an approved educational assignment or activity.

C. Enforcement of Policy:

1. Reporting Violations of Policy:

Any employee or student who becomes aware that another person has violated this policy shall immediately report such fact to the unit administrator or supervisor. The unit administrator or supervisor shall immediately notify the Superintendent or the Superintendent's designee of any violation that is additionally a violation of State or federal law, and may notify the Superintendent or designee of other violations if the unit administrator or supervisor believes such notification is appropriate.

2. Maintaining Order on District Property:

The Superintendent or any district employee designated by the Superintendent to maintain order shall have responsibility for enforcing the provisions of this policy. This policy may also be enforced by any law enforcement officer in the state.

An employee may maintain order on district property by responding to a person violating this policy by any of the following responses:

- verbal order to stop the prohibited conduct,
- verbal order to leave the area and/or report to the person in charge of campus security (if during school hours or at school functions),
- verbal order to leave district property (if outside of school hours),
- call to local law enforcement officials, and/or
- use of reasonable and appropriate physical force and/or restraint ONLY as provided below.

3. Use of Physical Force or Restraint:

Reasonable and appropriate physical force and/or restraint may be used by an employee when immediately necessary for defense or protection of self or others and to prevent or terminate unlawful activity, including theft or defacing/damaging district property or property of persons lawfully on district premises. Whenever reasonable to do so, the employee should give verbal order to stop and/or leave before use of physical force and/or restraint. "Physical force and/or restraint" means an act of force or restraint used upon or directed toward the body of another person but does not include deadly physical force.

Any employee who uses physical force or restraint under this policy shall notify the unit administrator or supervisor of the incident as soon as possible after the incident occurs. The employee shall report (1) the nature of the physical force and/or restraint that was used, (2) why such use was deemed immediately necessary, and (3) any verbal order to stop and/or leave given by the employee before use of physical force and/or restraint. At the request of the unit administrator or supervisor, the employee shall submit a written report of the incident to the unit administrator or supervisor.

The unit administrator or supervisor shall notify the superintendent's office of the incident. If the reported conduct is a violation of state criminal law, the unit administrator/supervisor or superintendent's office shall contact local law enforcement officials if not previously contacted.

As authorized by the Superintendent, district security officers may use appropriate physical force and/or restraint in accordance with security department guidelines.

The district security department shall establish an incident response unit to assist district administrators as necessary in maintaining order on district property. The district's incident response unit is not designed to take the place of local law enforcement. The appropriate law enforcement agency shall be contacted where the conduct of concern is a violation of criminal law. In such cases, the district incident response unit may be used to support the unit administrator until the arrival of law enforcement and to assist law enforcement as directed by law enforcement officials.

The Superintendent/security department shall develop guidelines for use of physical force by security officers and for operation of an incident response unit.

D. Penalties:

Penalties for engaging in conduct prohibited by this policy include but are not limited to:

1. Ejection of the violator from district property;
2. Limiting future access to district property;
3. Reporting any violation of this policy that is also a violation of state or federal criminal law to the appropriate law enforcement agency;

KGB - Cont'd

4. The filing of a civil complaint;
5. In the case of a student, suspension or expulsion or other appropriate disciplinary action;
6. In the case of an employee, suspension or dismissal or other appropriate disciplinary action;
7. Turning over any deadly weapon, dangerous instrument or explosive used, carried, possessed or displayed in violation of this policy to the appropriate law enforcement agency.

Adopted: April 12, 1988

Revised: June 26, 1990
March 23, 1993
June 27, 1995
June 29, 1999

LEGAL REF.: A.R.S. §§ 13-403, 13-404, 13-406, 13-408
13-1202, 13-1203, 13-1204,
13-1502, 13-1503; 13-1602, 13-1604, 13-2905,
13-2911, 13-2916; 13-2921
13-3302, 13-3411
A.R.S. §§ 15-341, 15-507, 15-511

Cross Ref.: ECABA Vandalism/Property Loss
GBCB Staff Conduct
GBEA Use of Physical Force or Restraint for Defense/Protection
GBG District and Staff Participation in Political Activities
GBK Possession and Use of Tobacco Products
GBKB Drugs and Alcohol
GBKC Dangerous Instruments and Deadly Weapons - Staff
GCD Professional Staff Hiring
JFC Student Conduct and Discipline
JFCJ Dangerous Instruments and Deadly Weapons
JGD Student Suspension/Expulsion
KG Community Use of School Facilities
KK Visitors to the Schools

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Gifts to the District
GOVERNING BOARD POLICY	DISTRICT CODE: KH

PUBLIC GIFTS TO THE DISTRICT

The district may accept gifts and donations. A gift will be deemed accepted upon receipt by the district and thereupon become property of the district unless the gift is of a type that must be accepted by the Governing Board. The following gifts must be accepted by the Governing Board:

- Gifts made subject to the performance of conditions by the district.
- Gifts of land, with or without improvements.

The Governing Board may refuse any gift that does not contribute to the achievement of the goals of the district or which is, for any other reason, not in the best interest of the district. A gift, whether accepted by its receipt or by action of the Governing Board, will not be returned to the donor without good cause and approval by the Governing Board.

The district will make reasonable efforts to use gifts as intended by the donor, but, upon approval by the Governing Board, the district may use a gift in a manner that is in the best interest of the district. In no case will acceptance of a gift be considered to be an endorsement by the district of a commercial product or business enterprise or institution of learning.

The Superintendent or designee will:

- Encourage individuals and organizations considering gifts to the district to consult with the Superintendent or designee concerning the need for or appropriateness of any particular gift.
- Report to the Governing Board conditional gifts that have been offered to the district, for review and action.
- Acknowledge the receipt of any gift accepted by the district.

The Superintendent may adopt administrative regulations as necessary to implement this policy.

Adopted: September 26, 2006

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Gifts to the District
ADMINISTRATIVE REGULATION	DISTRICT CODE: KH-R

PUBLIC GIFTS TO THE DISTRICT

The district will not accept a gift under any of the following circumstances:

- The gift is the product of activities that are inconsistent with the mission of the district or would cause embarrassment or harm to the reputation of the district.
- The gift would impose hidden or delayed costs upon the district.
- The gift would unreasonably restrict a district program.
- The gift would conflict with state or federal laws or regulations.

The acceptance of any gift will not endorse any business or product.

Gifts of physical property, including computers, equipment, and vehicles, will not be accepted by a school unless:

- The principal has determined that the school has an immediate need for the property and can put it to use safely and without a substantial installation cost.
- The property is in excellent or new condition.
- The property is provided without conditions from the donor.
- The principal submits a Gift/Donations Acceptance Form to the Property Management Department.

Adopted: September 26, 2006

Debra Duvall
Superintendent

FORM: KH-R-F – Gift/Donations Acceptance Form

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Publication of Promotional Materials of Outside Organizations
GOVERNING BOARD POLICY	DISTRICT CODE: KI

PUBLICATION OF PROMOTIONAL MATERIALS OF OUTSIDE ORGANIZATIONS

The Governing Board authorizes the District and its schools to publish promotional materials of outside organizations.

Definitions

For the purpose of this policy,

“Promotional material” means written material that is intended solely to notify students and their parents of an opportunity for students to participate in an after-school, inter-session or weekend program, activity or event that is directed specifically to students and promotes the health, education or welfare of students. Promotional material may take the form of notices, announcements, brochures and fliers. “Promotional material” does not include materials that:

- Promote a program, activity or event that would conflict with a student’s enrollment and attendance in the District’s schools.
- Promote a program, activity or event primarily for parents or other adults.

“Outside organization” means any nonprofit or tax-exempt organization other than a school-related organization as defined in Governing Board Policy KB.

Limited Public Forum

Mesa Public Schools operates its schools as nonpublic forums. This policy is intended to create a limited public forum for the publication, display or distribution of promotional materials of outside organizations, subject to the terms and conditions set forth in this policy and any regulations adopted by the Superintendent to implement this policy. The Governing Board may redefine or close the limited public forum at any time.

Regulations

The Superintendent may adopt regulations as necessary to implement this policy.

- Adopted: April 12, 1988
- Revised: February 28, 1995
- June 14, 2005
- February 11, 2014
- January 13, 2015
- December 13, 2016

CROSS REF.: [KB – Publication/Display/Distribution of Communications of School-Related Organizations](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Publication of Promotional Materials of Outside Organizations
ADMINISTRATIVE REGULATION	DISTRICT CODE: KI-R

PUBLICATION OF PROMOTIONAL MATERIALS OF OUTSIDE ORGANIZATIONS

Opportunity for Publication of Promotional Materials

The District may use a third-party flier management system to electronically publish promotional materials of outside organizations pursuant to governing board policy KI. Through this system, outside organizations may request the District and/or schools publish promotional materials that comply with the guidelines of this policy and the procedures established by the District Director of Communications and Marketing. A fee may be charged for this service.

Approved promotional materials will be electronically published on the flier management system’s website and emailed to subscribers.

Guidelines for Publication of Promotional Materials

So that promotional materials of outside organizations are published fairly and without creating an excessive burden on the District and its staff, the District and organizations will adhere to the following guidelines:

1. The Communications and Marketing office will review and approve or deny promotional material prior to publication.
2. Outside organizations are not permitted to post or directly distribute promotional materials to students or to their parents on school grounds.
3. Organizations assume the risk that time-sensitive promotional materials will not be published on or before a desired date.
4. Promotional material must prominently display contact information for the outside organization so that parents who wish can obtain additional information directly from the organization. Likewise, promotional material that includes a registration form must prominently display the mailing address of the organization if parents are to mail the form directly to the organization.
5. The District and its schools will not publish communications of outside organizations that, in the judgment of the Superintendent or designee, would:
 - Cause the District to violate state or federal laws.
 - Promote illegal discrimination on the basis of race, color, national origin, religion, sex or disability.
 - Promote illegal activity for minors.

KI-R – Cont’d.

- Contain words, symbols or images that would be regarded as lewd, obscene, vulgar, or plainly offensive if communicated by a student on school grounds.
 - Defame a person or organization.
 - Threaten serious disruption of a school or school-sponsored activity.
6. As required by federal law, the District will not deny an outside organization the opportunity to publish promotional material solely because the offered program, activity or event is provided from a religious, philosophical or political perspective.
 7. Promotional materials must contain the following disclaimer, which will be appended by the flier management system.

Mesa Public Schools neither endorses nor sponsors the organization or activity represented in this material. The publication of this material is provided as a community service.
 8. Organizations are encouraged to create additional versions of promotional materials in Spanish and other languages spoken by the families of students who attend the school.
 9. Organizations are encouraged to offer scholarships or subsidized fees to low income families if fees are required for participation.

Dispute Resolution

The administration of the District and its schools will apply this policy in good faith and in a nondiscriminatory manner. If the District refuses to publish material because it is deemed to be nonconforming, the outside organization will be given an opportunity to make necessary revisions and/or deletions and resubmit the material for approval. An organization that believes that this policy has been applied improperly may request a meeting with the Superintendent or designee to review the matter. The Superintendent or designee will determine, in his or her sole judgment, whether material submitted for publication is conforming promotional material and whether this policy, including the guidelines, has been applied properly.

Adopted: April 12, 1988

Revised: February 28, 1995
June 14, 2005
February 11, 2014
January 13, 2015
December 13, 2016

[CROSS REF.: KB – Publication of Communications of School-Related Organizations](#)

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Advertising in the Schools
GOVERNING BOARD POLICY	DISTRICT CODE: KJ

ADVERTISING IN THE SCHOOLS

Advertising Signs and Other Displays

Advertising signs and other displays promoting products, services, or activities of organizations or persons not related to the district, school, or school-related organization, whether of a commercial or non-commercial nature, will not be displayed on school property unless approved by the Superintendent or designee. The foregoing rule is subject to the following exceptions:

1. The district may sell commercial advertising opportunities at athletic facilities, on school buses, and on Web sites operated by the district. The advertising must comply with standards established by the Superintendent.
2. Product advertising may be displayed on a vending machine or posted on a concession stand or in a student store.
3. The school principal may post or display notices of events and opportunities of interest to employees in a teachers’ lounge or other area of the school generally limited to employees only.

Advertising by Employees

While on school grounds, district employees will not distribute to students, or their parents or guardians, advertising materials promoting products, services, or activities of organizations or persons not related to the school or district, whether of a commercial or non-commercial nature. The foregoing rule is subject to the following exceptions:

1. Advertising materials may be distributed on school grounds if the distribution occurs at a time and place approved by the school principal for the purpose of meeting with students and their parents or guardians to discuss a personal service provided by the employee, such as a summer student travel program, and the employee informs the students and their parents and guardians that the service is not sponsored by the district or school.
2. Advertising materials may be distributed on school grounds if the distribution occurs at a time and place when members of the public are permitted to distribute such materials in the same time, place, and manner.

While on school grounds, district employees will not distribute to other employees advertising materials for commercial products or services that are not sponsored by the district unless the materials are physically handed from one employee to another employee when neither employee is on duty. Placement of advertising materials on countertops or bulletin boards in district facilities is generally prohibited. However, the school principal may designate a portion of one bulletin board in an area that is generally limited to school employees only and establish rules whereby employees may post small notices of property or services for sale by the employee or a related person.

KJ – Cont’d.

Distribution of Advertising to Students by School-Related or Outside Organizations

Distribution of communications of school-related organizations to students is governed by Governing Board Policy KB. Distribution of promotional materials of outside organizations to students is governed by Governing Board Policy KI.

Distribution of Advertising to Employees

The district mail system, including employee mailboxes, will not be used to distribute advertising materials to employees unless such distribution is approved by the Superintendent or designee.

The Superintendent may adopt administrative regulations to implement this policy.

Adopted: April, 12, 1988

Revised: March 28, 1995
February 27, 2007
December 8, 2009

CROSS REF.: KB – Publication/Distribution/Display of Communications of School-Related Organizations
KI – Publication of Promotional Materials of Outside Organizations

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Advertising in the Schools
ADMINISTRATIVE REGULATION	DISTRICT CODE: KJ-R

ADVERTISING IN THE SCHOOLS

Advertising Signs and Other Displays

All advertising, whether permitted by the district, a school, or a school-related organization for fund-raising purposes, must comply with the following guidelines:

1. The district maintains its advertising space as a nonpublic forum at all times and has an interest in maintaining a position of neutrality on political and religious issues, and in protecting its students and patrons from any disruption that could result from such advertising. The district is also concerned that commercial advertisers, the primary source of potential revenue from advertising, may be dissuaded from leasing advertising space that is commonly used by those wishing to communicate primarily political or religious messages.

Accordingly, advertising space may be used only for commercial advertisements. Political, religious, and other “issue” ads (even if they have a commercial component) are prohibited.

2. All advertisements must be age appropriate and must not promote any substance that is illegal for minors, such as alcohol, tobacco, drugs, and gambling. All advertisements must also comply with the state sex education policy. Advertisements that use poor grammar or include language that is obscene, vulgar, profane, or scatological are also prohibited. Advertisements that are false, misleading or deceptive, relate to illegal activity, or depict violence and/or antisocial behavior are prohibited.
3. All advertisements must be respectful of all people without regard to their race, color, national origin, religion, sex (including gender identity, sexual orientation, marital status, or pregnancy), disability, age, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics.
4. All advertisements must meet high standards for appearance.
5. Advertising material affixed in school buildings or on school property must be temporary and cause no damage upon removal.

Prior Approval of Advertising

All advertising must be submitted for approval prior to its display on school property. Bus advertising will be reviewed by the Superintendent or designee. Athletic facility advertising will be reviewed by the school principal or designee. Website advertising will be reviewed by the district’s Communications and Marketing Director, if the advertising will be placed on the district’s website, and reviewed by the school principal or designee, if the advertising will be placed on a school’s website.

The appropriate administrator will approve or reject, in accordance with these guidelines, every advertisement offered for placement on school property. To facilitate this process, the advertisement, including its graphic design, must be submitted to the administrator in sufficient detail to determine the content and general appearance of each advertisement.

The administrator may direct the removal of advertising that causes public criticism or is found offensive by students or members of the public.

The district may use all unsold advertising space at its sole discretion. These guidelines will not apply to such use.

Placement of Advertising on School Buses

As required by state law, an advertisement may be placed on the sides of district buses only as specified below:

- The signs will be below the seat level rub rail and may not extend above the bottom of the side windows;
- The signs will be at least three inches from any required lettering, lamp, wheel well, or reflector behind the service door or stop signal arm;
- The signs will not extend from the body of the bus so as to allow a handhold or present a danger for pedestrians;
- The signs will not interfere with the operation of any door or window; and
- The signs will not be placed on any emergency doors.

Adopted: March 28, 1995

Revised: July 22, 2004
February 9, 2007
November 19, 2009
January 8, 2015

LEGAL: A.R.S. §15-342

Michael B. Cowan
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Visitors to the Schools
GOVERNING BOARD POLICY	DISTRICT CODE: KK

VISITORS TO THE SCHOOLS

For the safety of students and staff, all visitors to a school during the school day must report to the school office upon arrival and must not proceed beyond the school office without approval of the principal or designee. All persons other than district employees, district or school-approved volunteers, and students currently enrolled in the school are visitors who must comply with this rule regarding visits during the school day.

Parents or guardians are encouraged to visit their child’s classroom and school. However, the date, time, and frequency of visits to a classroom are subject to the approval of the teacher and principal. Whenever possible, parents or guardians should inform their child’s teacher and principal in advance as to the day and time of the visit to avoid conflicts with the school schedule.

When visiting a classroom, parents or guardians must realize that the first responsibility of a teacher is to the students, and the teacher may be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parents or guardians. Classroom visitors must comply with the teacher’s requests and instructions.

Visitors to a school after the school day may visit only to attend an event to which the person is invited or to use facilities, such as a running track, that have been designated by the district for limited public use. All persons other than district employees are visitors who must comply with this rule regarding visits after the school day.

Visitors to a school who violate this or any other policy of the district may be asked to leave the property of the district. Failure to comply with a request to identify oneself, or any other lawful direction of a district official, including a principal, assistant principal, or security officer, is a violation of district policy and grounds for the district official to direct the person to immediately leave the district property. Failure to obey such lawful instructions may subject the person to prosecution for a violation of A.R.S. §13-2911, Interference with an Educational Institution, and other state criminal laws.

Adopted: March 7, 2006

LEGAL REF.: A.R.S. §13-2911

CROSS REF.: [JC-R – Student Admissions](#)
[KGB – Public Conduct on School Property](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Visitors to the Schools
ADMINISTRATIVE REGULATION	DISTRICT CODE: KK-R

VISITORS TO THE SCHOOLS

During the School Day

Visitors to school during the school day must comply with the following rules:

1. Visitors must check in at the school office and pick up and display a visitor's badge upon arrival.
2. Visitors may not leave the school office until given permission to walk to a specific classroom or other area of the school.
3. Visitors must conduct themselves in a civil, respectful manner to school staff members, students, and other school visitors. School officials are authorized to order a visitor who is verbally abusive to leave the school immediately and may seek assistance from district security officers and law enforcement officers if the visitor refuses to comply with the order.
4. Visitors must drive their motor vehicles in a safe manner and in compliance with all school safety rules when in a school parking facility or student drop-off/pick-up area. School officials are authorized to order a visitor who drives in an unsafe manner or violates school rules to not drive onto school property and may refer the matter to a law enforcement officer.
5. Visitors must not video or audio record school staff members, students, or others without permission of the school principal.
6. Visitors may not bring a pet to school, subject to the following exceptions: (a) the pet is a valid service animal; and (b) the pet is brought to school for a classroom visit arranged by the teacher.
7. Parents of enrolled students who are known to be registered sex offenders may walk their student to school and pick up their student from school. A sex offender may not come onto campus under any other circumstances without the prior permission of the school principal.
8. Visitors who are known to be subject to valid injunctions or protective orders that prohibit them from coming to the school may not visit the campus without obtaining permission from the school principal.
9. Visitors may not possess, consume, or be under the influence of alcoholic beverages or illegal drugs.
10. Visitors may not use or display tobacco products, e-cigarettes, or vaporizers. An employee who observes a visitor smoking is expected to politely inform the offender that district facilities are smoke-free.
11. Possession of a firearm or other deadly weapon is prohibited, unless possession is expressly authorized by the school principal or by state law.

Evening School Events

Visitors to school for evening school events must comply with all rules for visitors during the school day, except for the following:

1. Visitors are not obligated to sign in at the school office or wear a school badge.
2. Visitors may audio or video record a student performance, provided that the recording does not obstruct others' views or enjoyment of the event.
3. A parent, or other relative of an enrolled student, who is a registered sex offender may attend an evening school event that involves the student.

Recreational Use Outside of the School Day

Visitors to school outside of the school day must comply with the following rules:

1. Visitors may come onto a school campus only if the school has opened its grounds for recreational activities and the visitor uses the grounds only for a recreational activity. Visitors must remain away from school buildings.
2. Persons who visit school grounds for recreational activity do so at their own risk as recreational users under A.R.S. §33-1551.
3. Visitors must conduct themselves in a civil, respectful manner to school officials and other visitors. Visitors must cooperate with district security officers who request information to confirm their recreational use.
4. Recreational activities are limited to activities that will not cause excessive damage to turf or pose an unusual risk of harm to others or damage to school property. Golf and horseback riding are prohibited. Athletic fields and tracks are closed to any use when wet
5. Visitors are not permitted to bring dogs or other pets onto school grounds.
6. Driving or riding on a motor vehicle in an area other than a parking facility is prohibited.
7. Possession or use of tobacco products, alcoholic beverages, and illegal drugs are prohibited.
8. Possession of a firearm or other deadly weapon is prohibited, unless possession is expressly authorized by the school principal or by state law.

Enforcement of School Visitor Rules

School principals, including school staff members who have been delegated authority to act in the absence of the school principal, and district and school security officers are authorized to enforce rules relating to visitors to school. If a visitor violates a rule or otherwise causes or threatens to cause disruption of the school's operations, the school official authorized to enforce the rules will follow the procedures for maintaining order on district property set forth in Governing Board Policy KGB – Public Conduct on District Property.

Visitor Requests to Use School Facilities to Provide Private Services

Except in unique circumstances or an isolated instance, schools will not make facilities available for private-service providers, such as psychologists and therapists, to provide services to students at school. Parents may remove their children from school to receive private services off campus. However, parents are encouraged to schedule private services at a time that does not conflict with the student's school day.

Adopted: September 26, 2008

Revised: March 27, 2009
August 21, 2009
January 26, 2011
July 30, 2014

Michael B. Cowan
Superintendent

LEGAL REF.: A.R.S. § 12-781
A.R.S. § 36-798.03

CROSS REF.: [GBK – Possession and Use of Tobacco Products](#)
[KGB – Public Conduct on District Property](#)

<p style="text-align: center;">DISTRITO ESCOLAR UNIFICADO DE MESA</p>	<p>ASUNTO: Visitantes a la escuela</p>
<p>POLITICA DE LA JUNTA DIRECTIVA</p>	<p>CODIGO DEL DISTRITO: KK</p>

VISITANTES A LA ESCUELA

Por la seguridad de los estudiantes y empleados, todos los visitantes a la escuela durante el horario escolar debe reportarse a la oficina cuando lleguen no deben proceder a más allá de la escuela sin la aprobación del principal persona designada. Toda persona otro que no sea empleado del distrito, o voluntarios aprobados por la escuela y estudiantes inscritos en la escuela deben cumplir con las regulaciones durante el horario escolar.

Padres o Guardianes son alentados a visitar el salón de sus hijos y la escuela. Sin embargo, el día, la hora y frecuencia de visitante al salón será sujetos a la aprobación del maestro o el principal. Cuando sea posible, padres y guardianes deben informar al maestro por adelantado el día y la hora de la visita para evitar conflictos con el horario de la escuela.

Cuando visite un salón, padres y guardianes deben realizar que la primera responsabilidad del maestro es hacia el estudiante, y el maestro puede que no este disponible para conversar con el visitante. Si una conferencia es requerida, deben hacerse arreglos con el maestro por cita previa con los padres o guardianes. Los visitantes al salón deben cumplir con las re-quesiciones e instrucciones del maestro.

Visitantes de la escuela al fin del día escolar pueden visitar solo la escuela si van a atender un evento al cual la persona a sido invitada o para usar las facilidades, como la pista de correr, que ha sido designada para el uso limitado del publico. Toda persona que no se empleado del distrito deben cumplir con las regulaciones en relación al fin del día escolar.

Visitantes a la escuela que violen las reglas o cualquier otra póliza de este distrito se le pedirá que abandone la propiedad del distrito. De no cumplir con estos requisitos de identificarse a si mismo, o cualquier otra dirección legal del distrito oficial incluyendo al principal, asistente del principal o oficial de seguridad será una violación al distrito sus pólizas y sus terrenos e inmediatamente se le pedirá a la persona que abandone la propiedad. De no cumplir y obedecer estas instrucciones será sujeto a acusación de la violación de A.R.S. § 13-2911, Interferencia con una Institución Educacional, o otro violación a la ley del estado.

Adoptado: 7 de marzo de 2006

Ref. Legal: A.R.S. § 13-2911

Referencia: JC-R – Admisión de estudiante
KGB – Conducta Publica en propiedad escolar

<p style="text-align: center;">DISTRITO ESCOLAR UNIFICADO DE MESA</p>	<p>TEMA: Visitantes en las escuelas</p>
<p style="text-align: center;">REGLAMENTO ADMINISTRATIVO</p>	<p style="text-align: center;">CÓDIGO DEL DISTRITO KK-R</p>

VISITANTES EN LAS ESCUELAS

Durante el día escolar

Los visitantes en la escuela durante el día escolar deben cumplir con las siguientes reglas:

1. Los visitantes deben registrarse en la oficina y retirar y exhibir el pase de visita al momento de llegada.
2. Los visitantes no pueden retirarse de la oficina hasta que se les haya autorizado a dirigirse a un salón de clase en particular o a otra área de la escuela.
3. Los visitantes deben ser respetuosos con los miembros del personal escolar, los estudiantes y demás visitantes. Las autoridades escolares pueden pedirle a un visitante que es irrespetuoso que se retire de la escuela de inmediato y pueden solicitar ayuda al personal de seguridad del distrito y a la policía si el visitante se niega a cumplir con la orden.
4. Los visitantes deben conducir sus vehículos de forma segura y cumplir con todas las reglas de seguridad de la escuela cuando se encuentran en el estacionamiento o en la zona destinada para recoger y dejar a los estudiantes. Las autoridades escolares pueden pedirle a un visitante que conduce su vehículo de forma insegura o que viola las reglas escolares que no ingrese con su vehículo a la propiedad escolar y pueden solicitar la ayuda de un policía.
5. Los visitantes no pueden grabar en video o audio a los miembros del personal escolar, los estudiantes u otras personas sin la debida autorización del director de la escuela.
6. Los visitantes no pueden traer mascotas a la escuela, excepto: (a) que la mascota sea un animal de servicio entrenado; y (b) que el maestro haya programado la visita de la mascota al salón de clase.
7. Los padres de estudiantes inscritos que son conocidos delincuentes sexuales registrados pueden llevar y retirar a sus hijos de la escuela. El delincuente sexual no puede ingresar al recinto escolar por ningún otro motivo sin la autorización previa del director de la escuela.
8. Los visitantes que estén sujetos a medidas cautelares u órdenes de protección que les prohíben ingresar a la escuela no pueden visitar el recinto escolar sin la debida autorización del director de la escuela.
9. Los visitantes no tienen permitido poseer, consumir o estar bajo la influencia de alcohol o drogas ilegales.
10. Los visitantes no pueden usar o exhibir productos con tabaco, e-cigarettes o vaporizadores. Todo empleado que vea a un visitante fumando, debe informarle cortésmente que las instalaciones del distrito son libres de humo.
11. Se prohíbe la tenencia de armas de fuego u otras armas mortales, excepto que el director de la escuela o la ley estatal expresamente lo autoricen.

Eventos escolares nocturnos

Los visitantes que asisten a la escuela para los eventos escolares nocturnos deben cumplir con las mismas reglas que cumplen los visitantes durante el día escolar, excepto por:

1. Los visitantes no están obligados a registrarse en la oficina o llevar un pase de visita.
2. Los visitantes pueden grabar en video o audio las actuaciones de los estudiantes, siempre y cuando la grabación no interfiera con la visión o disfrute del resto de las personas en el evento.
3. Los padres u otros familiares de un estudiante inscrito que son delincuentes sexuales pueden asistir a un evento nocturno en donde participa el estudiante.

Uso recreativo fuera del horario escolar

Los visitantes en la escuela fuera del horario escolar deben cumplir con las siguientes reglas:

1. Los visitantes pueden ingresar al recinto escolar sólo si la escuela ha abierto las instalaciones por motivos recreativos y el visitante sólo hace uso del recinto escolar durante una actividad recreativa. Los visitantes deben permanecer lejos de los edificios.
2. Las personas que visitan el recinto escolar por motivos recreativos lo hacen bajo su propia responsabilidad conforme la ley A.R.S. §33-1551.
3. Los visitantes deben ser respetuosos con las autoridades escolares y demás visitantes. Los visitantes deben cooperar con los guardias de seguridad del distrito quienes soliciten información para confirmar el uso recreativo.
4. Las actividades recreativas están limitadas a actividades que no causen daños excesivos al césped o que no signifiquen un riesgo para los demás o daños a la propiedad escolar. Se prohíbe jugar al golf o andar a caballo. Los campos y pistas de atletismo permanecen cerrados cuando están mojados.
5. Los visitantes no pueden llevar sus perros u otras mascotas al recinto escolar.
6. Se prohíbe conducir o ser pasajero en un vehículo en una zona que no sea el estacionamiento.
7. Se prohíbe la posesión y uso de productos con tabaco, alcohol y drogas ilegales.
8. Se prohíbe la tenencia de armas de fuego u otras armas mortales, excepto que el director de la escuela o la ley estatal expresamente lo autoricen.

Aplicación de las reglas de la escuela para los visitantes

Los directores escolares, incluyendo a los miembros del personal escolar que tienen autoridad para actuar en ausencia del director y los guardias de seguridad del distrito y la escuela están autorizados a hacer cumplir las reglas para los visitantes. Si un visitante viola una regla o causa o amenaza con provocar perturbaciones en las funciones de la escuela, el guardia escolar autorizado para hacer cumplir las reglas pondrá en práctica los procedimientos para mantener el orden en la propiedad del distrito conforme lo establece la Política de la Junta Directiva KGB - Conducta Pública en la Propiedad del Distrito.

Solicitud de los visitantes para usar las instalaciones escolares con el fin de proveer servicios privados

Excepto en circunstancias muy particulares o en casos aislados, las escuelas no pondrán las instalaciones escolares a disposición de proveedores de servicios privados como psicólogos y terapeutas, para ofrecer servicios a los estudiantes de la escuela. Los padres pueden retirar a sus hijos de la escuela para que reciban servicios privados fuera del recinto escolar. Sin embargo, se alienta a los padres a programar servicios privados en un momento en que no entre en conflicto con el horario escolar.

Fecha de aprobación: 26 de septiembre de 2008

Actualizado: 27 de marzo de 2009
21 de agosto de 2009
26 de enero de 2011
30 de julio de 2014

Michael B. Cowan
Superintendente

REF LEGAL.: A.R.S. § 12-781
A.R.S. § 36-798.03

REF CRUZADA.: GBK – Posesión y uso de producto con tabaco
KGB – Conducta pública en propiedad distrital

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints
GOVERNING BOARD POLICY	DISTRICT CODE: KL

Public Complaints

Whenever a complaint is made directly to the Governing Board as a whole or to a Board member as an individual, it may be referred to the Superintendent for study and possible solution.

The Superintendent shall develop a procedure for receiving complaints, and shall take steps to make a proper reply to the complainant. The procedure shall include steps to ensure that the referring Board member is informed regarding progress made on investigating the complaint.

The Board shall consider hearing complaints when unable to be resolved by the Superintendent. Matters referred to the Board must be in writing and should be specific in terms of the action desired. The Board shall not consider or act on complaints that have not been explored at the appropriate administrative level.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints
ADMINISTRATIVE REGULATION	DISTRICT CODE: KL-R

Public Complaints

When Governing Board members direct complaints they receive to the Superintendent or the Board secretary, the Superintendent shall either investigate the situation himself, or assign another administrator to conduct an investigation. When the investigation is complete, the investigating administrator shall contact the Board member who referred the complaint and provide the details of the investigation. At that time, the administrator shall provide the Board member with the following two options:

- o The Board member may contact the individual who initiated the complaint and provide the details of the investigation.
- o The Board member may request the investigating administrator, or the Superintendent, to contact the individual who initiated the complaint and provide the details of the investigation.

If the complaint involves a complex problem, and/or a lengthy investigation will be required, the investigating administrator shall make periodic reports to the Board member.

The investigating administrator shall inform the Board secretary regarding the disposition of the complaint. The Board secretary shall maintain a log of all complaints, referred by Board members, as well as the disposition of each complaint. Logs may be destroyed after a period of two (2) years.

Adopted: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints About Policies
GOVERNING BOARD POLICY	DISTRICT CODE: KLA

Public Complaints About Policies

Citizens of the District who have complaints about policies should register such complaints with the Superintendent. If an explanation of the policy or a discussion of the complaint cannot resolve the problem, the complainant may request that such issue be placed on the agenda of a regularly scheduled Governing Board meeting for review. The request must be in writing and must be specific in terms of action desired.

Adopted: April 12, 1988

CROSS REF.: BDDC - Agenda Preparation and Dissemination

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints About Curriculum or Instructional Materials
GOVERNING BOARD POLICY	DISTRICT CODE: KLB

Public Complaints about Curriculum or Instructional Materials

Occasional objections to the selection of instructional materials may be made by the public despite the care taken to select materials most valuable for students and teachers. The Superintendent shall develop procedures for receiving, and considering complaints. If possible, complaints should be answered and resolved at the individual school.

If a citizen, after exhausting the procedures established by the Superintendent, is not satisfied with the results of the review, an appeal may be made directly to the Governing Board. The Board decision shall be final.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints About Curriculum or Instructional Materials
ADMINISTRATIVE REGULATION	DISTRICT CODE: KLB-R

Public Complaints About Curriculum or Instructional Materials

Complaints from patrons or staff members should be carefully and thoughtfully received and considered. Complaints should be answered and resolved at the individual school if possible. Serious complaints relating to the suitability of instructional materials shall be submitted to the principal, in writing, on the form prepared for this purpose. If the principal, with the assistance of other certificated personnel, can satisfy the complainant by verbal discussion that the questioned material is suitable and may be continued in use, no further action is necessary. Whenever appropriate, the media specialist shall be included in the discussion and decision. The principal may call a study group of certificated personnel and parents (parents need not be involved if the complaint is from a staff member) to study the issue and reach a decision.

During the period of study, not to exceed ten (10) school days, the material in question may be placed in one of the following categories of use by the decision of the principal: (a) for full use, (b) on reserve, or (c) by parental consent only.

If the complainant is not satisfied with the decision at the local school level and wishes to pursue the request, the written complaint and the recommendation of the school study group is forwarded to the Assistant Superintendent for Curriculum and Instruction.

The Assistant Superintendent for Curriculum and Instruction shall appoint, within seven (7) school days, a committee to review the complaint. The committee shall be composed of:

- o Two teachers or media specialists from the appropriate level.
- o Curriculum director for the area under consideration.
- o Two parents, one from the local school area and one at large.
- o Area Assistant Superintendent for the area of responsibility.
- o A principal from the appropriate level.

The committee shall meet under the chairmanship of the Assistant Superintendent for Curriculum and Instruction to consider the complaint. At his discretion, he may ask the patron or staff member to give an oral presentation in addition to the written complaint.

The committee, in its consideration, shall (1) read, examine, and check the general acceptance of the materials, methods, and/or presentation involved, and (2) weigh values and faults against each other and form opinions, keeping in mind the sensitivity of the community, appropriateness of the curriculum, and the maturity, welfare, and intellectual level of the students involved.

After due consideration, but within fifteen (15) school days of the committee meeting, a decision shall be made, and the individual making the complaint shall be so notified. The committee, at this time, shall decide if its decision affects only one school or all schools in the District.

If the individual is not satisfied with the committee's decision, an audience with the Superintendent may be requested. The Superintendent shall notify the individual of his decision.

If the individual is still not satisfied, the complaint may be presented to the Board whose decision shall be final.

If a complaint regarding the same material, method, or presentation is appealed to the District level again, the original decision is in effect. If the complainant is not satisfied, the normal appeal process may be instituted.

Procedure/Complaint of School Patrons on Board Adopted Material

If the material under consideration is a Board adopted textbook, and if it is the decision of the school group to recommend discontinuance of its use, the written complaint and the recommendation of the school study group shall be forwarded to the Assistant Superintendent for Curriculum and Instruction. During this study time, the material in question shall be utilized until a decision is rendered.

Procedures/Operations

If the complaint concerns the operations of a school and is not resolved at the unit level, it may be appealed to the appropriate Area Assistant Superintendent for Educational Services upon receipt of a written statement submitted by the school patron or upon holding a conference with the patron and the principal to discuss the details of the complaint.

Adopted: April 12, 1988

Revised: October 30, 2000

Dale E. Frederick
Superintendent

CITIZEN'S REQUEST FOR RECONSIDERATION OF MATERIALS

Controversial Material _____

Request Initiated By _____

(Address-Include ZIP Code) (Phone No.)

Complaint Represents: _____ Self _____ Organization _____ Other

Identify Group _____

1. What do you specifically object to in this material?

2. What do you feel might be the result of using this material?

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Have you made a thorough examination of the material? _____

6. Are you aware of the judgment of this material by reviewers? _____

7. What do you believe is the theme of the material? _____

8. What would you like your school to do about this material?

_____ Do not assign it to my child

_____ Approve, with attached recommendations

_____ Withdraw it from all students as well as my child

_____ Other _____

9. In its place, what material of superior quality would you recommend?

Signature of Complainant

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints About District Personnel
GOVERNING BOARD POLICY	DISTRICT CODE: KLD

Public Complaints About District Personnel

The Governing Board places trust in staff and desires to support actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticisms and complaints.

The Board recognizes that criticisms and complaints may be forthcoming from the community. These complaints are best handled at the local level.

Whenever a serious charge is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the Superintendent for study and possible solutions. The Board shall ensure that a thorough investigation shall take place. This investigation shall be concerned with factual information only. The individual employee involved shall be advised by the Superintendent of the nature of the complaint and shall be given every opportunity and sufficient time for explanation, comment, and presentation of the facts, either formally or informally. The employee shall be assured that all elements of due process shall be followed. It is the responsibility of the Superintendent to keep the Board informed.

If it appears necessary, the Administration, the individual(s) who made the complaint, or the employee involved may request an executive session of the Board for the purpose of further study. Generally, all parties involved shall be asked to attend such a meeting for the purposes of presenting additional facts, making further explanation, and clarifying the issues. The decision of the Board in open meeting shall be final.

Adopted: April 12, 1988

LEGAL REF.: A.R.S. §38-431 et seq.

CROSS REF.: [BBAA - Board Member Authority](#)
[BDDH - Public Participation at Board Meetings](#)

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Public Complaints About District Personnel
ADMINISTRATIVE REGULATION	DISTRICT CODE: KLD-R

Public Complaints About District Personnel

Required Information Concerning Charge:

- o The name(s) of the individual(s) making the charge.
- o Whether the individual(s) making the charge represents another individual or a group.
- o A summary of the charge(s) and of the above three (3) items.

Processing of charge(s) following written summation:

- o The charge shall be presented to the employee toward whom it is directed, together with a suggested solution provided by the individual(s) filing the charge. It is the responsibility of the Superintendent to keep the Board informed.
- o The employee shall have a minimum of five (5) working days in which to reply to the charge.
- o If the charge is not resolved between the originator and the employee, the charge shall be returned to the Superintendent.
- o The Superintendent shall have sufficient time to resolve the situation with all parties involved.
- o Following the decision of the Superintendent, if any of the parties concerned deem it necessary, an executive session may be requested of the Governing Board. This shall be done within ten (10) working days following the Superintendent's decision.
- o The Board shall consider the facts and provide the employee with all elements of due process in reaching a decision.

Adopted: April 12, 1988

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Parent or Booster Organizations
GOVERNING BOARD POLICY	DISTRICT CODE: KMB

Relations with Parent or Booster Organizations

Some of the strongest school support comes from parents or organizations having strong interests in specific students or school activities. Support from parent or booster organizations is encouraged, wherever appropriate, as a means of involving the public in the activities and goals of the District.

The Superintendent shall develop guidelines to assist unit administrators in working with parent or booster organizations.

Adopted: April 12, 1988

Cross Ref.: IGDF - Student Fund Raising Activities

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Parent or Booster Organizations
ADMINISTRATIVE REGULATION	DISTRICT CODE: KMB-R

Relations with Parent or Booster Organizations

1. Membership in organizations shall be open to parents/guardians and interested citizens. The unit administrator shall inform parents/guardians of the purposes and membership opportunities relating to these organizations.
2. The school principal and school secretary are restricted from holding the leadership positions of president or treasurer, or acting in either capacity in parent or booster organizations. They will not handle monies for the parent/booster club and avoid duties that may be construed as a conflict of interest.
3. It is recommended that membership in a parent/booster club be based on an interest in quality programs and willingness to donate time, labor and service in support of school programs.
4. Parent/booster clubs shall keep accurate and complete records of fund raising activities in accord with the Uniform System of financial records, recording the gross receipts and expenditures of activities, keeping a current balance of monies, and submitting an annual report to the district's Audit department by July 1. These financial records shall be available at the request of the superintendent or his designee.
5. Parent/booster clubs which participate in joint fund raisers with a student body will follow and comply with Administrative Regulation IGDF-R.
6. Parent/booster clubs should identify the recommended projects for a school in order of priority. This should be done in a meeting between unit administrator and parents/boosters so that the project list is agreed upon.
7. Joint projects that require matching funds from student funds' accounts, shall be submitted to unit administrators, and approved by the appropriate student club or organization and student funds for approval before the project is started.
8. Any and all gifts or monies donated by a parent/booster club to a school should be for a purpose or need on the project list described in item 5 above. The organization should maintain invoices and statements for all expenditures.
9. The Governing Board has final authority over fund raising involving students and/or gifts and donations to the school or district.
10. Event Passes must be controlled by the principal or delegated employee. Delegation may not be given to the PTO/PTA/booster club.

KMB-R - Cont'd

Adopted: April 12, 1988

Revised: February 24, 1993
February 25, 1997

James K. Zaharis
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Governmental Authorities
GOVERNING BOARD POLICY	DISTRICT CODE: KN

Relations with Governmental Authorities

The Governing Board shall seek to establish mutually beneficial relations with local, county, state, and federal governmental agencies. The Board recognizes governmental agencies as part of the community and shall seek participation in matters that affect the educational program and quality of life in the community.

Adopted: April 12, 1988

LEGAL REF.: A.R.S. §15-363
15-364

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Health Authorities
GOVERNING BOARD POLICY	DISTRICT CODE: KNAF

Relations with Health Authorities

The Governing Board shall cooperate with the national, state, county, and local Department of Health and Services in programs benefiting students, employees, and the community.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Fire Authorities
GOVERNING BOARD POLICY	DISTRICT CODE: KNAK

Relations with Fire Authorities

The District shall cooperate in the design and inspection of buildings by state, county, and local fire authorities.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Federal Governmental Authorities
GOVERNING BOARD POLICY	DISTRICT CODE: KND

Relations with Federal Governmental Authorities

The Governing Board authorizes the Superintendent to establish liaison with the federal legislative offices and federal agencies that are instrumental in promoting or implementing federal programs that affect the District.

Adopted: April 12, 1988

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Section L - Education Agency Relations

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MESA UNIFIED SCHOOL DISTRICT	TOPIC: Education Agency Relations Goals
GOVERNING BOARD POLICY	DISTRICT CODE: LA

Education Agency Relations Goals

The Superintendent shall establish and maintain working relationships with other educational agencies, when beneficial to the District and in accordance with educational objectives.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Other Schools and School Districts
GOVERNING BOARD POLICY	DISTRICT CODE: LB

Relations with Other Schools and School Districts

The District shall cooperate to the extent possible with other Districts, local and state regional agencies, and organizations in the solution of educational problems of common concern. The District shall also cooperate with parochial and private schools in matters of mutual benefit where not expressly prohibited by law.

This cooperation shall extend to such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendars and activities.

Adopted: April 12, 1988

LEGAL REF.: A.R.S. §15-205
15-365
State Board of Education Rules, R7-2-403

<p>MESA UNIFIED SCHOOL DISTRICT</p>	<p>TOPIC: Relations with Education Research Agencies</p>
<p>GOVERNING BOARD POLICY</p>	<p>DISTRICT CODE: LC</p>

RELATIONS WITH EDUCATION RESEARCH AGENCIES

The Superintendent may cooperate with colleges, universities, and other recognized research agencies in promoting potentially useful research.

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 shall be made available to the district.
- The research should be expected to contribute to the improvement of education or the general welfare of students.
- Data derived from school records, interviews, or questionnaires that have potential for invasion of the privacy of students or 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 the district.
- 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 research.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Education Research Agencies
ADMINISTRATIVE REGULATION	DISTRICT CODE: LC-R

RELATIONS WITH EDUCATION RESEARCH AGENCIES

A District Research Committee is hereby established for the purpose of reviewing all requests from out-of-the district for research projects. The Executive Director for Student Achievement Support will coordinate all activities of the committee. Other committee members will be:

- Associate Superintendent, Educational Services
- Area Assistant Superintendent, Educational Services
- Executive Director of Special Education
- Assistant Superintendent, Curriculum and Instruction

Approved: April 12, 1988

Revised: October 17, 1994
October 30, 2000

Dale E. Frederick
Superintendent

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Colleges and Universities
GOVERNING BOARD POLICY	DISTRICT CODE: LE

Relations with Colleges and Universities

The Governing Board desires that staff and students benefit from the resources provided by colleges and universities. The Superintendent shall seek out and utilize the services of college and university faculty members or programs when compatible with the needs and objectives of the District.

Adopted: April 12, 1988

MESA UNIFIED SCHOOL DISTRICT	TOPIC: Relations with Educational Accreditation Agencies
GOVERNING BOARD POLICY	DISTRICT CODE: LI

The Governing Board shall seek the highest status of membership for schools in the North Central Association of Colleges and Secondary Schools, cooperating in the evaluations of the District and considering the recommendations.

Adopted: April 12, 1988