

# **POLICY SERVICES**

## ***ADVISORY***

**Volume 35, Number 3**

**September 2023**

Policy Advisory No. 756 .....	Policy IHA —Basic Instructional Program
	Exhibit IHA-E —Basic Instructional Program
Policy Advisory No. 757 .....	Policy JFABDA — Admission of Students in Foster Care

### **POLICY ADVISORY DISCUSSION**

#### **Summary**

Most of the following policy advisories are derived from enactments of the 56th Legislature, First Regular Session, 2023. These are indicated by references to the bills and/or statutes which have either been newly created or altered by the Legislature.

Exhibit CBI-EB; Evaluation of Superintendent, has been added to provide Districts with two (2) options for use.

**Policy Advisory No. 756..... Policy IHA — Basic Instructional Program**  
**Exhibit IHA-E — Basic Instructional Program**

Per HB2060, A.R.S. 15-211(C) adds a literacy coach or literacy specialist at each school to the list of employees that may satisfy the dyslexia training requirements at each K-3 school in a district.

**Policy Advisory No. 757            Policy JFABDA — Admission of Students**  
**in Foster Care**

Within five days after a child enters foster care or if a child's placement changes, the child (if appropriate), the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent, and representatives from the child's school of origin are required to determine if it is in the child's best interest to remain in the child's school of origin. The Department of Child Safety (DCS) and educational agency are required to jointly ensure that a child receives transportation to the educational institution determined to be in the child's best interest, including a charter school or educational institution located outside of the child's current school district. DCS is authorized to coordinate with the Arizona Department of Education (ADE) and local education agencies and enter into necessary information sharing and financial agreements to ensure the child receives transportation, and school districts are authorized to cross district boundaries when transporting a student in these circumstances. DCS and ADE are required to adopt a clear, written arbitration process for resolution of disputes between DCS, local educational agencies, and ADE regarding the arrangement for and funding of a child's transportation. The DCS semiannual report is required to include specified information regarding the educational placement of foster children.

**IHA ©**  
**BASIC INSTRUCTIONAL PROGRAM**

The various instructional programs will be developed to maintain a balanced, integrated, and sequential curriculum that will serve the educational needs of all school-aged children in the District. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning.

The instructional program shall reflect the importance of language acquisition/reading-skill development as the basic element in each student's education. The first priority of the instructional program will be language acquisition through a planned sequence of reading skills and language experiences beginning in the kindergarten program. The improvement of specific reading skills of students should be continuous throughout their education. Each school educating students in kindergarten and grades one (1) through three (3) shall have a reading program as required by A.R.S. 15-704 and applicable State Board of Education rules.

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

The instructional program will ensure that on or before July 1, 2022, at least one (1) kindergarten through third (K-3) grade teacher, literacy coach or literacy specialist in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

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

The instructional program will include planned sequences in:

- A. Language arts - reading, spelling, handwriting, English grammar, composition, literature, and study skills.
- B. Mathematics experiences.
- C. Social studies - history including Native American history, geography, civics, economics, world cultures, political science, and other social science disciplines.
- D. Science experiences.
- E. Fine and practical arts experience - art education, vocal and instrumental music, and vocational/business education.
- F. Technology skills.
- G. Health and safety education.

H. Physical education.

I. Foreign or Native American language.

The planned program for all students shall also include library instruction, individual study, guidance, other appropriate instructional activities, and all instruction required under state law and State Board of Education regulations.

### **Observance Days**

September 11, in each year shall be observed as 9/11 Education Day. On 9/11 Education Day, each public school shall dedicate a portion of the school day to age-appropriate education on the terrorist attacks of September 11, 2001.

September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day. On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

If Sandra Day O'Connor Civics Celebration Day or 9/11 Education Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday.

The Superintendent is directed to emphasize the use of the resources developed by the State Board of Education relating to civics education which align with the academic standards in social studies pursuant to A.R.S. 15-701 and 15-701.01.

Adopted: \_\_\_\_\_

#### **LEGAL REF.:**

A.R.S.

1-319

1-321

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

15-704

15-710

15-710.02

15-741.01

15-802

A.A.C.

R7-2-301 *et seq.*

#### **CROSS REF.:**

IJNDB - Use of Technology Resources in Instruction

EXHIBIT

**BASIC INSTRUCTIONAL PROGRAM**

**Reading**

For students in kindergarten (K) and grades one (1) through three (3), the District shall:

- A. select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including motivational assessments, as defined by the State Board of Education;
- B. conduct a curriculum evaluation;
- C. adopt a scientifically based reading curriculum including the essentials of reading instruction;
- D. provide ongoing teacher training based on scientifically based reading research;
- E. devote reasonable amounts of time to explicit instruction and independent reading;
- F. provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona standards; and
- G. review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third (3rd) grade students do not meet the Arizona standards.
- H. ensure that on or before July 1, 2022, at least one (1) kindergarten through third (K-3) grade teacher, literacy coach or literacy specialist in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. 15-219 and A.R.S. 15-501.01 which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.
- I. ensure that, within forty-five (45) calendar days after the beginning of each school year or within forty-five (45) calendar days after a student enrollment occurs after the first (1st) day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia, using the Department of Education (D.O.E.) dyslexia screening plan (the screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed by the D.O.E.);

- J. provide notifications to parents of students who are identified as having indicators of dyslexia based on a screening for indicators; and
- K. ensure that screening for indicators of dyslexia includes phonological and phonemic awareness, rapid naming skills, correspondence between sounds and letters, nonsense word repetition, and sound symbol recognition.

**JFABDA ©**  
**ADMISSION OF STUDENTS**  
**IN FOSTER CARE**

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

**Purpose Statement**

The implementation of this policy shall assure that:

- A. ~~Within five (5) days after a child enters foster care or if a child's placement changes, the child, if appropriate, the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent and representative from the local education agency or the child's school of origin shall determine if it is in the child's best interest to remain in the child's school of origin;~~
- B A. Children in foster care remain enrolled in their school of origin for the duration of their time in care, unless a determination is made that it is not in such child's best interest to remain in their school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement, among other factors listed in law (See list in JFABDA-R);
- C B. ~~If a it is determination determined is made that it is not in such child's~~ a change of educational placement is in the best interest to remain in the school of origin the child, the child is shall be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment or owes any outstanding fines or fees to the school of origin; however, the student may be required to provide their Notice to Providers document;
- D C. The enrolling school shall immediately contact the school last attended by any such child to obtain relevant academic and other records; Upon request for records for any such child from another school, every effort shall be made to provide records within two (2) business days.
- E D. In collaboration with the state or local Child Welfare Agency transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA; ~~and~~ In ensuring a child receives transportation to the educational institution determined to be in the child's best interest, the Department of Child Safety may coordinate with the Department of Education and local education agencies and enter into necessary information sharing, data sharing and financial agreements.
- F E. The District will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented, including assigning a District employee to serve as a Point of Contact (POC) to work in collaboration with the applicable child welfare agency and notify the Arizona Department of Education of the assigned POC.

## **Definitions**

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (Department of Child Safety [DCS] or tribal) has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)) In Arizona, if DCS has received placement care and responsibility, then the child is in "foster care" even if the parent or guardian is permitted to live in the home of placement, such as a kinship home.

The term "school of origin" means the school in which a child is enrolled at the time of placement in foster care, including preschool. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

## **Point of Contact (POC) for Children in Foster Care - Responsibilities**

The Superintendent will designate an appropriate staff person of authority as Point of Contact (POC) for children in foster care who will carry out duties as assigned and notify Arizona Department of Education's (ADE's) Statewide Foster Care Education Coordinator of the designated POC. Among those duties will be the responsibility to coordinate activities and programs to work in collaboration with the respective child welfare agency (either DCS or tribal), in the best interest of foster children that will include procedures to:

- A. Continue the student's education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to implement the educational stability plan;
- C. Ensure the best interest is determined regarding school enrollment;
- D. Ensure necessary transportation is provided, funded, and arranged in collaboration with the Child Welfare Agency;
- E. Ensure immediate enrollment and transfer of records occurs when the student moves schools; and
- F. Ensure school staff are trained on the provisions and educational needs of children in foster care.



## **Other Relevant Policies and Procedures**

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross references and are incorporated in this policy and these procedures by such reference.

Enrollment preference may be given to children who are in foster care.

Adopted: \_\_\_\_\_

### **LEGAL REF.:**

A.R.S.

8-530.04

15-816 through 15-816.07

15-821

15-823 through 15-825

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,  
as amended by the Every Student Succeeds Act (ESSA) of 2015  
(Foster Care Provisions)

### **CROSS REF.:**

EEAA - Walkers and Riders

IKEB - Acceleration

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFB - Open Enrollment

JG - Assignment of Students to Classes and Grade Levels

JLCB - Immunizations of Students

JLH - Missing Students

JR - Student Records

JRCA - Request for Transfer of Records



MARICOPA COUNTY REGIONAL SCHOOL DISTRICT #509

ACKNOWLEDGEMENT OF AFTER-THE-FACT PURCHASE

Pursuant to Arizona School District Procurement Laws and District Policy, authorized Purchase Orders must be obtained before procuring any goods or services. Any action of ordering or receiving goods or services prior to obtaining an authorized Purchase Order constitutes an after-the-fact violation.

Explain in detail the following:

Requisition Number: \_\_\_\_\_

Vendor Name: Cintas

Reason for purchase of goods or services: \_\_\_\_\_

Inspection on Sprinklers was performed on 8/4/2023. Authorized by the Principal at SLAM

Reason why an authorized Purchase Order was not obtained before purchase:

Service was performed prior to service starting with Metro Fire

Measures that you will implement to prevent future unauthorized purchases:

we now have service with another provider

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I, Bonnie Romo, acknowledge that I procured goods or services prior to having an authorized Purchase Order in place, which is a violation of Arizona School District Procurement Laws and District Policy.

Furthermore, I acknowledge and understand that:

- It is my responsibility to ensure that an authorized Purchase Order is in place prior to ordering goods or scheduling services.
- Ordering goods or scheduling services prior to receiving an authorized purchase Order is a personal contract between me and the vendor.
- Future after-the-fact violations may result in personal payment by me for the goods and/or services obtained without a Purchase Order in place.

Signature of Responsible Party Bonnie Romo Date: 12/6/2023

Signature of Supervisor: [Signature] Date: 12-6-2023

# MARICOPA COUNTY REGIONAL SCHOOL DISTRICT

## PERSONNEL ACTIONS DECEMBER 2023

### DURGANO TLC:

### HOPE ACADEMY:

Professional Staff Resignations:

Dina Cutler                      12/5/23

### DISTRICT OFFICE:

Month	Donor	Donation	Donation Value
November	Sprouts	42 Thanksgiving Dinners for Hope Families that included 2 turkeys, bag of potatoes, stuffing, pie 2 bags of rolls oranges and squash	
Prepared by Dina Cutler			9/5/23
Accepted by Steve Watson Signature:			
Date:			