

State Board of Education

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

Authority: A.R.S. § 15-201 et seq.

Editor's Note: Supp. 15-3 has rules that were submitted as final exempt rules. Pursuant to the Board's rulemaking procedures a public hearing was held on the rules after they were proposed at a Board meeting. Even though the proposed rules were not published in the Register, the Office of the Secretary of State makes a distinction between exempt rulemakings and final exempt rulemakings. Final exempt rulemakings are those filed with conditional exemptions to the Arizona Administrative Procedures Act such as requirements to conduct a public hearing or accept public comments on a proposed exempt rulemaking. Although approved by the Board, these final exempt rulemakings were not filed with the Secretary of State's Office at the time of approval. Therefore these rules were in effect prior to the release of Supp. 15-3. Refer to the historical notes for effective dates.

Editor's Note: This Chapter contains rules made, amended, repealed, renumbered and approved by the State Board of Education that were exempt from the rulemaking process. Although approved by the Board, certain rulemakings were not filed with the Secretary of State's Office at the time of approval. These rulemakings were filed in 2009 and 2010 and printed as Exempt Rulemakings in the Arizona Administrative Register. The Office has expedited the publishing of these Sections in the Arizona Administrative Code because these rules were in effect prior to Supp. 09-1, Supp. 09-2, Supp. 09-3, Supp. 09-4, Supp. 10-1, Supp. 10-2, Supp. 10-3, Supp. 10-4, Supp. 11-1, and Supp. 12-2 releases. Refer to the historical notes for more information.

ARTICLE 1. STATE BOARD OF EDUCATION MEETINGS

Section	
R7-2-101.	Governance
R7-2-102.	Repealed
R7-2-103.	Repealed

ARTICLE 2. STATE BOARD OF EDUCATION COMMITTEES

Section	
R7-2-201.	Advisory Committees
R7-2-202.	Repealed
R7-2-203.	Repealed
R7-2-204.	Repealed
R7-2-205.	Certification Review, Suspension, and Revocation
R7-2-206.	Certification Denial Appeals Process for Applications for Certification that Do Not Involve Allegations of Immoral or Unprofessional Conduct
R7-2-207.	Repealed

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

Section	
R7-2-301.	Minimum Course of Study and Competency Goals for Students in the Common Schools
R7-2-301.01.	Repealed
R7-2-301.02.	Repealed
R7-2-302.	Minimum Course of Study and Competency Requirements for Graduation from High School
R7-2-302.01.	Minimum Course of Study and Competency Requirements for Graduation from High School for the Graduation Class of 2012
R7-2-302.02.	Minimum Course of Study and Competency Requirements for Graduation from High School Beginning with the Graduation Class of 2013
R7-2-302.03.	Personal Curriculum
R7-2-302.04.	Minimum Course of Study and Competency Requirements for Graduation from High School
R7-2-302.05.	Definitions
R7-2-302.06.	AIMS, Additional Credit; Graduation Class of 2010
R7-2-302.07.	AIMS, Additional Credit; Graduation Class of 2011
R7-2-302.08.	AIMS, Additional Credit; Graduation Class of 2012
R7-2-302.09.	AIMS, Additional Credit; Beginning with the Graduation Class of 2013
R7-2-303.	Sex education
R7-2-304.	Extended school year
R7-2-305.	Declaration of Independence
R7-2-306.	English Language Learner Programs

R7-2-307.	High School Equivalency Diplomas
R7-3-308.	Adult Education
R7-2-309.	Completion of grade 10
R7-2-310.	Pupil achievement testing
R7-2-311.	Pupil testing variable information
R7-2-312.	Honorary High School Diploma
R7-2-313.	Academic contests fund
R7-2-314.	Definitions
R7-2-315.	Board Examination Systems; Offerings; Procedures
R7-2-315.01.	Grand Canyon Diploma
App. A.	Repealed
R7-2-316.	Charter Schools Stimulus Fund

ARTICLE 4. SPECIAL EDUCATION

Section	
R7-2-401.	Special Education Standards for Public Agencies Providing Educational Services
R7-2-402.	Standards for Approval of Special Education Programs in Private Schools
R7-2-403.	Repealed
R7-2-404.	Special Education Voucher Program Policies and Procedures
R7-2-405.	Special Education Dispute Resolution; Due Process
R7-2-405.01.	Special Education Dispute Resolution; State Administrative Complaints
R7-2-405.02.	Special Education Dispute Resolution; Mediation
R7-2-406.	Gifted Education Programs and Services
R7-2-407.	Special Education Standards and Assistance for Providing Educational Services and Materials for Visually Impaired Students
R7-2-408.	Extended School Year Programs for Children with Disabilities

ARTICLE 5. CAREER AND VOCATIONAL EDUCATION

Section	
R7-2-501.	Repealed
R7-2-502.	Vocational education provisions and standards
R7-2-503.	Repealed
R7-2-504.	Repealed
R7-2-505.	Repealed
R7-2-506.	Repealed
R7-2-507.	Repealed
R7-2-508.	Repealed
R7-2-509.	Repealed
R7-2-510.	Repealed
R7-2-511.	Repealed
R7-2-512.	Repealed
R7-2-513.	Repealed

- c. Improve the student's ability to benefit from occupational training.
 - d. Increase opportunities for more productive and profitable employment.
 - e. Assist students to be better able to meet their adult responsibilities as parents, citizens and as co-workers.
2. Adult Secondary Education (A.S.E.) students shall be functioning below the 12th grade level. The course of study shall:
- a. Give the students a foundation in the areas of English, social studies, literature, science and math.
 - b. Enable students, through the development of critical thinking, to utilize new learning experiences in recognizing, evaluating and solving problems of daily life.
 - c. Attempt to motivate students to continue their education through more advanced study and to become more proficient in observing and adopting new skills in a changing society.
 - d. Equip students with the knowledge prerequisite for satisfactory achievement on a High School Equivalency Test approved by the State Board of Education.
3. English Language Acquisition for Adults (ELAA) and citizenship students shall be resident aliens. The course of study shall:
- a. Develop an increasing ability to speak, understand, read, and write English.
 - b. Encourage the student to become a participating citizen and give insight into the values of such participation.
 - c. Help the student prepare for the Naturalization Test for U.S. Citizenship by developing a background in American history and government.
 - d. Create a desire for continued learning and self-realization.

H. Reports

- 1. Each project shall maintain bookkeeping records and must be able to substantiate expenditures.
- 2. A financial report shall be filed quarterly for each project with the Adult Education Division within 30 days after the close of the quarter.
- 3. Projects shall be completed by June 30. A fiscal completion report which has been reconciled with the County School Superintendent's Office, or if another agency, that agency's comparable administrative office, shall be filed with the Adult Education Division within 60 days after the project ending date.
- 4. Participation in the project reporting system designed to collect student and staff attendance, demographic information and student performance data is required. These reports shall be filed with the Adult Education Division monthly.
- 5. An annual written report on the year's activities, including internal written monitoring reports, shall be submitted to the Adult Education Division, no later than August 15.

- I. If changes in the approved program or budget are desired, an amendment shall be submitted to the Adult Education Division for review and approval prior to expending any funds for the proposed changes.

Historical Note

Adopted effective December 14, 1984 (Supp. 84-6).
Amended by exempt rulemaking at 15 A.A.R. 1292, effective June 26, 2006 (Supp. 09-1). Amended by final exempt rulemaking at 21 A.A.R. 1781, effective Septem-

ber 23, 2013 (Supp. 15-3).

R7-2-309. Completion of grade 10

Completion of grade 10 is accomplished when a student has earned 10 credits which shall include:

1. Two credits of English.
2. One credit of mathematics.
3. One credit of science.
4. Six credits of additional courses prescribed by the local Governing Board.

Historical Note

Adopted effective March 13, 1986 (Supp. 86-2).

R7-2-310. Pupil achievement testing

- A. The nationally standardized norm-referenced achievement tests adopted by the State Board shall be given annually during a week in September or October. By June 1 of each year the Board shall designate the week during the fall for testing for the next school year and all school districts shall administer the test during the week designated.
- B. The superintendent or head of district shall be responsible for:
1. Providing school district enrollment data to the Department of Education annually for purposes of test material distribution.
 2. Verifying the count of test materials received and distributing the test materials to each public school in the district.
 3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing. Test materials shall be kept in locked storage.
 4. Advising all district employees that the test materials are not to be reproduced in any manner.
 5. Familiarizing each person who will administer the test with the test publishers' directions for administering the tests, the timing of the tests and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.
 6. Distributing actual test materials to persons administering the tests on the day of testing.
 7. Training persons administering the tests on how to properly complete the identification information on the test booklet/answer sheet and how to code the information required on the variables being collected pursuant to A.R.S. § 15-741, et seq.
 8. Properly packaging all tests/answer sheets which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or Department of Education.
 9. Forwarding all tests/answer sheets to be scored to the scoring contractor per instructions. Tests/answer sheets for the entire district should be forwarded in one shipment.
 10. Retaining all unused and reusable test materials, reporting them in the school's inventory and storing them in a safe and secure manner.
 11. Immediately reporting to the Department of Education any losses of test materials or other irregularities.
 12. The superintendent or head of district may designate a testing coordinator to act on his behalf.
- C. Persons designated by the superintendent or head of district to administer the test shall:
1. Keep all test materials in locked storage.
 2. Not reproduce any test materials in any manner.

3. Not disclose any actual test items to pupils prior to testing.
 4. Not provide answers of any test items to any pupils.
 5. Administer only practice tests which are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
 6. Strictly observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
 7. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
 8. Not change a pupil's answer.
 9. Return all test materials to the superintendent or head of district immediately upon completion of testing.
- D.** All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instruction, for appropriate action.
- E.** For purposes of determining if a student may be exempt from the norm-referenced achievement testing requirement pursuant to A.R.S. § 15-744(B), the local governing board shall:
1. Verify that all students to be exempted have been assessed for language proficiency as required by R7-2-306 in the areas of listening, speaking, reading and writing in English and the primary language and have been determined to be limited English proficient.
 2. Verify that all limited-English-proficient students considered for exemption are enrolled in one of the following programs as required by A.R.S. § 15-754:
 - a. K-6 Transitional Bilingual Program;
 - b. 7-12 Structured Bilingual Program;
 - c. K-12 Bilingual Bicultural Program;
 - d. English as a Second Language Program; or
 - e. Individualized Education Program (this program is only acceptable if there are fewer than 10 limited-English-proficient students in a kindergarten program or a grade in a school).
 3. Submit to the Arizona Department of Education, no later than September 30 of each year, a governing board resolution for the exemption of eligible students. This resolution shall contain the number, grade level, year of exemption status and primary language of all students to be exempted and an assurance signed by the governing board president and notarized that the requirements of subsections (E)(1) and (E)(2) have been met.
 4. Submit to the Arizona Department of Education, no later than December 1 of each year, a final report describing the total number of actual students to be exempted.
- F.** Limited English students exempted from the norm-referenced achievement testing program shall be assessed annually with an alternative to the norm-referenced achievement test. If the exempted student is in grades 3, 8, or 12, the student shall be administered the assessments prescribed in subsection (F)(2)(c). Alternatives shall be as follows:
1. In the first year a limited-English-proficient student is enrolled within the district, the district may:
 - a. Administer the language proficiency testing conducted pursuant to R7-2-306; or
 - b. Administer the assessments prescribed in subsection (F)(2)(a) or (b) as the alternative assessment in the areas of reading and writing. In the area of mathematics, districts shall administer the district measurement that has been adopted to assess the essential skills in English or in the primary language to such students.
 2. In the years following the first year of enrollment in the district, the alternative assessment shall be:
 - a. The tests that have been adopted by the district in accordance with A.R.S. § 15-741 to assess the essential skills in reading, writing and mathematics in English; or
 - b. The tests that have been adopted by the district in accordance with A.R.S. § 15-741 to assess the essential skills in the student's primary language in reading, writing and mathematics. In determining which primary language assessment to administer, the governing board shall consider the extent to which the exempted student has received recent schooling in the primary language;
 - c. Beginning in the 1991-92 school year, the Arizona Student Assessment Program Essential Skills Tests in English or Spanish shall be administered to exempted students who are enrolled in grades 3, 8, or 12.
 3. Alternative assessment instruments specified in subsection (F)(2)(a) or (b) shall be used at the instructional levels for which they were designed.
 4. Alternative assessment administered as specified in subsection (F)(2)(a) or (b) shall be conducted at any time prior to April 30 of the school year.
 5. The results of alternative assessments administered pursuant to subsections (F)(2)(a) and (b) of this subsection shall be submitted to the Department of Education prior to May 30 of the school year.
- G.** The school district shall maintain cumulative files regarding exemptions.
- H.** Beginning in the 1991-1992 school year, the District Assessment Plan filed pursuant to A.R.S. § 15-741(C)(3) shall include plans for the alternative assessment of limited-English-proficient students.

Historical Note

Adopted effective March 13, 1986 (Supp. 86-2).
Amended subsections (A) and (B) effective February 25, 1987 (Supp. 87-1). Amended effective October 22, 1991; amended effective December 20, 1991 (Supp. 91-4).

R7-2-311. Pupil testing variable information

Persons designated by the superintendent or head of district to administer the State Board approved nationally standardized norm-referenced achievement tests shall assure that the following information is properly completed on the answer document for each pupil participating in the testing program:

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

Historical Note

Adopted effective June 25, 1986 (Supp. 86-3).

R7-2-312. Honorary High School Diploma

A. An honorary high school diploma shall be provided to an individual who has never obtained a high school diploma and who meets each of the following requirements:

1. Is at least 65 years of age;
2. Currently resides in Arizona;
3. Provides documented evidence from the Arizona Department of Veterans' Services that the individual enlisted in