

NOTICES OF FINAL RULEMAKING

The Administrative Procedure Act requires the publication of the final rules of the state's agencies. Final rules are those which have appeared in the *Register* 1st as proposed rules and have been through the formal rulemaking process including approval by the Governor's Regulatory Review Council. The Secretary of State shall publish the notice along with the Preamble and the full text in the next available issue of the *Arizona Administrative Register* after the final rules have been submitted for filing and publication.

NOTICE OF FINAL RULEMAKING

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

PREAMBLE

1. **Sections Affected**

Sections Affected	Rulemaking Action
R7-2-203	Repeal
R7-2-204	Repeal
R7-2-302	Repeal
R7-2-302.03	Repeal
R7-2-305	Repeal
R7-2-312	Repeal
R7-2-314	Repeal
R7-2-315	Repeal
R7-2-501	Repeal
R7-2-803	Amend
R7-2-807	Repeal
R7-2-809	Repeal
Article 12	Repeal
R7-2-1201	Repeal
2. **The specific authority for the rulemaking, including both the authorizing statute (general) and the statutes the rules are implementing (specific):**

Authorizing statute: A.R.S. § 15-203(A)
Implementing statutes: A.R.S. §§ 15-203(A), 15-237(B), 15-712, 15-152(B), 15-792(B), and 15-843(B)(2).
3. **The effective date of the rules:**

February 20, 1997
4. **A list of all previous notices appearing in the Register addressing the final rule:**

Notice of Rulemaking Docket Opening:
2 A.A.R. 4105, September 27, 1996

Notice of Proposed Rulemaking:
2 A.A.R. 4340, October 25, 1996
5. **The name and address of agency personnel with whom persons may communicate regarding the rulemaking:**

Name: Corinne L. Velasquez, Administrator
Address: State Board of Education
1535 West Jefferson, Room 418
Phoenix, Arizona 85007
Telephone: (602) 542-5057
Fax: (602) 542-3046
6. **An explanation of the rule, including the agency's reasons for initiating the rule:**

The State Board of Education is proposing to amend or repeal rules to conform with recent statutory changes and current practice.
7. **A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**

Not applicable.

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8. **The summary of the economic, small business, and consumer impact:**
The rule changes will have no economic impact on the economy, small business, or consumer. Collectively, the rule changes will be less restrictive on school districts as mandates in the statutes will no longer require additional rules promulgated by the State Board of Education, for example in pesticide notification requirements and instruction in chemical abuse prevention.
9. **A description of the changes between the proposed rules, including supplemental notices, and final rules (if applicable):**
None.
10. **A summary of the principal comments and the agency response to them:**
There were no comments received, oral or written, for or against the proposed amendments or repeals.
11. **Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**
Not applicable.
12. **Incorporations by reference and their location in the rules:**
None.
13. **Was the rule previously adopted as an emergency rule?**
No.
14. **The full text of the rules follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 2. STATE BOARD OF EDUCATION COMMITTEES

- R7-2-203. Essential Skills Requirement Committee
R7-2-204. Textbook Evaluation Committee

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

- R7-2-302. ~~Minimum Course of Study and Competency Requirements for Graduation from High School~~
R7-2-302.03. ~~Minimum Credits for Graduation~~
R7-2-302.04. ~~Minimum Course of Study and Competency Requirements for Graduation from High School~~
R7-2-305. ~~Printing Revolving Fund~~
R7-2-312. ~~Chemical Abuse Prevention Education Program Criteria~~
R7-2-314. ~~School Recognition Program~~
R7-2-315. ~~Pesticide Application Notification~~

ARTICLE 5. CAREER AND VOCATIONAL EDUCATION

- R7-2-501. Career Education Programs

ARTICLE 8. COMPLIANCE

- R7-2-803. Implementation of the Uniform System of Financial Records
R7-2-807. Corporal Punishment Guidelines
R7-2-809. Interscholastic Athletic Competition

ARTICLE 12. POLITICAL ACTIVITIES

- R7-2-1201. Use of School Resources to Influence Elections

ARTICLE 2. STATE BOARD OF EDUCATION COMMITTEES

- R7-2-203. Essential Skills Requirement Committee
A. Purpose. The Essential Skills Requirement Committee shall act in an advisory capacity to the Board in regard to develop-

ing essential skills requirements for promotion from grade 3, grade 8, and grade 12 in each State Board required subject and any other subjects as directed by the Board of Education.

B. Structure.

1. Membership. There shall be no fewer than 18 and no more than 27 voting members comprised of educators and laypersons.
2. Selection. Each Board member shall select at least 2 but no more than 3 members to serve at the pleasure of the Board member. All members shall be subject to final approval by the Board. Layperson and educator membership of each committee shall be as determined by the Board of Education. Ethnic, gender, and geographic representation will be considered.
3. Terms. All regular terms are for the time necessary to accomplish the task, not to exceed 1 year.

C. Procedure.

1. The Essential Skills Requirement Committee shall:
 - a. Select officers for the Committee and establish procedures for conducting business according to Robert's Rules of Order Revised. A quorum shall be a majority of the voting members of the Committee.
 - b. Obtain any material, resources, or assistance from the Department of Education that it will aid in the accomplishment of its task.
 - c. Request such information, opinion, and expert assistance as it deems useful from local school boards and others.
 - d. Schedule hearings, to be held by Committee members in various state locations, at the discretion of the Committee, which will solicit suggestions and comments regarding the essential skills requirements.
 - e. Make any revision deemed necessary after considering input from the hearings and submit it to the Department of Education for presentation by a Committee officer to the State Board of Education.
2. The Superintendent shall call the first organizational meeting and provide each member with a copy of these rules.

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3. The Superintendent shall appoint a Department of Education staff person to facilitate the function of the Committee.

R7-2-204. Textbook Evaluation Committee

A. Purpose. The State Textbook Evaluation Committee ("Committee") shall act in an advisory capacity to the Board by reviewing available instructional materials from publishers. The Committee may recommend textbooks for each grade and each course to the State Board of Education. The State Board of Education shall prepare a list of suggested textbooks in accordance with A.R.S. § 15-203. The Committee may also recommend suggested supplementary textbooks.

B. Definitions.

1. Textbook means the total instructional materials selected as the basic source of instructional materials for use in teaching pupils in the subject areas as recommended by the Board. This may include materials, equipment, and illustrative material as well as the more traditional textbook.
2. Supplementary textbook means a textbook intended to serve, but not limited to, 1 or more of the following purposes for a given subject, at a given grade level:
 - a. To provide more complete coverage of a subject or subjects included in a given course.
 - b. To provide for meeting the various learning ability levels of pupils in a given age group or grade level.
 - c. To provide for meeting the diverse educational needs of pupils with a language disability in a given age group or grade level.
 - d. To provide for meeting the diverse educational needs of pupils of disparate cultures.

C. Structure.

1. The Board shall select the subject for which the textbooks will be evaluated.
2. The Board shall select and appoint the members of the Committee for the time necessary to accomplish the task.

D. Procedure.

1. The Committee shall:
 - a. Select officers for the Committee and establish procedures for conducting business according to Robert's Rules of Order Revised. A quorum shall be a majority of the voting members of the Committee.
 - b. Obtain any material, resources, or assistance from the Department of Education that will aid in the accomplishment of its task.
 - c. Establish time schedules and develop standards for evaluation of materials.
 - d. Determine the method of ranking or scoring of the evaluation of instructional materials.
 - e. Make available to all publishers and others expressing an interest in the work of the Committee, the names of all members, their addresses, and schools.
 - f. Obtain samples of the relevant textbooks, materials, and descriptive literature from publishers wishing to present instructional materials for consideration.
 - g. Allocate adequate time to publishers for both individual and group presentations.
 - h. Recommend the final list of textbooks for each grade and course to the Board, if selected.
 - i. Recommend the list of supplementary textbooks for each grade and course to the Board, if selected.
2. The Superintendent shall:
 - a. Call the first organizational meeting and provide each member with a copy of this rule.
 - b. Appoint a Department of Education staff person to facilitate the function of the Committee.

- e. Provide to school districts annually an alphabetical listing by publishers of the textbooks recommended by the Board.

3. Publishers shall supply sample copies of regular textbooks (not supplementary textbooks) to Committee members.

ARTICLE 3. CURRICULUM REQUIREMENTS

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

A. Beginning with the 9th grade class of 1996, graduation from high school shall be based on successful demonstration of competencies as set forth in the following editions and pages, as designated, of the State Board adopted essential skills, incorporated by reference and on file with the Secretary of State, for the core subject areas of:

1. Reading, February 1989, pp. 16-17, 42-44;
2. Writing, February 1989, pp. 6-8, 30-32;
3. Mathematics, September 1992, pp. 67-96;
4. Science, July 1990, pp. 31-41; and
5. Social studies, July 1989, pp. 35-49.

B. A student shall demonstrate competency in reading, writing, and mathematics by attaining a score representing a level of proficiency, determined by the State Board by rule no later than April 1, 1995, and annually thereafter, on the essential skills tests that measure pupil achievement (Arizona Student Assessment Program [ASAP] Form A assessments), adopted by the State Board on January 25, 1993, incorporated by reference and on file with the Secretary of State, as measured by the essential skills (ASAP) generic rubric for those core subject areas. A student shall demonstrate competency in science and social studies by attaining a score representing a level of proficiency, determined by the State Board, on the essential skills tests that measure pupil achievement (Arizona Student Assessment Program [ASAP] Form A assessments), as measured by the essential skills (ASAP) generic rubric for those core subject areas when those assessments are developed and approved by the State Board. Other assessment processes which are equivalent to the essential skills (ASAP) generic rubric may be submitted by a local governing board for approval by the State Board.

C. The minimum course of study in high school shall comprise the core subject areas set forth in subsections (A)(1) through (5) and at least 1 year of instruction in the essentials, sources, and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona, pursuant to A.R.S. § 15-710; at least 1 semester of instruction on the essentials and benefits of the free enterprise system, pursuant to A.R.S. § 15-711; and instruction on the nature and harmful effects of alcohol, tobacco, narcotic drugs, marijuana, and other dangerous drugs, pursuant to A.R.S. § 15-712.

D. Local governing boards shall:

1. Include fine arts and vocational education as core subject areas. The local governing board shall determine and report to the State Board the methods of assessment to be used to determine the successful demonstration of the competencies and requirements and determine the successful completion of these subjects. Students must demonstrate competency in at least 1 of these 2 core subject areas.
2. Upon request of the student, provide the opportunity for the student to demonstrate competency in the subject areas listed in subsection (A) above in lieu of classroom time.

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3. Develop procedures for continuous assessment of student progress toward meeting the competency requirements.
- E. The local governing board may:
1. Offer or require the successful demonstration of competencies in additional subject areas as it deems appropriate. When essential skills have not been adopted by the State Board, local governing boards shall be responsible for developing and adopting requirements and competencies for the successful completion of the additional subjects. Local governing boards shall also be responsible for developing methods of assessment to be used in determining successful demonstration of the requirements and competencies and to determine successful completion of the additional subject. The opportunity for students to demonstrate competency in lieu of classroom time for these additional subject area requirements shall be at the discretion of the local governing board.
 2. Issue credits or partial credits to students who satisfactorily demonstrate competency as specified in the State Board adopted essential skills.
- F. High school principals shall communicate all requirements for graduation from high school and any options available for meeting those requirements to the students and parents at the time of their enrollment in the school.
- G. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, and fiber optics. The instruction supplements or comprises the entire course content and provides for 2-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video, or computer-mediated communications.
1. Distance education providers shall register with the Department of Education and satisfy the following requirements:
 - a. Be regionally accredited or affiliated with a regionally accredited institution as listed in R7-2-601(G) or by a regional accrediting association as listed in R7-2-601(C).
 - b. Validate that the instructor of the distance education program:
 - i. Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or
 - ii. Possess a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or
 - iii. Is employed by or affiliated with, in the content area of instruction, a regionally accredited institution as listed in R7-2-601(G).
 2. Distance education may be used as a part of the instructional program. School districts shall ensure that:
 - a. Only those distance education providers registered with the Department of Education are used to provide distance education; and
 - b. The teaching partners who assist the students in receiving the instruction on-site have instructional and technical facilitator training and are supervised

by an individual certified pursuant to R7-2-603.

R7-2-302.03. Minimum credits for graduation

- A. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation, effective for the graduation class of 1994, as follows:
1. Four credits of English or English as a Second Language to include: grammar, speaking, writing, and reading skills; advanced grammar; composition; American literature; advanced composition; research methods and skills; literature;
 2. One and 1/2 credits of instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona;
 3. One credit of world history/geography;
 4. One-half credit of "Essentials and Benefits of the Free Enterprise System." This 1/2 credit may be offered in a department which the local district deems appropriate.
 5. Two credits of mathematics;
 6. Two credits of science;
 7. One credit of fine arts or vocational education;
 8. Eight credits of additional courses prescribed by the local governing board subject to the approval of the State Board pursuant to A.R.S. § 15-341(A)(7).
- B. Credits earned through correspondence courses to meet graduation requirements shall be taken from a regionally accredited institution accredited by an association listed in R7-2-601(G). Credits earned thereby shall be limited to 4, and only 1 credit may be earned in each of the following subject areas:
1. English as described in subsection (A)(1) of this rule.
 2. Social Studies "Essentials and Benefits of the Free Enterprise System" as described in subsections (A)(2), (3), and (4) of this rule.
 3. Mathematics.
 4. Science.
- C. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with Chapter 7, Article 4, Arizona Revised Statutes, and R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma without meeting state competency requirements, but reference to special education placement may be placed on the student's transcript or permanent file.
- D. Competency goals. Beginning with the 12th grade graduating class of 1994 and prior to the issuance of a high school diploma, each student shall:
1. Successfully complete the minimum credits and course requirements prescribed by the State Board and local governing board.
 2. Demonstrate mastery, as defined by the local governing board, of the State Board adopted essential skills.
- E. Local governing boards may grant to vocational technological education program completers a maximum of 3 1/2 credits to be used toward the Board English, mathematics, science, or Free Enterprise credit requirements for graduation, subject to the following restrictions:
1. The Board has approved the vocational technological education program for equivalent credit to be used toward the Board English, mathematics, science, or Free Enterprise credit requirements for graduation;
 2. Only 1 credit in each of English, mathematics or science may be granted;
 3. Only 1/2 credit may be granted in Free Enterprise;

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4. For vocational-technological programs in which only 1 credit is offered, either vocational or English, mathematics, science or Free Enterprise credit may be granted;
5. For vocational-technological programs in which 2 or more credits are offered, only 1 credit may be used for English, mathematics, or science, or 1/2 credit may be used for Free Enterprise.

R7-2-305. Printing revolving fund

The State Department of Education shall establish and maintain a printing revolving fund for which income shall be derived by making publications produced by the Department available to the public at a reasonable cost. Money obtained by the sale of publications shall be deposited in the Department's printing revolving fund for printing further publications. No charge shall be made for any distribution of publications required by law.

R7-2-312. Chemical abuse prevention education program criteria

A. All school districts shall incorporate the following criteria in both the development and implementation of comprehensive chemical abuse prevention education programs mandated by A.R.S. §§ 15-712 and 15-345.

1. Establish a school/community advisory committee with membership representative of the composition of the community.
2. Adopt a comprehensive sequential chemical abuse prevention curriculum taking into consideration state-mandated Comprehensive Health Essential Skills.
 - a. Include in the prevention curriculum accurate information about tobacco, alcohol and other drugs, problem-solving, decision-making, communication and refusal skills, self-awareness, and self-esteem enhancement;
 - b. Integrate the prevention curricula into a K-12 program.
3. Provide training for all faculty and staff in chemical abuse awareness and prevention at least annually.
4. Establish an identification and referral process to assist students in utilizing school and community support programs and resources; and inform faculty, staff, students, and parents of the referral process.
5. Promote community involvement in chemical abuse prevention education programs.
6. Encourage the provision of ongoing planned and supervised activities, in addition to classroom instruction, that promote physical and mental health and provide opportunities for students to practice citizenship and life skills.
7. Promote a positive school environment where learning and the development of healthy behaviors are actively supported.
8. Assess annually the extent and character of chemical abuse using both process and outcome data, and submit the results to the Department of Education.

B. The Department of Education shall develop and distribute a manual to assist the districts in developing and implementing these chemical abuse prevention education program criteria.

R7-2-314. School recognition program

Each district shall keep on file in the local district office, for a minimum of 3 years, a self-assessment report listing evidence of compliance with state laws that apply to school districts, including State Board of Education rules.

1. The district superintendent or chief administrative officer shall:
 - a. Be responsible for the district's compliance with all state laws applying to school districts.

- b. Complete a self-assessment, at least every 3rd year, using an instrument approved by the State Board of Education.
 - c. Notify the local governing board of the results of the tri-annual self-assessment.
 - d. On direction from the Superintendent of Public Instruction, conduct an investigation of written complaints alleging noncompliance with any state laws that apply to school districts. A report of the findings of the investigation shall be forwarded to the Department of Education.
2. If the district or a school within the district applies for any recognition or accreditation from the State Board of Education or Department of Education, the district shall submit to the Department of Education a copy of the most current self-assessment signed by the district superintendent or chief administrative officer and the governing board president and notarized.
 3. The Superintendent of Public Instruction shall:
 - a. Develop and disseminate to districts procedures for implementation of the school recognition program.
 - b. When requested, provide technical assistance to school districts in completing a self-assessment in accordance with this rule.
 - c. When requested, organize a validation visitation team to conduct an on-site review.
 - d. Submit an annual report to the State Board of Education indicating any complaints received that required a Department of Education investigation, the resolution of such complaints, technical assistance provided and the status of any district found to be in noncompliance.
 4. The Superintendent of Public Instruction may:
 - a. Direct an investigation of any written complaint alleging noncompliance with any state laws that apply to school districts.
 - b. Direct the Department of Education to initiate action pursuant to R7-2-801.
 3. Direct the Department of Education to file a complaint pursuant to R7-2-205 when the Superintendent of Public Instruction has reasonable grounds to believe that a district superintendent or chief administrative officer has failed to comply with this rule.

R7-2-315. Pesticide Application Notification

The following procedures shall be the basis for a school district's policy for notifying pupils, employees, parents, guardians, and the public of pesticide application on school property.

1. During the regular school session, the principal or designee shall provide oral notification to all students and school employees that a pesticide is to be applied on school premises no less than 48 hours prior to such application. Oral notification shall be provided by means of a school public address system, assembly communications, staff meeting announcements, or other similar means reasonably calculated to provide all students and employees sufficient notice in advance of pesticide application.
2. During the regular school session, the principal or designee shall provide written notification to the parents and guardians of all students enrolled at the school that a pesticide is to be applied on school premises no less than 48 hours prior to such application. Written notification shall be provided by means of weekly school lunch menus, special communications, newsletters, or other similar means reasonably calculated to provide all parents and guardians sufficient notice in advance of pesticide application.

3. Every sign posted on school premises to provide notification of pesticide application shall be no smaller than 8½ inches by 11 inches in dimension, shall be identical to those contained in Appendix A to this rule, and shall be posted in the appropriate language. The sign shall provide the date and time pesticide is to be applied and phone number for further information and shall describe with particularity all areas within the school premises where pesticide is to be applied. The sign shall be posted no less than 48 hours prior to the application of pesticide and may be removed no less than 48 hours following the application of pesticide.
 - a. During the regular school session and during any vacation or other extended period outside of a regular school session, the principal or designee shall post signs providing notification of pesticide application at main entrances to all buildings, rooms, and playing fields where pesticide is to be applied.
 - b. During any vacation or other extended period outside of a regular school session, the principal or designee shall post signs providing notification of pesticide application at all main entrances to school property and playing fields and in any area which may be occupied during such time.
 - c. For purposes of this rule, "vacation or other extended period outside of a regular school session" means any period of time consisting of 7 or more consecutive days during which classes are not conducted on the school premises.
4. The district superintendent or head of district shall designate an employee at each school site to serve as the contact person for providing information regarding pesticide application activities at that school.

APPENDIX A. PESTICIDES IN USE SIGNS

ARTICLE 5. CAREER AND VOCATIONAL EDUCATION

R7-2-501. Career education programs

- A. Standards and qualifications requirements. The district area or county career education program objectives shall:
 1. Motivate students to increase their understanding of basic education in preparation for adult life, whether they continue their formal education or immediately enter the world of work.
 2. Provide training for staff members in career applications.
 3. Certify there are sufficient funds available for the program.
 4. Provide counseling and guidance services to inform students about available career opportunities related to their interest aptitudes and abilities. Such services shall not invade the privacy of the student or his parents in religious, moral or personal matters.
- B. Standards and evaluation criteria for approval of district's program. The governing board of the common or high school shall accomplish the following to obtain Board approval of its program:
 1. Establish appropriate priorities to insure that: the basic subjects to be taught in Arizona are given first priority; in grades K-3 the emphasis shall be on awareness of the world of work; in grades 4-6, orientation to the world of work; in grades 7-9, exploration of occupations and in later grades 10-12, in depth exploration of clusters selected by the students, information on specific prerequisites for particular careers, and career preparation for all students.

2. Specify and define the objectives of the proposed plan.
3. Establish procedures for maintaining an evaluation of the program, such as a change in the dropout rate.

ARTICLE 8. COMPLIANCE

R7-2-803. Implementation of the Uniform System of Financial Records

All school districts shall implement the current version of the Uniform System of Financial Records, as prescribed by the Auditor General, in conjunction with the State Board Department of Education. The Uniform System of Financial Records shall include standards to insure that enrollment is determined by all school districts on a uniform basis.

R7-2-807. Corporal Punishment Guidelines

If the governing board of a local school district authorizes the use of corporal punishment, that board shall prescribe rules setting forth means and procedures for the administration of corporal punishment consistent with the following:

1. Corporal punishment is a serious disciplinary action to be used in conjunction with the parents or guardians of the student.
2. Corporal punishment will be administered by spanking the buttocks of the student, to cause no more than temporary pain and not to inflict permanent damage to the body. No other form of corporal punishment is authorized.
3. The governing board of the school district shall designate individuals authorized to administer corporal punishment. Individuals designated shall be teachers, administrators, or other educationally certified personnel. Classified personnel are not authorized to administer corporal punishment.
4. The principal or chief administrative officer of the school shall approve each administration of corporal punishment. Two adult, educationally certified employees of the school must be present to witness the administering of corporal punishment. Schools with only 1 adult employee shall have one additional adult present as a witness.
5. Notification.
 - a. Corporal punishment shall be administered to a student only after the principal of the school has provided written notification to the parents or guardians of the student that the school seeks to administer corporal punishment. Written notification shall be required for each incident in which corporal punishment is the selected form of discipline.
 - b. Corporal punishment shall be administered to a student only after the principal of the school has received written permission for its use from a parent or guardian of the student. Written permission shall be required for each incident in which corporal punishment is the selected form of discipline.
 - c. Parents or guardians of the student shall be notified promptly when corporal punishment has been administered.
6. Each act of corporal punishment shall be documented and reported to the governing board by the district superintendent at least quarterly. Reports shall be maintained in the office of the district superintendent for a period of not less than 3 years and shall be forwarded to the Department of Education upon request.

R7-2-809. Interscholastic Athletic Competition

School districts may authorize schools to belong to 1 or more orga-

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nizations which govern interscholastic athletic competition if the rules which govern the organization meet the following criteria.

1. The organization shall specify and publish general criteria and guidelines for violations and disciplinary actions and the timelines for taking such actions. The criteria and guidelines shall include a general listing of disciplinary actions which may be considered as alternatives to forfeiture or disqualification for violations including ineligibility of players. A copy of the criteria and guidelines shall be provided to the President of the Senate, Speaker of the House, chairpersons of the House Education and Senate Education Committees, and the President of the State Board of Education.
2. A school district governing board shall be afforded an opportunity to present alternative forms of disciplinary action to the organizations in lieu of forfeiture in cases where a violation has occurred and, after conclusion of the game, match or tournament, the organization recommends that forfeiture of the game, match, or tournament be the punishment for the violation. Final decisions on all disciplinary action are the responsibility of the interscholastic athletic organizations. A record of the appeals for forfeiture and the organizations' final decision of such appeals shall be forwarded to the State Board of Education for information.
3. Time periods shall be specified in the criteria and guidelines for reporting and adjudicating alleged violations to the organization and school districts.
4. The meetings of the governing board of the organization shall be open to the public using A.R.S. §§ 38-431 et seq. and 15-551 as guidelines.
5. Rules of the organization shall include provisions that any limits on the amount of time a student can remain eligible to participate in extracurricular activities shall be extended for a student participating in an International Educational Travel and Exchange Program. A student shall maintain eligibility provided that the student does not engage in athletic competition while participating in the International Educational Travel and Exchange Program. The time extended beyond the prescribed limit shall be the same as the length of time the student was participating in the International Educational Travel and Exchange Program.

ARTICLE 12. POLITICAL ACTIVITIES

R7-2-1201. Use of school resources to influence elections

A. Definitions. For the purpose of this Article unless the context otherwise requires:

1. "Elections" means all nonstudent election.
 2. "Employee" means any person compensated by a school district and required to take and subscribe to the oath as prescribed by A.R.S. § 15-504.
- B. Use of school resources.**
1. Consistent with constitutional provisions regarding public monies, the school district may not use its equipment, materials, buildings, or other resources to present or engage in express advocacy to influence the outcome of any election except the following:
 - a. Pursuant to A.R.S. § 15-1105(A), the district may lease school property, and
 - b. Pursuant to A.R.S. § 15-1105(B), the district may permit uncompensated use of school property by any school-related group or by any organization whose membership is open to the public and whose activities promote the educational function of the school district as determined in good faith by the school district's governing board.
 - c. School districts may distribute informational reports on a proposed budget override election as provided in A.R.S. § 15-481(B) and (C).
 2. Nothing in this rule shall preclude school districts from reporting on official actions of the governing board or producing and distributing impartial information on elections other than school district budget override elections.
- C. Political activities of employees.**
1. The district policies adopted pursuant to A.R.S. § 15-511(B) shall specify that those policies governing school district employees shall apply only when an employee is serving as an agent of or working in an official capacity for the school district.
 2. Pursuant to A.R.S. § 15-481(C), in case of a proposed budget override election, employees acting in their official capacity may only express advocacy in public hearing at which testimony is given in support of and in opposition to the election.
 3. Employees of the district may not use the authority of their positions to influence the vote or political activities of any subordinate employee.
 4. Nothing contained in this rule shall be construed as denying the civil and political liberties as guaranteed by the United States and Arizona constitutions to any employee.