

**ARIZONA DEPARTMENT OF EDUCATION**

**DIVISION OF SPECIAL PROGRAM SERVICES**

**SPECIAL EDUCATION**

**ADMINISTRATIVE POLICIES AND PROCEDURES CONCERNING**

**PRIVATE SPECIAL EDUCATION SCHOOLS**

**Carolyn Warner, Superintendent**

**Dr. Jim Hartgraves, Deputy Superintendent**

**1981 - 1982**

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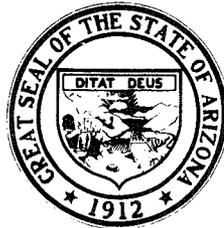


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I

**R7-2-402 STANDARDS FOR APPROVAL OF SPECIAL EDUCATION PROGRAMS  
IN PRIVATE SCHOOLS**

- A. No child may be placed by the local school district ("LEA") in a private school special education program unless the facility has been approved as meeting the standards as outlined in this rule, and the LEA assures that it is unable to provide satisfactory education and services through its own facilities and personnel.
- B. In order for a private school to be approved by the Division of Special Education to contract with LEA's, the private facility must:
  - 1. Provide special education instructional programs for handicapped children, as defined in ARS § 15-761, which are at least comparable to those provided by the public schools of Arizona.
  - 2. Provide an instructional program description to include:
    - a. Goals and objectives for each program.
    - b. Number, ages, and categories of children to be served.
    - c. Grouping plan to be used such as by exceptionality, age, and like factors.
    - d. Procedures for maintaining, evaluating, and recording pupil progress.
    - e. Teacher responsibilities and time percentages.
    - f. Equipment, materials, or special techniques to be used.
  - 3. Provide special education teachers in each classroom certificated in the areas of exceptionality for which programs are approved.
  - 4. Emergency Special Education Certificates will be approved only if the candidate will qualify for valid Arizona Special Education Certification within one school year.
  - 5. Provide professional ancillary services appropriate to the needs of the children to be served by the facility.
  - 6. Provide administration personnel such as a head teacher, principal, or other administrator certificated in an administrative area or experienced and certified in the appropriate area of special education.
  - 7. Utilize facilities which are at least comparable to those used by the public schools of Arizona.
  - 8. Maintain student records in accordance with the requirements of ARS § 15-151, 20 USC §§ 1232g and 1401, et seq.
  - 9. Accept all responsibilities concerning instructional programs to the handicapped child and parent or guardian which are required of the public schools of Arizona. Ultimate responsibility for any student under contract in a private special education school rests with the LEA contracting for his/her education.

10. Maintain adequate liability insurance.
11. Maintain an accounting system and budget which includes the costs of operation, maintenance, transportation, and capital outlay, and which is open to review upon request.
12. Maintain an attendance reporting system which provides LEA's and the Division of Special Education with the information they each require.
13. Provide notification to contracting LEA's and the Division of Special Education of any changes in staff or deletion of programs within 10 days of the change or deletion.
14. Permit on-site evaluation of the program by the Division of Special Education or its designees, and the representatives of the LEA's.
15. Request approval to contract with public schools from the Division of Special Education in accordance with the prescribed procedures.

## II

### APPROVAL PROCEDURES

The process for approval of private special education schools has been designed to provide the Arizona Department of Education with the program description information required to initiate the approval process and compile a tentative list of private special education schools. The other required approval components are designed to be submitted in stages so that the final step, the submission of teaching certificates, accurately represents the basis for private school approval.

In order for a private special education school to be approved by the Arizona Department of Education, the private facility may submit all approval components at one time or submit approval components in stages according to the established time line. The steps in the application process shall include:

1. Instructions for approval and application packet mailed to private special education school by the Division of Special Program Services - Special Education.
2. Private school submission of the NOTICE OF INTENT TO APPLY FOR PRIVATE SCHOOL APPROVAL to the Division of Special Program Services - Special Education.
3. A completed private special education school budget which must be submitted to the Division of Special Program Services - Special Education.
4. Visitation by Education Program Specialist to review the physical plant of private special education schools applying for approval.

5. List of tentatively approved private special education schools issued by the Arizona Department of Education. Public schools may indicate intent to contract based upon this listing.
6. Submission of a copy of the curriculum guide reflecting goals, objectives, and activities of the academic program appropriate to each exceptionality served. If the curriculum guide was submitted for the previous school year and the program has not changed, it is not necessary to submit a complete new curriculum guide. Submit only appropriate addenda or deletions which reflect program changes with a letter stating the intent to use the curriculum from the previous year.
7. Proof of liability insurance to be submitted annually for each facility of the private special education school. A letter of confirmation from the insurance company or a xerographic copy of the policy fact sheet will be acceptable. All policies submitted must have effective dates for the approval school year.
8. Submission of the ANNUAL APPLICATION FOR APPROVAL form estimating the number of classes and students in each exceptional category. This form must be submitted in triplicate for each facility to be approved. Copies of teachers' certificates must be attached.
9. Letters of official approval issued to private special education schools by the Arizona Department of Education.
10. Official list of approved private special education schools for approved school year issued by the Arizona Department of Education.

Approval for private special education schools to contract with public schools will be issued only twice during the school year. Schools making late application for approval by the Arizona Department of Education may submit a request for approval for the following spring semester.

Approved private special education schools MUST provide notification to contracting district AND to the Division of Special Program Services - Special Education of any changes in staff or deletions of program within 10 days of the change or deletion.

Requests for changes in approval status must be requested in writing to the Division of Special Program Services - Special Education.

### III

#### CONTRACTING PROCEDURES

The Arizona Department of Education approves private special education schools to contract with public schools for educational services. Public school districts may contract with approved private special education schools for education services if district services are not available or are not appropriate for an individual child.

The contract format (ADE 35-101) is provided by the Division of Special Program Services - Special Education. All contracts must contain the information contained in the contract format, but the contract may be extended to reflect local district needs.

Contracts cannot be approved based on the tentative approval list. The tentative approval list represents only those schools in the process of fulfilling the approval criteria.

Contracts are initiated by the local public school district, signed by both parties, and four (4) copies forwarded to the Division of Special Program Services - Special Education. The Arizona Department of Education, in signing the contract, verifies the current approval status of the private special education school. The four copies of the signed contract are distributed in the following manner:

- 1 copy is retained by the Division of Special Program Services - Special Education in the private special education school file.
- 1 copy is forwarded to the private special education school.
- 1 copy is returned to the contracting public school district.
- 1 copy is forwarded to the county school superintendent of the county in which the public school district is located.

The public school district must make provisions to ensure that all services identified in the Individualized Education Plan are met. A supplemental agreement may be established between the public and private agencies to delineate specific services to be provided by both contracting parties to meet the student needs as defined in the I.E.P. and to delineate services which are included or excluded from the tuition amount.

Prior to placing a student on contract in a private special education school, the contracting public school district must complete all procedures for identification, referral, evaluation, placement, and I.E.P. development as outlined in State Board of Education Regulations.

The contracting public school district is responsible for notifying the Division of Special Program Services - Special Education and the private special education school of any additions or deletions of individual students to the contract. Any other contract modification must be signed by both parties and submitted to the Division of Special Program Services - Special Education within ten (10) days.

The private special education school should communicate with the contracting public school district regarding its anticipated services and tuition for the subsequent year at a time convenient for the public school to incorporate planning for such services in its district budget. Most public school districts plan their budgets in January, February, and March.

#### IV

### RELATIONSHIP OF SECTION 504 AND PRIVATE SCHOOLS

Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) provides that "No otherwise qualified individual . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Recipients of Federal funds are required to make programs operated in existing facilities accessible to handicapped persons, to ensure that new facilities have been constructed so as to be readily accessible to handicapped persons, and to operate their programs in a non-discriminatory manner.

The Act specifically prohibits discrimination in employment practices, program accessibility, education, health and welfare, and social services.

Recipients and beneficiaries may not:

1. Deny the handicapped equality of opportunity;
2. Provide the handicapped services or benefits which are not as effective as that provided to nonhandicapped;
3. Perpetuate discrimination by assisting any agency that discriminates on the basis of handicap;
4. Limit the handicapped in opportunities provided others;
5. Provide different services to the handicapped unless as effective as those provided others and in the most integrated setting appropriate to the person's needs; and
6. Determine a site for a facility which would have the effect of excluding handicapped or otherwise limiting compliance with Section 504 regulations.

Any recipient of or agency benefiting either directly or indirectly from Federal financial assistance from the Department of Health, Education and Welfare, including private schools who have pupils referred by and funded by a local public school or State Agency must comply with Section 504. If the financial assistance is indirect, for example through tuition funds from a Local or State Education Agency, the private school would be considered a beneficiary. In such a case, the local public school or State Education Agency must assure that the private facility is not in violation of Section 504.

#### **DEPARTMENT OF EDUCATION PROCEDURE**

In order for local public school districts to receive funds administered through the Arizona Department of Education, each public school district must place on file with the Arizona Department of Education Business Services Office a General Statement of Assurances, Form ADE 10-001. Similarly, before using public funds to contract with private schools, the local public school district should require the private agency to place on file with the district a Private Non-Profit Schools Statement of Assurances to Public Schools, Form ADE 10-002. Copies of this form are available from the Arizona Department of Education. In addition, public school districts may wish to include assurance provisions in the contract format.

#### **V**

#### **PROCEDURES FOR REFERRAL, EVALUATION, PLACEMENT, PROGRAM DEVELOPMENT, AND REVIEW OF PLACEMENT (Contracted Placements)**

The responsibility for documentation and educational programming for any student under contract in an approved private special education school rests with the contracting public school district. Procedures for identification, referral, evaluation, placement, I.E.P. development, and review of placement must be consistent with State Board of Education Regulations.

All documentation for evaluation, placement, educational programming, and review of placement must be maintained by the public school district and the private school.

All documentation must be in the private school records before accepting a student for special education placement. Minimum documentation maintained in the private school must include evidence of the following:

1. Written evaluation reports incorporating the evaluation components outlined in State Board of Education Regulations R7-2-401(D).
2. A written multidisciplinary placement conference report indicating those participating, the results of the conference, and recommendations of the team.
3. Written parental consent for placement in a special education program. Parental permission must indicate an understanding of the special education services being provided.
4. The Individualized Education Plan developed by the contracting district, the parent, and a representative of the private school. The private school must maintain evidence of the implementation of the I.E.P.
5. Results of the contracting district semester and annual review of progress and revision of the I.E.P.
6. Written parental consent for continuation of placement in the private special education program.

### **Individualized Education Plan Requirements**

The contracting public school district must establish policies and procedures for the development, maintenance, and evaluation of the Individualized Education Plan (I.E.P.) for students they place in private special education schools.

#### **A. Initial Development**

1. Before the public school places a handicapped child in, or refers a child to, a private special education school, the public school shall initiate and conduct a meeting to develop an Individualized Education Plan for the child in accordance with State Board of Education Regulations R7-2-401(E)(9).
2. The public school shall ensure that a representative of the private special education school attends the meetings. If the representative cannot attend, the public school shall use other methods to ensure participation by the private school, including individual or conference calls.

#### **B. Reviews and Revisions**

1. The public school may designate that the private special education school initiate and conduct meetings to review and revise the I.E.P.

2. If the private special education school initiates and conducts these meetings, the public school shall ensure that the parents and a representative of the public school:
  - (i) are involved in any decision about the child's Individualized Education Plan; and
  - (ii) agree to any proposed changes in the plan before those changes are implemented.

### **C. Responsibility**

Ultimate responsibility for the development, implementation, and review and revision of the I.E.P. rests with the contracting public school district.

### **Program Development**

Private special education schools must provide educational programs for handicapped children which are comparable to those provided by the public schools of Arizona. In providing special education and related services, the private school must accept all instructional responsibilities to the handicapped child and parent which are required of the public schools, including providing professional ancillary services appropriate to the needs of the children being served. These ancillary services can be provided for in supplementary agreements or arrangements may be made for public school districts to provide ancillary services identified in the I.E.P. (See Contracting Procedures in Section III).

### **Review of Placement**

The contracting public school is responsible for monitoring the educational progress of students placed in private special education schools and for developing a plan to reintegrate those students into the public school as soon as feasible. Review of placement procedures must be consistent with State Board of Education Regulations R7-2-401(F).

## **VI**

### **PROCEDURES FOR REFERRAL, EVALUATION, PLACEMENT, PROGRAM DEVELOPMENT, AND REVIEW OF PLACEMENT (Voucher Placements)**

During the 1976 Legislative session, ARS 15-1182 was passed into law, requiring the children placed by the Department of Economic Security, the Juvenile Courts, or the Department of Corrections in private residential treatment facilities for purposes of special education be educationally evaluated. The evaluation determines the eligibility of a child for a Permanent Special Education Voucher in the facility in which he/she is to be placed.

Eligibility, evaluation, placement, and review of placement procedures are defined in State Board of Education Regulations R7-2-404.

## **Private Special Education School Program Responsibilities**

The private special education school should establish a policy requiring all educational documentation at the time the student is considered for intake. This documentation should be obtained from the referring agency. Court and Department of Economic Security caseworkers should collect this information from school districts of previous attendance as a step in the referral process.

All documentation should be in the private school records before accepting a student for special education placement. Minimum documentation maintained in the private school must include evidence of the following:

1. The educational evaluation attached to the approved Voucher.
2. Other evaluation reports incorporating the evaluation components outlined in State Board of Education Regulations R7-2-401(D).
3. The Voucher Approval letter indicating the category of approval.
4. The Individualized Education Plan, methods of implementation of the I.E.P., and review and revision of the I.E.P.
5. Evidence of eighth grade promotion, if applying for secondary funding.
6. Education progress reports.
7. A copy of State Agency Initiated Parental Permission Form.

Private special education schools must provide educational programs for handicapped children which are comparable to those provided by the public schools of Arizona. In providing special education and related services, private schools must accept all instructional responsibilities to the handicapped child and parent which are required of the public schools, including providing professional ancillary services appropriate to the needs of the children being served.

### **Individualized Education Plan Development (Voucher)**

The private special education school shall establish policies and procedures for the development, implementation, review, and revision of the I.E.P. for students placed by State agencies. Representatives of the placing agency should participate in the I.E.P. planning conference. If a representative of the placing agency cannot attend, the private school should document its procedures to obtain input from placing agency staff.

The I.E.P. must contain all provisions as outlined in State Board of Education Regulations R7-2-401(E)(9).

### **Public School Program Responsibilities**

Students placed by voucher are considered legal residents of the local public school district in which the private special education school is located. However, the public school district shall not be financially responsible while the student remains in custody of the placing agency.

Once a year the public school district of residence is responsible for reviewing the educational progress of students placed by voucher in approved special education programs conducted in residential institutions.

## VII

### OUT-OF-STATE PRIVATE SPECIAL EDUCATION PLACEMENT PROCEDURES

#### **Students Placed by Arizona Public School Districts in Out-of-State Private Schools**

Students placed by Arizona public school districts in out-of-state private schools must be in accordance with State Board of Education Regulations R7-2-403.

#### **Students Placed in Arizona Facilities by Public Schools and Public Agencies From Other States**

The private special education school approval procedure established by the Arizona State Board of Education is applicable for placement from Arizona public schools and public agencies.

Placement of students by public schools and public agencies from other states must be in accordance with statutes and regulations established by each respective state. Agencies from other states may incorporate Arizona approval procedures as part of their own approval or may opt to approve programs based upon criteria established by the placing state. Regardless of the placing source, all students attending classrooms approved by the Arizona Department of Education must be evaluated and determined to be eligible for the specific categorical services approved for that classroom.

All students placed by out-of-state agencies remain the responsibility of the placing state. Public schools in Arizona are not obligated to provide services to students placed from out-of-state. Public schools are required only to provide services to students whose parents are residents of the State of Arizona. In the event the public school chooses to provide services, a tuition agreement must be arranged with the appropriate out-of-state agency.

## VIII

### PROGRAM MEMBERSHIP POLICY

Program services in private special education schools are approved on a categorical, self-contained basis. Each classroom is approved on an individual basis and is contingent upon the specific categorical certification of the special education teacher.

Only students who meet the categorical evaluation criteria as defined in State Board of Education Regulations R7-2-401(D) may be placed in the approved classroom, regardless of the placing or funding source.

#### **Pupil-Teacher Ratio Limitation**

Because private special education schools tend to receive the most severely handicapped students, it is important that the pupil-teacher ratio remain low in order to

provide the most appropriate services. At no time may the pupil-teacher ratio exceed the following limitations unless a trained educational aide is assigned full time in the classroom.

Educable Mentally Handicapped	Class size - 15
Trainable Mentally Handicapped	Class size - 10
Emotionally Handicapped	Class size - 10
Learning Disabled	Class size - 10
Physically Handicapped	Class size - 10
Multiple Handicapped	Class size - 8
Visually Handicapped	Class size - 8
Hearing Handicapped	Class size - 8

A full-time, trained educational aide will qualify to increase the above class size by two students. However, additional trained aides will not increase the allowable limit by any more than the initial two.

NOTE: A training program for educational aides must be documented to qualify for this pupil-teacher ratio increase.

The pupil-teacher ratio limitation should be considered MAXIMUM allowable limits. These ratios should be further limited dependent upon the following considerations:

1. Classroom space
2. Classroom location
3. Availability of adequate and appropriate teaching materials
4. Severity of the handicapping conditions in the classroom grouping
5. Age range and academic functioning range within the classroom grouping
6. Ability of staff to manage the grouping
7. Availability of support services

### **School Year**

For state funding purposes, the school year is defined as a minimum of 175 school days between July 1 and June 30.

### **School Session Calendar**

Private schools must be in session on the days indicated on the session calendar submitted as a part of the approval procedure.

### **School Day**

For state funding purposes, the school day for special education students shall be a minimum of 240 minutes of instruction. However, local public school districts may require a longer school day to justify the transfer of educational credits to meet the local district promotion/graduation standards.

## IX

### GRADUATION POLICY

Private special education schools cannot provide certificates of graduation or diplomas. The private special education school shall submit its curriculum to the contracting public school district or district of residence (in the case of voucher students) and establish a procedure to ensure that students are graduation eligible.

At the time a student enters a private special education program, the private school should contact the respective public school to establish a program of instruction, for that student, that meets eighth grade promotion or high school graduation requirements established by the local public school district.

Students must have an eighth grade promotion certificate in order to earn secondary reimbursement.

The responsibility for monitoring the educational progress toward graduation of students attending private special education schools rests with the respective public school district.

## X

### FIELD TRIPS

In order for a field trip to be considered as an educational activity for funding purposes during the school day, the "educational field trip" must be an organized learning activity which is under the direct supervision of the certified teacher. The educational field trip, to be considered an extension of the classroom experience, must be designed primarily for the student to acquire cognitive knowledge and fulfill specific course goals and objectives.

The purpose of the educational field trip must be closely related to one or more goals/objectives of the course as stated in the course description. Measurable outcomes must be stated for the field trip activity.

## XI

### G.E.D. POLICY

Students who have completed the G.E.D. have an equivalency of high school graduation and are ineligible for state funding for special education services.

Students who have been evaluated and placed in a special education program may participate in G.E.D. instruction providing that:

1. The student is enrolled in a categorical special education program designed to meet his/her specific educational and behavioral needs.

2. G.E.D. instruction is listed in the related services in the Individualized Education Plan.
3. The student is enrolled in a program that will lead to graduation eligibility.

## XII

### WORK EXPERIENCE PROGRAMS

Students who have been evaluated and placed in a special education program may participate in a work experience program if the provisions of State Board of Education Regulations R7-2-401(G) have been met and :

1. The student is enrolled in a categorical special education program designed to meet his/her specific educational and behavioral needs.
2. Work experience instruction is included in the services to be provided in the Individualized Education Plan.
3. The student is enrolled in a program that will lead to graduation eligibility.

## XIII

### RECORDKEEPING

#### **Confidentiality**

All approved private special education schools must maintain student education records in accordance with the requirements in Arizona Revised Statutes 15-151, the Education of All Handicapped Children Act (20 USC 1401 et. seq.), and the federal regulations governing the implementation of the General Provisions Act, Section 438 (20 USC 1232g). This act is commonly referred to as the Family Education Rights and Privacy Act or the Buckley Amendment.

#### **Educational Records - Maintenance and Destruction**

All student education records must be maintained and destroyed within the authority and procedures established by the Arizona Department of Library, Archives and Public Records. These procedures are published in the Uniform System of Financial Records (USFR) Appendix A.

The ultimate responsibility for recordkeeping for children under contract rests with the public school. However, the recordkeeping procedures may be delegated to the private school. The contracting public school and the private special education school should establish a policy delineating responsibilities for recordkeeping and procedures for maintaining and reporting this information.

### **Attendance Reporting (Registers)**

The private special education school must maintain an attendance reporting system which provides the local school districts and the Division of Special Program Services - Special Education with the information they each require.

### **Special Education Census Reporting**

Program membership reporting is forwarded to the Arizona Department of Education - School Finance Office on the Special Education Census Report form (ADE 35-102). It is suggested that the approved private special education school maintain a separate census report for each contracting district and that this report be submitted to the contracting district for verification and forwarded to the Department of Education - School Finance Office by the required reporting dates.

## **XIV**

### **MONITORING**

All approved private special education schools will be monitored by an Education Program Specialist from the Special Education Office as a condition for continued approval. Monitoring activities are designed to collect information to determine compliance and to provide meaningful feedback to the private special education school regarding its programming. The monitoring activities will include:

1. A review of records to determine compliance with laws, regulations, and policies governing special education programs.
2. Interviews with staff to validate programming information reported in the Annual Application and Curriculum Guide.
3. A review of the implementation of a sampling of I.E.P.'s.
4. A written monitoring report providing information relative to the status of the special education program being monitored.
5. The development of a technical assistance plan with the private school for implementation of the recommendations in the monitoring report.

Private school administrators will be notified in advance of the initial monitoring visit and are requested to have the following information available for documentation verification.

1. Class lists;
2. Entries and Withdrawals list with names and dates;
3. Census Report forms;
4. Registers;
5. Copy of the educational paraprofessional training program, if the paraprofessional is used to extend class size limit;

6. Student documentation files which include:
  - a. Evaluation documentation as required in State Board of Education Regulations R7-2-401.
  - b. Placement documentation as required in State Board of Education Regulations R7-2-401.
  - c. A copy of the Individualized Education Plan.
  - d. Copies of public school review of progress and review of placement reports.
  - e. Parent permission for placement and/or continuation of placement.

On-site monitoring activities will include a review of compliance documentation, staff interviews, and classroom visitations to verify programming as approved in the curriculum guide and verify the implementation of the I.E.P. Follow-up monitoring will be conducted on a need basis.

## XV

### SUBSTITUTE POLICY

The final approval of a classroom is based upon the specific categorical certification of the special education teacher assigned to the classroom. Continued approval of individual classrooms is contingent upon maintaining appropriately certificated personnel in the classroom.

1. Any changes in the classroom program or staff MUST be reported to the contracting public school district AND the Division of Special Program Services - Special Education within 10 calendar days.
2. When the special education teacher is absent, the class must be covered by a "certificated substitute".

A "certificated substitute" is a person who holds at least one of the following:

  - a. Valid Arizona substitute certificate
  - b. Valid Arizona teaching certificate in another area of special education
  - c. Valid Arizona Elementary or Secondary Teaching Certificate
3. An approved classroom may not be covered by a paraprofessional unless the paraprofessional qualifies as a "certificated substitute."
4. A "certificated substitute" may be used for substituting only and cannot be used to fill a vacancy occurring in a regular position.

Vacancy is defined to include:

- a. Termination or resignation
- b. Long-term illness (more than 10 consecutive school days)
- c. Maternity leave
- d. Leave of Absence

5. When the approved teacher will be absent for more than ten (10) consecutive school days, a plan for continued approval of the class must be developed with the Division of Special Program Services - Special Education.

This plan must include provisions for the private special education school's active search for an appropriately certificated special education teacher.

This plan will be reviewed by Special Education staff every two weeks.

## XVI

### POLICY FOR EMERGENCY TEACHING CERTIFICATES IN APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS

The Division of Special Program Services - Special Education will recommend approval for the emergency teaching certificate ONLY for those applicants who qualify for a valid Arizona Special Education Teaching Certificate within the school year for which it is issued.

The Private Special Education School Emergency Teaching Certificate is valid only in the private school facility for which it is issued. The private special education school must be approved by the Arizona Department of Education.

#### Procedures

1. The candidate must make application to the Office of Certification for evaluation for certification in special education (fee will apply toward certification).
2. If the candidate does not qualify for certification, the private special education school will supply the following information to the Division of Special Program Services - Special Education for consideration:
  - a. The results of the evaluation by the Office of Certification for certification in special education.
  - b. A letter from the employing private school administrator documenting examples of the search for a certificated teacher in the area of exceptionality; that a certified candidate cannot be found; and that an emergency exists.
  - c. A letter from the Private School Board confirming the information in "b" above, supporting the request for an emergency teaching certificate, and listing the specific applicant with social security number and pertinent information.
  - d. Presentation of evidence that the applicant qualifies for a Substitute Certificate (i.e., official transcript or diploma at B.A. level).
3. After receiving the above information, the Arizona Department of Education will:
  - a. Review the Office of Certification evaluation.

- b. Conduct an interview with the applicant.
- c. Recommend that the Office of Certification issue an Emergency Teaching Certificate. The final authority for issuance of an Emergency Teaching Certificate rests, however, with the Office of Certification.
- d. Notify the candidate, who must make application with the Office of Certification and pay the emergency certification fee.

**SUMMARY CHART**

Requirement	Responsibility		Documentation
	Contracting Public School	Private School	
<b>Approval</b>			
1. Notice of Intent	None	Submission to Arizona Department of Education*	Copy of form
2. Budget	None	Submission to Arizona Department of Education*	Copy of form
3. Physical plant review	None	Submit description or sketch to Arizona Department of Education* and request on-site visitation	Report submitted by Program Specialist to Special Education office
4. Curriculum guide	Receive a copy from private school	Development and submission to Arizona Department of Education* and contracting public schools	Copy of curriculum guide using Division of Special Program Services – Special Education format
5. Proof of liability insurance	None	Submission to Arizona Department of Education*	Xerographic copy of policy fact sheet or letter of affirmation from insurance company
6. Annual Application	None	Submission to Arizona Department of Education*	Copy of form
7. Teacher certification	None	Submission to Arizona Department of Education*	Copies of certificates
8. Approval lists issued	None	Complete all approval requirements	Lists issued by the Division of Special Program Services – Special Education
9. Notification of change in staff or deletion of programs	Receive notification	Notify local districts and Arizona Department of Education* within 10 days	Copy of letter or form
<b>Contracting</b>			
1. Contract format	Initiate contract	Notify public school of program services and tuition	None
2. Contract approval	Board sign and forward to the Arizona Department of Education*	Sign	Division of Special Program Services – Special Education verifies program and distributes copies of verified contracts
3. Notification of additions and deletions to contracts	Notify Arizona Department of Education* and private school	None	Copy of letter or form

\*Division of Special Program Services –  
Special Education

Private Schools  
Appendix

SUMMARY CHART (continued)

Requirement	Responsibility		Documentation
	Contracting Public School	Private School	
<p><b>Evaluation</b></p> <p>1. Evaluation components as outlined in State Board of Education Regulations</p>	<p>Conduct or review evaluation components</p>	<p>Policy of nonacceptance without complete evaluation results on file in the private school</p>	<p>Written report of evaluation components</p>
<p><b>Placement</b></p> <p>1. Placement components as outlined in State Board of Education Regulations</p>	<p>Conduct multidisciplinary placement conference</p> <p>Obtain written parental permission</p> <p>Assurance of parental rights, due process, and confidentiality</p>	<p>Attend multidisciplinary placement conference if requested</p> <p>Policy of nonacceptance without complete documentation on file</p>	<p>Multidisciplinary placement conference report</p> <p>Signed parental permission form</p> <p>Assurance of public school on file with the Department of Education</p>
<p><b>Program Development</b></p> <p>1. I.E.P.</p> <p>2. Monitor education progress</p> <p>3. Graduation requirements</p> <p>4. Review of Placement</p>	<p>Develop, maintain, and review in conjunction with private school representatives</p> <p>Conduct review of progress on a regular basis</p> <p>Set requirements and review progress. Develop written procedures with private school</p> <p>Conduct semester and annual review</p> <p>Write review of placement report</p> <p>Obtain parental permission for continuation of placement</p>	<p>Attend I.E.P. conference and provide input to public school personnel</p> <p>Write reports as requested by contracting district</p> <p>Establish a program for all new entries consistent with contracting public school graduation requirements</p> <p>None</p>	<p>Copy of the I.E.P.</p> <p>Copies of review of progress reports and public school review</p> <p>Policy statement and curriculum guide</p> <p>Review of placement reports</p> <p>Copy of review of placement report</p> <p>Signed parental permission form</p>

SUMMARY CHART (continued)

Requirement	Responsibility		Documentation
	Contracting Public School	Private School	
<b>Program Membership</b>			
1. Only students meeting evaluation criteria may attend program	Evaluate students	Obtain properly certified staff	Evaluation results and teacher certification
2. Pupil-Teacher ratio	None	EMH      15 TMH      10 EH        10 LD        10 PH        10 MH        8 VH        8 HH        8	On-site verification of class lists
3. The pupil-teacher ratio may be increased by two with the addition of one or more full-time educational aides in the classroom	None	Develop training program or require staff training at junior colleges or universities	Documented training program
4. G.E.D. exclusion	State aid for Special Education is not available for students who have completed the G.E.D.		
<b>Recordkeeping</b>			
1. ARS 15-151 and General Education Provisions Act, Section 438	Ultimate responsibility	Develop procedures consistent with public school practices	Policy statement and curriculum guide
<b>Monitoring</b>			
1. All private Special Education schools will be monitored as a condition for continued approval	Monitor educational progress of all students contracted to private Special Education schools	Permit on-site evaluation of the program by the Division of Special Program Services – Special Education or its designees and the representatives of the local school districts	Division of Special Program Services – Special Education monitoring reports
<b>Reevaluation</b>			
1. A student should be reevaluated as necessary to determine continuation or change in placement. A student must be reevaluated at least once every three years.	Conduct reevaluation consistent with State Board of Education Regulations. <i>Parent permission is required</i>	Provide information to public school district	Copy of reevaluation report