



A Message from the Superintendent

I started my 2005 State of Education speech with a point I believe to be crucial. Education is about more than AIMS. Education is about three things:

- Preparing students to be productive members of society
- Preparing students to be citizens
- Preparing students to have their lives enriched by literature and the arts

None of these goals can be achieved without proficiency in reading writing, and math, which is measured by AIMS. But there is much more to it than that. Students must have a rich curriculum in history, social studies, science, foreign languages, career and technical education, physical education, and the arts.

Arizona's schools need to offer access to a comprehensive curriculum for all of our children. Narrowing the curriculum to "teach to the test" is not the answer, nor will it produce the types of citizens and human beings we want our children to become.

Next month's newsletter will be devoted to the programs being offered via the Department of Education to help Arizona schools meet all three goals through a comprehensive, content-rich curriculum approach to education.

Sincerely,

Tom Horne, Superintendent of Public Instruction

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Did You Know?

Did you know that student records including student identification information, academic records, attendance records and AIMS test results are required by state law to be maintained permanently? Districts may create their own retention policies, but they may never be discarded.

39-101.

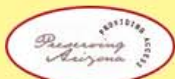
Permanent public records; quality; storage; violation; classification

A. Permanent public records of the state, a county, city or town, or other political subdivision of the state, shall be transcribed or kept on paper or other material which is of durable or permanent quality and which conforms to standards established by the director of the Arizona state library, archives and public records.

B. Permanent public records transcribed or kept as provided in subsection A shall be stored and maintained according to standards for the storage of permanent public records established by the director of the Arizona state library, archives and public records.

For more information regarding records retention, please contact the Arizona State Library, Archives and Public Records at:

Records Management Division
(602) 542-3741
1919 W. Jefferson
Phoenix, AZ 85009
www.lib.az.us



Department Spotlight

The Arizona Department of Education is committed to providing the best possible customer service. In an effort to accomplish this, we will be spotlighting a unit every issue to help introduce ourselves to you, and give you a better understanding of what we do. With that, we would like to introduce you to...

Health and Nutrition Services

Deputy Associate Superintendent- Mary Szafranski

To assist schools and organizations toward improving the health, nutrition and safety of students so they may benefit from the educational process and achieve their full potential

Before a child can learn, they must first be healthy. Our programs strive to offer leadership, and resources to schools to create healthy and educated Arizona students.

School Health & Nutrition Programs- Holly Mohr, MPH, RD
The National School Lunch Program (NSLP)-Allows Arizona students to receive a lunch for free or at a reduced price. Outreach increases the numbers of schools participating in school lunch and school breakfast programs. Summer food service programs allows for healthy meals to be served at pools, parks, and summer school sites. Schools that do not meet nutrition standards within the Dietary Guidelines for Americans are placed on a corrective action plan to improve menus.

USDA Team Nutrition Grant-

To improve the quality of foods available in schools through vending machines, school stores, and fund raising from numerous student groups. Eight Arizona schools piloted a model healthy school environment policy to determine the financial and nutritional impact of offering healthier items through these venues. A second Team Nutrition grant for 2004-2006 will continue and increase this pilot testing within open-campus secondary schools.

STEPS to a Healthier Arizona Grant -

Focuses on the border communities of Cochise, Santa Cruz, and Yuma Counties to implement school prevention programs for obesity, diabetes, and asthma from 2004 - 2008.

Physical Education and Activity Promotion Program-

Assists schools with understanding the PE standards, and how to incorporate more activity into the school environment.

Child and Adult Care Food Program- Melissa Steinle (CACFP) is a nutrition education and meal reimbursement program. Child care centers, adult care centers, emergency shelters, outside school hours care programs and child care homes may apply to participate with CACFP and qualify for meal reimbursement.

Food Distribution Program-

Tristine Bogle
A USDA program that purchases food through direct appropriations from Congress and under the surplus removal, and distributes it to state agencies for use by schools. Arizona receives over 16 million dollars of commodities each year and over 350 AZ districts participate in the program.

Health and Nutrition Financial Unit-

Carol Foxhoven
Provides monthly reimbursements to schools and institutions throughout the state of Arizona. The Financial Services unit disbursed \$223,286,886 to over 750 organizations participating in the Child Nutrition Programs (CNP) during FY 2003-04.

Provides timely reimbursements and assistance to food service managers, business managers and directors of childcare centers in the areas of food service budgeting and annual financial reporting.

Health and Nutrition Services

1535 W. Jefferson Street, Bin # 7
Phoenix, AZ 85007

Tel: (602) 542-8700 Fax: (602) 542-3818
www.ade.az.gov/health-safety/

Best Practices...

Time on Task

The average student in Arizona is scheduled to spend approximately 179 days in school, but how much of this time is actually spent on learning? A 2002 study by Villanova University professor Richard Jacobs revealed that a minimum of 648 hours, or 16 weeks, of class time is lost every year on tasks that don't support learning. Fortunately, educators can reclaim most of this time with very little effort. Time-on task, or the percentage of time students are engaged in learning, is crucial to student test scores, especially in higher brain-functioning classes such as math or foreign languages (NWREL, 2000). To increase time-on task, educators should focus on three factors: physical needs, teacher preparation, and curriculum.

A student's physical state influences their ability to learn, so it is important that teachers and school districts ensure that every student is properly nourished. Studies have shown that students who eat a healthy breakfast perform with better speed and accuracy in responding to problem-solving tasks (Pollitt, 1991). Another study by Harvard University and Massachusetts General Hospital confirmed these findings, as well as concluded that children who regularly ate breakfast had better behavior, and were less hyperactive than children who skipped breakfast (Journal of the American Academy of Child and Adolescent Psychiatry, 1998). By doing something as simple as providing granola bars or fruit to students, teachers and principals can increase the chances that their students will spend more time learning in the classroom.

Another factor is the preparation of the classroom teacher. As most teachers know, educators should model classroom rules, praise students who are on task, and not waste teaching time by grading papers, planning lessons, or getting into verbal confrontations with students who aren't paying attention. Most importantly a teacher must clearly state classroom rules, and enforce them on a consistent basis (Walker, Audette, and Algozzine, 1998). Rules should be short, easy to understand, and stated in a positive manner. Teachers can allow students to help define the rules, as well as the consequences for breaking the rules and why the rules are in place. If a student understands the rationale behind the rule, he or she is less likely to break it. In addition, studies have shown that by arranging seats to address the task at hand, i.e. U-shaped for classroom discussions, rows for test taking, students will remain engaged for a longer period of time (Bonus and Riordan, 1998).

Finally, curriculum plays an important role in increasing time-on task. Students will be more engaged in learning if it relates to their lives, and includes real-world situations (Lumsden, 1994). By doing this, school work will seem pertinent and worthy of their efforts. Curriculum should also be challenging, yet realistic (NCREL, 2000). Many student distractions occur when a child is bored, or overwhelmed by the material. Teachers should evaluate the difficulty of what they are teaching, and monitor the class to see if the material is rich and engaging to their students.

Oran Tkatchov ~ School Effectiveness Division

Discipline Initiative...

ADE Provides Continued Training

Superintendent Horne's Discipline Initiative has quickly become well known to many school districts throughout the state. Concern about discipline consistently has been rated higher than concerns about drug abuse, curriculum and academic standards. Many teacher concerns continue to focus on "managing disruptive students."

Initiatives are currently in the planning stages for additional in-service sessions and a teacher training course that will focus on overcoming obstacles to enhance viable learning in our schools.

Many schools have been fortunate to have teams train at the Arizona Behavior Institute – the established partnership with the three Arizona universities.

Still, many schools have a need for teacher training that primarily focuses on classroom management (CRM), discipline (students and teachers), and parent involvement.

In an attempt to accommodate school and district requests for CRM training, training and technical assistance has been provided via on-site in-services, and brochures.

Constituent inquiries via our E-mail inbox have heightened our awareness to issues that have been of major concern to the Discipline Initiative Division. Through documentation and research we are hoping to obtain grants to provide training in CRM, bullying, and harassment management.



Dr. Ann Hart ~Deputy Associate Superintendent,
State-wide Discipline Initiative Division

Dates To Remember...

- March 1-2, Leadership for AZREADS
- March 1, 24, Unwrapping the Science Standard
- March 3, Effective Elementary Reading Instruction
- March 7, 24, Meeting Middle School Math Standards
- March 25, Surrogate Parent Train-the-Trainer

Good News in Education...

Character Education Gets Results

In December, 2004, the Department of Education's Character Education and Development Division announced the results of their annual "Character Education Impact" survey. Principals from 742 Arizona schools responded to the survey. The results show that the program is having success.

Of the 565 schools with character education programs:

- 35% noted a decrease in suspensions
- 55% noted a decrease in disciplinary referrals
- 78% noted an improvement in school climate
- 20% noted a decrease in absenteeism
- 69% noted an increase in the level of respect
- 42% noted an increased commitment in school
- 92% noted improved self-discipline in their students

The ADE's Character Education Division provides training and materials to schools at no charge. For more information go to www.ade.az.gov/charactered.

Tammy Linn~ Deputy Associate Superintendent

To subscribe to this monthly on-line newsletter, [click here](#).

If you have questions, comments, or story ideas,

contact Constituent Services at:

adenews@ade.az.gov or call 602-542-3710.

Adria Martinez, Director of Special Projects
& Constituent Services

Designed and edited by Amy Koenig

- March 28-29, Classroom Observation Protocol
- March 30, Secondary Math Intervention Academy
- March 31, SPED Data Collection Morning Workshops
- March 13-15, Dropout Prevention Conference

[Other ADE Events](#)

Emeritus Program

Adult Volunteer Initiative

In alignment with Superintendent Tom Horne's 2005 initiatives, the Arizona Department of Education is in the process of establishing a state-wide partnership with organizations that are willing to help link Senior Arizonans with classrooms across the state. A system is being established that will make it easier for school districts to link with these partnerships and bring adult volunteers into the classroom to address an identified need in the school. The need can be individual academic tutoring, mentoring, classroom assistance or any other identified area where assistance is needed. Our senior residents have a wealth of knowledge and skills that will be invaluable to the students if the opportunity is provided. Partnering organizations will aid in recruiting and linking the senior volunteers with identified schools and classrooms.

Through the Learn and Serve Arizona program, the Arizona Department of Education will provide three trainings and resource materials for the Adult Volunteer programs, as well as provide seed money to school districts for 15 programs through a competitive grant process over the next year. Through the Learn and Serve program the ADE currently sponsors several adult volunteer programs throughout the state. It is believed, that establishing a statewide system that can assist in identifying resources available to schools through adult volunteers and supporting organizations will have significant impact on the academic achievement of Arizona students.

In coming weeks information will be distributed to schools and the public explaining how to become involved in this initiative. If you are interested in your school or district participating in the Emeritus Program, contact Program Coordinator Jan Brite ~ (602) 542-4365.

Solutions Teams Gearing up to Assist More Schools in 2005

Help is on the way to 93 newly identified Underperforming schools. Achievement profiles were released last fall, and these schools have spent the past three months developing their Arizona School Improvement Plans. Solutions Teams are now being assigned to visit each school, where they will use a process of evidence-based inquiry to assess the soundness of the plan and the conditions that would support its successful implementation. The Solutions Team leaves the school a written document, known as a Statement of Findings, which contains recommendations to assist the school in implementing its plan for increasing student learning.

AZLEADS Seeks Program Director

The Arizona Leaders in Education for the Advancement and Development of Student and School Success (AZ LEADS) is seeking a Director to help oversee the State Action for Education Leadership Project II (SAELP II), funded by the Wallace Foundation. This project focuses on building the capacity of leaders, the state capacity to develop leaders, and addressing conditions that support successful leadership practice. For information on how to apply, [click here!](#)

Results of Nutritional Pilot Program Released - Schools Still Make Money

Tom Horne announced February 1st, in a press conference, the positive results of the eight schools that participated in a nutrition pilot in the fall of 2004. The study shows that the schools can make substantially as much money, or more, with healthy foods in vending machines, rather than pushing sugar and saturated fats on students. Based on these results, Horne is strongly supporting legislation (see below) offered by Representative Mark Anderson (R-Dist. 18). The pilot required the schools to alter the contents of any food sales available to students. The schools removed all sugared sodas, candies and gum and replaced them with healthier food products like water, juice, low-fat milk, granola bars, pretzels and fruits and vegetables.

"With positive results overall, the pilot proved that revenues will remain constant or even slightly increase when offering healthier food choices to kids," said Horne. "It's important for schools to see that Arizona students will in fact purchase healthy items, when made available." Arizona is the first and only state to study the financial impact of such legislation prior to pursuing it. "It is time for Arizona to make the grade when it comes to the health of our students. This legislation will lead Arizona in the direction it needs to make that happen." For the final results of the pilot program, [click here](#).

Be it enacted by the Legislature of the State of Arizona:

Section 1. Title 15, chapter 2, article 2, Arizona Revised Statutes, is amended by adding section 15-242, to read:

15-242. Nutritional standards

A. THE DEPARTMENT SHALL DEVELOP MINIMUM NUTRITION STANDARDS THAT ARE CONSISTENT WITH FEDERAL GUIDELINES AND REGULATIONS FOR FOODS AND BEVERAGES SOLD OR SERVED ON SCHOOL GROUNDS DURING THE NORMAL SCHOOL DAY. THESE NUTRITION STANDARDS MAY INCLUDE PORTION SIZES, MINIMUM NUTRIENT VALUES AND A LISTING OF CONTENTS.

B. ALL SCHOOL DISTRICTS SHALL PARTICIPATE IN THE NATIONAL SCHOOL LUNCH PROGRAM AS DEFINED IN PUBLIC LAW 108-265.

C. FOOD AND BEVERAGES SOLD OR SERVED ON SCHOOL GROUNDS OR AT SCHOOL-SPONSORED EVENTS DURING THE NORMAL SCHOOL DAY SHALL MEET THE NUTRITION STANDARDS DEVELOPED BY THE DEPARTMENT, INCLUDING FOODS AND BEVERAGES OFFERED AT ANY OF THE FOLLOWING:

1. A LA CARTE ITEMS IN THE FOOD SERVICE PROGRAM.
2. FOOD AND BEVERAGES SOLD IN VENDING MACHINES, SNACK BARS AND MEAL-PERIOD KIOSKS AND AT SCHOOL STORES.

D. FOODS OF MINIMAL NUTRITIONAL VALUE AS DEFINED BY 7 CODE OF FEDERAL REGULATIONS SECTION 210.11(2) SHALL NOT BE SERVED OR SOLD DURING THE NORMAL SCHOOL DAY ON ANY SCHOOL CAMPUS.

E. BEGINNING ON AUGUST 1, 2005, NEW CONTRACTS AND RENEWAL CONTRACTS FOR FOOD OR BEVERAGES, OR BOTH, SHALL EXPRESSLY PROHIBIT THE SALE OF SUGARED, CARBONATED BEVERAGES AND ALL OTHER FOODS OF MINIMAL NUTRITIONAL VALUE AS DEFINED BY 7 CODE OF FEDERAL REGULATIONS SECTION 210.11(2).

F. ANY COMMERCIAL ADVERTISING OF FOODS OR BEVERAGES ON SCHOOL GROUNDS SHALL BE CONSISTENT WITH THE NUTRITION STANDARDS ADOPTED BY THE DEPARTMENT. ANY COMMERCIAL ADVERTISING PARTNERSHIP BETWEEN A SCHOOL DISTRICT AND ANOTHER PARTY SHALL BE DESIGNED TO COMPLY WITH THE NUTRITION STANDARDS DEVELOPED BY THE DEPARTMENT. A DESIGNATED SCHOOL OFFICIAL SHALL MONITOR ALL COMMERCIAL ADVERTISING MATERIALS ON AN ONGOING BASIS TO ENSURE THAT ALL COMMERCIAL ADVERTISING MESSAGES COMPLY WITH THE NUTRITION STANDARDS DEVELOPED BY THE DEPARTMENT.

G. PARENTS, PUPILS AND COMMUNITY MEMBERS MAY REVIEW FOOD AND BEVERAGE CONTRACTS TO ENSURE THAT FOOD AND BEVERAGES SOLD ON SCHOOL CAMPUSES PROVIDE NUTRITIOUS SUSTENANCE TO PUPILS, PROMOTE GOOD HEALTH, HELP STUDENTS LEARN, PROVIDE ENERGY AND MODEL FIT LIVING FOR LIFE.