



Arizona State Board of Education

**NOTICE OF PUBLIC MEETING**  
**AMENDED AGENDA**

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, June 27<sup>th</sup>, 2016, at 9:00 AM at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007**. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 24<sup>th</sup> day of June, 2016.

Arizona State Board of Education

By: 

Dr. Karol Schmidt  
Executive Director  
(602) 542-5057

**AMENDED AGENDA**

ARIZONA STATE BOARD OF EDUCATION

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Monday, June 27<sup>th</sup>, 2016

9:00 AM

Arizona Department of Education, Room 122

1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,  
AND ROLL CALL

1. BUSINESS REPORTS: The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.

A. President's Report

B. Superintendent's Report

1. History Teacher of the Year – Sandy Morse

C. Member's Reports

1. Academic Standards Development Committee updates –  
Member Jared Taylor

2. Gilbert's SPARK App League - Member Jared Taylor

D. Executive Director's Report

1. Policy development updates

a. Retreat Recap

b. A-F School Accountability

**c. Menu of Assessments**

d. Advisory Committees

e. Belief statements

2. Investigative Unit updates

2. CONSENT AGENDA

All items on the Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.

A. Approval to revise calendared December State Board of Education meeting to December 19, 2016

B. Approval to receive a total of \$54,080 through June 2017 from First Things First to support funding for additional teacher participation in the field test of a Kindergarten Development Inventory

C. Approval of recommendations for the following educator

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### ARIZONA STATE BOARD OF EDUCATION

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preparation programs through July 31, 2022, leading to Arizona elementary education teacher certification:

1. Arizona State University, Mary Lou Fulton Teachers College, Bachelor of Arts in Elementary Education
2. Arizona State University, Mary Lou Fulton Teachers College, Masters in Elementary Education
3. Pima Community College, Post-Baccalaureate Teacher Certification Program, Elementary Education
4. Rio Salado College, Post-Baccalaureate Teacher Certification, Elementary Education
5. Rio Salado College/Northcentral University, Bachelor of Education in Elementary Education with Teacher Certification
6. University of Arizona South, Bachelor of Science, Elementary Education

D. Approval of the contract between the Arizona State Board of Education and U.S. Department of Agriculture for the Fresh Fruit and Vegetable Program

E. Approval of the contract between the Arizona State Board of Education and 29 Local Education Agencies for Homeless Education Services pursuant to A.R.S. § 15-207

F. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:

1. Louis Elvira
2. Greg P. Parr

G. Approval of the voluntary surrender of the educator certificates held by:

1. Alix D. Alejandro
2. Christian A. Bermudez
3. Brandon Brothers
4. Matthew Feely
5. Erica Flynn
6. Daniel W. Hatfield
7. James A. Mansfield
8. Susan Sardo
9. Maurice J. Ubaldo
10. Adam J. Vitcavage
11. Carlos Martinez

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- H. Approval of negotiated settlement agreements for:
  - 1. Kelli Adams
  - 2. Stephanie Bake
  - 3. John Baldinelli
  - 4. Melissa Brown
  - 5. Melissa Feldman
  - 6. Nicholas Ferro
  
- 3. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
  
- 4. GENERAL SESSION
  - A. Presentation and discussion from the College Board regarding Arizona's prior and recent performance and participation with the Advanced Placement Program
  - B. Presentation and discussion regarding a summary of the Spring 2016 AzMERIT testing results
  - C. Presentation and discussion regarding the Resolution of the Arizona Association of Governing Boards of the Arizona Community Colleges regarding pathways to achieve high school equivalency
  - D. Presentation, discussion, and possible action regarding semi-annual progress review of Simon Consulting, L.L.C., as Receiver for Cedar Unified School District No. 25
  - E. Presentation, discussion and possible action regarding the application of Colorado River Union High School District to assume accounting responsibility pursuant to A.R.S. § 15-914.01
  - F. Presentation, discussion and possible action regarding rescinding the motion made on April 25, 2016 creating a Career and Technical Education Task Force
  - G. Presentation, discussion and possible action regarding revising the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards

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- H. Presentation, discussion and possible action regarding discipline guidelines on certification enforcement actions
- I. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the certification of Margarito Casillas
- J. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend the certifications of:
  - 1. Margaret Greene
  - 2. Elizabeth A. Kempton
- K. Presentation, discussion and possible action regarding approval of ADE's recommendation regarding the Request for Proposals (RFP) for the Supplemental Assessment for Arizona High School Equivalency Diploma pursuant to A.R.S. § 15-742.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

L. Presentation, discussion, and possible action to initiate rulemaking procedures for proposed amendments to rules R7-2-615 regarding Structured English Immersion Endorsements, R7-2-619 regarding Renewal Requirements, and R7-2-621 regarding Reciprocity.

M. Presentation, discussion, and possible action to initiate rulemaking procedures for proposed amendments to rule R7-2-201 regarding Advisory Committees.

- 5. SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

**EXECUTIVE SUMMARY**

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|--|
| <b>Issue:</b> Approval to revise calendared December State Board of Education meeting to December 19, 2016 |
|--|

Action/Discussion Item

Information Item

**Background and Discussion**

President Miller requests the Board move the calendared December 5, 2016 meeting of the State Board of Education to December 19, 2016.

**Recommendation to the Board**

It is recommended that the Board approve the revision to the calendared State Board of Education meeting to December 19, 2016.

**Contact Information:**

Dr. Karol Schmidt, Executive Director State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Consideration to receive a total of \$54,080 through June 2017 from First Things First to support funding for additional teacher participation in Field test of a Kindergarten Development Inventory

Action/Discussion Item

Information Item

**Background and Discussion**

On April 22, 2013 ADE presented to SBE that Arizona partnered with 10 other states led by North Carolina (NC) to collaborate on the development of a kindergarten developmental inventory (KDI) within a larger K-3 formative assessment. This work is being funded by an Enhanced Assessment Grant awarded by the US Department of Education. The primary purpose of the assessment will be to guide instruction and give teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development. The assessment will gather a variety of data (e.g. observations, conversations, work samples, tasks) from multiple sources.

On March 15, 2015 ADE presented to the SBE that Arizona is entitled to receive a total \$100,000 from NC through June 2017 to support ADE and teachers during the pilot, cognitive labs and field tests. Arizona has approximately 30 teachers who have agreed to participate in the field test this fall and an additional 25 have asked to be considered. The initial award of \$100,000 is not enough to cover the increase of 25 teachers. First Things First has partnered with ADE and has agreed to provide funding of \$54,080 to support the additional 25 teachers to participate.

**Recommendation to the Board**

It is recommended that the Board approve receipt of \$54,080 through June 2017 for the KDI Field test and authorizes expenditures in accordance with the terms of the award (ARS § 15-204).

**Contact Information:**

Leila Williams, Associate Superintendent High Quality Assessment, Accountability and Adult Education

## Agreement Summary

**ISA Number:** ISA-STATE-16-0847-01

**Region/Funding Source:** Statewide

**Applicant Information:**

**Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007**

**Strategy:** Kindergarten Development Inventory

**Amount Available for Award:** \$54,080

**Brief Description:**

First Things First is partnering with the Arizona Department of Education on the development and testing of the Kindergarten Developmental Inventory (KDI) which is intended to be a voluntary observational assessment used to help inform teachers and families about a child's learning. The KDI would be utilized in classrooms within 45-60 days after the start of kindergarten. It is intended to assess a child's "best fit" on a developmental scale ranging from preschool to grades beyond kindergarten using 12-15 indicators that represent all developmental domains. A KDI would also allow Arizona to annually monitor aggregate data trends for new kindergarten classes across the state, and is the intended data source for Arizona's School Readiness Indicator to measure children's' social-emotional, language and literacy, cognitive, and motor and physical development.

**Grant Term/Estimated Start Date:**

The estimated grant term is June 1, 2016 through June 30, 2017, unless terminated, cancelled or extended.

**Contact Information:**

Michelle Katona  
Chief Regional Officer  
First Things First  
Email: [Mkatona@azftf.gov](mailto:Mkatona@azftf.gov)  
Phone: (602) 771-5018

# INTERAGENCY SERVICE AGREEMENT

ISA-STATE-16-0847-01

**Between The  
Arizona Early Childhood Development and Health Board  
(First Things First)  
And The  
Arizona Department of Education (ADE)**

**I. Purpose**

The Arizona Early Childhood Development and Health Board (First Things First) has authority to undertake programs and services (Programs) related to early childhood development and health that accomplish one or more of the objectives in A.R.S. § 8-1171. The purpose of this Interagency Services Agreement (Agreement) is for First Things First to provide funds to the Arizona Department of Education (ADE), in accordance with A.R.S. § 35-148, for the ADE's services in administering or carrying out the early childhood related Program(s) described in this Agreement.

**II. Term; Renewal**

The term of this Agreement is June 1, 2016 through June 30, 2017. The parties may renew this Agreement for one (1) additional twelve (12) month extension (including lesser parts thereof).

**III. ADE's Responsibilities**

The ADE shall:

- A. Conduct the field test of the K-3 formative assessment including the Kindergarten Developmental Inventory (KDI) in the 2016-2017 school year which will include 32 additional kindergarten teachers throughout Arizona elementary and charter schools. The kindergarten teachers will participate in the June 20-21, 2016 training on the KDI, the FTF Early Childhood Summit, implement the KDI in their classroom using the platform developed for the KDI, and participate in focus groups, individual interviews, and complete all surveys required as part of the field test.
- B. Provide a stipend to the kindergarten teachers for their participation in the field test and shall only provide the stipend when all requirements for participation have been met by the kindergarten teachers as determined by ADE for the overall field test for the K-3 Formative Assessment.

- C. Continue to work with First Things First in determining how to utilize the KDI as a data source for Arizona’s School Readiness Indicator to measure children’s’ social-emotional, language and literacy, cognitive, and motor and physical development.

**IV. Reimbursement/Payment**

- A. First Things First shall pay the ADE on a cost-reimbursement basis for expenses approved in the budget, up to \$54,080, on the terms described in this Section and outlined in Exhibit A.
- B. Payment is conditioned upon receipt by First Things First of timely, accurate and complete (i) reimbursement documents and (ii) Program Narrative Reports submitted via the First Things First Partner Grant Management System (PGMS). Payments shall be made only for those services performed or goods received.
- C. The ADE shall submit reimbursement requests at least quarterly, though not more frequently than monthly. **The ADE shall submit a final reimbursement request marked “final” no more than forty-five (45) days after the Agreement end date.** Expenses eligible for reimbursement must be paid, accrued or obligated by the ADE by the Agreement term end date. Final payment shall be contingent upon receipt of all fiscal, programmatic, and data reports required of the ADE under this Agreement. Requests for reimbursement received later than forty-five (45) days after the Agreement end date will not be paid.
- D. Funds provided to the ADE under this Agreement shall only be used to fulfill the ADE’s responsibilities under this Agreement. Any questions regarding the appropriate use of the funds shall be resolved by mutual agreement between the parties.

**V. Quarterly Program Narrative and Data Submission Reporting Requirements**

- A. At a minimum, the ADE shall submit quarterly one Program Narrative Report via PGMS. Failure to submit timely reports will result in suspension of reimbursement. The reports shall contain such information as deemed necessary by First Things First.

- B. Program Narrative Reports are due:

|                                       |                 |
|---------------------------------------|-----------------|
| 1st Quarter (July 1 – September 30)   | Due: October 20 |
| 2nd Quarter (October 1 – December 31) | Due: January 20 |
| 3rd Quarter (January 1 – March 31)    | Due: April 20   |
| 4th Quarter (April 1 – June 30)       | Due: July 20    |

## VI. General Terms

- A. FTF Grants Uniform Terms and Conditions. First Things First's Grants Uniform Terms and Conditions (revision date November 2015) are hereby incorporated by reference into this Agreement as if fully set forth herein. Copies of this document are available at <http://www.azftf.gov/WhatWeDo/Funding/Pages/Eligibility.aspx> (under Eligibility), by emailing [grants@azftf.gov](mailto:grants@azftf.gov) or by calling the First Things First Procurement Specialist, at 602-771-5114.
- B. Working on Tribal Land. If the ADE performs any work under this Agreement on sovereign land of an Indian tribe or nation, the ADE shall comply with any requirements set forth by the tribal government in relation to essential functions of the grant operation, including data collection. It is a material requirement of this Agreement that the ADE follow all First Things First tribal policies and procedures including the Tribal Data Policy, complete all Institutional Review Board (IRB) requirements, obtain all appropriate parental consents and obtain appropriate tribal approvals as designated by tribal authorities.
- C. Non-Discrimination. The provisions of State Executive Order 2009-09 are incorporated herein by reference. These provisions mandate, in part, that contractors will not discriminate against any employee or applicant for employment because of race, age, color, religion, sex or national origin. The ADE shall also comply with all other applicable state and federal statutes, regulations and executive orders concerning non-discrimination practices, including the Americans with Disabilities Act and Federal Executive Order No. 13279 – Equal Protection of the Laws for Faith-Based and Community Organizations.
- D. Records. Pursuant to A.R.S. § 8-1174, the ADE shall retain and shall contractually require each subcontractor and subgrantee to retain all books, accounts, reports, files and other records ("records") relating to the Agreement for a period of five years after the completion of the Agreement. All records shall be subject to inspection and audit by the State (including First Things First) and by an independent auditor at all reasonable times. Upon request, the ADE shall produce any or all such records at First Things First's main office in Phoenix, Arizona.

Notwithstanding the foregoing paragraph, pursuant to 2 C.F.R. § 200.333, if the grant includes federal pass-through funds, then the ADE shall retain and shall contractually require each subcontractor and subgrantee to retain all records pertaining to the federal pass-through funds for a period of three years from the date of submission of the final expenditure report and until any litigation, claims or audit findings involving the records have been resolved and final action taken. All such records shall be accessible and subject to audit in accordance with 2 C.F.R. § 200.336. This paragraph does not apply to an ADE, subgrantee or subcontractor that is a federal ADE.

- E. Non-Availability of Funds. Every payment obligation of the parties under this Agreement is conditioned upon the availability of funds appropriated or allocated for the payment of such obligation. If funds are not allocated and available for the continuance of the Agreement, this Agreement may be terminated by First Things First or the ADE at the end of the period for which funds are available. No liability shall accrue to First Things First or the ADE in the event this provision is exercised, and First Things First and the ADE shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

**VII. Agreement Administration and Operations**

- A. Advertising, Publishing and Promotion of Agreement. The ADE shall not use, advertise or promote information for commercial benefit concerning this grant without the prior written approval of First Things First.
- B. Review of Printed Materials. First Things First must review and approve all ADE publications and/or media funded or partially funded through this Agreement for compliance with this Agreement. The ADE shall submit to First Things First via PGMS all print and electronic materials related to the programs and services funded under this Agreement before publicly distributing those materials so that First Things First may first review and approve prior to release. If deemed necessary by First Things First, the ADE shall revise the materials as indicated by First Things First before publicly distributing the materials. First Things First shall have full and complete rights to reproduce, duplicate, disclose, perform, and otherwise use all materials prepared under this Agreement
- C. Acknowledgment of FTF Funding. The ADE shall recognize First Things First as a funding source of programs and services funded in whole or part under this Agreement in all publicly distributed print or electronic materials related to those programs and services. The ADE shall make this recognition in a manner described in First Things First's most current protocol and style guide. First Things First will post any updates to the protocol and style guide under the Grantee Resources section of PGMS. The ADE shall also recognize First Things First as a funding source of programs and services funded in whole or part under this Agreement in all formal oral presentations and media interviews related to those programs and services.
- D. Public Awareness Efforts. The ADE shall consult with First Things First in the planning of public awareness/marketing strategies, such as websites, advertising or media campaigns, related to the programs or services funded under this Agreement.
- E. Ownership of Intellectual Property. Any and all intellectual property, including but not limited to copyright, invention, trademark, trade name, service mark and/or trade secrets created or conceived pursuant to or as a result of this Agreement and

any related subcontract or subgrant (“Intellectual Property”), shall be work made for hire and First Things First shall be considered the creator of such Intellectual Property. First Things First shall own (for and on behalf of the State) the entire right, title and interest to the Intellectual Property throughout the world. The ADE shall notify First Things First, within thirty (30) days, of the creation of any Intellectual Property by it or its subcontractor(s) and subgrantee(s). The ADE, on behalf of itself and any subcontractor(s) and subgrantee(s), agrees to execute any and all document(s) necessary to assure ownership of the Intellectual Property vests in the State and shall take no affirmative actions that might have the effect of vesting all or part of the Intellectual Property in any entity other than the State. The Intellectual Property shall not be disclosed by the ADE or its subcontractor(s) and subgrantee(s) to any entity not the State without the express written authorization of First Things First.

- F. Sectarian Purposes. Funds provided under this Agreement may not be expended for any sectarian purpose or activity, including religious worship or instruction. Additionally, the ADE shall implement the programs or services funded under this Agreement consistent with the First Amendment of the United States Constitution. With respect to these programs or services, the ADE also shall not discriminate against any program or service beneficiary or applicant on the basis of religion. First Things First reserves the right to verify or monitor compliance with this paragraph. The ADE shall repay any funds awarded under this Agreement that the ADE spends in violation of this paragraph.

#### **VIII. Indemnification and Insurance**

The ADE shall contractually require its subcontractors and subgrantees to (i) defend, indemnify and hold harmless the State of Arizona and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees and (ii) procure and maintain until all of their obligations have been discharged or satisfied, including any warranty periods under this Agreement, insurance against Claims for injury to persons or damage to property which may arise from or in connection with the performance of the work by the subcontractor or subgrantee and its directors, officers, agents, employees or representatives. The indemnity provisions and insurance policies shall be in accordance with recommendations of the Risk Management Division of the Arizona Department of Administration, including its published Insurance & Indemnification Modules, and in consultation with First Things First.

#### **IX. Termination Upon 30 Days Notice**

In addition to the termination provisions incorporated by reference, either party may terminate the Agreement for any or no reason by giving at least thirty (30) days written notice of termination to the other party. If the ADE requests termination under this

provision, the ADE shall cooperate with reasonable requests from First Things First to decrease services and costs related to the Agreement

**X. Notices**

The ADE shall address all notices related to this Agreement to:

First Things First  
Finance Division  
4000 North Central, Suite 800  
Phoenix, Arizona 85012

First Things First shall address all notices related to this Agreement to:

Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007

**FOR AND BEHALF OF THE  
ADE**

**FOR AND BEHALF OF THE  
Arizona Early Childhood Development and  
Health Board/First Things First**

\_\_\_\_\_  
Name  
Title

\_\_\_\_\_  
Josh Allen  
CFO/COO

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Revised November 2015

## Exhibit A: Budget Detail

### Kindergarten Developmental Inventory Field Test Budget

|   |          |
|---|----------|
| Stipend for June Training (32 K teachers @ \$150/day for 2 days)                  | \$9,600  |
| Meals for June training and August Summit (5 K teachers @ \$36/day for 4 days)    | \$720    |
| Hotel for June training and August Summit (5 teachers @ \$108/night for 4 nights) | \$2160   |
| Field Test Incentive (32 K teachers @ \$1,000 stipend)                            | \$32,000 |
| Substitute Teacher costs for August Summit (32 K teachers @ \$150/day for 2 days) | \$9,600  |
| Total   | \$54,080 |

**EXECUTIVE SUMMARY**

**Issue:** Consideration of recommendations to approve or deny elementary educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

**Background and Discussion**

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars, modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys, completer data, and student achievement data.

**Contact Information:**

Dr. Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

**EXECUTIVE SUMMARY**

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R7-2-604.01 (A): “Professional preparation institutions shall include, evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience.”

The following educator preparation programs have met the standards and are being recommended for program approval through July 31, 2022:

- Arizona State University, Mary Lou Fulton Teachers College, Bachelor of Arts in Elementary Education
- Arizona State University, Mary Lou Fulton Teachers College, Masters in Elementary Education
- Pima Community College, Post-Baccalaureate Teacher Certification Program, Elementary Education
- Rio Salado College, Post Baccalaureate Teacher Certification, Elementary
- Rio Salado College/Northcentral University, Bachelor of Education in Elementary Education with Teacher Certification
- University of Arizona South, Bachelor of Science, Elementary Education

**Recommendation to the Board**

It is recommended that the Board approve the elementary educator preparation programs listed above through July 31, 2022.

**EXECUTIVE SUMMARY**

|                                      |  |
|--------------------------------------|--|
| Professional Preparation Institution | Arizona State University- Mary Lou Fulton Teachers College |
| Educator Preparation Program         | BAE in Elementary Education                                |
| Date submitted to ADE                | 12/8/2015  |
| Type of Approval                     | Initial Program Approval                                   |
| Program Pathway                      | Traditional  |
| Certificate                          | Elementary Education                                       |
| Program Summary Date                 | 5/10/2016  |

**Final  
Average  
Score**

| <b>Organizational Structures and Systems Domain</b>             |   |            |
|---|---|------------|
| <b>Program Review Requirements Worksheets</b>                   | <b>Program Overview Worksheet</b>                       | <b>2.0</b> |
|   | <b>Program Entry Criteria Worksheet</b>                 | <b>2.3</b> |
|   | <b>Statement of Assurance Memo and Form</b>             | <b>2.0</b> |
|   | <b>Institutional Recommendation Signature Worksheet</b> | <b>2.0</b> |
| <b>Evaluation Procedure Component</b>                           | <b>Evaluation Procedures &amp; Monitoring Plan</b>      | <b>2.3</b> |
| <b>Organizational Structures and Systems Domain Total Score</b> |   | <b>2.1</b> |
| <b>Instructional Impact Domain</b>                              |   |            |
| <b>Relevant Professional Standards Component</b>                | <b>Relevant Standards Matrix</b>                        | <b>4.2</b> |
|   | <b>Content Knowledge Worksheet</b>                      | <b>2.0</b> |
|   | <b>Content Knowledge Matrix</b>                         | <b>2.0</b> |
| <b>Data Literacy Component</b>                                  | <b>Data Literacy Worksheet</b>                          | <b>1.7</b> |
|   | <b>Data Literacy Matrix</b>                             | <b>1.7</b> |
| <b>Technology Integration Component</b>                         | <b>Technology Integration Worksheet</b>                 | <b>1.8</b> |
|   | <b>Technology Integration Matrix</b>                    | <b>1.7</b> |
| <b>Instructional Impact Domain Total Score</b>                  |   | <b>2.2</b> |
| <b>Clinical Practice &amp; Partnerships Domain</b>              |   |            |
| <b>Local Education Agency (LEA) Partnerships Component</b>      | <b>LEA Partnership Worksheet</b>                        | <b>2.5</b> |
|   | <b>Field Experience Component</b>                       | <b>2.5</b> |
| <b>Field Experience Component</b>                               | <b>Field Experience Worksheet</b>                       | <b>2.5</b> |
|   | <b>Field Experience Matrix</b>                          | <b>1.7</b> |
| <b>Capstone Readiness Assessment Plan Component</b>             | <b>Capstone Readiness Worksheet</b>                     | <b>2.6</b> |
| <b>Capstone Component</b>                                       | <b>Capstone Experience Worksheet</b>                    | <b>2.4</b> |
|   | <b>Capstone Remediation Plan</b>                        | <b>2.9</b> |
| <b>Clinical Practice &amp; Partnerships Domain Total Score</b>  |   | <b>2.4</b> |

**Total Score 2.2**

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**EXECUTIVE SUMMARY**

|                                      |  |
|--------------------------------------|--|
| Professional Preparation Institution | Arizona State University- Mary Lou Fulton Teachers College |
| Educator Preparation Program         | MED in Elementary Education                                |
| Date submitted to ADE                | 12/8/2015  |
| Type of Approval                     | Initial Program Approval                                   |
| Program Pathway                      | Traditional  |
| Certificate                          | Elementary Education                                       |
| Program Summary Date                 | 5/10/2016  |

**Final  
Average  
Score**

| Organizational Structures and Systems Domain                    |  |            |
|---|--|------------|
| Program Review Requirements Worksheets                          | Program Overview Worksheet                       | 2.0        |
|   | Program Entry Criteria Worksheet                 | 2.3        |
|   | Statement of Assurance Memo and Form             | 2.0        |
|   | Institutional Recommendation Signature Worksheet | 2.0        |
| Evaluation Procedure Component                                  | Evaluation Procedures & Monitoring Plan          | 2.3        |
| <b>Organizational Structures and Systems Domain Total Score</b> |  | <b>2.1</b> |
| Instructional Impact Domain                                     |  |            |
| Relevant Professional Standards Component                       | Relevant Standards Matrix                        | 3.9        |
|   | Content Knowledge Worksheet                      | 1.8        |
|   | Content Knowledge Matrix                         | 1.9        |
| Data Literacy Component   | Data Literacy Worksheet                          | 1.7        |
|   | Data Literacy Matrix                             | 1.5        |
| Technology Integration Component                                | Technology Integration Worksheet                 | 1.7        |
|   | Technology Integration Matrix                    | 1.5        |
| <b>Instructional Impact Domain Total Score</b>                  |  | <b>2.0</b> |
| Clinical Practice & Partnerships Domain                         |  |            |
| Local Education Agency (LEA) Partnerships Component             | LEA Partnership Worksheet                        | 2.6        |
| Field Experience Component                                      | Field Experience Worksheet                       | 2.4        |
|   | Field Experience Matrix                          | 1.3        |
| Capstone Readiness Assessment Plan Component                    | Capstone Readiness Worksheet                     | 2.8        |
| Capstone Component  | Capstone Experience Worksheet                    | 2.5        |
|   | Capstone Remediation Plan                        | 2.7        |
| <b>Clinical Practice &amp; Partnerships Domain Total Score</b>  |  | <b>2.4</b> |

**Total Score 2.2**

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**EXECUTIVE SUMMARY**

|                                      |  |
|--------------------------------------|--|
| Professional Preparation Institution | Pima Community College                       |
| Educator Preparation Program         | Post-Degree Elementary Teacher Certification |
| Date submitted to ADE                | 12/8/2015                                    |
| Type of Approval                     | Initial Program Approval                     |
| Program Pathway                      | Both   |
| Certificate                          | Elementary Education                         |
| Program Summary Date                 | 5/10/2016                                    |

**Final  
Average  
Score**

| <b>Organizational Structures and Systems Domain</b>             |   |             |
|---|---|-------------|
| <b>Program Review Requirements Worksheets</b>                   | <b>Program Overview Worksheet</b>                       | <b>2.00</b> |
|   | <b>Program Entry Criteria Worksheet</b>                 | <b>2.22</b> |
|   | <b>Statement of Assurance Memo and Form</b>             | <b>2.00</b> |
|   | <b>Institutional Recommendation Signature Worksheet</b> | <b>1.33</b> |
| <b>Evaluation Procedure Component</b>                           | <b>Evaluation Procedures &amp; Monitoring Plan</b>      | <b>2.00</b> |
| <b>Organizational Structures and Systems Domain Total Score</b> |   | <b>1.91</b> |
| <b>Instructional Impact Domain</b>                              |   |             |
| <b>Relevant Professional Standards Component</b>                | <b>Relevant Standards Matrix</b>                        | <b>4.92</b> |
|   | <b>Content Knowledge Worksheet</b>                      | <b>2.00</b> |
|   | <b>Content Knowledge Matrix</b>                         | <b>2.29</b> |
| <b>Data Literacy Component</b>                                  | <b>Data Literacy Worksheet</b>                          | <b>2.67</b> |
|   | <b>Data Literacy Matrix</b>                             | <b>2.52</b> |
| <b>Technology Integration Component</b>                         | <b>Technology Integration Worksheet</b>                 | <b>2.50</b> |
|   | <b>Technology Integration Matrix</b>                    | <b>2.50</b> |
| <b>Instructional Impact Domain Total Score</b>                  |   | <b>2.77</b> |
| <b>Clinical Practice &amp; Partnerships Domain</b>              |   |             |
| <b>Local Education Agency (LEA) Partnerships Component</b>      | <b>LEA Partnership Worksheet</b>                        | <b>2.20</b> |
| <b>Field Experience Component</b>                               | <b>Field Experience Worksheet</b>                       | <b>2.08</b> |
|   | <b>Field Experience Matrix</b>                          | <b>2.42</b> |
| <b>Capstone Readiness Assessment Plan Component</b>             | <b>Capstone Readiness Worksheet</b>                     | <b>2.11</b> |
| <b>Capstone Component</b>                                       | <b>Capstone Experience Worksheet</b>                    | <b>2.00</b> |
|   | <b>Capstone Remediation Plan</b>                        | <b>2.11</b> |
| <b>Clinical Practice &amp; Partnerships Domain Total Score</b>  |   | <b>2.15</b> |

**Total Score 2.3**

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a "meets".
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**EXECUTIVE SUMMARY**

|                                      |  |
|--------------------------------------|--|
| Professional Preparation Institution | Rio Salado College/Northcentral University         |
| Educator Preparation Program         | Undergraduate Elementary Education (B.Ed. Pathway) |
| Date submitted to ADE                | 12/8/2015  |
| Type of Approval                     | Initial Program Approval                           |
| Program Pathway                      | Traditional  |
| Certificate                          | Elementary Education                               |
| Program Summary Date                 | 5/19/2016  |

**Final  
Average  
Score**

| <b>Organizational Structures and Systems Domain</b>             |   |             |
|---|---|-------------|
| <b>Program Review Requirements Worksheets</b>                   | <b>Program Overview Worksheet</b>                       | <b>2.00</b> |
|   | <b>Program Entry Criteria Worksheet</b>                 | <b>2.33</b> |
|   | <b>Statement of Assurance Memo and Form</b>             | <b>2.00</b> |
|   | <b>Institutional Recommendation Signature Worksheet</b> | <b>2.00</b> |
| <b>Evaluation Procedure Component</b>                           | <b>Evaluation Procedures &amp; Monitoring Plan</b>      | <b>1.87</b> |
| <b>Organizational Structures and Systems Domain Total Score</b> |   | <b>2.04</b> |
| <b>Instructional Impact Domain</b>                              |   |             |
| <b>Relevant Professional Standards Component</b>                | <b>Relevant Standards Matrix</b>                        | <b>4.25</b> |
|   | <b>Content Knowledge Worksheet</b>                      | <b>2.00</b> |
|   | <b>Content Knowledge Matrix</b>                         | <b>2.22</b> |
| <b>Data Literacy Component</b>                                  | <b>Data Literacy Worksheet</b>                          | <b>2.00</b> |
|   | <b>Data Literacy Matrix</b>                             | <b>2.00</b> |
| <b>Technology Integration Component</b>                         | <b>Technology Integration Worksheet</b>                 | <b>2.00</b> |
|   | <b>Technology Integration Matrix</b>                    | <b>2.00</b> |
| <b>Instructional Impact Domain Total Score</b>                  |   | <b>2.35</b> |
| <b>Clinical Practice &amp; Partnerships Domain</b>              |   |             |
| <b>Local Education Agency (LEA) Partnerships Component</b>      | <b>LEA Partnership Worksheet</b>                        | <b>2.07</b> |
| <b>Field Experience Component</b>                               | <b>Field Experience Worksheet</b>                       | <b>2.00</b> |
|   | <b>Field Experience Matrix</b>                          | <b>2.00</b> |
| <b>Capstone Readiness Assessment Plan Component</b>             | <b>Capstone Readiness Worksheet</b>                     | <b>2.00</b> |
| <b>Capstone Component</b>                                       | <b>Capstone Experience Worksheet</b>                    | <b>2.00</b> |
|   | <b>Capstone Remediation Plan</b>                        | <b>2.00</b> |
| <b>Clinical Practice &amp; Partnerships Domain Total Score</b>  |   | <b>2.01</b> |

**Total Score 2.13**

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**EXECUTIVE SUMMARY**

|                                      |  |
|--------------------------------------|--|
| Professional Preparation Institution | Rio Salado College                                   |
| Educator Preparation Program         | Post Baccalaureate Teacher Certification, Elementary |
| Date submitted to ADE                | 12/8/2015  |
| Type of Approval                     | Initial Program Approval                             |
| Program Pathway                      | Both   |
| Certificate                          | Elementary Education                                 |
| Program Summary Date                 | 5/17/2016  |

**Final  
Average  
Score**

| Organizational Structures and Systems Domain             |  |      |
|--|--|------|
| Program Review Requirements Worksheets                   | Program Overview Worksheet                       | 2.00 |
|  | Program Entry Criteria Worksheet                 | 2.11 |
|  | Statement of Assurance Memo and Form             | 2.00 |
|  | Institutional Recommendation Signature Worksheet | 2.00 |
| Evaluation Procedure Component                           | Evaluation Procedures & Monitoring Plan          | 2.07 |
| Organizational Structures and Systems Domain Total Score |  | 2.04 |
| Instructional Impact Domain                              |  |      |
| Relevant Professional Standards Component                | Relevant Standards Matrix                        | 4.00 |
|  | Content Knowledge Worksheet                      | 2.07 |
|  | Content Knowledge Matrix                         | 2.22 |
| Data Literacy Component                                  | Data Literacy Worksheet                          | 2.00 |
|  | Data Literacy Matrix                             | 2.00 |
| Technology Integration Component                         | Technology Integration Worksheet                 | 2.00 |
|  | Technology Integration Matrix                    | 2.00 |
| Instructional Impact Domain Total Score                  |  | 2.33 |
| Clinical Practice & Partnerships Domain                  |  |      |
| Local Education Agency (LEA) Partnerships Component      | LEA Partnership Worksheet                        | 2.00 |
| Field Experience Component                               | Field Experience Worksheet                       | 2.00 |
|  | Field Experience Matrix                          | 2.00 |
| Capstone Readiness Assessment Plan Component             | Capstone Readiness Worksheet                     | 2.00 |
| Capstone Component                                       | Capstone Experience Worksheet                    | 1.80 |
|  | Capstone Remediation Plan                        | 2.00 |
| Clinical Practice & Partnerships Domain Total Score      |  | 1.97 |

**Total Score 2.11**

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**EXECUTIVE SUMMARY**

|                                      |                             |
|--------------------------------------|-----------------------------|
| Professional Preparation Institution | University of Arizona South |
| Educator Preparation Program         | B.S. Elementary Education   |
| Date submitted to ADE                | 12/8/2015                   |
| Type of Approval                     | Initial Program Approval    |
| Program Pathway                      | Traditional                 |
| Certificate                          | Elementary Education        |
| Program Summary Date                 | 5/5/2016                    |

**Final  
Average  
Score**

| <b>Organizational Structures and Systems Domain</b>             |  |             |
|---|--|-------------|
| <b>Program Review Requirements Worksheets</b>                   | Program Overview Worksheet                       | <b>2.00</b> |
|   | Program Entry Criteria Worksheet                 | <b>2.00</b> |
|   | Statement of Assurance Memo and Form             | <b>2.00</b> |
|   | Institutional Recommendation Signature Worksheet | <b>2.00</b> |
| <b>Evaluation Procedure Component</b>                           | Evaluation Procedures & Monitoring Plan          | <b>2.20</b> |
| <b>Organizational Structures and Systems Domain Total Score</b> |  | <b>2.04</b> |
| <b>Instructional Impact Domain</b>                              |  |             |
| <b>Relevant Professional Standards Component</b>                | Relevant Standards Matrix                        | <b>4.67</b> |
|   | Content Knowledge Worksheet                      | <b>2.22</b> |
|   | Content Knowledge Matrix                         | <b>2.22</b> |
| <b>Data Literacy Component</b>                                  | Data Literacy Worksheet                          | <b>2.00</b> |
|   | Data Literacy Matrix                             | <b>1.90</b> |
| <b>Technology Integration Component</b>                         | Technology Integration Worksheet                 | <b>2.00</b> |
|   | Technology Integration Matrix                    | <b>1.87</b> |
| <b>Instructional Impact Domain Total Score</b>                  |  | <b>2.41</b> |
| <b>Clinical Practice &amp; Partnerships Domain</b>              |  |             |
| <b>Local Education Agency (LEA) Partnerships Component</b>      | LEA Partnership Worksheet                        | <b>2.00</b> |
| <b>Field Experience Component</b>                               | Field Experience Worksheet                       | <b>2.08</b> |
|   | Field Experience Matrix                          | <b>2.00</b> |
| <b>Capstone Readiness Assessment Plan Component</b>             | Capstone Readiness Worksheet                     | <b>2.00</b> |
| <b>Capstone Component</b>                                       | Capstone Experience Worksheet                    | <b>1.90</b> |
|   | Capstone Remediation Plan                        | <b>1.92</b> |
| <b>Clinical Practice &amp; Partnerships Domain Total Score</b>  |  | <b>1.98</b> |

**Total Score 2.14**

**Education Preparation Program Scoring**

- All worksheets and matrices within each domain are scored on a 0-3 scale.
- Scores for each domain are averaged to determine a domain score.
- Domain scores are then averaged to determine the program score.
- A score of 2.0 equals a “meets”.
- The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the contract between the Arizona State Board and U.S. Department of Agriculture for the Fresh Fruit and Vegetable Program.

Action/Discussion Item

**Contract Abstract****Background and Brief Explanation of Contract**

The Food, Conservation and Energy Act of 2008, also known as the 2008 Farm Bill, amended the Richard B. Russell National School Lunch Act (NSLA) by adding Section 19, the *Fresh Fruit and Vegetable Program*. Under Section 19 of the NSLA, the Fresh Fruit and Vegetable Program (FFVP) became a nationwide program starting July 1, 2008. Selected schools from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands participated in the 2008-2009 school year.

The FFVP provides free, fresh fruits and vegetables to students during the school day. The fresh produce is served outside the School Breakfast, National School Lunch, and After School Care Snack Programs' allotted times. The FFVP aims to increase children's fruit and vegetable consumption and create healthier school environments by providing free fresh fruits and vegetables along with nutrition education during the school day.

Arizona has been allocated \$3,347,785 for the FFVP and 94 schools have been selected for the 2016-2017 school year. Schools eligible to participate in the program must operate the National School Lunch Program, be an elementary school, and must have 50% or more of their students eligible for free or reduced-price meals. Schools with the highest free and reduced-price percentage will receive priority in the selection process. U.S. Department of Agriculture (USDA) requires each participating school to be funded based on their school enrollment; USDA suggests \$50-\$75 per student per school year.

**Name of Contracting Parties**

Proposed contract between the Arizona State Board of Education, acting for and on behalf of the Arizona Department of Education. Please see attached spreadsheet of individual schools.

**Contract Amount**

Arizona will receive \$3,347,785 for the 2016-2017 school year. Each participating school will be funded based on enrollment; the amount per student is \$50.

**Contact Information:**

Mary Szafranski, Health and Nutrition Services Division Associate Superintendent

**EXECUTIVE SUMMARY**

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**Source of Funds**

Section 19, the *Fresh Fruit and Vegetable Program*, of the Richard B. Russell National School Lunch Act.

**Responsible Unit at Arizona Department of Education**

Mary Szafranski, Health and Nutrition Services Division Associate Superintendent

**Dates of Contract**

Funds will be available from July 1, 2016 until June 30, 2017.

**Previous Contract History**

The Child Nutrition and WIC Reauthorization Act of 2004 established the Fresh Fruit and Vegetable Pilot Program as a permanent program beginning with the 2004-2005 school year. Arizona began participating in the program in the 2006-2007 school year and received funding for eight Tribal schools.

The Food, Conservation and Energy Act of 2008, also known as the 2008 Farm Bill, amended the Richard B. Russell National School Lunch Act (NSLA) by adding Section 19, the *Fresh Fruit and Vegetable Program*. Under Section 19 of the NSLA, the Fresh Fruit and Vegetable Program (FFVP) became a nationwide program starting July 1, 2008. Selected schools from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands participated in the 2008-2009 school year. During the 2008-2009 school year, Arizona had 33 schools participating in the FFVP. During the 2009-2010 school year, Arizona selected 49 schools to participate in the FFVP. During the 2010-2011 school year, Arizona was able to increase the number of schools selected to participate in the FFVP to 75 schools. During the 2011-2012 school year, Arizona was able to increase the number of schools selected to participate in the FFVP to 110 schools. During the 2013-2014 school year, Arizona selected 117 schools which participated in the FFVP. During the 2014-2015 school year, Arizona selected 112 schools which participated in the FFVP and in 2015-2016 there were 106 schools.

**Number Affected (Students, Teachers, Public, as appropriate)**

During the 2008-2009 school year, Arizona had 33 schools participating in the FFVP. During the 2009-2010 school year, Arizona selected 49 schools to participate in the FFVP. During the 2010-2011 school year, Arizona was able to increase the number of schools selected to participate in the FFVP to 75 schools. During the 2011-2012 school year, Arizona was able to increase the number of schools selected to participate in the FFVP to 110 schools. During the 2013-2014 school year, Arizona selected 117 schools which participated in the FFVP. During the 2014-2015 school year, Arizona selected 112 schools which participated in the FFVP and in 2015-2016 there were 106 schools. The upcoming 2016-2017 school year, we anticipate 94 schools to be selected and 65,793 students participating in the FFVP.

**EXECUTIVE SUMMARY**

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**Evaluation Plan**

At this time, USDA does not have an evaluation tool developed.

**Recommendation to the Board**

According to ARS 15-206A, it is recommended that the Arizona State Board authorizes the Arizona Department of Education (ADE) to enter into an agreement with the U.S. Department of Agriculture to allow the Arizona Department of Education to accept receipt of the below funds and authorizes the appropriate expenditures of these funds in accordance with the terms and conditions of the program. Regulation 15-1153, federal funds, acceptance, and disbursement requires Fresh Fruit and Vegetable Program disbursement to pass through the Arizona State Board of Education.

**Schools Selected to Participate in the Fresh Fruit and Vegetable Program for the 2016-2017 School Year:**

| School District                    | Site Name                        | Total Allocation |
|------------------------------------|----------------------------------|------------------|
| Acclaim Charter School             | ACCLAIM Academy                  | \$20,650         |
| Alhambra Elementary District       | Granada Primary School           | \$50,450         |
| Alhambra Elementary District       | Carol G. Peck Elementary School  | \$33,000         |
| Alhambra Elementary District       | Montebello School                | \$67,950         |
| Alhambra Elementary District       | Westwood Primary School          | \$52,600         |
| Alhambra Elementary District       | Cordova Middle School            | \$58,800         |
| Alhambra Elementary District       | James W. Rice Primary School     | \$54,600         |
| Alhambra Elementary District       | R.E. Simpson School              | \$40,700         |
| Alhambra Elementary District       | Andalucia Middle School          | \$57,500         |
| Alhambra Elementary District       | Granada East School              | \$56,700         |
| Alhambra Elementary District       | Sevilla Primary School           | \$50,400         |
| Alhambra Elementary District       | Sevilla West School              | \$60,700         |
| Alhambra Elementary District       | Catalina Ventura School          | \$59,250         |
| Balsz Elementary District          | David Crockett School            | \$23,400         |
| Balsz Elementary District          | Balsz School                     | \$42,900         |
| Balsz Elementary District          | Brunson-Lee Elementary School    | \$23,000         |
| Bradley Academy of Excellence Inc. | Bradley Academy of Excellence    | \$21,450         |
| Bullhead City School District      | Coyote Canyon School             | \$31,550         |
| Cartwright Elementary District     | Glenn L. Downs School            | \$49,900         |
| Cartwright Elementary District     | Cartwright School                | \$41,900         |
| Cartwright Elementary District     | Raul H. Castro Middle School     | \$43,900         |
| Cartwright Elementary District     | Heatherbrae School               | \$40,700         |
| Cartwright Elementary District     | Justine Spitalny School          | \$30,750         |
| Cartwright Elementary District     | Palm Lane Elementary School      | \$47,550         |
| Cartwright Elementary District     | John F. Long Elementary School   | \$43,950         |
| Cartwright Elementary District     | Bret R. Tarver Elementary School | \$40,050         |

**EXECUTIVE SUMMARY**

| School District   | Site Name   | Total Allocation |
|---|---|------------------|
| Casa Grande Elementary District                                 | Cottonwood Elementary   | \$23,000         |
| Casa Grande Elementary District                                 | Palo Verde School   | \$24,350         |
| Casa Grande Elementary District                                 | Saguaro Elementary  | \$25,450         |
| Casa Grande Elementary District                                 | Evergreen Elementary  | \$22,500         |
| Casa Grande Elementary District                                 | Mesquite Elementary   | \$21,700         |
| Casa Grande Elementary District                                 | Casa Grande Middle School                                       | \$31,600         |
| Center for Academic Success Inc.                                | Center for Academic Success #4                                  | \$15,700         |
| Center for Academic Success Inc.                                | Center for Academic Success #3                                  | \$14,650         |
| Chandler Unified District 80                                    | Hartford Sylvia Encinas Elementary                              | \$36,450         |
| Concho Elementary District                                      | Concho Elementary School  | \$9,100          |
| Concordia Charter School Inc.                                   | Concordia Charter School Mesa                                   | \$5,600          |
| Creighton Elementary District                                   | William T. Machan Elementary School                             | \$26,150         |
| Creighton Elementary District                                   | Gateway School  | \$40,450         |
| Creighton Elementary District                                   | Creighton Elementary School                                     | \$37,900         |
| Creighton Elementary District                                   | Larry C. Kennedy School   | \$33,100         |
| Creighton Elementary District                                   | Excelencia School   | \$42,750         |
| Creighton Elementary District                                   | Loma Linda Elementary School                                    | \$32,850         |
| Creighton Elementary District                                   | Monte Vista Elementary  | \$44,050         |
| Edkey Inc. – Sequoia Charter School                             | Children First Academy - Phoenix                                | \$12,650         |
| Espiritu Community Development Corp.                            | Reyes Maria Ruiz Leadership Academy                             | \$27,050         |
| Fit Kids Inc. dba Champion Schools                              | Champion Schools – South Mountain                               | \$31,350         |
| Glendale Elementary District                                    | Harold W. Smith School  | \$46,050         |
| Glendale Elementary District                                    | Isaac E. Imes School  | \$29,700         |
| Glendale Elementary District                                    | William C. Jack School  | \$40,600         |
| Glendale Elementary District                                    | Glendale Landmark Middle School                                 | \$42,650         |
| Hackberry School District                                       | Cedar Hills School  | \$1,900          |
| Holbrook Unified District                                       | Indian Wells Elementary   | \$23,200         |
| Imagine Charter Elementary                                      | Imagine Desert West Elementary                                  | \$40,900         |
| Isaac Elementary District                                       | Alta E. Butler School   | \$38,450         |
| Isaac School District   | J.B. Sutton Elementary School                                   | \$37,750         |
| Kaizen Education Foundation dba South Pointe Elementary School  | Kaizen Education Foundation dba South Pointe Elementary School  | \$14,900         |
| Kaizen Education Foundation dba Vista Grove Preparatory Academy | Kaizen Education Foundation dba Vista Grove Preparatory Academy | \$14,500         |

**EXECUTIVE SUMMARY**

| School District                       | Site Name                        | Total Allocation |
|---------------------------------------|----------------------------------|------------------|
| Kayenta Unified District              | Kayenta Elementary               | \$36,500         |
| Littlefield Unified District          | Beaver Dam Elementary            | \$13,150         |
| Mesa Unified District                 | Holmes Elementary School         | \$33,900         |
| Mesa Unified District                 | Lowell Elementary School         | \$32,650         |
| Mesa Unified District                 | Guerrero Elementary School       | \$33,450         |
| Mesa Unified District                 | Longfellow Elementary School     | \$38,100         |
| Mesa Unified District                 | Hawthorne Elementary School      | \$30,100         |
| Mesa Unified District                 | Lincoln Elementary School        | \$41,950         |
| Mesa Unified District                 | Webster Elementary School        | \$33,550         |
| Phoenix Advantage Charter School Inc. | Phoenix Advantage Charter School | \$21,000         |
| Phoenix Elementary District           | Garfield School                  | \$36,750         |
| Phoenix Elementary District           | Mary Mcleod Bethune School       | \$25,900         |
| Phoenix Elementary District           | Capitol Elementary School        | \$36,000         |
| Roosevelt Elementary District         | C.O. Greenfield School           | \$31,500         |
| Sunnyside Unified District            | Drexel Elementary                | \$32,450         |
| Sunnyside Unified District            | Rivera Elementary                | \$29,950         |
| Sunnyside Unified District            | Summit View Elementary           | \$27,650         |
| Sunnyside Unified District            | Esperanza Elementary School      | \$33,600         |
| Sunnyside Unified District            | Santa Clara Elementary           | \$35,600         |
| Topock Elementary District            | Topock Elementary School         | \$6,150          |
| Washington Elementary School District | Sunnyslope Elementary School     | \$42,350         |
| Washington Elementary School District | Lakeview Elementary School       | \$29,100         |
| Washington Elementary School District | Moon Mountain School             | \$37,450         |
| Washington Elementary School District | Washington Elementary School     | \$51,850         |
| Washington Elementary School District | Shaw Butte Elementary School     | \$50,700         |
| Washington Elementary School District | Maryland Elementary School       | \$44,300         |
| Washington Elementary School District | Ocotillo School                  | \$43,750         |
| Washington Elementary School District | Richard E. Miller School         | \$32,200         |
| Washington Elementary School District | Royal Palm Middle School         | \$36,500         |
| Washington Elementary School District | Roadrunner Elementary School     | \$40,700         |
| Washington Elementary School District | Desert View Elementary School    | \$25,150         |
| Washington Elementary School District | Alta Vista Elementary School     | \$35,350         |
| Washington Elementary School District | Cactus Wren Elementary           | \$28,900         |
| Washington Elementary School District | Orangewood Elementary            | \$49,500         |
| Washington Elementary School District | Manzanita Elementary             | \$42,450         |
| Washington Elementary School District | Mountain View Elementary School  | \$76,500         |

**EXECUTIVE SUMMARY**

|               |   |
|---------------|---|
| <b>Issue:</b> | Approval of the contract between the State Board of Education and 29 Local Educational Agencies (LEAs) for Homeless Education Services pursuant to Arizona Revised Statute (A.R.S.) §15-207 |
|---------------|---|

Action/Discussion Item

**Contract Abstract****Background and Brief Explanation of Contract**

The McKinney-Vento Homeless Education Assistance Improvements Act of 2001, re-authorized by PL 107-110, requires states to competitively allocate McKinney-Vento funds to LEAs to assist in developing educational and support programs on behalf of homeless children and youth. Primary goals include outreach to ensure school enrollment and attendance as well as equitable participation in the regular education program for all homeless students.

**Name of Contracting Party(ies)**

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, and the following:

| LEA  | FY 2017     |
|--|-------------|
| American Charter School Foundation-West Phoenix H.S. | \$25,000.00 |
| Alhambra Elementary School District                  | \$40,000.00 |
| Amphitheatre Unified School District                 | \$39,718.58 |
| Bullhead City Elementary School District             | \$25,000.00 |
| Cartwright Elementary School District                | \$25,000.00 |
| Center for Academic Success                          | \$15,000.00 |
| Creighton Elementary School District                 | \$40,000.00 |
| Deer Valley Unified School District                  | \$40,000.00 |
| Flagstaff Unified School District                    | \$40,000.00 |
| Glendale Union High School District                  | \$59,999.74 |
| Higley Unified School District                       | \$25,000.00 |
| Marana Unified School District                       | \$40,000.00 |
| Maricopa Unified School District                     | \$25,000.00 |
| Mayer Unified School District                        | \$25,000.00 |
| Osborn Elementary School District                    | \$40,000.00 |
| Page Unified School District                         | \$25,000.00 |
| Paradise Valley Unified School District              | \$40,000.00 |
| Payson Unified School District                       | \$60,000.00 |

**Contact Information:**

Frank Migali, State Director for Homeless Education

Kelly Koenig, Deputy Associate Superintendent, OELAS/Homeless/Migrant

**EXECUTIVE SUMMARY**

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|---|-----------------------|
| Peoria Unified School District            | \$25,000.00           |
| Phoenix Elementary School District        | \$25,000.00           |
| Prescott Unified School District          | \$15,000.00           |
| Roosevelt Elementary School District      | \$80,000.00           |
| Santa Cruz Valley Unified School District | \$15,000.00           |
| Scottsdale Unified School District        | \$25,000.00           |
| Sunnyside Unified School District         | \$100,000.00          |
| Tolleson Elementary School District       | \$25,000.00           |
| Tolleson Union High School District       | \$25,000.00           |
| Washington Elementary School District     | \$80,000.00           |
| Williams Unified School District          | \$23,073.38           |
| <b>TOTAL</b>                              | <b>\$1,067,791.70</b> |

**Contract Amount**

Total not to exceed \$1,067,791.70

**Source of Funds**

Authorizing Legislation: McKinney-Vento Homeless Education Assistance Improvements Act of 2001 reauthorized by PL 107-110

Function Code: HOME300FAY16

**Responsible Unit at the Department of Education**

Division Associate Superintendent: Carol Lippert  
 Unit Deputy Associate Superintendent: Kelly Koenig  
 Program Director: Frank Migali

**Dates of Contract**

July 1, 2016 to June 30, 2017

**Previous Contract History**

The Board has approved local grant awards for Homeless education since 2002, under the current authorization of the Elementary and Secondary Education Act (ESEA).

**EXECUTIVE SUMMARY**

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**Number Affected (Students, Teachers, Public, as appropriate)**

An estimated 30,000 homeless students will benefit from McKinney-Vento Homeless Assistance Act.

**Method of Determining Contract Amount(s)**

A discretionary methodology was used to determine LEAs who show a compelling need for the education of homeless children and youth. A panel consisting of non-ADE/non-LEA staff reviewed program proposals. Awards are based on the number of homeless students to be served, current efforts to remove barriers to educating homeless children, the appropriateness of the services to be provided, and coordination with the regular education program and other state and local agencies. This is the third year of the three year competitive application process and represents continuation funding.

**Evaluation Plan**

Performance measures for homeless education programs are contained in the ADE Strategic Plan. In addition, ADE staff will ensure compliance with state and federal requirements by conducting on-site monitoring visits to the local educational agencies receiving grant awards.

**Recommendation to the Board**

It is recommended that the Board approve the contract between the State Board of Education and the 29 above referenced Local Educational Agencies for Homeless Education Services as described in these materials and pursuant to A.R.S. §15-207.

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Permanent Revocation of Certificate for Louis Elvira, Case No. C-2012-005, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

Louis Elvira holds a Guidance Counselor, Pre K-12 Certificate, which expires on February 7, 2017.

On or about March 18, 2016, in Pinal County Superior Court of Florence, AZ, Louis Elvira was found guilty by an impaneled jury of one count Sexual Conduct with a Minor, two counts Molestation of a Child, one count Public Sexual Indecency and five counts of Sexual Exploitation of a Minor. On or about May 9, 2016, Mr. Elvira was sentenced to one hundred twelve years in the Arizona Department of Corrections penal system. He will be placed on lifetime probation upon release and required to register as a sex offender.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate(s).

**Recommendation to the Board**

It is recommended, that pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all certificates held by Louis Elvira, and that all states and territories be so notified.

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Permanent Revocation of Certificate for Greg P. Parr, Case No. C-2015-071, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

Greg P. Parr holds a Substitute Certificate which expires on March 4, 2020.

On May 6, 2016, Mr. Parr was convicted of one count of Sexual Exploitation of a Minor, a class 2 Felony.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate(s).

**Recommendation to the Board**

It is recommended, that pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all teaching certificates held by Greg P. Parr, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Alix D. Alejandro, Case No. C-2015-016

Action/Discussion Item

Information Item

**Background and Discussion**

Alix D. Alejandro holds a Standard Elementary Education Certificate, 1-8, which expires on April 18, 2019.

Ms. Alejandro was employed by Tempe Elementary School District #3 ("District") from July 30, 2014 through September 5, 2014. On or about January 15, 2015, the State Board of Education ("Board") received a report from the District of allegations that on August 22, 2014, Ms. Alejandro resigned from her position.

On September 4, 2014, a letter was sent to Ms. Alejandro, noting that the Governing Board approved her resignation pending a replacement. A replacement was not found for her teaching position. On November 5, 2014, the Governing Board approved and adopted a statement of charges and the dismissal of Ms. Alejandro.

During the Board investigation, Ms. Alejandro was informed that a complaint would be filed against her Arizona teaching certification. Subsequently, Ms. Alejandro chose to voluntarily surrender her certificate. On or about April 28, 2016, the Board Investigative Unit received Ms. Alejandro's notarized affidavit in which she surrendered her certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Alix D. Alejandro, and that all states and territories be so notified.

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration of Certificate Surrender for Christian A. Bermudez, Case No. C-2015-108. |
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Action/Discussion Item

Information Item

**Background and Discussion**

Christian A. Bermudez held an Emergency Substitute teaching certificate, which expired on July 1, 2015.

On April 15, 2015, the Douglas Unified School District reported, Mr. Bermudez was being investigated by the Douglas Police Department on allegations of Sexual Misconduct with a Minor.

During the Board investigation, Mr. Bermudez was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Bermudez chose to voluntarily surrender his certificate. On May 2, 2016, the Board Investigative Unit received Mr. Bermudez' notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Christian A. Bermudez, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Brandon Brothers,  
Case No. C-2014-078.

Action/Discussion Item

Information Item

**Background and Discussion**

Brandon Brothers holds a Provisional Secondary Education 7-12 certificate, which expires on June 11, 2016.

During the 2013-2014 school year, Mr. Brothers was employed as a teacher at Centennial Middle School ("Centennial") in the Kyrene Elementary School District ("KESD") located in Phoenix, Arizona.

The Board Investigative Unit conducted an investigation into allegations that Mr. Brothers engaged in inappropriate conduct by making inappropriate comments to students such as "tough titties". He also wrote the following comment near the fold of an 8<sup>th</sup> grade female student's yearbook: "There is a penis in your crack LOL". Mr. Brothers also drew a picture of a penis next to the comment.

During the Board investigation, Mr. Brothers was informed that a complaint would be filed against his Arizona teaching certification. A Negotiated Settlement was presented to the Board on April 25, 2016 which the Board did not accept. Subsequently, Mr. Brothers chose to voluntarily surrender his certificate. On May 20, 2016, the Board Investigative Unit received Brandon Brothers' notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Brandon Brothers and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration of Certificate Surrender for Matthew Feely, Case No. C-2016-054. |
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Action/Discussion Item

Information Item

**Background and Discussion**

Matthew Feely holds a Standard Elementary Education certificate 1-8, which expires August 5, 2022, a Provisional Structured English Immersion certificate which expires July 27, 2016 and a Provisional Elementary Education certificate which expires July 27, 2016.

On January 29, 2016, the Board's Investigative Unit received a report from Cartwright Elementary District alleging Mr. Feely had inappropriate conduct with students. The conduct included writing letters, buying gifts, and giving money to student(s).

During the Board investigation, Matthew Feely was informed that a complaint would be filed against his Arizona teaching certification(s). Subsequently, Matthew Feely chose to voluntarily surrender his certificate. On May 18, 2016, the Board Investigative Unit received Matthew Feely's notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Matthew Feely, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Erica Flynn Case No. C-2015-155

Action/Discussion Item

Information Item

**Background and Discussion**

Erica Flynn holds a Provisional Elementary Education 1-8 Certificate and a Provisional Cross Categorical Special Education Certificate, both of which expire on January 8, 2017. She also holds a Substitute Certificate that expires on April 19, 2018.

On January 1, 2015, Ms. Flynn was arrested and charged with Felony Murder in the 2<sup>nd</sup> Degree in Chandler, AZ after causing a vehicle accident, while driving under the influence of alcohol and causing a vehicle collision which resulted in the death of another.

On February 9, 2016, Ms. Flynn entered a plea of guilty to Manslaughter, a Class 2 Dangerous Felony and Endangerment, a Class 6 Felony.

On April 8, 2016, Ms. Flynn was sentenced to the Arizona Department of Corrections for a term of 11 years and 3 years of probation upon release from prison.

During the Board investigation, Ms. Flynn was informed that a complaint would be filed against her Arizona teaching certification. Subsequently, Ms. Flynn chose to voluntarily surrender her certificate. On May 17, 2016, the Board Investigative Unit received Ms. Flynn affidavit in which she surrendered her certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Erica Flynn, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Daniel W. Hatfield, Case No. C-2013-183

Action/Discussion Item

Information Item

**Background and Discussion**

Daniel W. Hatfield held an Emergency Substitute Certificate, which expired on July 1, 2011.

Mr. Hatfield was employed as a maintenance-transportation supervisor and softball coach by Ray Unified School District #3 from September 24, 2001 through October 3, 2011.

On or about September 29, 2013, the State Board of Education ("Board") received an Arizona Department of Public Safety FCC Notice of Suspension regarding an arrest on or about July 22, 2013 and subsequent charge of trafficking in stolen property, theft and forgery. Arresting agency was Pinal County Sheriff's Office. On or about October 13, 2014 in Pinal County Superior Court Mr. Hatfield pled guilty to two counts of tampering with a public record-register false record. The judgment of guilt was set aside on or about March 3, 2016.

During the Board investigation, Mr. Hatfield was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Hatfield chose to voluntarily surrender his certificate. On or about May 5, 2016, the Board Investigative Unit received Mr. Hatfield's notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificate(s) held by Daniel W. Hatfield, and that all states and territories be so notified.

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration of Certificate Surrender for James A. Mansfield, Case No. C-2006-030. |
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Action/Discussion Item

Information Item

**Background and Discussion**

James A. Mansfield holds a Substitute teaching certificate, which expires on July 1, 2099.

On April 27, 2005, the Investigative Unit for the State Board of Education ("Board") received allegations from Maricopa County Regional District that Mr. Mansfield made sexual remarks, offered alcohol and drugs to a female student.

During the Board investigation, Mr. Mansfield was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Mansfield chose to voluntarily surrender his certificate. On May 6, 2016, the Board Investigative Unit received Mr. Mansfield's affidavit in which he surrendered his teaching certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by James A. Mansfield, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration of Certificate Surrender for Susan Sardo, Case No. C-2016-138. |
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Action/Discussion Item

Information Item

**Background and Discussion**

Susan Sardo holds a Reciprocal Provisional Secondary, 6-12 teaching certificate, which expires on December 4, 2018.

On March 8, 2016, the Catalina Foothills Unified School District notified the Investigative Unit of the State Board of Education ("Board"), that Ms. Sardo acted in an unprofessional manner by resigning from her position with the district without board approval.

During the Board investigation, Ms. Sardo was informed that a complaint would be filed against her Arizona teaching certification. Subsequently, Ms. Sardo chose to voluntarily surrender her certificate. On May 28, 2016, the Board Investigative Unit received Ms. Sardo's notarized affidavit in which she surrendered her certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Susan Sardo, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration of Certificate Surrender for Maurice J. Ubaldo, Case No. C-2016-174. |
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Action/Discussion Item

Information Item

**Background and Discussion**

Maurice J. Ubaldo holds a Provisional Elementary Education, 1-8 teaching certificate, which expires on July 27, 2016, and a Substitute teaching certificate, which expires on November 15, 2017.

On April 6, 2016, the Cartwright Elementary School District reported to the Investigative Unit for the State Board of Education ("Board") that Mr. Ubaldo had been communicating with a student via social media.

During the Board investigation, Mr. Ubaldo was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Ubaldo chose to voluntarily surrender his certificate. On May 16, 2016, the Board Investigative Unit received Mr. Ubaldo's notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Maurice J. Ubaldo, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Certificate Surrender for Adam J. Vitcavage, Case No. C-2016-068

Action/Discussion Item

Information Item

**Background and Discussion**

Adam J. Vitcavage holds a Provisional Secondary Education Certificate, 6-12, which expires on July 5, 2017.

Mr. Vitcavage was employed by Chandler Unified School District #80 ("District") from October 14, 2013 through February 23, 2016. On or about February 11, 2016, the State Board of Education ("Board") received a report from the District of allegations that on February 5, 2016, Mr. Vitcavage sent inappropriate text messages to a student during evening hours.

The District reassigned Mr. Vitcavage to home with pay effective February 11, 2016 through his termination date of February 23, 2016. Mr. Vitcavage resigned in lieu of termination on February 11, 2016.

During the Board investigation, Mr. Vitcavage was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Vitcavage chose to voluntarily surrender his certificate. On or about April 18, 2016, the Board Investigative Unit received Mr. Vitcavage's notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificate(s) held by Adam J. Vitcavage, and that all states and territories be so notified.

**Contact Information:**

Garnett Winders, Chief Investigator  
State Board of Education

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration of Certificate Surrender for Carlos A. Martinez, Case No. C-2016-185. |
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Action/Discussion Item

Information Item

**Background and Discussion**

Carlos A. Martinez holds a Substitute teaching certificate, which expires on May 29, 2018.

On four occasions between September and October 2014, Mr. Martinez stole iPads from the Palominas Elementary School District. He used the money he received to illegally purchase Percocet without a valid prescription.

On March 21, 2016, the Arizona State Board of Education (“Board”) entered into a Negotiated Settlement Agreement (NSA) in which Mr. Martinez agreed to a 2 year suspension of his teaching certificate. Mr. Martinez was mandated to participate in, “counseling, therapy or a treatment which addresses substance abuse issues” as a condition for the NSA.

Shortly after the agreement was executed, the Arizona Department of Public Safety notified the Board that Mr. Martinez’s Fingerprint Clearance Card had been suspended due to an arrest on March 4, 2016, for Possession of Marijuana.

During the Board investigation, Mr. Martinez was informed that a complaint would be filed against his Arizona teaching certification. Subsequently, Mr. Martinez chose to voluntarily surrender his certificate. On June 3, 2016, the Board Investigative Unit received Mr. Martinez’s notarized affidavit in which he surrendered his certificate(s).

**Recommendation to the Board**

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Carlos A. Martinez, and that all states and territories be so notified.

**Contact Information:**  
*Garnett Winders, Chief Investigator*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Kelli Adams, Case No. C-2015-205 |
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Action/Discussion Item

Information Item

**Background and Discussion**

Kelli Adams holds a Standard Cross Categorical Special Education, K-12, teaching certificate and a Standard Elementary Education 1-8, teaching certificate, both of which expire on July 8, 2021.

On October 17, 2015, the Dysart School District reported that Ms. Adams was sending messages, romantic in nature to a female student via social media.

During the Board investigation, Ms. Adams voluntarily entered into negotiations with the Board Investigative Unit regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a 3 year suspension of any and all certificates, with the following conditions:

- Participate in, and successfully complete, a course or seminar which addresses boundary issues. Any such course or seminar must first be approved by the Board's staff. Said course and/or seminar may be completed at the location of Ms. Adams choosing or via the internet if available.
- Furnish a letter of proof of successful completion to the Board certifying that Ms. Adams has successfully completed the course or seminar addressing the issues that led to the conduct specified above.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Kelli Adams', for 3 years from today's date, with the above listed conditions, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Stephanie Bake, Case No. C-2015-156

Action/Discussion Item

Information Item

**Background and Discussion**

Stephanie Bake holds a Standard Secondary Education 6-12 Certificate, which expires May 24, 2017.

On or about October 29, 2015. Ms. Bake exposed her breasts to customers at a gas station. Ms. Bake exposed her breasts in the classroom on the same day. A student had taken a picture of the incident using a cell phone camera.

During the Board investigation, Stephanie Bake voluntarily entered into negotiations with the Board Investigative Unit regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a suspension through the expiration of any and all certificates, with the following conditions:

- Participate in counseling, therapy, or a treatment program which address the mental health issues that lead to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.
- Furnish a letter of proof from her healthcare provider to the Board that Ms. Bake has received appropriate and sufficient treatment which address the mental health issues that lead to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Stephanie Bake, through the expiration of her certificate(s) from today's date, with the above listed conditions, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for John Baldinelli, Case No. C-2012-116

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Baldinelli holds a Standard Secondary Education 6-12 certificate, which expires on March 11, 2022.

During the 2011-2012 school year, Mr. Baldinelli was a teacher at Shadow Ridge High School (“Shadow Ridge”) in the Dysart Unified School District (“DUSD”) located in Surprise, Arizona.

On January 10, 2012, the mother of Student A, a 17-year old male student at Shadow Ridge, reported to officials at DUSD that she had discovered inappropriate electronic messages exchanged between Mr. Baldinelli and Student A while she was reviewing Student A’s Facebook page on his computer.

On five occasions between June 10, 2011 and January 8, 2012, Mr. Baldinelli and Student A exchanged electronic messages via Facebook that contained inappropriate language and sexual innuendos.

On January 10, 2012, DUSD reassigned Mr. Baldinelli to work from his home pending investigation into the allegations. He subsequently submitted his resignation to DUSD.

On April 4, 2012, the DUSD Governing Board approved Mr. Baldinelli’s resignation with an effective date of May 25, 2012.

During the Board investigation, Mr. Baldinelli’s legal counsel entered into negotiations with the Board Investigative Unit regarding a settlement agreement. Mr. Baldinelli agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a one-year suspension of any and all certificates, with the following conditions:

- Participate in, and successfully complete, a course or seminar which addresses boundary issues. Any such course or seminar must first be approved by the Board’s staff.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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- Furnish a letter of proof of successful completion to the Board certifying that he has successfully completed the course or seminar addressing the issues that led to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by John Baldinelli, for one-year from today's date, with the above listed conditions, and that all states and territories be so notified.

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Melissa Brown, Case No. C-2015-124 |
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 Action/Discussion Item Information Item**Background and Discussion**

Melissa Brown holds a Standard Secondary Education 6-12 certificate, which currently expires July 29, 2021.

On May 4, 2015, the Investigative Unit received a complaint from the Wilson School District alleging Ms. Brown violated Arizona's Measurement of Educational Readiness to Inform Teaching ("AzMERIT) Test Security Agreement.

During the Board investigation, Ms. Brown agreed that the conduct described in the allegation constitute unprofessional conduct. In consideration of the State Board of Education ("Board") foregoing its option to initiate disciplinary proceedings and hold a hearing in this matter, Ms. Brown agreed to settle the matter.

The Negotiated Settlement Agreement consists of a 1 year suspension of any and all certificates, with the following conditions:

- Participate in, and successfully complete, a course or seminar which addresses teacher ethics issues. Any such course or seminar must first be approved by the Board's staff.
- Furnish a letter of proof of successful completion to the Board certifying she has successfully completed the course or seminar addressing the issues that led to the conduct described above.
- All conditions are at Ms. Brown's own expense.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Melissa Brown, for 1 year from today's date, with the above listed conditions, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Melissa Feldman, Case No. C-2015-145

Action/Discussion Item

Information Item

**Background and Discussion**

Melissa Feldman held a Standard Elementary Education K-8 certificate, which expired on October 4, 2015.

On February 17, 2015, Ms. Feldman was arrested by the Tempe Police Department and booked on charges of possession of dangerous drugs (methamphetamine) and possession of drug paraphernalia.

On December 23, 2015, the Maricopa County Attorney's Office filed a Direct Complaint against Ms. Feldman in the Maricopa County Superior Court of the State of Arizona, ("the Court"), charging her with one count of Possession or Use of Dangerous Drugs, a Class 4 Felony.

On or about February 9, 2016, Ms. Feldman signed an agreement, with the court, wherein she agreed to waive her right to a preliminary hearing and consented to participate in a deferred prosecution program with TASC. The Court suspended prosecution "for 2 years to allow for completion of TASC."

During the Investigation, Ms. Feldman voluntarily entered into negotiations with the Board Investigative Unit regarding a settlement agreement. She agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a three-year suspension of any and all certificates, with the following conditions:

- Participate in counseling therapy, or treatment program which addresses substance abuse issues. Any such counseling, therapy, or treatment program must first be approved by the Board's staff.
- Furnish a letter of proof of successful completion to the Board certifying that Ms. Feldman has successfully completed sufficient treatment, therapy, or counseling addressing the issues that led to the conduct described in the Stipulated Facts of the Negotiated Settlement Agreement.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions, and suspend any and all certificates held by Melissa Feldman, for three years from today's date, with the above listed conditions, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Nicholas Ferro, Case No. C-2016-066

Action/Discussion Item

Information Item

**Background and Discussion**

Nicholas Ferro holds a Principal certificate, which expires on September 20, 2019, and a Guidance Counselor PreK-12 certificate, which expires on December 6, 2017.

During the 2015-2016 school year, Mr. Ferro was a vice-principal at Miami Junior/Senior High School ("Miami JSH") in the Miami Unified School District ("MUSD") located in Miami, Arizona.

Between July 2015 and February 2016, Mr. Ferro and an adult female employee mutually engaged in repeated instances of inappropriate communications of a bantering nature involving sexual comments and innuendo. Mr. Ferro was the female employee's immediate supervisor.

In February of 2016, the MUSD administration became aware of the inappropriate communications that had been going on between Mr. Ferro and the employee and after an investigation, he was reassigned to work under the JUSD Superintendent Sherry Dorathy for the remainder of the school year.

Mr. Ferro agreed to resign from MUSD effective June 30, 2016.

During the Board Investigation, Mr. Ferro admitted to the conduct, stating the banter was between friends and he inadvertently dismissed it as such and failed to address, stop or report the inappropriate communication.

Mr. Ferro voluntarily entered into negotiations with the Board Investigative Unit regarding a settlement agreement. He agreed to the terms of the proposed settlement agreement.

The Negotiated Settlement Agreement consists of a Letter of Censure to be placed in Nicholas Ferro's, permanent file.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for a Letter of Censure to be placed in Nicholas Ferro's permanent file, and that all states and territories be so notified.

**EXECUTIVE SUMMARY**

|               |   |
|---------------|---|
| <b>Issue:</b> | Presentation and discussion from the College Board regarding Arizona's prior and recent performance and participation with the Advanced Placement Program |
|---------------|---|

 Action/Discussion Item Information Item**Background and Discussion**

The College Board will present information regarding Arizona's prior and recent performance and participation with the Advanced Placement Program. Given the State Board's interest in college and career readiness pathways, the College Board will provide information about the state's progress with Advanced Placement courses, as well as ways to continue to grow these pathways for Arizona students. In addition the presentation will discuss options for the use of Advanced Placement for accountability metrics and recent changes regarding the use of federal funds under the Every Student Succeeds Act.

The presentation is related to recently passed federal legislation, ESSA, and could be applicable to implementation of the College Credit by Examination Program (FY 2017 Appropriations – HB 2707/SB 1538); Accountability System (SB1430) and Local Menu of Assessments (HB 2544)

**Attachments:**

- PowerPoint presentation with over view, data and discussion point
- AZ Partnership Brochure - describes the use of College Board Assessments in AZ and the partnerships with other states
- APP Brochure - describes the use of Advanced Placement Potential for increasing participation in AP courses

**Review and Recommendation of State Board Committee****Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

Scott Hill, Vice President

Michelle Arnold, Executive Director, State Relations

David Moniz, Sr. Director

# The College Board and Arizona: An Ongoing Partnership

The College Board has been a long-standing partner with Arizona educators, helping to deliver opportunity to students across the state. We are committed to ensuring that all Arizona students benefit from assessments that provide more information than ever before about a student's readiness and link directly to resources that offer distinct opportunities, including free, personalized online test practice through Khan Academy®, college application fee waivers, and scholarships.

## Participation Numbers and Percentages for Arizona

### AP®

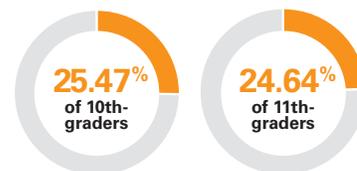
**32,247** public school students took an AP Exam in 2015, compared to **29,989** in 2014 and **22,909** in 2011.

**34.8%** of public school AP Exam takers were **underrepresented minority students** and **23%** were **low-income students**.



### PSAT/NMSQT®

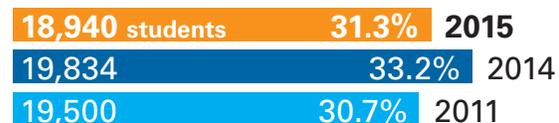
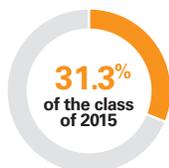
In fall 2015, **42,061** Arizona public school students took the PSAT/NMSQT®.



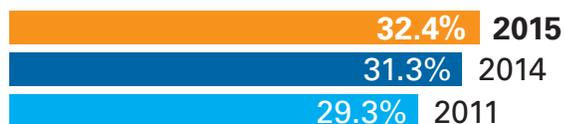
### SAT®

**18,940**

Arizona public school students from the class of 2015 (**31.3%**) took the SAT®, compared to the classes of 2014 and 2011.



**32.4%** of public school SAT takers from the class of 2015 were **underrepresented minority students**, compared to the classes of 2014 and 2011:



**21%** of public school SAT takers in the class of 2015 took the test **using a fee waiver**, compared to the classes of 2014 and 2011:



## State Partnerships

All across the country, states are partnering with the College Board to offer tests from the SAT Suite of Assessments to every student in their state. This list is growing. Here's the latest:

**Eight states and the District of Colombia currently or plan to offer the SAT to all their 11th-graders:**

|                  |              |           |               |
|------------------|--------------|-----------|---------------|
| COLORADO         | CONNECTICUT* | DELAWARE* | IDAHO         |
| ILLINOIS         | MAINE*       | MICHIGAN* | NEW HAMPSHIRE |
| WASHINGTON, D.C. |              |           |               |

**Two states offer the PSAT/NMSQT to all 11th-graders:**

|          |         |
|----------|---------|
| DELAWARE | INDIANA |
|----------|---------|

**Ten states offer the PSAT/NMSQT to all 10th-graders:**

|          |          |                |            |
|----------|----------|----------------|------------|
| ARKANSAS | IDAHO    | INDIANA        | NEW MEXICO |
| GEORGIA  | OREGON   | SOUTH CAROLINA |            |
| MAINE    | DELAWARE | FLORIDA        |            |

**Two states offer the PSAT™ 10 to all 10th-graders:**

|          |          |
|----------|----------|
| COLORADO | MICHIGAN |
|----------|----------|

**Two states offer the PSAT™ 8/9 to all 9th-graders:**

|          |          |
|----------|----------|
| DELAWARE | MICHIGAN |
|----------|----------|

\* Planning to use SAT for federal accountability

## Arizona and the College Board: Building on the Momentum

Together, Arizona and the College Board can continue to provide more students across the state with college and career opportunities through multiple pathways and challenging programs of study.

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# Advanced Placement in Arizona

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*Arizona State Board of Education  
June 27<sup>th</sup>, 2016*

# Who is the College Board?

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- ▶ The College Board seeks to ensure that every student in the United States has access to a high-quality education and is prepared to succeed in college.
- ▶ Our College Readiness initiatives promote curricula, assessment tools, district and guidance resources that help K-12 students prepare for the academic rigors of higher education.
- ▶ Through Advanced Placement<sup>®</sup> college-level courses and exams, high-school students can earn college credit and advanced placement, and learn from some of the most skilled, dedicated and inspiring teachers in the world.

# Who is the College Board?

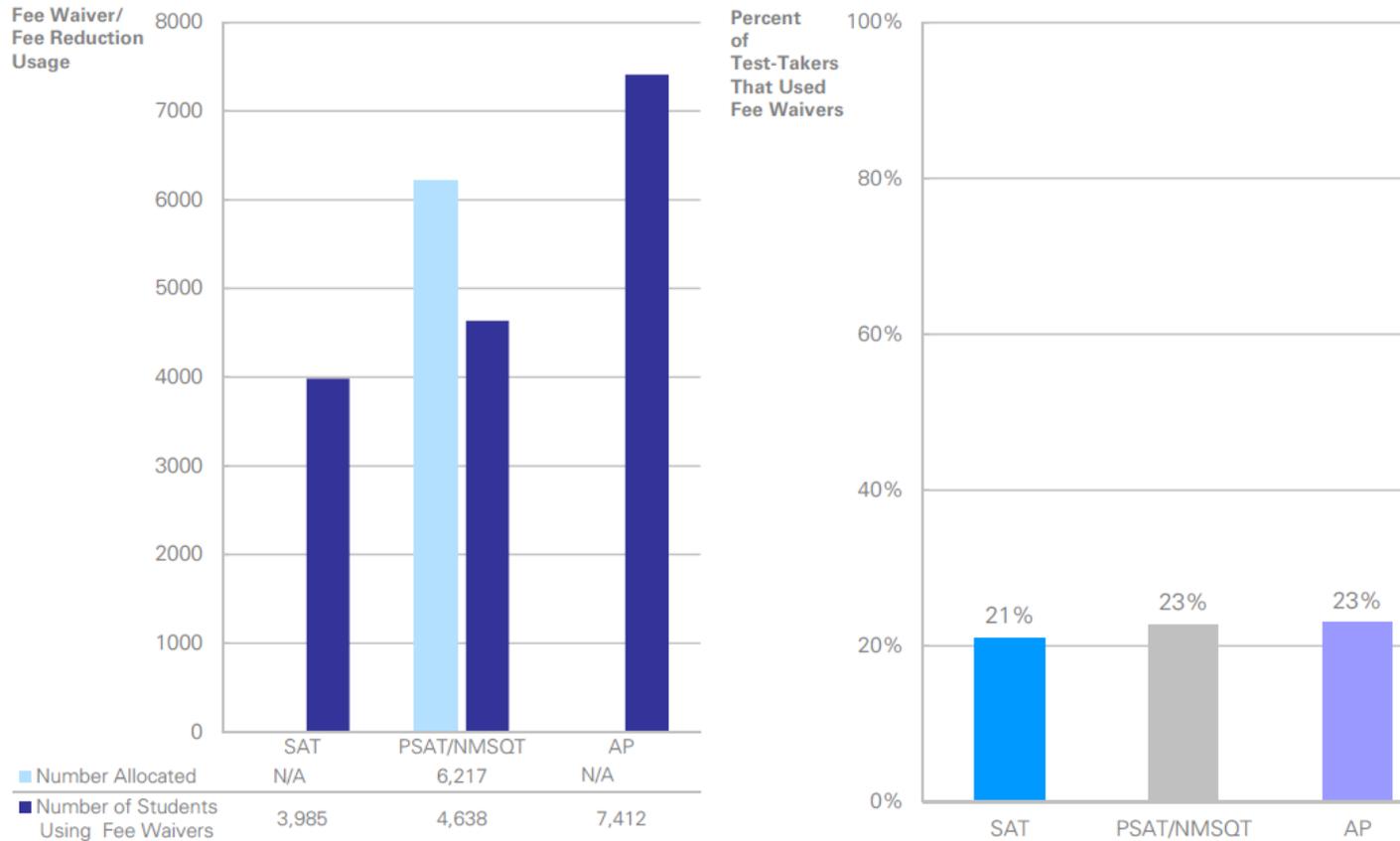
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- ▶ Founded in 1900, the College Board is a mission-driven, not-for-profit organization that connects students to success and opportunity.
- ▶ Our membership includes over 6,000 of the world's leading educational institutions.
- ▶ Our mission: “Challenging All Students to Own Their Future”

Each year we help more than seven million students prepare for successful transition to college through programs and services – including the PSAT/NMSQT, SAT and Advanced Placement Program.

# Who is the College Board?

## OVERVIEW: Fee Waivers/Fee Reduction for SAT, AP and PSAT/NMSQT in Arizona



# What is the Advanced Placement Program?

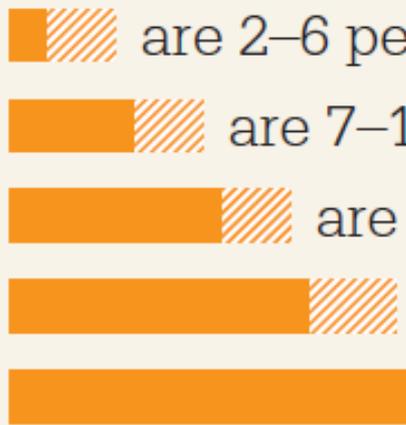
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- ▶ AP is a collaboration between motivated students, secondary schools, colleges and universities.
- ▶ The AP Program offers 37 courses internationally. In 2016, AP Computer Science Principles will be added.
- ▶ Optional external assessment at the end of the course – Scoring ranges from 1-5.
- ▶ Since 1955, the AP Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement while in high school.
- ▶ Today, more than 18,000 schools worldwide participate in the AP Program.

# How can Advanced Placement help?

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New research shows the benefits of AP for all students.<sup>1</sup>  
AP students with an average AP Exam score of:

- 1  are 2–6 percentage points higher
- 2  are 7–11 percentage points higher
- 3  are 12–16 percentage points higher
- 4  are 17–22 percentage points higher
- 5  are 23–27 percentage points higher

in expected on-time college graduation rate, compared to academically matched peers who don't take an AP Exam.

<sup>1</sup> <http://research.collegeboard.org/publications/are-ap-students-more-likely-graduate-college-time>

# AP in Arizona

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## Participation in the Development of AP<sup>®</sup>

2015 Reading participants — Total: **213**

Arizona represents **1.6% of all Readers**

→ AP High School Teachers: **147**

→ College and University Faculty: **66**

2015 AP Professional Development Leaders — Total: **16**

2015 AP Development Committee Members — Total: **2**

European History

Japanese Language and Culture

Arizona State University

University of Arizona

# AP in Arizona

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## AP Results – National

- ▶ 2.5 million students worldwide took 4.5 million exams in 2015.
- ▶ 26.2% exam takers were underrepresented students and 22.1% were low income students.
- ▶ 1.5 million students (60.5%) scored 3 or higher on an AP exam. Results for exam takers:
  - ▶ 32.3% African American
  - ▶ 50.0% Hispanic
  - ▶ 46.2% Native American

## AP Results – Arizona

- ▶ 32,247 students took 57,678 exams in 2015.
- ▶ 47% of AP exam takers were underrepresented students and 23% were low-income students.
- ▶ 18,386 students (57%) scored 3 or higher on an AP exam. Results for exam takers:
  - ▶ 43.6% African American
  - ▶ 43.5% Hispanic
  - ▶ 28.3% Native American

# AP in Arizona – Potential Cost Savings

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**\$38,115,167**

In May 2015, Arizona public and private high school students took a total of **35,802 AP<sup>®</sup> Exams** that resulted in scores of 3, 4, or 5. Based on students' opportunity to earn at least 3 college credits for each AP Exam score of 3 or higher, this represents an **estimated 107,406 college credits**. At an average rate of **\$354.87\*** per credit hour, the **total potential cost savings** for the state's students and families was **\$38,115,167**.

# AP in Arizona – Honor Roll Districts

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- ▶ The College Board recognizes districts throughout the U.S. and Canada that increase access to African American, Hispanic, and American Indian students AP® course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.
- ▶ The following Districts have been recognized since 2011:
  - ▶ Amphitheater Public Schools, Flagstaff USD, Gilbert Public Schools, Glendale UHSD, Higley USD, Mingus UHSD, Scottsdale USD, Yuma UHSD
- ▶ 2015 AP Honor Roll Districts:
  - ▶ Tucson USD
  - ▶ Deer Valley USD
  - ▶ Cave Creek USD

# AP in Arizona – Top Ten Exams in 2015

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1. English Language & Composition
2. History: United States
3. English Literature & Composition
4. Government and Politics: United States
5. History: World
6. Mathematics: Calculus AB
7. Biology
8. Spanish Language and Culture
9. Psychology
- 11 10. Chemistry

- ▶ 77% of exams taken are from these 10 subjects.
- ▶ 27% of the total exams were in STEM courses.

# Unfulfilled Potential in Arizona

Defining Opportunities

# Unlocking AP Potential in Arizona

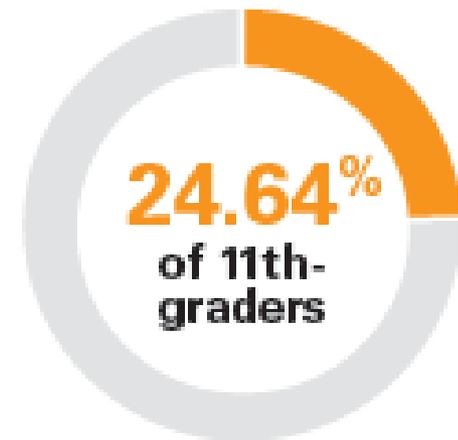
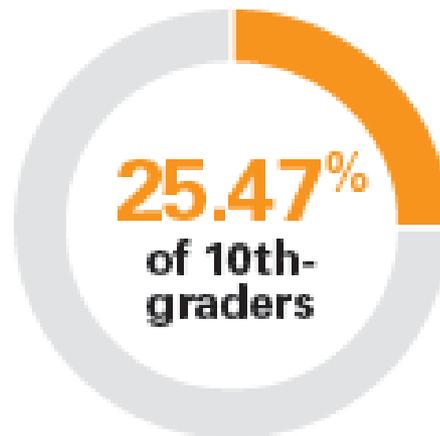
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## PSAT/NMSQT®

In fall 2015,

**42,061**

Arizona public school students took the PSAT/NMSQT®.



# Unlocking AP Potential in Arizona

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Arizona public school students with high potential for success in AP courses can be identified using performance data from the PSAT/NMSQT.

Among the nearly 50,000 students who took the PSAT/NMSQT in October 2015, there were 20,368 unique students whose PSAT performance indicates they have at least a 60% chance of scoring 3 or higher on one or more AP Exams.

These students attend 257 high schools in 91 school districts.

# AP Potential in Arizona – Class of 2015

## Any AP Discipline, All Students with AP Potential\*

56%: Students with potential who participated in at least one matched AP exam

44%: Students with potential who did not participate in at least one matched AP exam

6,194: Students with potential who participated in at least one matched AP exam

4,867: Students with potential who did not participate in at least one matched AP exam

## AP Science, All Students with AP Potential\*

34%: Students with potential who participated in at least one matched AP Science exam

66%: Students with potential who did not participate in at least one matched AP Science exam

1,942: Students with potential who participated in at least one matched AP Science exam

3,838: Students with potential who did not participate in at least one matched AP Science exam

## AP Mathematics, All Students with AP Potential\*

41%: Students with potential who participated in at least one matched AP Mathematics exam

59%: Students with potential who did not participate in at least one matched AP Mathematics exam

2,266: Students with potential who participated in at least one matched AP Mathematics exam

3,222: Students with potential who did not participate in at least one matched AP Mathematics exam

# AP & Higher Education

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## Why Do Colleges Accept AP?

- ▶ More than 5,800 College Faculty Participate in AP on an Annual Basis.
- ▶ AP Students Succeed in College
- ▶ AP Provides Opportunities for Underrepresented Students to Succeed
- ▶ AP Credit Opportunities Attract Motivated and Prepared Students

In 2014-2015, Arizona families potentially saved over \$38.1M through successful scores on AP exams.

# AP & Higher Education – Arizona

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- ▶ **Faculty Participate in AP on an Annual Basis. These faculty participated in:**
  - ▶ AP course and exam development
  - ▶ AP Exam scoring and score setting
  - ▶ AP course syllabi review
  - ▶ Professional development for AP teachers
  - ▶ Faculty contributions ensure that AP continually evolves to keep pace with changes in academic disciplines and best practices in college-level learning.

- 2015 Reading participants—  
Total: 213 Arizona Educators
  - AP High School Teachers: 147
  - College and University Faculty: 66
- 2015 AP Professional Development Leaders— 16
- 2015 AP Development Committee Members— 2

# AP Student Success at the College Level

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Strong AP programs in high school, coupled with data-driven policies in colleges and universities support many positive outcomes for students.

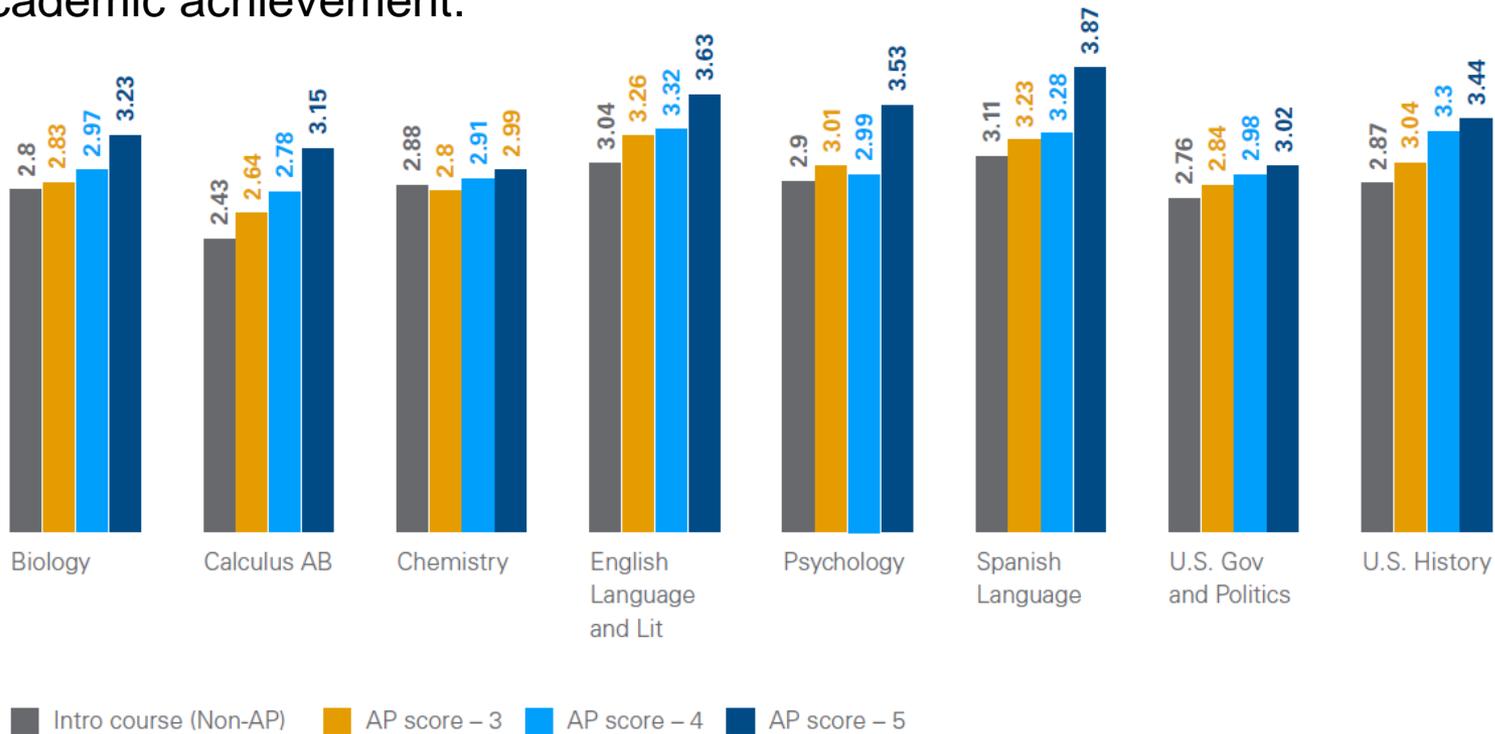
**Multiple research studies have confirmed the following for AP students who achieve scores of 3 or higher on AP Exams:**

1. AP Students perform well in subsequent college courses in the discipline.
2. AP students are more likely to major in their AP subject or a related discipline, particularly in STEM subjects.
3. AP students take more – not less – college course work in the discipline.
4. AP students are more likely to graduate within four years.
5. AP provides opportunities for underserved students to succeed.



# GPA Performance in the Sequent College Course by Performance

In most subjects, students who earned a 3 or higher on the exam, performed the same as or better than non-AP students in the sequent college course related to their AP Exam – even after controlling for prior academic achievement.



# Probability of Completing in 5 Years or Less

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*\*Students who scored a 3 or higher on AP Exams*

Dougherty, C., Mellor, L., & Jian, S. (2006). Orange juice or orange drink? Ensuring that “advanced courses” live up to their labels. Austin, TX: National Center for Educational Accountability.

# AP & Higher Education

## Three-Year Trend Arizona Board of Regents

|                                |                                       | 2015                                   |                                 |                           |  |
|--------------------------------|---------------------------------------|--|---------------------------------|---------------------------|--|
|                                |                                       | # of Exam Takers Reported <sup>1</sup> | % of Total Exam Takers Reported | # of Exam Scores Reported | # of Exam Takers Reported Scoring 3 or Higher <sup>4</sup> |
| All                            | Total                                 | 8,519                                  | 100.0%                          | 33,445                    | 6,602  |
|                                | Change from previous year             | +4.3%                                  |                                 | +5.6%                     | +5.0%  |
| Exam Taker Origin <sup>2</sup> | In-State                              | 5,235                                  | 61.5%                           | 21,611                    | 4,114  |
|                                | Change from previous year             | +2.3%                                  |                                 | +4.5%                     | +4.4%  |
| Gender                         | Out-of-State                          | 3,205                                  | 37.6%                           | 11,593                    | 2,425  |
|                                | Change from previous year             | +7.8%                                  |                                 | +7.6%                     | +8.7%  |
| Exam Taker Origin <sup>2</sup> | Non-US                                | 79                                     | 0.9%                            | 241                       | 63   |
|                                | Change from previous year             | +1.3%                                  |                                 | +10.8%                    | +8.6%  |
| Gender                         | Female                                | 4,558                                  | 53.5%                           | 17,300                    | 3,494  |
|                                | Change from previous year             | +3.7%                                  |                                 | +4.2%                     | +6.9%  |
| Ethnicity/Race                 | Male                                  | 3,961                                  | 46.5%                           | 16,145                    | 3,108  |
|                                | Change from previous year             | +5.0%                                  |                                 | +7.1%                     | +5.0%  |
| Ethnicity/Race                 | American Indian/Alaska Native         | 116                                    | 1.4%                            | 335                       | 52   |
|                                | Change from previous year             | -6.5%                                  |                                 | -9.0%                     | +4.0%  |
| Ethnicity/Race                 | Asian/Asian American/Pacific Islander | 898                                    | 10.5%                           | 4,304                     | 723  |
|                                | Change from previous year             | +5.4%                                  |                                 | +3.4%                     | +3.7%  |
| Ethnicity/Race                 | Black/African American                | 316                                    | 3.7%                            | 1,153                     | 194  |
|                                | Change from previous year             | -6.2%                                  |                                 | +6.4%                     | +2.2%  |
| Ethnicity/Race                 | Hispanic/Latino <sup>3</sup>          | 1,963                                  | 23.0%                           | 7,429                     | 1,350  |
|                                | Change from previous year             | +5.8%                                  |                                 | +5.0%                     | +4.2%  |
| Ethnicity/Race                 | White                                 | 4,815                                  | 56.5%                           | 18,928                    | 4,003  |
|                                | Change from previous year             | +2.5%                                  |                                 | +5.6%                     | +5.7%  |
| Ethnicity/Race                 | Other                                 | 231                                    | 2.7%                            | 964                       | 194  |
|                                | Change from previous year             | -10.1%                                 |                                 | -0.5%                     | -1.0%  |
| SES                            | No Response                           | 180                                    | 2.1%                            | 332                       | 96   |
|                                | Change from previous year             | +339.0%                                |                                 | +238.8%                   | +336.4%  |
| SES                            | Low-income <sup>5</sup>               | 1,647                                  | 19.3%                           | 6,591                     | 1,115  |
|                                | Change from previous year             | -3.1%                                  |                                 | -3.1%                     | -1.3%  |

- Data is provided to universities to recruit, admit, and graduate students that have had the AP experience.
- Colleges and Universities can inspire students through clear and consistent policies.
  - Admission
  - Credit and placement
- Clear policies remove barriers for low income and first generation students.

# AP & Higher Education – Arizona

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- ▶ A clear and consistent AP credit and placement policy can:
  - ▶ Ensure that prospective students and families know which institutions recognize AP achievement and award course equivalent college credit and advanced placement based on qualifying scores;
  - ▶ Allow for the optimal application of qualifying AP scores for credit toward meeting general education requirements;
  - ▶ Improve seamless course articulation and transfer, credit portability, and degree completion rates;
  - ▶ Reduce the duplication and accumulation of excess credit hours, minimizing economic burdens for students and families, and improve enrollment efficiency for higher education systems.

# New Opportunities

# AP Expansion Opportunities

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## Implementation of Legislation – SBE and ADE

- ▶ Creation of College Credit by Examination Program (FY 2017 Appropriations – HB 2707/SB 1538)
- ▶ Accountability System (SB 1430)
- ▶ Local Menu of Assessments (HB 2544)

# AP Expansion Opportunities

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## Incentivizing Rigorous Coursework – SBE and ADE

- ▶ Growing and Maximizing AP Potential
- ▶ Utilizing the College Board/Kahn Academy Partnership
- ▶ Implementing ESSA
- ▶ Establishing a Streamlined AP Statewide Credit Policy

# Partnership

Arizona and The College Board

# The College Board as a valued partner

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- ▶ Bringing focus and meaning to high school accountability
- ▶ Well researched and accepted assessments and reporting at all levels to inform instruction and improve student success
  - ▶ Teachers
  - ▶ Counselors and building administrators
  - ▶ District administrators
  - ▶ State policy makers
  - ▶ Community partners
- ▶ Demonstrating College Readiness using multiple indicators
- ▶ Providing opportunities to students
  - ▶ Rigorous coursework
  - ▶ Charting a path to college and career readiness
  - ▶ Access to college scholarships

# Thank you for your time!

---

- ▶ Scott Hill, Regional Vice President  
Western Regional Office, San Jose, CA  
213-416-2123  
[shill@collegeboard.org](mailto:shill@collegeboard.org)
- ▶ Michelle Arnold, PhD, Executive Director  
State Relations, Government Relations  
832-532-3682  
[marnold@collegeboard.org](mailto:marnold@collegeboard.org)
- ▶ David Moniz, Director  
Western Regional Office, San Jose, CA  
408-367-1439  
[dmoniz@collegeboard.org](mailto:dmoniz@collegeboard.org)



# AP Potential™

## Discover the Possibilities

Information  
for State-Level  
Users

Open the world of AP® to academically qualified students who may otherwise be overlooked — with AP Potential™. It is available for any school, district, or state that administers any exam within the SAT Suite of Assessments.



**AP Potential™ is a free, Web-based tool that helps you increase access to AP® by using the SAT® Suite of Assessments score data to identify students with the potential to succeed in AP.**

AP Potential is rooted in a long line of research showing PSAT/NMSQT® scores, and by extension SAT scores, predict performance on specific AP Exams — often with more accuracy than other traditionally used methods.<sup>1</sup>

[appotential.collegeboard.org](http://appotential.collegeboard.org)

*In the State of Delaware, we are using AP Potential as a strong measure for identifying students who are ready for more rigorous course work, supporting our goal of ensuring that students graduate college and are career ready.*

**Michael Watson**  
Chief Academic Officer  
Delaware State Department of Education  
Dover, DE

*AP Potential gives you a whole new data set in terms of potential students who can take that course. AP Potential was the backbone of us expanding our [AP] program.*

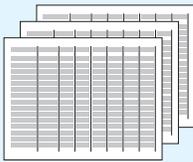
**Von Mansfield**  
Superintendent  
Homewood-Flossmoor School District  
Homewood, IL

*Our data team found stronger correlations with the indices used by AP Potential than with state testing or even grades in introductory courses in the same subject for placement into AP courses.*

**Sharon Aigler**  
Science Teacher  
Medway High School  
Medway, MA

# What you'll get:

**Rosters** that show all students in the selected grade(s) who have the potential to succeed in the AP courses you select.<sup>2</sup> State users can generate reports at the school, district, or state levels.



**A customized letter template** that you can use with the mailing address data provided in your reports to inform parents/guardians of their child's AP potential.<sup>3</sup>



**The ability to sort your rosters** by such characteristics as race/ethnicity or gender to support school, district, or state-level equity and access goals.

| J        | A                | B                | C         | D            | E        | F             | G            | H       | I     | J     | K   | L      | M     |
|----------|------------------|------------------|-----------|--------------|----------|---------------|--------------|---------|-------|-------|---|--------|-------|
| DISTRICT | SCHOOL           | SCHOOL CODE      | LAST NAME | FIRST NAME   | SID      | DATE OF BIRTH | ADDRESS      | CITY    | STATE | ZIP   | ETHNICITY                                 | GENDER | GRADE |
| 1        | Example District | Example School 1 | 1234567   | ADRIAN       |          | 1/1/99        | 1234 MAIN ST | Anytown | ST    | 12345 | American Indian or Alaska Native          | MALE   | 10th  |
| 2        | Example District | Example School 1 | 1234567   | AJANI        |          | 1/2/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Black or African American                 | MALE   | 10th  |
| 3        | Example District | Example School 1 | 1234567   | ALERO        | 1111111  | 1/3/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Asian                                     | FEMALE | 10th  |
| 4        | Example District | Example School 1 | 1234567   | ALVERNA      |          | 1/4/99        | 1234 MAIN ST | Anytown | ST    | 12345 | White                                     | FEMALE | 10th  |
| 5        | Example District | Example School 1 | 1234567   | ANDRE        |          | 1/5/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Hispanic or Latino                        | MALE   | 10th  |
| 6        | Example District | Example School 1 | 1234567   | ANDRES       |          | 1/6/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Native Hawaiian or other Pacific Islander | MALE   | 10th  |
| 7        | Example District | Example School 1 | 1234567   | ANDREW       |          | 1/7/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Two or more races                         | FEMALE | 10th  |
| 8        | Example District | Example School 1 | 1234567   | ANFAL        |          | 1/8/98        | 1234 MAIN ST | Anytown | ST    | 12345 | Other                                     | FEMALE | 11th  |
| 9        | Example District | Example School 1 | 1234567   | ANGELA       | 1111112  | 1/9/99        | 1234 MAIN ST | Anytown | ST    | 12345 | American Indian or Alaska Native          | FEMALE | 10th  |
| 10       | Example District | Example School 1 | 1234567   | ARICA        |          | 1/10/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Black or African American                 | FEMALE | 10th  |
| 11       | Example District | Example School 1 | 1234567   | ASHARAE      |          | 1/11/98       | 1234 MAIN ST | Anytown | ST    | 12345 | Asian                                     | FEMALE | 11th  |
| 12       | Example District | Example School 1 | 1234567   | AYANNA       |          | 1/12/99       | 1234 MAIN ST | Anytown | ST    | 12345 | White                                     | FEMALE | 10th  |
| 13       | Example District | Example School 1 | 1234567   | BENIAH       |          | 1/13/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Hispanic or Latino                        | FEMALE | 10th  |
| 14       | Example District | Example School 1 | 1234567   | BRADFORD     |          | 1/14/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Native Hawaiian or other Pacific Islander | MALE   | 10th  |
| 15       | Example District | Example School 1 | 1234567   | BRANDI       |          | 1/15/98       | 1234 MAIN ST | Anytown | ST    | 12345 | Two or more races                         | FEMALE | 11th  |
| 16       | Example District | Example School 1 | 1234567   | BRIA         |          | 1/16/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Other                                     | FEMALE | 10th  |
| 17       | Example District | Example School 1 | 1234567   | BRITNEY      |          | 1/17/99       | 1234 MAIN ST | Anytown | ST    | 12345 | American Indian or Alaska Native          | FEMALE | 10th  |
| 18       | Example District | Example School 1 | 1234567   | BRYAN        |          | 1/18/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Black or African American                 | MALE   | 10th  |
| 19       | Example District | Example School 1 | 1234567   | CHERON       |          | 1/19/98       | 1234 MAIN ST | Anytown | ST    | 12345 | Asian                                     | FEMALE | 11th  |
| 20       | Example District | Example School 1 | 1234567   | CHEYNESE     |          | 1/20/99       | 1234 MAIN ST | Anytown | ST    | 12345 | White                                     | FEMALE | 10th  |
| 21       | Example District | Example School 1 | 1234567   | CHRIS        |          | 1/21/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Hispanic or Latino                        | MALE   | 10th  |
| 22       | Example District | Example School 1 | 1234567   | CHRISTIAN    |          | 1/22/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Native Hawaiian or other Pacific Islander | MALE   | 10th  |
| 23       | Example District | Example School 1 | 1234567   | CHRISTINA    |          | 1/23/98       | 1234 MAIN ST | Anytown | ST    | 12345 | Two or more races                         | FEMALE | 11th  |
| 24       | Example District | Example School 2 | 2345678   | CHRISTOPHER  |          | 1/24/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Other                                     | MALE   | 10th  |
| 25       | Example District | Example School 2 | 2345678   | CIENNA       |          | 1/25/99       | 1234 MAIN ST | Anytown | ST    | 12345 | American Indian or Alaska Native          | FEMALE | 10th  |
| 26       | Example District | Example School 2 | 2345678   | CLEON        |          | 1/26/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Black or African American                 | MALE   | 10th  |
| 27       | Example District | Example School 2 | 2345678   | COURTNEY     |          | 1/27/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Asian                                     | FEMALE | 10th  |
| 28       | Example District | Example School 2 | 2345678   | CRYSTAL      |          | 1/28/98       | 1234 MAIN ST | Anytown | ST    | 12345 | White                                     | FEMALE | 11th  |
| 29       | Example District | Example School 2 | 2345678   | CRYSTAL      |          | 1/29/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Hispanic or Latino                        | FEMALE | 10th  |
| 30       | Example District | Example School 2 | 2345678   | DALJON       |          | 1/30/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Native Hawaiian or other Pacific Islander | MALE   | 10th  |
| 31       | Example District | Example School 2 | 2345678   | DANEKA       |          | 1/31/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Two or more races                         | FEMALE | 10th  |
| 32       | Example District | Example School 2 | 2345678   | DANELLE      |          | 2/1/98        | 1234 MAIN ST | Anytown | ST    | 12345 | Other                                     | FEMALE | 11th  |
| 33       | Example District | Example School 2 | 2345678   | DEMI         |          | 2/2/99        | 1234 MAIN ST | Anytown | ST    | 12345 | American Indian or Alaska Native          | FEMALE | 10th  |
| 34       | Example District | Example School 2 | 2345678   | DESHAWN      |          | 2/3/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Black or African American                 | MALE   | 10th  |
| 35       | Example District | Example School 2 | 2345678   | DITAYA       |          | 2/4/98        | 1234 MAIN ST | Anytown | ST    | 12345 | Asian                                     | FEMALE | 11th  |
| 36       | Example District | Example School 2 | 2345678   | DMJURE       |          | 2/5/98        | 1234 MAIN ST | Anytown | ST    | 12345 | White                                     | FEMALE | 11th  |
| 37       | Example District | Example School 2 | 2345678   | DONOVAN      |          | 2/6/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Hispanic or Latino                        | MALE   | 10th  |
| 38       | Example District | Example School 2 | 2345678   | DONOVAN      |          | 2/7/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Native Hawaiian or other Pacific Islander | MALE   | 10th  |
| 39       | Example District | Example School 2 | 2345678   | EDWARD       |          | 2/8/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Two or more races                         | MALE   | 10th  |
| 40       | Example District | Example School 2 | 2345678   | ELIZABETH    |          | 2/9/99        | 1234 MAIN ST | Anytown | ST    | 12345 | Other                                     | FEMALE | 10th  |
| 41       | Example District | Example School 2 | 2345678   | EMERSON      |          | 2/10/98       | 1234 MAIN ST | Anytown | ST    | 12345 | American Indian or Alaska Native          | MALE   | 11th  |
| 42       | Example District | Example School 2 | 2345678   | ERIKA        | 80004015 | 2/11/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Black or African American                 | FEMALE | 10th  |
| 43       | Example District | Example School 2 | 2345678   | ESTHERLAUREN |          | 2/12/98       | 1234 MAIN ST | Anytown | ST    | 12345 | Asian                                     | FEMALE | 11th  |
| 44       | Example District | Example School 2 | 2345678   | FABIO        |          | 2/13/99       | 1234 MAIN ST | Anytown | ST    | 12345 | White                                     | MALE   | 10th  |
| 45       | Example District | Example School 2 | 2345678   | FARLAH       |          | 2/14/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Hispanic or Latino                        | FEMALE | 10th  |
| 46       | Example District | Example School 2 | 2345678   | FARLEY       |          | 2/15/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Native Hawaiian or other Pacific Islander | MALE   | 10th  |
| 47       | Example District | Example School 2 | 2345678   | GABRIELLE    |          | 2/16/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Two or more races                         | FEMALE | 10th  |
| 48       | Example District | Example School 2 | 2345678   | GABRIELLE    |          | 2/17/99       | 1234 MAIN ST | Anytown | ST    | 12345 | Other                                     | FEMALE | 10th  |

**New Feature:** State-level users can now create a single, comprehensive roster that shows the AP potential of students by school and district.

1. Research Report No. 2006-1, *The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study*, The College Board, New York, 2006.  
Zhang, X., Patel, P., Ewing, M. (2014a). *AP<sup>®</sup> Potential predicted by PSAT/NMSQT<sup>®</sup> scores using logistic regression* (College Board Statistical Report 2014-1). New York: The College Board.  
Zhang, X., Patel, P., Ewing, M. (2014b). *Incorporating 9th- grade PSAT/NMSQT<sup>®</sup> scores into AP Potential<sup>™</sup> predictions for AP<sup>®</sup> European History and AP World History* (College Board Statistical Report 2014-2). New York: The College Board.  
The continued reporting of AP Potential based on scores from the entire SAT Suite of Assessments was achieved through the application of concordance tables that placed the old PSAT/NMSQT expectancy tables on the new scale for the redesigned assessments.
2. Reports are generated while remaining compliant with student data release and privacy guidelines.
3. The College Board also reports information about AP Potential directly to students through the SAT Suite of Assessments Student Reporting Portal. Learn more at [studentscores.collegeboard.org](https://studentscores.collegeboard.org)

# To find out the AP potential of your students, follow these steps:

**1** Confirm that your state has access to AP Potential. State Department of Education officials should contact their College Board regional office to set up state-level access.

**2** Once access has been established, go to [appotential.collegeboard.org](http://appotential.collegeboard.org) and sign in to your College Board account. You can sign up for an account on that page if you do not have one.

**3** Follow the prompts to generate your AP Potential roster(s).

## Sample state-level roster:

Name of student
AP subject
% probability of success on an AP Exam (a score of 3 or higher)

Show  students      Showing 1 to 50 of 13,999 students      [Export to CSV](#)

| District         | School | Student          | Grade | Student ID | Art History | Biology | Calculus AB | Chemistry | Comparative Government/Politics |
|------------------|--------|------------------|-------|------------|-------------|---------|-------------|-----------|---------------------------------|
|                  |        |                  |       |            | 60          | 60      | 60          | 60        | 60                              |
| Example District | flower | STU-8417388, D C | 10th  | 67676767   | Y           |         |             |           | Y                               |
| Example District | flower | STU-8417390, J C | 10th  | 12121212   |             |         |             |           |                                 |
| Example District | flower | STU-8417404, L   | 10th  | 56565656   |             |         |             |           |                                 |
| Example District | flower | STU-8417408, J   | 10th  | 99999999   | Y           | Y       |             | Y         | Y                               |
| Example District | flower | STU-8417409, M C | 10th  | 45454545   |             |         |             |           |                                 |
| Example District | flower | STU-8417416, J N | 10th  | 88888888   |             |         |             |           |                                 |
| Example District | flower | STU-8417418, S A | 10th  | 3434343    |             |         |             |           |                                 |
| Example District | flower | STU-8417426, K N | 10th  | 3333333    | Y           |         |             |           |                                 |
| Example District | flower | STU-8417427, K W | 10th  | 2323232    |             |         |             |           |                                 |
| Example District | flower | STU-8417446, T M | 10th  | 5555555    |             |         |             |           |                                 |
| Example District | flower | STU-8417453, K   | 10th  | 7777777    |             |         |             |           |                                 |
| Example District | flower | STU-8417459, A K | 10th  | 1111111    |             |         |             |           |                                 |
| Example District | flower | STU-8417460, E E | 10th  | 6666666    |             |         |             |           |                                 |
| Example District | flower | STU-8417464, B   | 10th  | 1111111    | Y           |         |             |           |                                 |

A "Y" indicates a student has potential for success in the subject

# With AP Potential, schools, districts, and states can:

- **Support access to AP** for all academically prepared students
- **Develop robust AP programs** by identifying whether a school should expand its course offerings and/or increase the number of sections of AP courses already offered
- **Reduce time to recruit** new AP students
- **Meet college and career readiness** accountability measures

## AP Potential supports equity and access

College Board data show that **hundreds of thousands of high school students nationwide** have the potential to succeed in AP but do not take any matched AP course. Bridging this gap is crucial to supporting student access to college.

AP Potential includes race/ethnicity data that can help schools, districts, and states support access to college for all students — including African American, Latino, and Native American students — who are less likely than their white and Asian peers to be enrolled in AP classes for which they have shown potential.



### The Value of AP

Research indicates that **students who score a 3 or higher** on an AP Exam typically **experience greater academic success in college** and are more likely to earn a college degree than non-AP students.



**Record your AP Potential Access Code** here and save these instructions for easy access to the AP Potential tool.

SCHOOL YEAR                  ACCESS CODE

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SCHOOL YEAR                  ACCESS CODE

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SCHOOL YEAR                  ACCESS CODE

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### About AP®

The Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams.

**EXECUTIVE SUMMARY**

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**Issue:** Summary of Spring 2016 AzMERIT Testing

Action/Discussion Item

Information Item

**Background and Discussion**

In response to a request made at the April 25, 2016 Board meeting, a summary of state level Spring 2016 AzMERIT Results will be presented.

**Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

Irene Hunting, Deputy Associate Superintendent, Assessment

Leila Williams, Associate Superintendent, Quality Assessment, Accountability/SI and Adult Education

**EXECUTIVE SUMMARY**

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|   |
|---|
| <b>Issue:</b> Presentation and discussion regarding the Resolution of the Arizona Association of Governing Boards of the Arizona Community Colleges regarding pathways to achieve high school equivalency |
|---|

Action/Discussion Item

Information Item

**Background and Discussion**

The Arizona Association of Governing Boards of the Arizona Community Colleges have submitted a resolution for Board consideration regarding pathways to achieve high school equivalency.

**Recommendation to the Board**

This item is presented to the Board for information only, and no action is requested.

**Contact Information:**

Jane Strain, Chair, Arizona Association of District Governing Boards

RESOLUTION OF THE ARIZONA ASSOCIATION OF GOVERNING BOARDS

of

ARIZONA COMMUNITY COLLEGES

May 6, 2016

WHEREAS the Arizona Association of District Governing Boards (AADGB) is an association representing elected Governing Board members of the ten community college districts in Arizona; and

WHEREAS we educate the largest segment of adult students in Arizona; and

WHEREAS Arizona has been recognized as having one of the finest community college systems in the country; and

WHEREAS we have become alarmed at the consequences of the changes to the GED test and its administration; and

WHEREAS with the changes in the GED test in 2014, the number of students successfully passing the test has dropped significantly; and

WHEREAS many of our students require increased services and multiple avenues to demonstrate a high school equivalency;

WHEREAS passing the GED is the only means of obtaining a high school equivalency in Arizona; and

WHEREAS innovative pathways exist to enable students to obtain their high school equivalency such as accepting college credits as an option for high school completion for adults without high school diplomas; and therefore

BE IT RESOLVED that we call upon the Arizona State Board of Education as the statutory authority to investigate and establish multiple ways to achieve a high school equivalency; and

BE IT FURTHER RESOLVED that such ways to achieve a high school equivalency include, but not be limited to, approving other vendors providing high school equivalency examinations; completion of a predetermined set of community college courses; work experience; or combination of community college courses and work experience.

**EXECUTIVE SUMMARY**

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|               |  |
|---------------|--|
| <b>Issue:</b> | Presentation, discussion and possible action regarding semi-annual progress review of Simon Consulting, L.L.C., as Receiver for Cedar Unified School District No. 25 |
|---------------|--|

Action/Discussion Item

Information Item

**Background and Discussion**

Simon Consulting, LLC (“the Receiver”) was appointed as the Receiver for the Cedar Unified School District No. 25 (“CUSD”) by the Arizona State Board of Education (“ASBE”) on April 26, 2011.

Since 2011, the Receiver has conducted investigations to identify and correct the issues that caused CUSD’s original financial problems, to establish proper procedures and policies to ensure that those financial problems do not arise again in the future, and to ensure that all district operations are in compliance with the USFRs, Generally Accepted Accounting Principles, and state law.

The Receiver is now nearing the completion of its fifth year of receivership work and has seen significant progress, and expects to make significant progress in reduction of the building debt in the fiscal year 2016-2017. According to the recommendation of the Receiver, however, until the building debt issue is resolved CUSD will be ineligible to be removed from receivership.

Pursuant to A.R.S. § 15-103(L), the State Board of Education is required to formally review the Receiver’s progress every six months.

**Recommendation to the Board**

It is recommended that the Board approve the semi-annual progress review of Simon Consulting, L.L.C., as Receiver for Cedar Unified School District No. 25.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education  
Keith Kenny, Simon Consulting, LLC



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*Quarterly Report of the Receiver for  
Cedar Unified School District No. 25*

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*Keith Kenny*

*For the Receiver*

*Simon Consulting, LLC*

*June 6, 2016*

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## **Appendices**

- Appendix A ..... CUSD Work Plan for Fiscal Year 2015-16
- Appendix B ..... Notice and agenda of April 13, 2016 Special Board Meeting & Minutes
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- Appendix D ..... Notice and agenda of May 3, 2016 Special Board Meeting & Minutes
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- Appendix F ..... Notices and agenda of May 17, 2016 Board Meeting and Minutes
- Appendix G ..... Notice and agenda of May 24, 2016 Special Board Meeting

## **Executive Summary**

Simon Consulting, LLC (“the Receiver”) was appointed as the Receiver for the Cedar Unified School District No. 25 (“CUSD”) by the Arizona State Board of Education (“ASBE”) on April 26, 2011. As of the end of the FY 2011-12, CUSD still owed the state \$492,441 due to previous overpaid state aid and was also required to reduce its budget capacity by \$935,834 to repay previous overspending during the FY 2003-04 through FY 2005-06 school years. CUSD repaid the state \$100,000 in FY 2011-12 toward the state aid overpayment and also reduced its budget capacity by \$100,000 during FY 2011-12 in accordance with HB 2707. Additional money remained unspent from the FY 2012-13 budget and was returned to the state to further reduce the owed balances. The FY 2013-14 budget contained the required budget capacity reduction of \$99,195 as required by HB 2707 and recalculated by ADE Finance. Per discussions with ADE Finance, it was finally determined that Cedar had indeed satisfied its requirement to repay all of the budget capacity reductions through its voluntary additional budget reductions in FY 2011-12 and FY 2012-13. Cedar timely filed an amended budget in May 2014 to remove the previously budgeted \$99,195 capacity reduction, at the direction of ADE Finance. No further budget reductions are required.

Cedar continues to pay back the cash overage owed to the state on the agreed plan timeline. The current amount owed as of the end of FY 2014-15 in overpaid state aid is \$286,599.85. This amount, payable in fiscal year installments of \$57,319.97, will be completely paid off in FY 2019-20. The state deducts this annual payment from state aid payments due to the District.

The Receiver, both through its own actions and those of CUSD administration and staff, has had a positive impact on CUSD in that CUSD is operating more efficiently and cost effectively. Cash flow remains the single largest issue standing between CUSD and fiscal soundness. Cash flow issues will continue to trouble the District for the short-term, at least until Cedar is able to rebuild its cash reserves. This has been a slow process but Cedar has not sold any warrants since FY 2012-13. It is expected that Cedar will be able to continue to fund itself during FY 2015-16. These expectations are dependent on the timely receipt of state aid paid and the amount of Federal Impact Aid funds received by the District. Once the Receivership is terminated after Cedar meets all of the requirements for exiting the Receivership spelled out in ARS 15-103, Cedar should be able to obtain a small credit line to help smooth out the inevitable cash flow shortages that may occur.

The adopted FY 2015-16 budget was timely filed in July 2015 as required. The adopted Maintenance & Operations (“M&O”) budget total was \$2,108,752. The adopted budget reflected no further repayment to the state for budget capacity reduction and also reflected a \$79,403 carry forward from FY 2014-15.

Reduction of the remaining \$600,000 of White Cone building debt is the last remaining impediment to the termination of the Receivership. The district was able to reduce the debt by \$100,000 in January 2016 leaving a remaining balance of \$500,000. Unfortunately, until the White Cone Impact Aid bonds are paid off, the District will have insufficient cash flow to pay down the remaining White Cone debt. There are two remaining scheduled payments, July 1, 2016 and July

1, 2017 on the White Cone Impact Aid funds. The final reserve for the two remaining payments was drawn on the Districts FY 2015-16 Impact Aid funds. Therefore, there will be increased cash flow from Impact Aid funds in FY 2016-17 that will allow the district to further pay down the White Cone debt in FY 2016-17. However, the District facilities are in need of some repairs and maintenance and some of the increased cash flow will be needed to address the repairs and maintenance issues. The Receiver is working with the current Superintendent and business manager to both address the repairs and maintenance issues and debt reduction in the fiscal year 2016-17 budget and beyond. Once the debt is eliminated, the Receiver and the District will be able to petition the State Board for the formal termination of the Receivership.

Cedar has completed its repayment of budget capacity reduction and is on schedule for the repayment of the overpaid state aid cash component. Cedar has proven its ability under the current administration to stay within budget parameters and self-manage its daily operations in accordance with state law and the Uniform Standards of Financial Reporting ("USFR"). However, recent developments in personnel issues, discussed further below, have made Cedar's exit from Receivership more tenuous.

## **Background**

CUSD serves students on both the Navajo and Hopi reservation areas, approximately 60 miles north of Holbrook in Navajo County. CUSD's FY 2010-11 100 day ADA was approximately 250 students. CUSD has been declining in enrollment and attendance for the past several years and that decline continued in FY 2012-13, FY 2013-14, FY 2014-15 and FY 2015-16. The FY 2011-12 100-day counts used to calculate the FY 2012-13 budget were 169.020 for Jeddito and 48.642 for White Cone. The 100-day count for FY 2012-13, which was used to calculate state aid for FY 2013-14, was 165.740. The 100-day count used for the FY 2014-15 budget was 152.10. The 100-day count used for the FY 2015-16 budget was 137.001. CUSD is currently operating Jeddito as a traditional school for FY 2015-16 and White Cone has been closed. Traditional high school students from White Cone have enrolled in other surrounding high school districts. School year 2015-16 ADM was 114.411 students on the 40<sup>th</sup> day and 117.106 students on the 100<sup>th</sup> day according to the SAIS ADMS46-1 report of March 6, 2016. The continuing enrollment decline will cause further reduced funding but Cedar is well positioned to absorb the reductions and still continue on as a well-run district.

## **Reported Mismanagement**

On April 26, 2011, ASBE entered a Consent Order which placed CUSD in Receivership pursuant to ARS § 15-103, and appointed Simon Consulting, LLC as Receiver for the District. The Order incorporated a Consent Agreement between ASBE and the District in which the Governing Board admitted that the District was insolvent. The District further agreed to submit to a Receivership with the appointed Receiver having full receivership powers under ARS 15-103.

## **Scope of Engagement, Progress, and Findings**

The Receiver completed the initial 120 day analysis and investigation and filed the required 120 day Receiver's Report on August 15, 2011. Since that time, the Receiver has continued to investigate different areas of the District's operation, both financial and educational. The primary purpose of the continuing investigation was to identify and correct the issues that caused CUSD's original financial problems, establish proper procedures and policies to ensure that those financial problems do not arise again in the future, and to ensure that all district operations are in compliance with the USFRs, Generally Accepted Accounting Principles ("GAAP"), and state law. The Receiver is now nearing the completion of the fifth year of the Receivership and has seen significant progress, and expects to make significant progress in reduction of the building debt in the fiscal year 2016-2017. However, until the building issue discussed below is removed, Cedar will be ineligible to be removed from Receivership.

The following issues have been identified and addressed by the Receiver.

### **Personnel Issues**

Recent personnel issues have arisen that may cause a setback in the District's plan to emerge from Receivership.

First, Mr. James Cruice tendered his resignation as on March 10, 2016 to the Governing Board effective April 10, 2016. On April 13, 2016, the Governing Board approved the hiring of Mr. James Noggle as a consultant to perform the duties of Superintendent for the remainder of the FY 2015-16 (See Receiver report of April 15, 2016 for further details).

On April 19, 2016 the Governing Board approved the retention of the Arizona School Board Association ("ASBA") to conduct an executive search for a Superintendent/Principal for the FY 2016-2017 on a tight time line. The Governing Board made a commitment to ASBA to meet the time line. At the same board meeting, Mr. Noggle presented to the Governing Board his strategic planning and transition preparation of a new Superintendent which included a Board Policy and administrative compliance review.

On May 10, 2016 ASBA was scheduled to present candidates to the Governing Board for selection of finalists. The Governing Board could not get a quorum to proceed and the candidates were not presented. On May 24, 2016, ASBA recommended cancelling the executive search agreement for a Superintendent/Principal do to missed deadlines by the Governing Board and the fast approaching hire date. ASBA recommended that the Board retain the current interim Superintendent for the FY 2016-17. The Governing Board approved the cancellation of the ASBA executive search agreement and the retention of Mr. Duane Noggle as the interim Superintendent for the FY 2016-17.

Second, on May 3, the Governing Board directed the Board's legal counsel to appoint an investigator to investigate harassment/discrimination complaints against the principal and provide the board with a report and recommendations. The results of the investigation are scheduled be provided to the Board at the June 2016 general meeting. The interim Superintendent has since received a number of additional complaints and allegations regarding the principal.

There has been division among the personal during the FY 2016-2017, which the Receiver believes resulted from a lack of leadership from both the prior executive staff and division among the board. The Interim Superintendent has taken steps to resolve the division, by providing in-house training and team building functions. The Receiver believes that the Board taking action to retain the interim Superintendent for the FY 2016-2017 will bring some stability to the District and enable the District to concentrate on the education of the children and reduction of debt. Additionally, the Receiver is working with the Superintendent to provide educational training for the Board regarding state requirements and budgeting issues in the hopes that the Board will be better informed to make decisions in the best interest of the District.

## **Budget Issues**

When the Receiver was appointed, the Arizona Department of Education ("ADE") advised the Receiver that CUSD had overspent their allowable M&O budget in previous years, leaving a net balance due to the state in excess of \$1,000,000. Additionally, \$592,441 was paid to the District in state aid to which the District was not entitled. These issues resulted primarily from the District's utilization of a part-time business manager. The fact that the part-time business manager lived in another state only served to exacerbate the problem as she was unable to timely react to overspending conditions. Additionally, the District missed several important financial report filing dates. The Receiver retained a competent full-time Chief Fiscal Officer for the District, Ms. Henrietta Keyannie ("Keyannie"). Through Keyannie's experience, the hard work of both she and her staff, and the oversight of the Receiver, the District has complied with all filing dates since Keyannie's employment, was under budget for M&O spending for FY 2011-12 and FY 2012-13. Cedar was again under budget for FY 2013-14 and FY 2014-15. The District relied on the CONSULTANT to perform the function of business manager for the remainder of FY 2014-15. The District retained a full-time business manager, Ms. Bonnie Haven, for the FY 2015-16. The hiring of a principal and unbudgeted repairs and maintenance issues have resulted in the FY 2015-16 budget being extremely tight. The principal position has been eliminated for the FY 2016-2017 (see April 15, 2016 Receiver Report), additionally the Receiver is working with interim Superintendent and the business manager to plan for repair issues in the FY 2016-2017 budget. Furthermore, the Superintendent is reviewing the staffing requirements of the district to see if the district is overstaffed in areas.

## **Cash Flow Issues**

The previous budget overspending, the failure to timely file for grant funds, and the delay in receipt of state aid payments due to state budget issues all contributed to the cash flow shortage experienced by CUSD. The cash flow shortage was the immediate proximate cause of CUSD being placed into Receivership, due to the District's inability to meet payroll.

A contributing factor to the cash flow issue was the inability of the District to repay a credit line from Wells Fargo at the time the District was placed into Receivership. Through discussions between the Receiver, the Navajo County Treasurer, and Wells Fargo, the credit line was paid off and the Navajo County Treasurer purchased the warrants necessary to allow the District to make payroll and complete the school year. The corresponding credit line was cancelled by Wells Fargo for FY 2011-12. Wells Fargo has declined to provide a credit line for the District until the Receivership is dissolved.

On two occasions during FY 2012-13, to supplement the cash flow, the District had to sell warrants to the Navajo County Treasurer's office due to delayed state aid payments. Cedar has not sold any warrants during FY 2013-14 and FY 2014-15. Timely state aid payments and the proper transfer of some M&O expenses to Federal Impact Aid Funds assisted in alleviating the cash flow situation.

The District received \$1,011,084.28 in Federal Impact Aid for FY 2013-14. That amount was reduced by \$507,526.50 for the bond payments required for FY 2013-14, leaving the District a total of \$503,557.74 available for allowable uses. For FY 2014-15, the District received total Impact Aid funds of \$1,030,600.95 minus the required bond payments of \$505,675, leaving the District with \$524,925.95 for other uses. For FY 2015-16, the District has been allocated \$1,056,712.40 minus the required bond payments of \$508,176.25 leaves the District with \$548,536.15 for other uses. To date, the District has received \$448,353.46 after the required bond payments. US Bank is currently holding the final two bond payments to be paid on July 1, 2016 and July 1, 2017, therefore FY 2016-17 the District will have additional Impact Aid funds for other uses. The current debt reduction plan is to apply these funds to the White Cone building debt and work toward getting the District out of Receivership. However, due to facility maintenance issues, some of the additional funds will be budgeted too much needed repairs. Due to declining enrollment the amount of Impact Aid is expected to be reduced for the FY 2016-17.

The Receiver believes the low cash flow condition will continue for the FY 2016-17 as the District works toward reducing the debt, but should see considerable improvement in FY 2017-18 as the District's cash reserves strengthen. The improvement is dependent upon the timely payments of state aid and the timely payments of Federal Impact aid to the District. CUSD was able to pay all of its debts for FY 2012-13, FY 2013-14 and FY 2014-15 and ended each year with a cash surplus. Currently, the District has approximately \$26,650 in levy funds on deposit with the Navajo County Treasurer. Once the District is released from

receivership, a small credit line should also become available to cover the short-term cash flow issues. Cedar did not sell any warrants during FY 2013-14 or FY 2014-15 and does not anticipate doing so for FY 2015-16.

## **Repayment Issues**

ADE Finance had previously informed the Receiver that the District had been paid state aid for which it was not legally entitled. The amount of this overpaid state aid totaled \$592,441. The Receiver, through independent calculations based on information received from ADE Finance, determined the amount to be approximately \$590,000. Based on the small difference, the Receiver has accepted the ADE Finance amount. Per HB 2707, the District was required to repay state aid to the state in the amount of \$100,000 for FY 2011-12. The remaining amount must be repaid to the state in equal installments of per fiscal year over the next several fiscal years. Cedar continues to pay back the cash overage owed to the state on the agreed plan timeline. The current amount owed as of the end of FY 2014-15 is \$286,599.85. The fiscal year installments are \$57,319.97 and the overpaid state aid will be completely paid off in FY 2019-20. The state deducts this annual payment from state aid payments due to the District.

As discussed above, the Receiver expects the cash flow problems to continue for the short term but CUSD ended FY 2014-15 with levy fund cash reserves and expects to end FY 2015-16 with levy fund cash reserves.

Reduction of the remaining \$500,000 of White Cone building debt is the last remaining impediment to the termination of the Receivership. The current plan is to pay down the debt in FY 2016-17 with Impact aid funds since there will not be a required bond payment withheld from the funds. Additionally, District is looking into the option to pre-pay the final bond payment scheduled for July 1, 2017, with the funds held in reserve at US bank for the final payment. Once these debts are eliminated, the Receiver and the District will be able to petition the State Board for the formal termination of the Receivership.

## **Financial Audits and USFR Audit**

The financial audit and USFR Questionnaire completed by Dobridge & Company, PC for FY 2014-15. Although there were no deficiencies found that would cause substantial noncompliance, it was noted that the District had many of the same internal control deficiencies most notably in the area of capital assets as the FY 2013-14 audit. Ms. Haven has been working to correct the deficiencies and expects to have the deficiencies corrected by the 2015-16 audit.

## **District Improvements and Accomplishments during Receivership**

- The adoption and execution of the Arizona Department of Education Special Education Corrective Action Plan was instituted under the direction of Superintendent Randall and was completed satisfactorily during the fall of FY 2013-14.
- The District was subject to a Title I site monitor audit which it passed during the spring of FY 2012-13.
- The District was subject to an ELL program compliance audit and received a satisfactory finding. It was completed during the spring of FY 2012-13.
- Cedar has updated its Governing Board Policy manual to bring it into compliance. This was completed during FY 2013-14. This was important to ensure that the Governing Board operates in accordance with accepted policy once the Receivership is lifted.
- Due to its somewhat remote location, Cedar provides some staff housing to its administrators and teachers. Some housing was in need of repairs. The District started a maintenance program for the staff housing during FY 2013-14 which will continue for the next couple of years. Once some of the worst units were repaired, the District was able to fully lease all of the available units, generating approximately \$1,400 per month.
- When the Receivership was established, the District was contracting for its food service operation. This resulted in significant losses to the district. In FY 2012-13, food service was brought in-house. During FY 2013-14, the food service operation was completely reorganized saving an additional \$11,000 per year. It is expected that food service will operate at least at breakeven for FY 2014-15 and beyond.
- Maintenance and transportation for the district was reorganized for FY 2014-15. Through this reorganization, Cedar better utilized its staff, provided more full time positions (less part time), and saved approximately \$25,000 per year. A new Maintenance Supervisor was hired in FY2015-16 and considerable improvements were made to the neglected grounds.
- One of the District's major USFR findings was the lack of tracking for fixed assets. What limited data existed was several years out of date. Cedar completed the GFA update during the summer of 2013. As a result, Cedar was current on its fixed assets and was able to identify significant obsolete and/or surplus assets. The Governing Board authorized disposal netted the District almost \$50,000. However, the GFA has not been kept up to date recently, Ms. Haven is currently in the process of updating the GFA.

- When the Receivership was established, the District had no insurance reserve on deposit and was in danger of not being able to pay out claims. The District administration and the Receiver established a plan to bring Cedar current on its required deposits. Cedar was finally current on the required amounts as of the end of FY 2012-13 and remained current for FY 2013-14, FY 2014-15 and FY 2015-16.
- Due to the remoteness of the District, recruiting new staff is a challenge. Dr. Randall had instituted new procedures to attract and retain qualified staff for the District. Recruiting continues on a year-round basis.
- The District is in the process of repairing and/or replacing some buses to be in compliance with maintenance rules. One used bus has been recently acquired from a dealer. Another bus was just recently overhauled. It is the goal of the District to acquire at least one additional bus.
- New core curriculum programs were adopted for math and English during FY 2012-13. Both of these new programs were implemented during FY 2013-14. The outdated textbooks were removed from use and properly disposed. The District also adopted new computer curriculum materials during FY 2011-12. These were fully implemented in FY 2012-13. Jim Cruice updated and implemented additional programs and methods during FY 2015-16.
- One of Dr. Randall's major accomplishments was the modification and update of the student computer lab. Primarily through grants, the District was able to completely modernize the computer lab with new equipment, complete the updating of computer instructional materials, and obtain sufficient Ipads to issue to students and teachers. This is expected to have a significant impact on the quality of education at Cedar. This project was begun during FY 2013-14 and completed during early FY 2013-14.
- A school improvement grant was written by Dr. Randall to fund the continuation of some of the programs listed above as well as implement new programs designed to improve the education levels at Cedar.
- Cedar was selected by ADE for a preliminary risk assessment of the selected State and Federal Grants for FY 2013. The grants requested for Cedar Unified School District included: Title I, Title II, Race to the Top and IDEA Basic. The District provided all requested information and was advised by ADE that Cedar was not selected based on the Risk Assessment results for a more comprehensive review of the selected State and Federal grants.
- The teacher evaluation process was modified and adopted during FY 2015-16. The new process was fully implemented during FY 2015-16. All teachers are now evaluated using the new process.

- Jim Cruice created a new Prop 301 Plan in FY 2015-16 which made it easier for teachers to achieve and doubled the minimum amount each teacher would be entitled to.
- Jim Cruice implemented a PE program and instituted science and social Studies in every grade for FY 2015-16.
- FY 2015-16 Bus Routes were adjusted and Parent reimbursement program was instituted to save on bus maintenance. Additionally, alternative snow/mud day bus routes were implemented to minimize school closures and low attended makeup days.
- In FY 2015-16, sports programs were brought back to the district to increase school spirit.
- Jim Cruice implemented a Friday Program to give students a well-rounded education. The program offers classes such as on line Math, music, art, native culture, PE, Odyssey of the Mind, and 4-H.

### **Receivership Authority and Powers**

The Receiver had transitioned to a monitoring role with CUSD and had largely reduced involvement in the day-to-day operations process. With the recent departure of Mr. Cruice, the Receiver has taken a more active role in the day to day operations. Mr. Noggle, the interim Superintendent, has worked closely with the Receiver to address various issues. Mr. Noggle has provided regular “Board Briefs” to the Governing Board and the Receiver outlining what is going on in the district and the actions the Mr. Noggle is taking. The Board has voted to retain Mr. Noggle for the FY 2016-2017, which will provide stability to the District and enable the Receiver to transition back to a monitoring role. The Receiver will continue to have regular interactions and obtain updates Ms. Haven on the daily operations and expenditures and budgetary issues.

The Receiver continues to exercise oversight over financial expenditures, largely through analyzing and approving expense vouchers and payroll expenses. The Receiver also attends some Governing Board meetings and analyzes the agenda and minutes from each meeting. Finally, the Receiver has access to the District’s accounting records through the Visions system and analyzes spending and budget capacity on a regular basis. These activities will continue until the Receivership is dissolved by the State Board of Education after all of the dissolution requirements specified in ARS 15-103 are met.

### **Financial Improvement Plan**

The financial improvement plan details how the District will attempt to eliminate the gross financial mismanagement and achieve financial solvency. The Receiver has divided the financial improvement plan into two sections: financial and operational. Each part of this plan is essential

to the success of the school and correction of any gross mismanagement issues that occurred under the previous administration.

## **Financial Plan**

### ***Overspending Repayment***

As stated previously in this report, the District has completed the budget capacity reduction repayment to the state and is no longer required to reduce budget capacity beginning in FY 2014-15. Cash state aid withholdings are being taken as required by ADE Finance and are on the agreed schedule.

The following Receiver actions are ongoing.

#### Continue to monitor spending to control costs

The Receiver is continuing the monitoring of purchase orders but has provided authority to the business manager and the Superintendent to approve purchase orders under \$5,000. This is part of the control transition process which allows more local control but still retains the Receiver's oversight. Payroll is still analyzed and approved as are all expense payment vouchers, as requested by the Navajo County Treasurer. The Receiver exercised only the highest-level oversight when the budget process was completed for FY 2014-15 and FY 2015-16. This transition process is necessary as the Receiver prepares the District to stand on its own in the future. All required deadlines were met and all Governing Board approvals were obtained.

Budget capacity and state aid continues to decline due to slightly smaller enrollment numbers. However, Cedar has been able to weather these declines for FY 2015-16 and still operate within budget, although the budget has been tight.

For FY 2015-16 the budget capacity and state aid will continue to decline due to continued declining enrollment numbers. In anticipation of the declining budget capacity, the Receiver has recommended and the Governing Board has reluctantly voted to eliminate the Principal position for FY 2016-17 and combine the Principal and Superintendent position.

#### District Restructuring

The District moved to a four day week schedule in FY 2012-13. The administration, teachers, staff, students, and the community have all adjusted to the new schedule.

White Cone High School officially closed as a comprehensive High school at the end of the FY2011-2012. All staff, including administration, were released. White Cone Academy housed a small portion of the facility through FY2014-15. White Cone Academy was a stand-alone computer based program. It was 100% computer based.

Students work on site, with an adult supervisor called the Program Facilitator seven hours per day. Students who demonstrated success, and were keeping pace with work assignments, were allowed to work remotely a maximum of 75% of the time, although most choose to work on-site 100% of the time. Students were required to work on-site a minimum of 25% of the time. Off-site work was closely monitored by the program facilitator. All assessments were completed on site for program integrity. Highly Qualified teachers of record monitored work and assisted students as needed. A certified staff member was on campus daily for additional support. White Cone Academy served grades 9-12 and used the Backbone Learning System, A+ Curriculum software. The Superintendent and the Governing Board elected to discontinue the program for FY 2015-16 due to declining interest and costs.

Maintenance and transportation had been reorganized for FY 2014-15 to save the District approximately \$25,000 per year. During FY 2015-16, the Superintendent hired new Maintenance Supervisor who has been working to improve neglected grounds and systems. Additionally, the Superintendent adjusted bus routes and implemented a parent reimbursement program to reduce maintenance on the buses. Food service has also been reorganized to try to make it at least a breakeven proposition.

## **Operational Plan**

Currently, the District is working towards “independent functionality” without the daily assistance or oversight of the Receiver. However, the success of the operational plan is completely dependent on solving the financial issues of CUSD. Without the financial solution, sufficient money will not be available to complete the changes described below. The operational improvement plan contains the following steps.

### ***Ensure compliance with all USFR and Federal guidelines***

The auditor, Dobridge, conducted a USFR audit for FY 2012-13. Dobridge’s findings were almost exactly the same as those of the Receiver’s analysis. The Receiver conducted a limited follow-up analysis for FY 2013-14 and found significant improvement. The deficiencies/findings noted by Dobridge are being addressed and it is believed that the District is in compliance with the USFRs at this time.

The District received a letter from the Auditor General’s office dated June 13, 2013. The letter stated that the Auditor General’s office had analyzed the audit report and USFR analysis submitted by Dobridge and, based solely on the information contained in those reports, determined that CUSD was generally in compliance with the USFR requirements.

The District received a letter from the Auditor General’s office dated July 29, 2015. The letter stated that the Auditor General’s office had reviewed the audit report and USFR Compliance Questionnaire completed by Dobridge & Company PC for the year ended June 30, 2014 and note certain internal control deficiencies, most notably in the area of capital

assets. Although the deficiencies did not cause substantial noncompliance, corrective action is underway by the business manager.

### ***Special Education Program***

ADE staff monitors were invited into the District in the fall of 2011 to evaluate compliance and provide guidance. A follow up analysis conducted by ADE in December 2012 found all special education records in compliance. The Receiver and ADE will continue to monitor this program to ensure continued compliance. The District has received a certificate of compliance from ADE for our Special Education Department and has closed its Corrective Action Plan.

## **Receivership Termination Issues**

In discussions between the Receiver, the District, and the Auditor General's office, it was determined that while Cedar has met the majority of the requirements to terminate the Receivership, it is still in violation on A.R.A 15-103 (B) (6.) which states

*“The school district has accumulated and has operated with a deficit equal to five per cent or more of the school district's revenue control limit for any fiscal year within the past two fiscal years or the conditions prescribed in section 15-107 have occurred.”*

The amount in question is the original overspending for the White Cone High School building. The original amount was approximately \$695,000 of which \$500,000 remains. For FY 2015-16, the Revenue Control Limit (“RCL”) is \$1,976,612, meaning the debt will need to be reduced to \$98,831 or less for two years before the District will be able to petition the Auditor General to determine solvency. The actual debt amount for any given year will be determined by the RCL in effect for that fiscal year. Due to Cedar's continued decline in ADM, the RCL will likely decline each year going forward.

The current plan is to pay down the White Cone building debt in FY 2016-17 with freed up Impact Aid Funds, since FY2016-17 will not require any additional funds be withheld to pay of the Federal Impact Aid bonds. Although, this will require CUSD to have one more year of low cash flow it will enable CUSD to meet the five percent of the RCL requirement sooner rather than later. The Receivership will continue until the remaining debt is reduced to less than five percent of the RCL.

## **Conclusion**

It is the opinion of the Receiver that Cedar was capable of standing on its own and would have qualified for removal from Receivership absent the building debt issue. The District has maintained a positive cash flow through the date of this report and is expected to do so for the foreseeable future. Until recently, the Receiver has been minimally involved in the daily

operations of the District and has relied on the current administration and the Governing Board. The Receiver has recently had to get involved in daily operations and make some directives of the Governing Board in order maintain fiscal responsibility. It is the Receiver's intent to return to a minimal role in the daily operation of the District. However, the Governing Board will need to show that it can maintain the proper fiscal policies and to make the sometimes difficult decisions on how to best operate the District. Unfortunately, due to the building debt discussed above, it will be sometime before the Receiver and the District will be able to request a termination of the Receivership. The Receiver has taken as minimal approach to oversight of the District as possible to keeps costs to a minimum until such time as the Receivership can be legally terminated, although, given the personnel issues discussed above, more short-term oversight will probably be required. This in itself should not cause an extension of the Receivership as the Receivership is expected to continue for the foreseeable future, barring any change to ARS 15-103 by the Arizona Legislature.

This report was based on information available to the Receiver as of June 6, 2016.



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Keith Kenny  
For the Receiver  
Simon Consulting, LLC

June 6, 2016

Date

## Appendix A: CUSD Work Plan for Fiscal Year 2015-16

| <b>Task</b>  | <b>Persons Responsible</b>                        | <b>Deliverable/Goal</b>  | <b>Due Date</b>    |
|--|---|--|--------------------|
| 1.) Regular Monitoring of CUSD financial affairs by the Receiver.  | Receiver  | Ongoing.   | Monthly            |
| 2.) Monitoring of credit position cash balances (County Treasurer), and budget capacity (Expenditure Budget) | Chief Fiscal Officer and Receiver                 | Monthly reports to the Governing Board.  | Monthly            |
| 3.) Implement and monitor school improvement program   | Superintendent, Certified staff, Classified staff | Ongoing implementation and Evaluation.   | 7/1/2012 - Ongoing |
| 4.) New Superintendent takes over  |   |  | 7/1/15             |
| 5.) New Business Manager Hired   |   |  | 7/1/15             |
| 6.) Adopt Budget for FY 2015-16  | Superintendent, Receiver, Governing Board         | Completed and adopted budget filed with ADE Finance                            | 7/10/2015          |
| 7.) Prepare quarterly Receiver Reports as required   | Receiver  | Quarterly Report Prepared and And Filed with ADE                               | Quarterly          |
| 8.) Develop FY 2016-17 budget  | Superintendent, Chief Fiscal Officer              | Budget ready for presentation to the Governing Board in accordance with USFRs. | 6/30/2016          |

# Appendix B

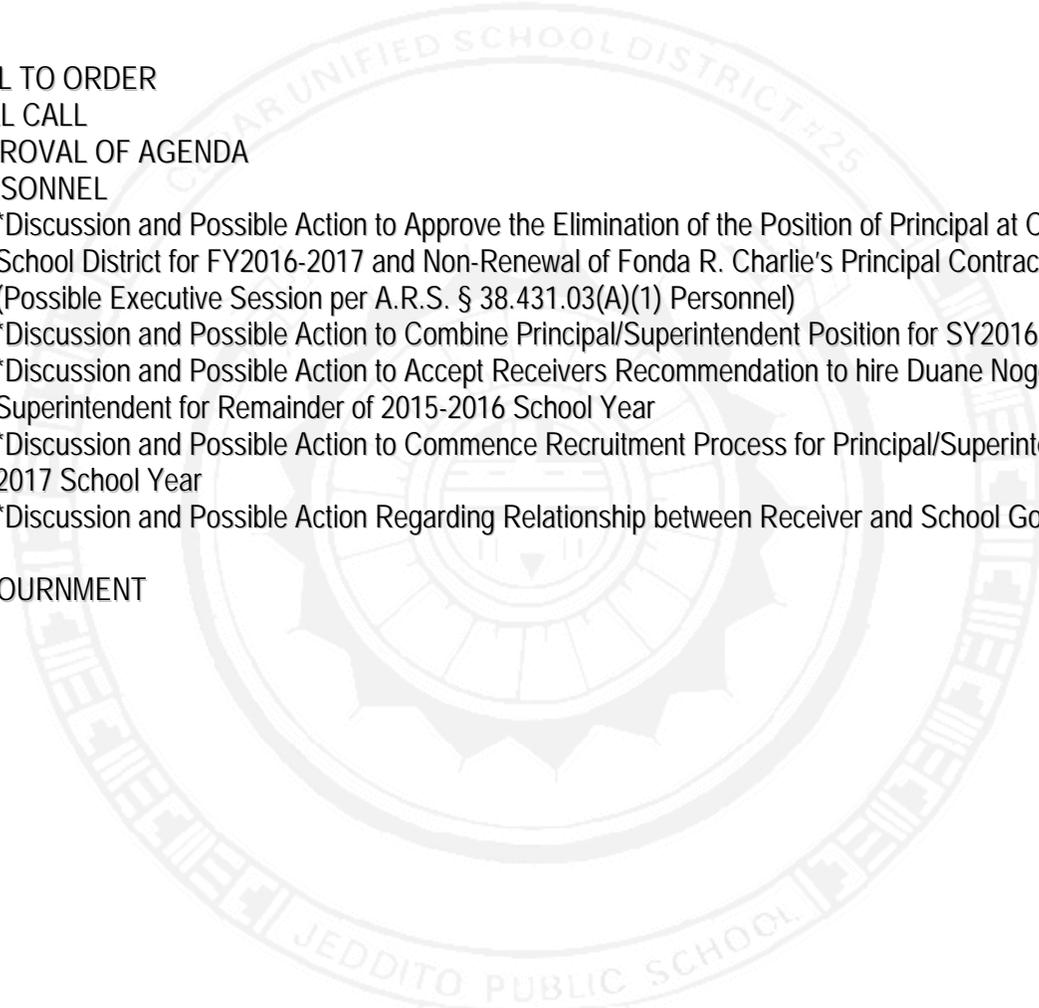
**NOTICE OF A SPECIAL SCHOOL BOARD MEETING  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the general public that the Governing Board of the Cedar Unified School District No. 25 will convene a meeting open to the public on **APRIL 13, 2016** at the **JEDDITO SCHOOL BOARD ROOM**, beginning at **5:30 p.m. (MST)** Information regarding agenda items may be reviewed in the District Superintendent's Office. The Board may vote to convene in Executive Session pursuant to A.R.S. § 38-431.03, to review and discuss certain matters which are marked by an asterisk (\*). Any Executive Session discussions will not be open to the public. However, all Board decisions will be made in open public meeting.

If any disabled person needs any type of accommodations, please notify the Superintendent's Office at (928) 738-2366 prior to the time scheduled for the meeting.

One or more Board Members may attend telephonically.

**REVISED AGENDA**

- 
- I. CALL TO ORDER
  - II. ROLL CALL
  - III. APPROVAL OF AGENDA
  - IV. PERSONNEL
    - A. \*Discussion and Possible Action to Approve the Elimination of the Position of Principal at Cedar Unified School District for FY2016-2017 and Non-Renewal of Fonda R. Charlie's Principal Contract for 2016-2017 (Possible Executive Session per A.R.S. § 38.431.03(A)(1) Personnel)
    - B. \*Discussion and Possible Action to Combine Principal/Superintendent Position for SY2016-2017
    - C. \*Discussion and Possible Action to Accept Receivers Recommendation to hire Duane Noggle, Interim Superintendent for Remainder of 2015-2016 School Year
    - D. \*Discussion and Possible Action to Commence Recruitment Process for Principal/Superintendent for 2016-2017 School Year
    - E. \*Discussion and Possible Action Regarding Relationship between Receiver and School Governing Board
  - V. ADJOURNMENT

**CEDAR UNIFIED SCHOOL DISTRICT NO. 25  
SPECIAL SCHOOL BOARD MEETING  
JEDITO SCHOOL BOARD ROOM  
APRIL 13, 2016**

**MINUTES**

- CALL TO ORDER** The Cedar Unified Special School Board Meeting was called to order by Board President, Iris Yessilth at 5:38 p.m.
- ROLL CALL** Karen Charley called roll. Those present were Iris Yessilth, Francis Ambrose, Sr., Ladybird Jack and Karen Charley. Danny Sage was absent.
- APPROVAL OF AGENDA** Francis Ambrose, Sr. motioned to approve the agenda. Motion seconded the motion. Motion carried with 4 votes in favor, 0 opposed and 0 abstentions.
- Karen Charley motioned to go into executive session per A.R.S. §38.431.03(A)(1) for personnel issue on advice of legal counsel. Motion seconded by Ladybird Jack. Motion carried with 3 votes in favor, 1 opposed and 0 abstentions. Francis Ambrose, Sr. opposed. The board went into executive session at 5:41 p.m. and resumed regular session at 7:11 p.m. Mr. Keith Kenny joined the meeting via telephone.
- PERSONNEL**
- A. \*Discussion and Possible Action to Approve the Elimination of the Position of Principal at Cedar Unified School District for FY2016-2017 and Non-Renewal of Fonda R. Charlie's Principal Contract for 2016-2017 (Possible Executive Session per A.R.S. § 38.431.03(A)(1) Personnel)**
- Patrice Horstman introduced herself to the board and community as the school district's lawyer and she has been with the district for many years, but she hasn't been at a school board meeting or involved for quite some time. She appreciates being invited by the board to be here tonight. Hopefully she can help make sense of some of this action items and this agenda. This agenda is not an agenda that was created by the board which is normally the case, this is an agenda which was created by the receiver and also my input as legal counsel to make sure we dotted the "I's" and crossed the "T's" for the governing board. The receiver has directed that this board to combine the position of principal/superintendent. The school has approximately 120 students. It is very common in Arizona for a school with 120 students that there is a combined superintendent/principal position. So the receiver is directing that the principal/superintendent position be combined. So what A is, is a requirement that the principal position needs to be eliminated and go down to D, you will see that principal position be combined with the superintendent position for the following school year. Now it does not in

any way shape or form affect the contract for the current year. You've got a principal and she has been here working hard for your school and she is entitled to that contract. If you breach on her contract that she's not working, Second thing you need to be aware of is Arizona law requires that all certified administrators who is not going to be renewed for the following year, gets notified of the non-renewal, at the end of this contract term you aren't going to offer another contract. Normally you would, but for the fact that this position by the receiver is being eliminated and combined as a principal/superintendent position. So what this does is eliminates the principal position and non-renews the principal at the end of this contract year for next year because there is no position. But, it will also inform Mrs. Charlie that Mrs. Charlie is entitled to apply for the position of principal/superintendent position for the next year. It's an elimination because of the directive from the receiver, to combine the position, it allows your principal to apply as the principal/superintendent and if the board elects, to hire her for your principal/superintendent for next year. Patrice Horstman asked the board if there are any questions.

Patrice Horstman further stated that what you have before you is an action to eliminate the position of principal and inform Mrs. Charlie that the principal position will be eliminated and therefore she will not be offered a contract for the next year. She further asked if there is a motion to accept the receiver's directive.

Iris Yessilth motioned to accept the receiver's directive. Patrice Horstman asked the board if there is a second to the motion. She further stated that if there is not a second this will die, however the receiver will follow through and do this action anyway. So she asked the board again, there is a motion, is there a second? Francis Ambrose stated that with this accommodation, I would instruct the receiver not to tailor the position that it remains open to whoever is interested in this position. The receiver won't be able to tailor to whoever he wants. Patrice Horstman replied that she will talk to them about that, he is a hundred percent correct Mr. Ambrose. She again stated to the board that they have on the table a directive from the receiver to eliminate the principal position and so inform Fonda Charlie that she will not be renewed at the end of this year because of the elimination of that position. We have a motion, is there a second. Karen Charley stated that we understand it to be a RIF. Patrice Horstman replied that it is a RIF, a non-renewal based on a RIF. We have a motion, is there a second. We have a second to the motion, under protest. Francis Ambrose second the motion. Karen Charley commented that she is going to vote for it because we need to get our school back in working order, but it's under protest also. Patrice Horstman again stated that we have a motion and a second, under

protest. Motion carried with 3 votes in favor, 1 opposed and 0 abstentions. Ladybird Jack opposed.

Patrice Horstman stated to the board that a letter will be given to Mrs. Charley informing her of your actions, under protest, and telling her there will be a non-renewal for the next school year but she is able to apply for the principal/superintendent position.

**B. \*Discussion and Possible Action to Combine Principal/Superintendent Position for SY2016-2017**

Patrice Horstman stated that right now this is a directive of the receiver because of your financial situation, your student enrollment and in order to get you out of receivership a need to combine these to save administrative cost for the district. Mr. Ambrose, you are a hundred percent correct, members of the board, I would recommend that you accept the position a recommendation to combine the principal/superintendent position with a directive that a job description for the principal/superintendent position be brought to you at your next board meeting for your review and approval.

Karen Charley motioned to accept the receiver's directive to combine the Principal/Superintendent position for SY2016-2017 with a directive that a job description for the combined Principal/Superintendent position come to us at the next board meeting. Francis Ambrose stated that he'd like to make a comment as well, according to the job description. Being a community as we are, and a nation as we are, we also like to assure that the board and council know that we have a Native American preference in this area, we have Navajo preference. Patrice Horstman stated that you have Federal Indian Preference as a public school. Motion carried with 3 votes in favor, 1 opposed and 0 abstentions. Ladybird Jack opposed.

**C. \*Discussion and Possible Action to Accept Receiver's Recommendation to hire Duane Noggle, Interim Superintendent for Remainder of 2015-2016 School Year**

Patrice Horstman stated that Item C is Discussion and Possible Action to Accept Receiver's Recommendation to hire Duane Noggle as a consultant to act as an Interim Superintendent for the remainder of the 2015-2016 school year. He will serve approximately 2-1/2 months and will automatically terminate at June 30<sup>th</sup>. This person would take on the responsibility of the superintendent, would work with your staff, work with the principal, and if needed, if possible, depending on the decisions of this board, could act as a mentor for your principal/superintendent for the next school year. Members of the board, you also need to be aware that the receiver is asking for you to accept this directive. The receiver

has already entered into a consultant contract with Mr. Noggle, which will be effective as of tomorrow, and this person will be here to assist your administrative staff and your principal with the central office responsibilities for this district. Members of the board, before you is the acceptance of the directive of the receiver with the hiring of Duane Noggle as a consultant to act as an Interim Superintendent until the end of the school year. Is there a motion. Iris Yessilth motioned and Karen Charley second the motion under protest again. We do need a superintendent as the person that we have now needs to have a certification, we were kind of put into this position with the resignation of our superintendent. Motion carried with 3 votes in favor, 1 opposed and 0 abstentions. Ladybird Jack opposed.

**D. \*Discussion and Possible Action to Commence Recruitment Process for Principal/Superintendent for 2016-2017 School Year**

Patrice Horstman stated that the board may want to start this pretty close to immediately. This gives you an opportunity to do that. You have a couple options to do this, option 1 is you could do this yourself, but you have a skeleton staff. Option 2 is you can do this by hiring the Arizona School Board Association to assist you in the recruitment, the posting, the recruitment and selection process. If you use the Arizona School Board Association and you choose to make a direction under D, you can do that and I will contact them for you tomorrow and ask if they can come up to your next board meeting for the purpose of you expediting this recruitment and selection process. Francis Ambrose asked if there could be a clause in there that we have an option of having an internal selection. Karen Charley stated an internal posting. Patrice Horstman asked if they want to limit it to an internal posting only or do you want to just say you want it posted both internally and with the Arizona School Board Association. Francis Ambrose replied with the Arizona School Board Association. Patrice Horstman further stated to the members of the governing board the direction, correct me if I'm wrong, we have a motion on the floor to hire the Arizona School Board Association to assist the governing board in the recruitment and selection of the principal/superintendent and you'd like to expedite the process and get this going immediately and be posted in-house and with the Arizona School Board Association. Karen Charley second the motion. Motion carried with 3 votes in favor, 1 opposed and 0 abstentions. Ladybird Jack opposed.

**E. \*Discussion and Possible Action Regarding Relationship between Receiver and School Governing Board**

Patrice Horstman stated that this may or may not require any action, members of the board would you like me to give a brief overview for the

public and community on the relationship between the board and the receiver. Patrice Horstman further stated that as some of you know from the community and for those that have been here for a while, you may be aware of the fact that a few years back the school district was actually in a cash shortage and according to Arizona law, when a school district gets into a cash shortage situation and not pay their bills, they can't just file bankruptcy and start all over again like a corporation or company can. What a school has to do is they actually get put into receivership which is a statutory requirement that somebody from the outside, a receiver, actually comes in and really takes over the school district. They basically, instead of your elected officials up here, your elected leaders, they have a right to come in and basically run your school district. And that is what's been done to a more or less degree, and quite frankly, it's been a lesser degree for the last couple of years. There have been some changes that were made this year, losing a superintendent in the middle of a contract and other things that were done as well as declining student enrollment, although its better, and the bills that are there, and the very strong desire of this governing board to get out of receivership as soon as possible so that they get to run their school and the community gets to have their leaders run their school. They have had to make some tough decisions and tough choices, which they just did. They have accepted and a working cooperative relationship with the receiver , they have accepted his directive in the hopes that sometime in this next school year that this district will be out of receivership. And no offense to Mr. Kenny, but Mr. Kenny will not be making the directives to the governing board members on the school. The governing board will be making these decisions themselves. That's where we are members of the board, doesn't require any action, however, I know Mr. Ambrose has made it very clear to me that he would like to have a meeting at some point with the receiver, probably your business manager and myself to talk about how to get you out of receivership as soon as possible. So if you do want to consider a motion Mr. Ambrose or others, you may want to make that motion now. Francis Ambrose motioned to get a meeting, a study session happening, as soon as possible. Patrice Horstman stated to the board that there is a motion before them to have a meeting with the receiver as soon as possible for discussions with your administrative staff, with business manager and hopefully your legal counsel on what you need to do to get you out of receivership as soon as possible. Motion seconded by Ladybird Jack. Francis Ambrose had a question for Bonnie Haven, Business Manager. He said that Bonnie has stated several times that our last payment will be paid in June for White Cone, is that still. Bonnie Haven replied that that's a portion. There are two payments that are due, the first payment is to US Bank and that is for the Impact Aid Revenue Bond. The scheduled final date is July of 2017. What we had to do was go all along all the time and take \$500,000 from Impact Aid money every year and have been paying that Impact Aid Revenue Bond as it

comes every year. When it was set up at the very beginning, there was money put in the bank for the very last payment. So the 2017 payment has been sitting in US Bank for years. They took my Impact Aid money for this year out of what we've gotten, I don't get Impact Aid money until they've taken what they're due. They took that from us and we've gotten the difference which is just shy of \$500,000 this year. That money is sitting there to make the payment that is due on July 1, 2016. At that point, one half of your obligation will be completed. Now, I don't know if they can do two payments at the same time or we have to follow the schedule to make that final payment. Patrice Horstman stated that we can take a look at that, she doesn't think there is a pre-payment penalty. Bonnie Haven stated that is the one part that she doesn't know about. But if they take the double payment to let us pay it off, one half is completed. But you still have on the other side a \$600,000 negative amount that is owed to the state. Payments are to be made on that, there was no payment made last year, I received the document from the Auditor General from the State indicating are you guys going to make a payment. In January, I came to you and said I made a \$100,000 payment. I have \$500,000 left. So if it's a perfect picture and everything works out, I still have \$500,000 and next year it doesn't have to go to Impact Aid Revenue Bonds that I could take that money to pay off the state. That's if nothing else happens, if a bus doesn't break down, or the buildings don't burn. If it's a perfect picture, I can pay that when I receive next years Impact Aid. That's where we are at. We're excited because the Impact Aid Revenue Bonds we know we paid for, it's just that part to the state. Making the \$100,000 payment was extremely good. We brought that amount down which freed up my levy money. Patrice Horstman stated that we are on the road to financial success. Mr. Kenny stated to the board that there is one more debt, not a very large debt, that is being paid annually, the balance at the end of last year is \$286,599. It is overpaid state aid. That is coming out in annual installments from the state aid funds in the amount of \$57,319 a year and is expected to be paid off in the year 2019. That doesn't necessarily eliminate them getting out of receivership prior to that being paid off, but I believe there has to be a debt ratio has to be less than 5% in order to get out. We may be able to make that balance left on that debt in order to get out of receivership. Those are the three major debts that are left. Bonnie Haven stated that what they do is give us our money for the entire year based on student count, they take off the \$57,319 and the balance is divided by 12 and I get 1/12<sup>th</sup> every month. Patrice Horstman stated that they take off what you owe them before they pay you. Bonnie Haven replied yes.

Patrice Horstman stated to the board that they have a motion and a second on the board and asked if there were any more comments. Ladybird Jack stated that the work study session that we are talking about, we have a business manager here, I feel comfortable with her and

he doesn't have to be here. Francis Ambrose stated that he feels that the work study has to happen because we are concerned right now, our buildings are in disarray, our transportation is in disarray and we have budgetary problems here, but we are focusing on instruction and student achievement to continue to go upward. We need to somehow come to a consensus to have the receiver come in here, ok, your student enrollment dropped and now we going to close your school down or whatever. We don't want to get to that mode, stay focused and have a vision to make this plan happen. Ladybird Jack stated that she had been requesting for this way back.

Patrice Horstman again stated to the board that they have a motion and a second to make a directive to the receiver to meet with the board in a work study session on the state of the budget and how to get you out of receivership as soon as possible. Motion carried with 3 votes in favor, 0 opposed and 1 abstention. Ladybird Jack abstained.

## **ADJOURNMENT**

**A. Next Regular School Board Meeting will be held on April 19, 2016, Jeddito School Board Room, 5:30 p.m.**

Ladybird Jack motioned to adjourn the meeting. Motion seconded by Karen Charley. Motion carried with 4 votes in favor, 0 opposed and 0 abstentions. Meeting adjourned at 7:37 p.m.

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**Iris Yessilth, Board President**

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**Danny Sage, Board Clerk**

# Appendix C

**NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the general public that the Governing Board of the Cedar Unified School District No. 25 will convene a meeting open to the public on **APRIL 19, 2016** at the **JEDDITO SCHOOL BOARD ROOM**, beginning at **5:30 p.m. (MST)** Information regarding agenda items may be reviewed in the District Superintendent's Office. The Board may vote to convene in Executive Session pursuant to A.R.S. § 38-431.03, to review and discuss certain matters which are marked by an asterisk (\*). Any Executive Session discussions will not be open to the public. However, all Board decisions will be made in an open public meeting.

If any disabled person needs any type of accommodations, please notify the Superintendent's Office at (928) 738-2366 prior to the time scheduled for the meeting.

Any changes to this agenda may occur up to 24 hours prior to the meeting. One or more Board Members may attend telephonically.

**REVISED AGENDA**

- I. CALL TO ORDER
- II. STATEMENT OF WELCOME
- III. ROLL CALL
- IV. APPROVAL OF AGENDA
- V. APPROVAL OF MINUTES
- VI. CALL TO THE PUBLIC (STUDENT & COMMUNITY RESPONSE)
- VII. BOARD MEMBER/ADMINISTRATOR COMMENT
- VIII. SUPERINTENDENT'S REPORT
  - 1. Enrollment – 121 (as of April 13, 2016)
- IX. OLD BUSINESS
  - A. Second Reading of Policy Advisories #536, BEC – Executive Sessions/Open Meetings; #537, #BEDA – Notification of Board Meetings; #538, BEDH – Public Participation at Board Meetings; #539, EBBB-E – Accident Reports; #540, GBEB-R – Staff Conduct; #541, GCCC-ED – Professional/Support Staff Leaves of Absence Without Pay; #542, GCQF – Discipline, Suspension and Dismissal of Professional Staff Member; #543, IKE – Promotion and Retention of Students; #544, IKF, IKF-RB, IKF-EB, IKF-EB – Graduation Requirements; #545, JFAB – Tuition/Admission of Nonresident Students; #546, JK, JK-RB – Student Discipline; #547, KDB-R – Public's Right to Know/Freedom of Information
- X. NEW BUSINESS
  - A. Approval of Out-of-State Fieldtrip to Albuquerque, NM on May 12, 2016 for the First and Second Grade Classes
  - B. Approval of Overnight Fieldtrip for 7<sup>th</sup> & 8<sup>th</sup> Grade Students to Lowell Observatory in Flagstaff, AZ on May 9-10, 2016
  - C. Approval of Out-of-State Overnight 8<sup>th</sup> Grade Trip to Albuquerque, NM on May 15-17, 2016
- XI. INFORMATION/REPORTS
  - A. Travel Authorization Log
  - B. Principal, Maintenance/Transportation, Security and Food Service Report

**NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

- XII. PERSONNEL (Possible Executive Session per A.R.S. § 38.431.03(A)(1))
  - A. \*Approval of Resignation of Molly Cruice, Paraprofessional
  - B. \*Discussion and Possible Action to Retract Resignation of Amour Drummond, ESS Teacher
  - C. \*Discussion and Possible Action to Approve Maria Revercomb as Head Softball Coach for SY20115-2016
  - D. Discussion and Possible Action to Retain Arizona School Board Association and Direct them to Commence the Recruitment and Selection Process for Superintendent/Principal
  - E. Discussion and Possible Action to Approve Job Description for Superintendent/Principal
  
- XIII. FINANCE
  - A. Approval of Budget/Expenditure Report as of March 31, 2016
  
- XIV. CONSENT AGENDA
  - A. Approval of Expense & Payroll Voucher
  - B. Approval of Student Activities Report
  
- XV. ADJOURNMENT

**CEDAR UNIFIED SCHOOL DISTRICT NO. 25  
REGULAR SCHOOL BOARD MEETING  
JEDITO SCHOOL BOARD ROOM  
APRIL 19, 2016**

**MINUTES**

- CALL TO ORDER** The Cedar Unified Regular School Board Meeting was called to order by Iris Yessilth, Board President at 5:41 p.m.
- STATEMENT OF WELCOME** Iris Yessilth welcomed everyone in attendance and good evening.
- ROLL CALL** Danny Sage called roll. Those present were Francis Ambrose, Iris Yessilth and Danny Sage. Karen Charley and Ladybird Jack were absent.
- APPROVAL OF AGENDA** Mr. Noggle requested approval of the agenda with one change. He requested that Roman Numeral 12, D & E be moved right before Approval of Minutes, reason being that Patrice Horstman, Legal Counsel and Karen with ASBA are only available until about 6:00 p.m. What we will be doing is calling Mr. Kenny and he will be setting up the conference call.
- Danny Sage motioned to approve the agenda with the change. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.
- PERSONNEL** **D. Discussion and Possible Action to Retain Arizona School Board Association and Direct them to Commence the Recruitment and Selection Process for Superintendent/Principal**
- Mr. Keith Kenny, District Receiver, Patrice Horstman, Legal Counsel and Karen Loftus with Arizona School Board Association joined the meeting via telephone. Ms. Loftus explained the whole recruitment process and presented a timeline on it, as the board wanted to expedite the search.
- Patrice Horstman stated that she understands that the board wishes to move on this expeditiously and closely related is Item I, for the board to approve a job description for a principal/superintendent position. Francis Ambrose, Sr., asked if the position would be principal/superintendent. Danny Sage stated superintendent/principal. Patrice Horstman replied that is fine, whichever the board wishes it to be. Karen Loftus replied that it should be consistent throughout the documents, superintendent/principal will be the terminology.

Karen Loftus explained the process of the search to the board. She stated that this conversation is to confirm that ASBA is being retained for this search, and that will help us gather enough information on the front end so that we can literally post the job and get it out to people to consider to apply. In this search services agreement document it outlines the normal steps that we would do for your search in addition to a timeline that works for us given the staff that we need to tie to the work. Part of the conversation is going to be what works for you, so you know what they all are comprised of. Ultimately, if there are changes to be made to it, we can. If not, than ultimately the Board President would sign the agreement and ASBA would sign and that would be the contract. The process is first to confirm, what it is, how you want to identify this opening, so people when they see it open are interested in applying for it. The application they would apply through the tracking system through ASBA, ASBA will consolidate all the people who applied for it and then we will come up to a board meeting and present to you on paper all of the candidates. That process occurs in executive session and we review all of the candidates. You will come out of executive session and determine which individuals you would like to interview. We will set up the interviews and advise the people that you are not interested in interviewing, we will notify them. We will schedule the interviews and come back up in executive session when the board interviews those candidates. Again, the board will make some decision in an open session on who they would like to hire. The district would identify who they would like to negotiate the opening with and then ASBA will come back another time after July 1<sup>st</sup> to do some training with the new superintendent and the governing board so that everybody is on the same page for goals and responsibilities. In order for ASBA to expedite the process, what is identified on pages 8-9, are a timeline that she would walk through with the board. Francis Ambrose had a question regarding Item J, page 5, he questioned the part about discrimination and the executive order stated about the applicable employment laws. With us being on the Navajo Reservation and does that also include Federal. Karen Loftus referred that to Patrice Horstman and asked if we should add additional language to page 5. Patrice Horstman replied that Cedar is partially in the Navajo Reservation and partially in the Hopi Reservation, and it is a Public School District and it has to serve under the laws of the State of Arizona. However, for having said all of that, everybody, whether you're under the State of Arizona, whether you're on the Hopi Nation or the Navajo Nation

or any other tribal land, have to comply with Federal Law. At this point, if you are finding a problem with that, we can just the party shall comply with all applicable federal and state employment laws, rules and regulations. But, you have a policy in place as a school district, that basically requires the same thing. Karen Loftus stated that we could keep it or we could remove the executive order language. Francis Ambrose further stated that in our local hiring practices, because being an Indian Reservation, does that federal employment laws be given the Indian Preference Law. Patrice Horstman replied that we are going to put that in there, Federal Indian Preference Law applies. Patrice Horstman further stated that this is the executive search service agreement, we haven't even gotten to anything else. She doesn't believe this is where it belongs, but we do want to make sure in the job announcement itself that we specifically put in there that Cedar Unified School District is an equal opportunity employer and follows State and Federal laws including the Federal Indian Preference. Patrice stated that what we are looking at right now is her service agreement, so it really doesn't apply there. When you get to talking about the job announcement for the superintendent/principal position, we definitely want to make sure to put in there that Federal Indian Preference applies. Patrice Horstman asked Francis Ambrose if that is what he's asking for. Francis Ambrose replied yes. Francis Ambrose stated that he had another question, this agreement opens up to the outside of the district, does not also indicate, we had a discussion on taking a look at in-house portion of it, does that also belong in this area? Patrice Horstman stated that all we are talking about right now is the contract with ASBA. She stated that we will look at all those areas when we talk about the postings of the position and how you want to post it, where you want to post it, who you want it opened to, we haven't even gotten there yet.

Karen Loftus stated that she'd like to review the steps of the process with the timeline that works with ASBA with hopes that it works for you too. She explained that they are prepared to do an electronic survey to people in our community, staff, anyone you would like to get it out to. This is an opportunity for the board to receive feedback on leadership attributes that your local community members feel is important in hiring this next individual. We are suggesting that the survey could go live as early as tomorrow, if you approve it they would put it up by noon and close it on Monday, May 2<sup>nd</sup>. What that allows you to do is get feedback from all of your stakeholders on attributes they feel are important, we will present that information to you as a

board, so when you get ready to create interview questions that data is available to you so that might be something to consider to create some interview questions. We are ready to go with that live and she has submitted to the board a sample of what that survey would look like. If you are in agreement with them doing it, she is ready to make that happen tomorrow. They are ready to post the opening as early as Thursday by noon and leave it open until Monday, May 2<sup>nd</sup> at 9 am. That will allow people to do between April 21<sup>st</sup> and May 2<sup>nd</sup>, the people who are interested in applying for the position can do so. Once it closes on Monday, May 2<sup>nd</sup>, we will work here at ASBA to create packets of all the applicants information and Steve Highlen is the search consultant that is assigned to our district, will drive up for a meeting on Tuesday, May 10<sup>th</sup> at 5:30 to spend a chunk of time with you to review each of the applicants on paper that have applied. This meeting could take 3-6 hours, she's done it in 2 hours and she's done it in 5-6 hours. It is a lengthy process because you are literally making decisions on who are the candidates that are fit for the district. That meeting would be in executive session and then go back into open session with some board action to approve interviewing how ever many candidates. Mr. Noggle asked about the survey and clarify all that. That is an online survey and they would have to go to Arizona School Board website to access it? Karen Loftus replied that you could do whatever you want, she would suggest that it be posted on the website and it can also be an email that Valerie sends out to the staff or whomever and it has the electronic link to the survey and the person just needs to push the button and complete the survey. Mr. Noggle asked that it would go to staff and community members, what if they do not have access to technology. Karen Loftus replied that the copy that she sent us can be made available, Valerie can use that to copy that and send it to people. She can make it such that those forms that are handwritten and turned back into Valerie and she can in turn input that information for the people who don't have computers. All of that would be consolidated by the time we would come up to give you that feedback. Mr. Noggle asked how you validate the survey to the point you are not getting people doing 2 or 3 surveys? Karen Loftus replied that part of it is sort of trust. Mr. Noggle suggested that we send the surveys home with the children, but then you may get that survey back with someone doing it online as well. You want surveys that accurately reflect the views of the community and not the viewpoint of 1-2 people who may sit at the computer and take the survey 25 times. Karen Loftus replied that different boards elect to go different ways with it. The date

that is coming from the survey is coming back to the board for your use. You may or may not elect to create interview questions from any of it. It's more like information for you, so. If 8 people or 98 people fill it out, it's still data for the board. Patrice Horstman stated that this survey is great if you've got a lot of time. We are doing this search in such an expedited fashion that she's not sure that it really fits well in expedited fashion the district is trying to here. Karen Loftus stated that it's not going to change our timeline any if we divide to do it. But it does provide the board some information. Mr. Noggle stated that his only concern was the integrity of this survey. For instance, look at the last page, one person could say they have a family member attending the district, then they could be a parent, etc. But the board needs to be aware of that. Karen Loftus stated that if that is a concern the board has, then we could add a demographic point. Karen Loftus asked the first question is if you want to do the survey and if you want to do the survey does the form and the timeline work for you. Mr. Noggle replied that it is a very important tool to use but you do have to understand the limits of the survey as far as validating it. It's a good tool to use for goals and for a new administrator to use to develop f Patrice Horstman stated that she feels you need to hear from the board. She asked the board if this is something that the board wants to do and it's a matter of timing more than anything. If this is something the board wants to use, it's great. Now is the time board members to express yourselves and let us know what you want on this. We are trying to do this for you the board. Danny Sage responded that this is a good tool to use, with the next person stepping in he feels they could benefit from this too. Iris Yessilth stated that she agrees with Danny Sage. Francis Ambrose asked what type of a program are you using to conduct this survey. Karen Loftus stated that she is using survey monkey, a survey tool so she will be able to give you information back in a visual as well as a data filled document. Francis further stated that back in another district he came from, we did have a situation like this and the same concern was there. There was a time provided for parents to come in to do a survey, check in and sign in, it was a prop 301 process too. It had a program where so many parents had to sign in to qualify for a certain percentage of 301 monies. Also, it assisted the school and the board members as I was looking at the items on the agenda, which we were talking about some concerns on rules and policies where staff had the chance to respond to some of the questions that are available, that way the incoming superintendent/principal will have an idea of what type of staff is responding to the program. It is a good survey, very quick and

doesn't hold people for too long. Also could go out into the local community meeting places and set up the computer system so somebody is there controlling who is signing in and out. Just vigorously go attack the process on different days to span out a whole week. Something the school here needs to consider, and also the board. So it is a good tool. Patrice Horstman said we can move along on the timeline.

Karen Loftus stated that many boards that we work with, in addition to interviewing the final candidates, want to involve the community, by community we mean staff, employees, families, parents, community members. A lot of our boards like to do is do a community forum that is open to the public that you would publicize and invite the community to come in and meet the finalist that you are going to be interviewing. If that is of interest to you we would suggest we do that on Monday, May 23 at 5:30 p.m. What that means is the finalist would come in that day and be available for the board at that time and it would be again depending on your preference, rather short event, like an hour. Where the finalist get to mingle and meet with the community and the community can provide some feedback to the board with the cards that we provide for the feedback. They would turn those in to Steve and he would represent those comments when you go into executive session to interview the candidates. Danny Sage replied that he feels that would be good. Iris Yessilth stated that yes. Karen Loftus reiterated that the way it is designed is the community forum is happening on that Monday evening and on Tuesday we would have the interviews scheduled starting as early as 8:00 in the morning, typically an hour interview with maybe 15 minutes between interviews so you can get through all of the candidates in that day. It is absolutely doable for a governing board to have interviews, go into executive session to discuss those candidates and come back out and make some decisions in open session. In one day you can actually do four or five candidates. If you do six or more, it makes for a long day. If your comfortable knowing that you are probably going to interview between 3-5 candidates, she's guessing probably not 6 but more than 3, you could do it all in one day on Tuesday, May 24, 2016. She asked if that makes sense. Danny Sage replied that it does make sense. Francis Ambrose stated that it makes sense but where does the receivership fit in on all this. Karen Loftus asked to be told where the receivership piece changes things. Patrice Horstman stated that at this point, the receiver was saying is financially they could not, the receiver couldn't justify having a superintendent position and a principal position. He

wanted it combined and the district is going forward and honoring that. As far as I'm concerned, and the receiver is on the line and he could certainly weigh in, but this is a board decision, it isn't a receiver decision. Francis Ambrose stated that the board feels like the receiver at one time, that he can just overrule a board decision anytime he wishes. Patrice Horstman stated that she thinks they went through that and she can go through it again, looking at the law and the receiver's agreement. The receiver can step in and can overrule the board if in fact they believe the governing board is proceeding in a financially unreasonable manner and/or is engaging in financial instability for the district. I think the whole reason the board took action last time was in order to allow the board to get back into the driver seat and make decision for this district, that's what I think we are here to do today. I'm not sure really how to answer the question other than you the district are proceeding on your own and are making decisions for your board or for your school district. Mr. Kenny stated that it is not the receiver's intention to overrule the board or make decisions, as long as you are being fiscally responsible and the only thing I ask is whoever the board elect, that person needs to communicate with the receiver and keep him informed of what is going on. It has to be a monthly meeting or a biweekly meeting to keep the receiver informed because the receiver has to keep the state informed of what is happening at your school. The receiver will work closely with the budget and the finance part there to keep track of what is going on, the financial aspect of it. If the superintendent is being fiscally responsible, the receiver has no intention to direct the education process at the school. But they need to be informed of what they are doing so they can keep the state informed. Mr. Kenny asked if that makes sense. Francis Ambrose replied that it makes a lot of sense right now. If we stick to our words it would be good. Karen Loftus stated that part of this last decision Mr. Keith about the final interview, is one that will also be important is to figure out who will be negotiating the contract for that individual, the length/duration of the contract, the salary, the benefits and that is something in a few minutes we will get to some portion of that conversation. With many of the boards she worked with, negotiations could happen the night of, or early the next day or the Monday following. But given the time frame you are under, it's already going to be May 24<sup>th</sup> with the expectation of this being a July 1 start. So, whomever those people are that are going to negotiate, that will be a rather quick process, they will have to have a board meeting to approve that. That is another piece to this equation. Francis Ambrose stated that we do have a situation

where I know the school pays an ex amount of money to ASBA to help hiring and then there is another area that we had experienced recently with our previous superintendent where we outside to get assistance and all of a sudden to walk out of the contract. How do we deal with that. Karen Loftus stated that she isn't clear to the question he is talking about, are you talking about the payment to ASBA? Francis Ambrose stated that the school is paying a large amount of money to an outside firm to what ASBA is trying to do with the school district, an outside company did the same with the school now we paid a lot of money to that, although it wasn't, sounds like the school didn't really hire this person but an outside company did. Now the school has to pay the remaining fees that was required by this company and the previous superintendent just up and left. Karen Loftus stated that the question is the total amount of payment the board is paying to ASBA. Is that what I am understanding? Francis Ambrose replied yes, is this a continuing payment on a monthly basis. Karen Loftus replied that your membership with ASBA is based on student count, I'm guessing the rate you are paying ASBA for that is quite low based on your size. I believe you are also members of the policy team, this is a secondary payment because that is an additional service, as is the superintendent search. Obviously you may not need ASBA for the search or you may. Basically the board makes that decision based on a couple of things, one, do they have the HR staff and/or board member staff interest and availability to do the process themselves. If the answer is yes, then you might not need this at all for the superintendent search. If you need our subject matter expertise we are happy to pick up the ball and help you, we are happy to do the entire process as I've explained it to you, what I would call an all search. Its all the steps you do in order to hire somebody. If you feel like, the district, wants to take on some portion of this without ASBA, we could modify our pricing. But our pricing, this is the lowest price we do a superintendent search for. So, you will see further in the contract \$3,500 plus expenses, that is the least expensive rate that I'm able to give you or any district in Arizona. I'm giving you this rate to you inexpensively as I possibly can. What that \$3500 include is the use of staff and subject matter, our applicant tracking system, that is the tool people will use to apply, it also includes our time to come up for the different meetings. The only thing included in the plus expenses piece is really two things, one is literal transportation and/or per diem to literally travel up here, for example if he was coming up for the community forum on May 23<sup>rd</sup>, he would drive up during the day, be there for community

forum, spend the night Monday night to be able to start the interviews on Tuesday the 24<sup>th</sup>. Depending on how late the day was on Tuesday he might spend that night and drive home the next morning, or he could potentially drive home that day. That kind of expenses whether it be rental car, mileage or a lunch or whatever. It's as minimal as we can do. The second thing is we find that districts very much appreciate that we do background checks on all of the finalists. So what we will do, all of those people you bring in for interviews on the May 24<sup>th</sup> date, we will work through our background search vendor, United Background Search, to do a background search on their employment, their college, their criminal history, social security number, sexual predator listing, all of the things you would want to make sure you knew about. We charge \$125.00 per finalist for that. So when I tell you the rate is \$3500 plus expenses, it is literally \$3500 plus \$125.00 per finalist, plus travel expenses.

Karen Loftus asked the board if the components of the timeline indicates what they need or do they need something different. Francis Ambrose replied that he doesn't have any problem with the timeline. Danny Sage and Iris Yessilth stated that they don't have a problem with the timeline either. Patrice Horstman stated to the board members, when you commence to this timeline and commit to this approach on the superintendent/principal recruitment, all committed to be there. You can't just be there for a part of it and not be there for other parts. So when you are there, you need to be there for all of it. Otherwise, it's just not fair, you need to have the same board members review the applicants, review the interview statements, be there for the interviews and then be there for the deliberation of the candidates. So please remember when you are committing to this, commit to the timeline when we get to that part of your action, you need to put it on your calendar and be there. You need to encourage the other two board members that aren't there that they also need to engage in this process, they need to be there for all of it. If they can't be there for all parts then they do not take part in the recruitment and selection. So, it's very important that this meets your calendars. Karen Loftus stated that certainly for a quorum perspective, it's absolutely critical. The timeline would be horrifically impacted if we say we got to the applicant screening meeting and we didn't have a quorum. So it's very important as Patrice said, not only the three of you there but the two that aren't with us tonight, that we have a quorum at each and every one of these meetings. Karen Loftus asked if the board had any other questions regarding their proposed

timelines and process, then we can move on to the next step of the process, which is talking about posting the opportunity and the qualifications. She further stated that typically when she has these meetings, it is the board president who the board authorizes to sign this contract. She asked if that was amenable to them. Danny Sage and Iris Yessilth replied yes it is. Karen Loftus reiterated and stated that the board wanted to do the electronic survey with the opportunity to do paper, it would not affect the timeline and give the new superintendent more information plus you the board. Iris Yessilth and Danny Sage replied yes.

Karen Loftus stated that another packet they received is the job posting. This is one that has your logo on top of the page, 3 pages long. What she tried to do, took the job description that Patrice Horstman had sent, plus went to website and pulled information off, and then tried to use her own executive search experience to try to put together this document. What this document is what we will post electronically and otherwise for anyone to view the job opportunity. Once they read this, they will want to apply for this position. It is not physically a job description, but it is a high level posting of what you needs are to entice somebody to taking your position of superintendent/principal. I am certainly open to word-smithing this, but I will explain the logic I used on how I created this. I need the board to approve this document or make some changes or tell me what the changes are and approve that modified version, because this is what will be posted Thursday. She further stated that in the first paragraph she explained the job description, what she heard you want in the superintendent/principal. The second paragraph about your community came off your website. If you want me to change anything in either paragraph or add to it, she can. Under the position description, you talked about a commitment to children in public education and providing equitable comprehension educational programs. This lead to requirements and preferred attributes. She further explained the logic she used in identifying the requirements and attributes. She explained that the longer the list of requirements, the narrow your screening people out. Rather give you the opportunity to see if you see a good fit than ruling people out so that they don't apply. She would require somebody to have a masters degree but prefer somebody to have a doctorate. She also mentioned the experience the board is looking for in the candidates. She explained because of the date the talent pool will be limited. She suggested putting the two requirements on there. The preferred list will be a little longer.

She stated that Arizona doesn't require a superintendent to have a superintendent certificate, but the board can decide if they want to have that. As far as this goes, if you say it's an Arizona superintendent certificate, if you leave it under preferred as its worded, you could still consider them. Iris Yessilth stated that keeping it under preferred is good. Danny Sage agreed. Francis Ambrose stated that bullet 5 and 6 are repetitive, 5 is more broad and 6 is in more detail. He would prefer to scratch one of them. Karen Loftus stated that they could keep it brief, or call it like it is, this is what you really want and see who comes out of that. She stated that based on timing, she would suggest pulling some of the preferred things off. Francis Ambrose further stated that he would like to scratch number 10, preferring that the candidate has a doctorate degree, I'm sure if they have a doctorate degree they should have the skills of writing and speaking effectively. Danny Sage stated that he imagines if they have a superintendent certificate they can do most of that. That could probably be taken out. She further asked if the board would want the candidate to speak an Indian language and culture is desirable, do you want it on there. Iris Yessilth stated that she thinks we should. Danny Sage stated that it's good. Karen Loftus stated that the only two we are striking are the ability to communicate effectively and ability to schedule time, suggesting to keep the rest of them on there. Francis Ambrose stated that he was concerned with bullet 5 & 6, they were redundant. Francis Ambrose suggests remove one of them. Danny Sage stated to strike number 6.

Karen Loftus proposes a salary range of \$90,000 to \$100,000. She explained that she does a salary survey from all schools across the state. Basically the median salary in Navajo county is about \$102,000 and the median salary of a rural district is about \$88,000. The median salary of districts with less than 600 students is about \$82,000. She thought it might be safe to put in the 90-100 thousand. What that means is that is what you post, if the board authorizes whoever is going to negotiate the contract to go higher than that based on qualifications, I like to give a range you are comfortable with and take it from there. The benefit perspective, there is onsite housing provided. Francis Ambrose asked the Interim Superintendent, the Business Manager and the Receiver for their input on this number due to the situation we are in with our budget. Mr. Kenny stated that \$90,000 to \$100,000 is a reasonable salary and the benefits in the past that he knows of that the district has offered is housing and utilities, and they will also get normal retirement benefits as well as other employees. They also give them a vehicle

allowance, approximately \$5,400. Mr. Kenny stated not to put a dollar amount on there, just the salary range. The health benefits is paid for employee only with an option to include their family benefits which is paid by employee. Mr. Kenny stated to keep it broad and just say health insurance benefits included, it can be outlined specifically in the interview. Mr. Noggle asked about the Arizona Law requires a performance pay piece. Karen Loftus stated that the safe way is not to mention it all in the job posting but to have clarity among the board whoever is negotiating when that time comes. Mr. Kenny stated that he thinks it's a good negotiating item.

She pulled the vision statement and mission statement plus financial information from the website. She needs to add the language about Federal Law on Indian Preference. Francis Ambrose stated that the proposal sounds good, but going back to Item 3, community profile. Karen Loftus asked if it should state Navajo and Hopi Indian Reservations. Danny Sage suggested that a change be made to the location of Cedar Unified School District, should say located in Jeddito and in parenthesis in Keams Canyon.

She can make those changes and if the board is interested in have the board president proof the final document sign off on the changes. This would allow us to post this on Thursday.

Danny Sage motioned to have the board president proof read the document.

Karen Loftus asked if she needs to make some comment about the district being under receivership. Patrice Horstman asked why would she need to do that. Patrice Horstman further stated that if the person does their homework they would know that. She doesn't feel she needs to do that, no legal requirement to do that. Iris Yessilth stated that she thinks we should that way the applicant would know what they are stepping into. Francis Ambrose stated that especially if we are looking into the position description and it states the superintendent can maximize achievement for all students. We have a situation where you have a combined position and is sometimes a difficult job to do when you are constantly changing hats between the instruction and the management of the budget and then planning of the future of the school. So, based on that situation, our transportation and school buildings are already in disarray, it is going to be a tough job to look at and whoever comes in here has

to have a pretty good knowledge how to satisfy the district demands as far as management is concerned. And of course we like our students to achieve, but by combining the two positions, it sort of denies that situation where we have focus. But it's because of the budget constraints. Mr. Kenny stated it doesn't need to be included in the job posting, it can be handled in the interview process, so they are aware that part of the job is to work with the receiver. That is probably the best way to deal with it. Karen Loftus stated that she will make the modifications and send it on and the board president can proof it. The survey is ready and the link will be sent tomorrow as well. Mr. Steve Highlen is the person the board will be working with moving forward. The last thing she wants to ask the board is they ask the candidates questions, she has attached a list of questions for the board to look at. She wants the board to see that those questions are always on their applications. She has the opportunity to add two more clarifying questions, and she gave some examples. Francis Ambrose asked that a couple questions, one in regards to handling personnel issues. The school here is divided and conduct, discipline, suspension and unnecessary staff incidences that causes problems here at the school that a new superintendent will be able to handle such situations. Mr. Noggle wanted to clarify that these questions are not in the interview process but only on the application. The interview questions could be totally different. Karen Loftus stated that she can make it simple and not add anything else. Danny Sage and Iris Yessilth agreed.

Karen Loftus outlined what her action item is.

1. Update the job posting document.
2. Send the survey link document
3. Update the executive search services agreement and get signatures. (Francis Ambrose asked if the Federal Indian Preference can be specific to Navajo. Patrice Horstman stated that we are a public school in the State of Arizona and we follow the laws of the State of Arizona. She further stated that there is a case right now discussing that, she would highly recommend until a decision is decided in the 9<sup>th</sup> circuit and rely on Federal Indian Preference. Also, Cedar is not solely on Navajo reservation and you are also on Hopi. There would be question if you could pose one tribe over another tribe. Iris Yessilth stated that our school district is on the Navajo Reservation, Danny Sage reiterated that our boundaries encompasses the Hopi reservation too. The State of Arizona recognizes Indian Preference not Navajo preference.)

Karen Loftus further stated that the survey will go online tomorrow and she will get the information to the board. Patrice Horstman stated that the board members have already taken action on Item 2, on the job description itself. You board members have done a lot of work in a short period of time, agreeing to the timeline, agreeing to the announcement, and agreeing on the job description. You undertook about 4-5 hours of work here in 2 hours time. Francis Ambrose stated that we can get back to our agenda item and try to get the survey going, Val is a major asset in this area as she is also our JOM Coordinator. Mr. Noggle stated that they need to have a motion and a vote on Item D & E. Patrice Horstman stated to the board that she would recommend that they accept the recommendation for the process, the timeline, the job announcement and the job description as presented by ASBA.

Francis Ambrose motioned to accept the recommendation as put forth by ASBA. Motion seconded by Danny Sage. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

Patrice Horstman asked the board if you will have ASBA to work you through the process, if you would like me there through the process please let me know as soon as you can. If you feel comfortable in proceeding without me there and you are in good hands with ASBA, that's fine too. You may just want me there at the time when you are going to negotiate your contract and then I can assist you members of the board when you negotiate the contract with your candidate. Just let me know how involved or not involved you'd like me in this process. Francis Ambrose stated that we will be contact as we would like your input as the process goes along, also with the help of our Interim Superintendent, Mr. Noggle. Danny Sage agrees with Francis, you probably need to sit in as it goes along as we may have some legal questions come up. Iris Yessilth agreed also. Patrice Horstman stated that she'd love to see our district back on track and up full speed and running, anything she can help with she is happy to do. Karen Loftus thanked for allowing her to be with the board.

#### **E. Discussion and Possible Action to Approve Job Description for Superintendent/Principal**

Taken care of in above item.

**APPROVAL OF MINUTES**

Francis Ambrose, Sr. motioned to approve the minutes of March 22, 2016 and April 5, 2016 as is. Motion seconded by Danny Sage. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**CALL TO THE PUBLIC  
(STUDENT & COMMUNITY  
RESPONSE)**

Toni Nez, parent of an 8<sup>th</sup> grade student. She is advocating for the 8<sup>th</sup> grade student trip to Albuquerque on May 15-17, 2016. She urged the board to approve this trip as they will be visiting SIPI, riding the tramway up one of the sacred mountains and visiting a planetarium.

Helena Hasgood introduced herself as a community member. She does have a granddaughter in the 6<sup>th</sup> grade. She questioned the ASBA process for the recruitment. She wondering what the cost is going to be for ASBA to assist in the recruitment and selection process. Her concern is the cost of going through this process, as many superintendents and principals you've been through, you should have this down pact. You shouldn't have to go through these costs of attorney fees, ASBA fees and other costs associated with this. She further stated that her other concern right now is the superintendent/principal, is that person certified as far as being over certified teachers and students. The person might be qualified and have a degree to be a business manager, but is that person qualified to be over certain individuals that have a higher degree. Also, you talk about Navajo preference, about this district covering the Hopi area. Right now you have may be less than 15 Hopi students. Is it possible to rezone the area, they have their own schools. Rezone to cover just the Navajo area then we can have the Navajo preference law. Say the entire district is 100% Navajo, and you need to have administrators in these positions that can speak Navajo to parents. I'm educated, but at times I need it in Navajo to understand.

Mr. Noggle responded to Helena Hasgood and asked her to schedule an appointment with Valerie and he can answer those questions she has. By policy the board can only listen.

**BOARD MEMBER/  
ADMINISTRATOR  
COMMENT**

None

**SUPERINTENDENT'S  
REPORT**

**1. Enrollment – 121 (As of April 13, 2016)**

Mr. Noggle introduced himself to the board and to all in attendance. He explained to the board his process he's going to use while in district. He stated that

## **OLD BUSINESS**

**A. Second Reading of Policy Advisories #536, BEC – Executive Sessions/Open Meetings; #537, BEDA – Notification of Board Meetings; #538, BEDH – Public Participation at Board Meetings; #539, EBBB-E – Accident Reports; #540, GBEB-R – Staff Conduct; #541, GCCC-ED – Professional/Support Staff Leaves of Absence Without Pay; #542, GCQF – Discipline, Suspension and Dismissal of Professional Staff Member; #543, IKE – Promotion and Retention of Students; #544, IKF, IKF-RB, IKF-EA, IKF-EB – Graduation Requirements; #545, JFAB – Tuition/Admission of Nonresident Students; #546, JK, JK-RB – Student Discipline; #547, KDB-R – Public's Right to Know/Freedom of Information**

Danny Sage motioned to approve the second reading of Policy Advisories #536 – 547 as read. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

## **NEW BUSINESS**

**A. Approval of Out-of-State Fieldtrip to Albuquerque, NM on May 12, 2016 for the First and Second Grade Classes**

Francis Ambrose, Sr. motioned to approve the Out-of-State Fieldtrip to Albuquerque, NM on May 12, 2016 in the amount of \$856.56. Motion seconded by Danny Sage. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**B. Approval of Overnight Fieldtrip for 7<sup>th</sup> & 8<sup>th</sup> Grade Students to Lowell Observatory in Flagstaff, AZ on May 9-10, 2016**

Danny Sage motioned to approve the Overnight Fieldtrip for 7<sup>th</sup> & 8<sup>th</sup> grade students to Flagstaff, AZ on May 9-10, 2016. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**C. Approval of Out-of-State Overnight 8<sup>th</sup> Grade Trip to Albuquerque, NM on May 15-17, 2016**

Danny Sage motioned to approve the Out-of-State Overnight 8<sup>th</sup> grade trip to Albuquerque, NM on May 15-17, 2016 with a total cost of \$4,862.92. Motion seconded by Francis Ambrose, Sr. He further stated that if you are going to go swimming, make sure you have qualified swimmers available to watch the students, or swimming

lessons in place. Make a careful decision on that. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**INFORMATION/REPORTS**

- A. Travel Authorization Log**
- B. Principal, Maintenance/Transportation, Security and Food Service Reports**

**PERSONNEL**

**A. Approval of Resignation of Molly Cruice, Paraprofessional**

Francis Ambrose, Sr. motioned to approve the resignation of Molly Cruice, effective March 25, 2016. Motion seconded by Danny Sage. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**B. Discussion and Possible Action to Retract Resignation of Amour Drummond, ESS Teacher**

Danny Sage motioned to approve to retract resignation of Amour Drummond. Motion seconded by Iris Yessilth. Motion carried with 2 votes in favor, 1 opposed and 0 abstentions. Francis Ambrose, Sr. opposed.

**C. Discussion and Possible Action to Approve Maria Revercomb as Head Softball Coach for SY2015-2016**

Danny Sage motioned to approve Maria Revercomb as Head Softball Coach. Retroactive to March 28, 2016 with a stipend of \$750.00. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**FINANCE**

**A. Approval of Budget/Expenditure Report as of March 31, 2016**

Bonnie Haven stated that there are a few negative amounts showing in the report. This will be reconciled and taken care of when we bring you the budget revision at the May 10<sup>th</sup> meeting. She explained that everyone votes on May 17<sup>th</sup> for Prop 123, once that's voted on and if it passes, she will come back to the board with a different revision. It's kind of confusing, but at this point, we have to bring the board a revision in case Prop 123 doesn't pass. If the voters approve it, we bring you another revision because the first one isn't any good. She will add amount of funds in the amount we are going to get. She will also have some Title 7 information that needs to be given at the

same time. She further explained that the final budget revision will be rearranged in order to handle all the negative amounts.

Danny Sage motioned to approve the budget expenditure report as of March 31, 2016 as given. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**CONSENT AGENDA**

**A. Approval of Expense & Payroll Voucher**

Danny Sage motioned to approve the Expense Voucher in the amount of \$104,013.92 and the Payroll Voucher in the amount of \$227,668.67. Motion seconded by Francis Ambrose, Sr. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**B. Approval of Student Activities Report**

Bonnie Haven explained to the board that the student activity bank statement did not arrive in time, it fluctuates from time to time anywhere from the 10<sup>th</sup> to the 20<sup>th</sup> of the month. She will provide the report at next months board meeting.

**ADJOURNMENT**

**A. Next Regular School Board Meeting will be held on May 17, 2016, Jeddito School Board Room, 5:30 p.m.**

Danny Sage motioned to adjourn the meeting. Motion seconded by Francis Ambrose, Sr. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions. Meeting adjourned at 8:30 p.m.

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**Iris Yessilth, Board President**

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**Danny Sage, Board Clerk**

# Appendix D

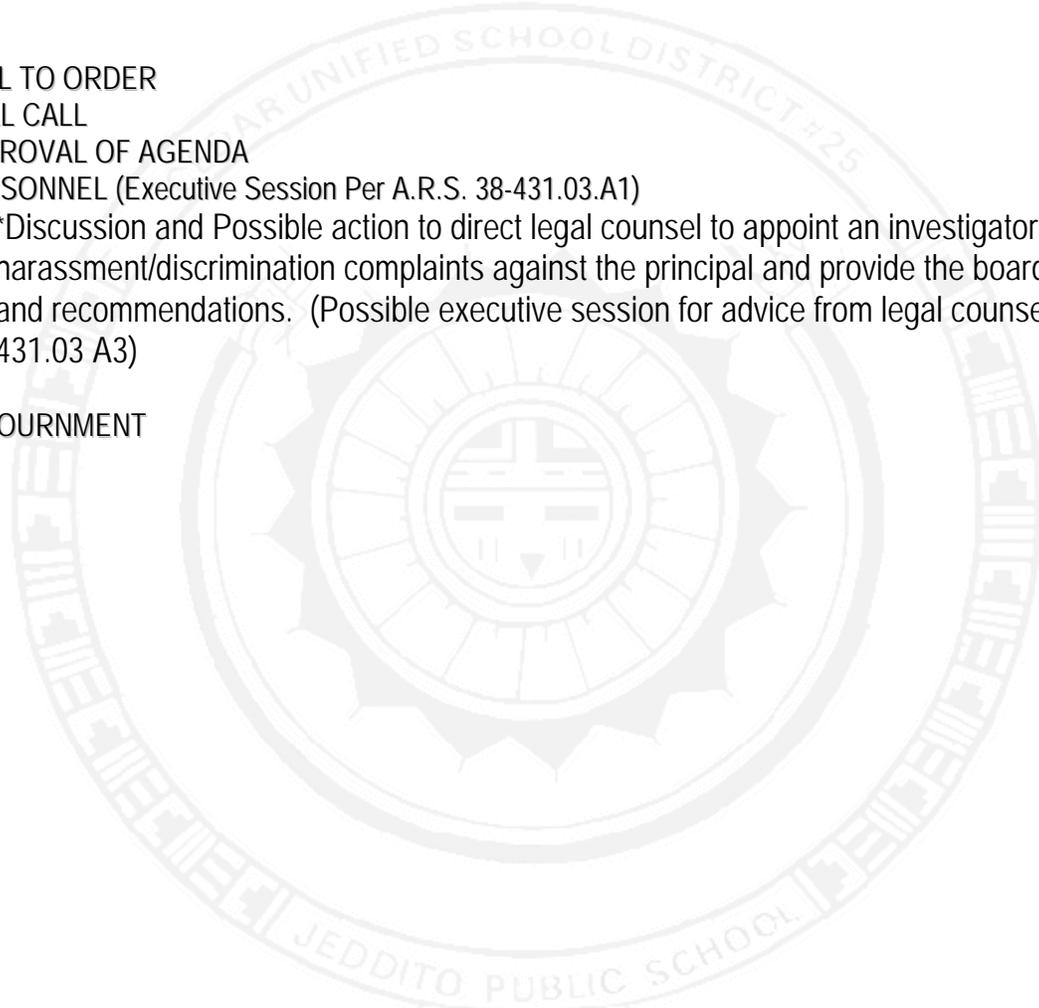
**NOTICE OF A SPECIAL SCHOOL BOARD MEETING  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the general public that the Governing Board of the Cedar Unified School District No. 25 will convene a meeting open to the public on **MAY 3, 2016** at the **JEDDITO SCHOOL BOARD ROOM**, beginning at **5:30 p.m. (MST)** Information regarding agenda items may be reviewed in the District Superintendent's Office. The Board may vote to convene in Executive Session pursuant to A.R.S. § 38-431.03, to review and discuss certain matters which are marked by an asterisk (\*). Any Executive Session discussions will not be open to the public. However, all Board decisions will be made in open public meeting.

If any disabled person needs any type of accommodations, please notify the Superintendent's Office at (928) 738-2366 prior to the time scheduled for the meeting.

One or more Board Members may attend telephonically.

**AGENDA**

- 
- I. CALL TO ORDER
  - II. ROLL CALL
  - III. APPROVAL OF AGENDA
  - IV. PERSONNEL (Executive Session Per A.R.S. 38-431.03.A1)
    - A. \*Discussion and Possible action to direct legal counsel to appoint an investigator to investigate harassment/discrimination complaints against the principal and provide the board with a report and recommendations. (Possible executive session for advice from legal counsel per ARS 38-431.03 A3)
  - V. ADJOURNMENT

**CEDAR UNIFIED SCHOOL DISTRICT NO. 25  
SPECIAL SCHOOL BOARD MEETING  
JEDITO SCHOOL BOARD ROOM  
MAY 3, 2016**

**MINUTES**

- CALL TO ORDER** The Cedar Unified Special School Board Meeting was called to order by Board President, Iris Yessilth at 5:30 p.m.
- ROLL CALL** Danny Sage called roll. Those present are Francis Ambrose, Iris Yessilth and Danny Sage. Ladybird Jack and Karen Charley are absent.
- Ladybird Jack arrived at 5:38 p.m.
- APPROVAL OF AGENDA** Danny Sage motioned to approve the agenda. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.
- PERSONNEL**
- A. \*Discussion and Possible action to direct legal counsel to appoint an investigator to investigate harassment/discrimination complaints against the principal and provide the board with a report and recommendations (Possible Executive Session for advice from legal counsel per A.R.S. § 38.431.03 A3 and Personnel per A.R.S. 38.431.03.A1)**
- Danny Sage motioned to go into executive session. Motion seconded by Iris Yessilth. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions. The board went into executive session at 5:32 p.m. and resumed regular session at 6:09 p.m.
- Danny Sage motioned to approve action to direct legal counsel to appoint an investigator.. Motion seconded by Francis Ambrose to make sure that this process is to exonerate the person questioned. Patrice Horstman stated that would be inappropriate, it would not be an independent investigation. In other words, we can't predetermine the outcome, we need to have an independent investigation, I'm assuming that is what you'd like.
- Motion seconded by Iris Yessilth. Patrice Horstman asked what motion she is seconding.
- Danny Sage stated that he made a motion to direct legal counsel to appoint an investigator to investigate. Iris Yessilth seconded the motion. Francis Ambrose originally seconded the motion with the comment. Mr.

Noggle informed Patrice Horstman that we have two seconds on the floor, one you said is invalid. So is the second one valid and do we call for the vote. Patrice Horstman apologized for not being at the board meeting in person. Patrice Horstman asked who gave the first second. Mr. Noggle replied that Mr. Ambrose gave the first second with the qualifications you said. Patrice Horstman interrupted and said that is not a second. You have a motion and a second, if you have a motion and you have a second which changes the motion, then you need to ask the moving party if they will accept the amendment to the motion, if the moving party does not accept the seconding parties amendment then that is not a second. Mr. Noggle asked Mr. Sage if he accepts the amendment. Mr. Sage replied no, he sticks with his motion.

Iris Yessilth stated that she seconds Danny Sage motion. Motion carries with 2 votes in favor, 0 opposed and 2 abstentions.

## **ADJOURNMENT**

**A. Next Regular School Board Meeting will be held on May 17, 2016, Jeddito School Board Room, 5:30 p.m.**

Danny Sage motioned to adjourn the meeting. Motion seconded by Iris Yessilth. Motion carried with 4 votes in favor, 0 opposed and 0 abstentions. Meeting adjourned at 6:19 p.m.

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**Iris Yessilth, Board President**

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**Danny Sage, Board Clerk**

# Appendix E

**NOTICE OF A SPECIAL SCHOOL BOARD MEETING  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the general public that the Governing Board of the Cedar Unified School District No. 25 will convene a meeting open to the public on **MAY 10, 2016** at the **JEDDITO SCHOOL BOARD ROOM**, beginning at **5:30 p.m. (MST)** Information regarding agenda items may be reviewed in the District Superintendent's Office. The Board may vote to convene in Executive Session pursuant to A.R.S. § 38-431.03, to review and discuss certain matters which are marked by an asterisk (\*). Any Executive Session discussions will not be open to the public. However, all Board decisions will be made in open public meeting.

If any disabled person needs any type of accommodations, please notify the Superintendent's Office at (928) 738-2366 prior to the time scheduled for the meeting.

One or more Board Members may attend telephonically.

**AGENDA**

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF AGENDA
- IV. NEW BUSINESS
  - A. Approval of Statement of Assurance for SY2016-2017
  - B. The Governing Board will be provided with information from a representative of the Arizona School Board Association (ASBA) and may discuss and ask questions related to the screening process of applicants and may consider entering into executive session for the purpose of screening applicants for the position of District Superintendent/Principal (Executive Session per A.R.S. 38-431.03(A)(1))
  - C. The Governing Board will discuss applicants for the position of District Superintendent/Principal and may consider and approve specific applicants to be interviewed for the position
  - D. The Governing Board will discuss the interview process, to be held on May 24, 2016, and may consider directing ASBA to construct the interview process and schedule with specific applicants identified by the Board for the position of District Superintendent/Principal
  - E. A representative of ASBA will review with the board the results of a community electronic survey
  - F. The Governing Board will discuss questions to be used during the initial interview process and may consider directing ASBA to construct questions to be asked applicants during the initial interview process for the position of District Superintendent/Principal
  - G. The Governing Board will discuss and may consider directing current District Administration and ASBA to establish plans for a community meeting, to be held May 23, 2016, related to the search for a new District Superintendent/Principal
- V. FINANCE
  - A. Revision #1 of SY2015-2016 Expenditure Budget
- VI. ADJOURNMENT

POSTED: Date \_\_\_\_\_ Time: \_\_\_\_\_ By: \_\_\_\_\_  
Board Secretary

**CEDAR UNIFIED SCHOOL DISTRICT NO. 25  
SPECIAL SCHOOL BOARD MEETING  
JEDITO SCHOOL BOARD ROOM  
MAY 10, 2016**

**MINUTES**

**CALL TO ORDER**

The Cedar Unified Special School Board Meeting was called to order by Board President, Iris Yessilth at 5:39 p.m.

**ROLL CALL**

Danny Sage called roll. Those present are Iris Yessilth, Karen Charley and Danny Sage. Ladybird Jack and Francis Ambrose are absent.

**APPROVAL OF AGENDA**

Mr. Noggle asked the board to move Item 5A right above New Business. Danny Sage motioned to approve the agenda as amended. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**FINANCE**

**A. Revision #1 of SY2015-2016 Expenditure Report**

Bonnie Haven stated that she needs to revise the budget, it needs to be done every year by May 15<sup>th</sup>. The revised budget is to revise \$1,194.00. In our entire budget we were off by that much. Where that occurs is in the RCL, we had over budgeted \$2400, that is our Revenue Control Limit. Then the state calculated a reduction in our district assistance, which used to be the extra money you got for administration, now they just throw it all together. They calculated that they needed to give us \$154.00. The third item that is a part of this adjustment occurs under carry forward. When we originally did the budget we had asked for \$79,403 in carry forward, but after ADE did its calculations and the end of the year reports got in, we actually ended up with \$80,610, a difference of \$1,207. Overall I had to add into the budget \$1,194.00. At the same time what I did was go through those line items, where there were negative amounts, I went through some of those and made adjustments. Your entire budget overall from last year will be on the small little page in the front. From last year when we budget \$2,160,000 approximately, this year all I have available is \$2,107,000. So my budget has decreased from last year \$53,000, that is what the cover sheet is showing. You can see I lost money this year. My concern is with the student enrollment as it has been input, we got credit for 112 students, and last year we had 134 students. So next year when we go actual budgets, when we are talking about decrease, we are going to go down by 25.56 students. I just need you to be aware that we went down this year and we will go down more next year, just so that you aware. Karen Charley asked that this years budget went down that amount because our enrollment has been decreasing for two years. Bonnie Haven replied yes,

the enrollment just keeps going down. We really need to spend some money this summer on recruitment. As for this year's budget, everything lines up and overall difference is \$1,194.04. A decrease in our budget. Bonnie Haven also stated that Prop 123 is being voted on next Tuesday, if it is passed I will need to come back before you with another budget amendment because they have indicated that we will get the money up front. We aren't talking about a lot of money but around \$15,000. Karen Charley asked if it is passed when will we get that money. Bonnie Haven replied that we would probably get it before the end of the school year. That money would probably be used to give your staff a 1% cost of living, that is a probability. We will have it before June 30<sup>th</sup>.

Danny Sage motioned to approve the revision #1 of SY 2015-2016 expenditure budget as reported. Karen Charley seconded the motion. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

## **NEW BUSINESS**

### **A. Approval of Statement of Assurance for SY2016-2017**

Mr. Noggle informed the board that what this does is we provide assurance we will comply with federal law basically. Any federal statutes we agree to comply as a board and school administration.

Danny Sage motioned to approve the statement of assurance for SY2016-2017. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

- B. The Governing Board will be provided with information from a representative of the Arizona School Board Association (ASBA) and may discuss and ask questions related to the screening process of applicants and may consider entering into executive session for the purpose of screening applicants for the position of District Superintendent/Principal (Executive Session per A.R.S. 38-431.03(A)(1))**
- C. The Governing Board will discuss applicants for the position of District Superintendent/Principal and may consider and approve specific applicants to be interviewed for the position.**
- D. The Governing Board will discuss the interview process to be held on May 24, 2016, and may consider directing ASBA to construct the interview process and schedule with specific applicants identified by the Board for the position of District Superintendent/Principal**
- E. A representative of ASBA will review with the board the results of a community electronic survey**
- F. The Governing Board will discuss questions to be used during the initial interview process and may consider directing ASBA to construct questions to be asked applicants during the initial**

**interview process for the position of District Superintendent/Principal**

- G. The Governing Board will discuss and may consider directing current District Administration and ASBA to establish plans for a community meeting to be held May 23, 2016, related to the search for a new District Superintendent/Principal**

Danny Sage motioned to table Items B through G. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**ADJOURNMENT**

- A. Next Regular School Board Meeting will be held on May 17, 2016, Jeddito School Board Room, 5:30 p.m.**

Danny Sage motioned to adjourn the meeting. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions. Meeting adjourned at 5:51 p.m.

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**Iris Yessilth, Board President**

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**Danny Sage, Board Clerk**

# Appendix F

# NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the general public that the Governing Board of the Cedar Unified School District No. 25 will convene a meeting open to the public on **MAY 17, 2016** at the **JEDITO SCHOOL BOARD ROOM**, beginning at **5:30 p.m. (MST)** Information regarding agenda items may be reviewed in the District Superintendent's Office. The Board may vote to convene in Executive Session pursuant to A.R.S. § 38-431.03, to review and discuss certain matters which are marked by an asterisk (\*). Any Executive Session discussions will not be open to the public. However, all Board decisions will be made in an open public meeting.

If any disabled person needs any type of accommodations, please notify the Superintendent's Office at (928) 738-2366 prior to the time scheduled for the meeting.

Any changes to this agenda may occur up to 24 hours prior to the meeting. One or more Board Members may attend telephonically.

## AGENDA

- I. CALL TO ORDER
- II. STATEMENT OF WELCOME
- III. ROLL CALL
- IV. APPROVAL OF AGENDA
- V. APPROVAL OF MINUTES
- VI. CALL TO THE PUBLIC (STUDENT & COMMUNITY RESPONSE)
- VII. BOARD MEMBER/ADMINISTRATOR COMMENT
- VIII. SUPERINTENDENT'S REPORT
  - 1. Enrollment – 120 (as of May 12, 2016)
- IX. OLD BUSINESS
- X. NEW BUSINESS
  - A. Discussion and Possible Action on Navajo County Special Services Consortium Agreement to Accept Services for SY2016-2017
  - B. Discussion and Possible Action to Maintain an Authorized Insurance Representative for FY2016-2017
  - C. Discussion and Possible Action to Renew Cellular One Contract for SY2016-2017
- XI. INFORMATION/REPORTS
  - A. Travel Authorization Log
  - B. Maintenance/Transportation, Security and Food Service Report
- XII. PERSONNEL (Possible Executive Session per A.R.S. § 38.431.03(A)(1))
  - A. Discussion and Possible Action on Resignation of Nancita Bahe-Nez, Home Liaison/Truancy Officer
  - B. Discussion and Possible Action on Retirement of Lula Charley, Paraprofessional
  - C. Discussion and Possible Action on Resignation of Benjamin McClellan, Teacher
  - D. Discussion and Possible Action on Resignation of Maria Revercomb, Teacher
  - E. Discussion and Possible Action on Employee Benefits for SY2016-2017
  - F. Discussion and Possible Action on the Certified Salary Determination Chart for SY2016-2017
  - G. Discussion and Possible Action on the Classified Wage Determination Chart for SY2016-2017
  - H. \*Discussion and Possible Action on Ratification to Hire Nazbah Joseph, Part-Time ESS Paraprofessional for Remainder of SY2015-2016
  - I. \*Discussion and Possible Action on Ratification to Hire Zalberta Rucker, Food Service Worker for Remainder of SY2015-2016
  - J. \*Discussion and Possible Action of Certified Teacher Renewal for SY2016-2017

**NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

- K. \*Discussion and Possible Action to Renew Classified Staff for SY2016-2017
  
- XIII. FINANCE
  - A. Discussion and Possible Action on Budget/Expenditure Report as of May 12, 2016
  
- XIV. CONSENT AGENDA
  - A. Approval of Expense & Payroll Voucher
  - B. Approval of Student Activities Report
  
- XV. ADJOURNMENT

POSTED: Date \_\_\_\_\_ Time: \_\_\_\_\_ By: \_\_\_\_\_  
Board Secretary

**CEDAR UNIFIED SCHOOL DISTRICT NO. 25  
REGULAR SCHOOL BOARD MEETING  
JEDITO SCHOOL BOARD ROOM  
MAY 17, 2016**

**MINUTES**

- CALL TO ORDER**                   The Cedar Unified Regular School Board Meeting was called to order by Iris Yessilth, Board President at 5:54 p.m.
- STATEMENT OF WELCOME**    Iris Yessilth welcomed all in attendance.
- ROLL CALL**                     Danny Sage called roll. Those present were Iris Yessilth, Danny Sage and Karen Charley (via telephone). Francis Ambrose and Ladybird Jack were absent.
- APPROVAL OF AGENDA**       Danny Sage motioned to approve the agenda as is. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.
- APPROVAL OF MINUTES**     Danny Sage motioned to approve the minutes of April 13, 2016, April 19, 2016, May 3, 2016 and May 10, 2016 as is. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.
- CALL TO THE PUBLIC  
(STUDENT & COMMUNITY  
RESPONSE)**                   None
- BOARD MEMBER/  
ADMINISTRATOR  
COMMENT**                   None
- SUPERINTENDENT'S  
REPORT**                    **1. Enrollment – 120 (As of May 12, 2016)**
- Mr. Noggle informed the board that the 8<sup>th</sup> grade promotion is on Wednesday, May 18, 2016 at 6:00 p.m. and welcomed and encouraged the board to attend. The last day of school is May 19<sup>th</sup>, last day for staff is May 20<sup>th</sup>. Summer School will start on June 6<sup>th</sup> and he will bring the Summer School staffing recommended to the board for approval at the next meeting. Our enrollment is at 120.
- OLD BUSINESS**               **A.**
- NEW BUSINESS**             **A. Discussion and Possible Action on Navajo County Special Services Consortium Agreement to Accept Services for SY2016-2017**

Danny Sage motioned to approve Items A, B, and C under New Business. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**B. Discussion and Possible Action to Maintain an Authorized Insurance Representative for FY2016-2017**

**C. Discussion and Possible Action to Renew Cellular One Contract for SY2016-2017**

**INFORMATION/REPORTS**    **A. Travel Authorization Log**  
**B. Maintenance/Transportation, Security and Food Service Reports**

**PERSONNEL**                    **A. Discussion and Possible Action on Resignation of Nancita Bahe-Nez, Home Liaison/Truancy Officer**

Danny Sage motioned to approve Items A through K under Personnel as submitted. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**B. Discussion and Possible Action on Retirement of Lula Charley, Paraprofessional**

**C. Discussion and Possible Action on Resignation of Benjamin McClellan, Teacher**

**D. Discussion and Possible Action on Resignation of Maria Revercomb, Teacher**

**E. Discussion and Possible Action on Employee Benefits for SY2016-2017**

**F. Discussion and Possible Action on the Certified Salary Determination Chart for SY2016-2017**

**G. Discussion and Possible Action on the Classified Wage Determination Chart for SY2016-2017**

**H. \*Discussion and Possible Action on Ratification to Hire Nazbah Joseph, Part-Time ESS Paraprofessional for Remainder of SY2015-2016**

**I. \*Discussion and Possible Action on Ratification to Hire Zalberta Rucker, Food Service Worker for Remainder of SY2015-2016**

**J. \*Discussion and Possible Action of Certified Teacher Renewal for SY2016-2017**

**K. \*Discussion and Possible Action to Renew Classified Staff for SY2016-2017**

All taken care of under Item A.

**FINANCE**

**A. Approval of Budget/Expenditure Report as of May 12, 2016**

Information only.

**CONSENT AGENDA**

**A. Approval of Expense & Payroll Voucher**

Danny Sage motioned to approve the Expense & Payroll Voucher in the amount of \$115,325.40 in expenses and \$152,514.71 in payroll, and also the student activities report. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions.

**B. Approval of Student Activities Report**

**ADJOURNMENT**

**A. Next Regular School Board Meeting will be held on June 14, 2016, Jeddito School Board Room, 5:30 p.m.**

Mr. Noggle asked for the June Board meeting to be changed to June 28, 2016 to give time for the proposed budget to get ready for July 1, 2016. The next special meeting is on May 24, 2016 to review applications for the Superintendent/Principal position to start on July 1, 2016. Karen Charley stated that she is not available on May 24, 2016.

Danny Sage motioned to adjourn the meeting. Motion seconded by Karen Charley. Motion carried with 3 votes in favor, 0 opposed and 0 abstentions. Meeting adjourned at 6:03 p.m.

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**Iris Yessilth, Board President**

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**Danny Sage, Board Clerk**

# Appendix G

**NOTICE OF A SPECIAL SCHOOL BOARD MEETING  
OF  
THE GOVERNING BOARD OF CEDAR UNIFIED SCHOOL DISTRICT #25**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the general public that the Governing Board of the Cedar Unified School District No. 25 will convene a meeting open to the public on **MAY 24, 2016** at the **JEDITO SCHOOL BOARD ROOM**, beginning at **5:30 p.m. (MST)** Information regarding agenda items may be reviewed in the District Superintendent's Office. The Board may vote to convene in Executive Session pursuant to A.R.S. § 38-431.03, to review and discuss certain matters which are marked by an asterisk (\*). Any Executive Session discussions will not be open to the public. However, all Board decisions will be made in open public meeting.

If any disabled person needs any type of accommodations, please notify the Superintendent's Office at (928) 738-2366 prior to the time scheduled for the meeting.

One or more Board Members may attend telephonically.

**AGENDA**

- I. CALL TO ORDER
- II. ROLL CALL
- III. APPROVAL OF AGENDA
- IV. NEW BUSINESS
  - A. Discussion and Possible Action to Cancel the Arizona School Board Association Superintendent/Principal Search Contract
- V. PERSONNEL (Possible Executive Session per A.R.S. § 38.431.03(A)(1) Personnel)
  - A. \*Discussion and Possible Action to Appoint Duane Noggle as Interim Superintendent/Principal for 2016-2017 School Year beginning on June 1, 2016
  - B. \*Discussion and Possible Action to Approve Summer School Employment
- VI. ADJOURNMENT

POSTED: Date

5/23/16

Time:

1:30 pm

By:

*Vilva Kumpko*

Board Secretary

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Consideration to approve or deny the participation of Colorado River Union High School District in the accounting responsibility program, pursuant to A.R.S. § 15-914.01 |
|--|

 Action/Discussion Item Information Item**Background and Discussion**

Per ARS § 15-914.01, school districts may apply to the State Board of Education to assume accounting responsibility. Accounting responsibility means authority for a school district to operate with full independence from the county school superintendent with respect to revenues and expenditures, including allocating revenues, monitoring vouchers, authorizing and issuing warrants and maintaining and verifying staff records for certification and payroll purposes.

A school district applying to the State Board of Education to assume accounting responsibility shall develop and file with the Department of Education an accounting responsibility plan. Colorado River Union High School District has done so.

Prior to January 1 of the fiscal year preceding the fiscal year of implementation and before submitting an application to assume accounting responsibility, a school district shall apply for evaluation by the Office of the Auditor General. On completion of the evaluation, the Auditor General may recommend approval or denial of accounting responsibility to the State Board of Education. The Auditor General recommended denial of the school district to participate in the program.

School districts that are approved by the State Board of Education to assume accounting responsibility shall contract with an independent certified public accountant for an annual financial and compliance audit. The Auditor General may reevaluate the school district annually based on the audit to determine compliance with the Uniform System of Financial Records (USFR).

To assume accounting responsibility, a school district shall notify the county treasurer and the county school superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Colorado Union High School District has done so.

**Review and Recommendation of State Board Committee**

To deny Colorado River Union High School District to assume accounting responsibility for the fiscal year beginning July 1, 2016.

**Contact Information:**

*Shari Zara, Deputy Superintendent, Arizona Department of Education*



State of Arizona  
Department of Education

June 6, 2016

Diane M. Douglas, Superintendent  
Arizona Department of Education

Dear Superintendent Douglas and State Board of Education:

The Colorado River Union High School District has requested the State Board of Education approve the district's application to assume accounting responsibility as permitted by ARS 15-914.01. This statute requires review by both the Auditor General of Arizona and the Department of Education, as well as approval by the State Board of Education.

Colorado River Union High School District's Plan of Accounting Responsibility seems to meet the requirements to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR) on paper. However, the Auditor General has concerns of the District taking on these additional responsibilities and does not recommend the school district to participate in the Accounting Responsibility.

The Auditor General has issued three letters to the District's Governing Board indicating that the District was marginally compliant with the Uniform System of Financial Records (USFR) based on numerous internal control deficiencies cited by its auditors in its annual audit reports and USFR Compliance Questionnaire for fiscal years 2013, 2014, and 2015. The consistent area of concern throughout all three years has been the District's cash receipt procedures. The District's most recent audit also revealed weak property controls and purchasing practices. The deficiencies noted by the District's auditors cause concern about the District's ability to successfully undertake the added responsibilities of operating independently from the County School Superintendent's Office.

Sincerely,

  
Shari Zara

Deputy Superintendent



DEBRA K. DAVENPORT, CPA  
AUDITOR GENERAL

STATE OF ARIZONA  
OFFICE OF THE  
AUDITOR GENERAL

MELANIE M. CHESNEY  
DEPUTY AUDITOR GENERAL

June 2, 2016

Greg Miller, President  
Arizona State Board of Education  
1700 West Washington St., Suite 300  
Phoenix, AZ 85007

Dear Mr. Miller:

Colorado River Union High School District (UHSD) No. 2 has applied to participate in the accounting responsibility program. Consequently, we evaluated the District following the procedures in Arizona Revised Statutes §15-914.01.

Since August 2014 we have issued three letters to the District's Governing Board indicating that the District was marginally compliant with the Uniform System of Financial Records (USFR) based on numerous internal control deficiencies cited by its auditors in its annual audit reports and USFR Compliance Questionnaire for fiscal years 2013, 2014, and 2015. We had additional email and telephone correspondence with the District's business manager and superintendent regarding the deficiencies last year when they initially applied for the program and subsequently withdrew their application, and again this year after they reapplied. The consistent area of concern throughout all 3 years has been the District's cash receipt procedures. The District's most recent audit also revealed weak property controls and purchasing practices. The deficiencies noted by the District's auditors cause concern about the District's ability to successfully undertake the added responsibilities of operating independently from the County School Superintendent's Office.

Therefore, we do not recommend that the Colorado River UHSD be approved to participate in the accounting responsibility program at this time.

If you have questions concerning this matter, please contact Laura Miller, Accounting Services Director, or me at (602) 553-0333.

Sincerely,

Debbie Davenport  
Auditor General

cc: The Honorable Diane Douglas, Superintendent of Public Instruction  
Ms. Shari Zara, Deputy Superintendent of Operations  
Arizona Department of Education  
Dr. Karol Schmidt, Executive Director  
Arizona State Board of Education  
Mr. Riley Frei, Superintendent  
Colorado River Union High School District No. 2

**EXECUTIVE SUMMARY**

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|---------------|--|
| <b>Issue:</b> | Discussion and possible action regarding rescinding the motion made on April 25, 2016 creating a Career and Technical Education Task Force to develop policy recommendations on the Career and College Pathway and career literacy |
|---------------|--|

 Action/Discussion Item Information Item**Background and Discussion**

At the April 25, 2016 meeting, the Board voted on a motion to create a Career and Technical Education (CTE) Task Force, focused on developing policies for consideration and adoption by the Board related to a competency-based Career and College Pathway for discretionary adoption by LEAs and on career literacy.

Subsequently, a selection committee met to recommend candidates for appointment to the CTE Task Force. Approval of these recommendations was set as an agenda item for the Board meeting held on May 23, 2016, but was not discussed prior to adjournment of the meeting.

Other groups are exploring policy related to career and technical education. Six action items were identified after the 2016 Southwest Pathways Conference which will be pursued by working groups facilitated through the Global Pathways Institute. These action items are consistent with the focus of the proposed Board CTE Task Force. In addition, SB 1525 establishes a task force on career and technical education.

To avoid duplicating the efforts of these groups, the Board should consider rescinding its prior motion to create a CTE Task Force.

**Recommendation to the Board**

It is recommended that the Board rescind the motion made on April 25, 2016 creating a Career and Technical Education Task Force to develop policy recommendations on the Career and College Pathway and career literacy.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> Presentation, discussion and possible action regarding revising the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards |
|---|

Action/Discussion Item

Information Item

**Background and Discussion**

On April 27, 2015, the Board adopted a Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards. This policy was slightly revised at the September 28, 2015 Board meeting. It is anticipated that a draft of the standards may be ready for review later this summer.

Board staff and ADE staff met to collaboratively develop and propose additional revisions to the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards. The purpose of these revisions is to clarify public review, technical review, the role of the Academic Standards Development Committee, timelines for review, and recognize the traditional processes and paths followed by ADE in standards development.

The draft revisions were presented to the Board at the May 23, 2016 meeting. The Board requested that the draft revisions be submitted to the Arizona Standards Development Committee for discussion.

The draft revisions were included as an agenda item at the June 16, 2016 meeting of the Arizona Standards Development Committee.

**Recommendation to the Board**

It is recommended that the Board approve the proposed revisions to the Policy for the Development of the Arizona Mathematics Standards and English Language Arts Standards adopted on April 27, 2015 and revised on September 28, 2015.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education

**Arizona State Board of Education  
Policy for the Development of the  
Arizona Mathematics Standards and English Language Arts Standards  
Adopted by the Board April 27, 2015 REVISED SEPTEMBER 28, 2015**

Continuing to ensure that Arizona academic content standards are vetted, approved and controlled by Arizonans, the Board creates the Arizona Academic Standards Development Committee (Committee) to advise the Board on the development and improvement of the Arizona K-12 Mathematics Standards (Math Standards) and the Arizona K-12 English Language Arts Standards (ELA Standards). The current Arizona Math Standards and ELA Standards will be the starting point for the process, and initial comments shall be sought to inform the scope of revisions to the standards, in order to ensure Arizona's academic standards are excellent and rigorous.

The Superintendent shall designate an employee or employees of the Department Division of K-12 Academic Standards to provide support to and assist the Committee and its subcommittees in the execution of the duties under this policy.

The Board directs the Committee to complete the required processes so that the Board may adopt revised standards before the close of the 2015-2016 school year.

In order to allow the Committee to begin its work before the summer, the Board delegates the duty to appoint members of the Committee, and to select a Chairperson of the Committee from among the Board members appointed, to a 3 member committee of the Board comprised of Greg Miller as Chair, Chuck Schmidt and Jared Taylor. Appointments to the Committee shall be an equal mix of people who have and who have not participated in the standards development process in the past. Applications for the Committee are due to the State Board by May 6, 2015, and appointments shall be made to the Committee on or before May 15, 2015. Applications are available at <http://www.azed.gov/state-board-education/state-board-advisory-committees>.

**Arizona Standards Development Committee**

A. The Arizona Academic Standards Development Committee ("Committee") shall act in an advisory capacity to the State Board of Education in regard to matters related to the development and revision of statewide academic standards in Mathematics (Math Standards) and English Language Arts (ELA Standards).

B. The Committee shall consist of seventeen members, comprised of the following:

1. Four members of the Arizona State Board of Education, including the Superintendent of Public Instruction.
2. Two members representing the business community in the state.
3. Three deans of colleges of education or directors of Board approved teacher

preparation programs – with at least one representative of an institution under the jurisdiction of the Arizona Board of Regents, and one representative of an institution under the jurisdiction of an Arizona community college.

4. Three parents, including one parent of an elementary school student in the state, one parent of a middle school student in the state, and one parent of a high school student in the state.

5. One elementary classroom teacher.

6. One secondary classroom teacher.

7. One administrator of a charter school in the state.

8. One administrator of a unified school district in the state.

9. One member of a school district governing board.

C. A quorum shall be a majority of members of the Committee. A quorum is necessary to conduct business. An affirmative vote of the majority of the members present is needed to take action.

D. The Committee shall:

1. Hold meetings as often as necessary to conduct the Committee's business.

2. Adopt a timeline for the development, review, revision and recommendation for Board adoption of replacement Arizona Math Standards and Arizona ELA Standards, which addresses all the duties of the Committee.

3. Provide to the Board monthly reports on the progress of the Committee's work.

4. Establish subcommittees of ELA and mathematics content experts representing all grades.

a. The subcommittee members shall be selected from K-12 school district and charter schools, higher education faculty, teacher professional organizations, and foundations providing content expertise and professional development.

b. Subcommittees are subject to the same quorum and public meeting requirements as those required of the Committee.

c. The subcommittees shall prepare the draft standards and submit recommendations to be circulated simultaneously for public comment, ~~and considered comment~~ by the Committee and technical review.

d. ~~The subcommittees shall review comments received from the public, Committee and technical reviewers and produce~~ prepare a final draft to be presented to the Committee.

5. Oversee the process for the solicitation of comments regarding the existing standards and proposed revisions to the standards, ~~and proposed revisions to the standards,~~ and direct the subcommittees to consider the comments as they contemplate revisions to the standards. Comments shall be solicited from the public and from nationally and locally recognized content experts. The process for soliciting public comment shall include, at a minimum, opportunities to collect public comments via:

a. Public hearings across the state, coordinated with the County Superintendents, to help ensure and maximize statewide input and participation; and

b. Public meetings of the Committee, which shall include meetings which allow for interactive participation of the public outside of Maricopa County;

c. Electronic means, which shall be available on a website hosted by the State Board of Education dedicated to the Arizona Academic Standards Development Process ("website"), and include e-mail and online submission.

6. Receive, review and circulate for public comment on the website ~~final~~ draft standards proposed by the subcommittees. ~~Final draft~~ Draft revisions standards shall be circulated for public comment for no less than 45 days.

7. ~~The subcommittees shall present to the Committee a final draft Recommend for Board approval of the revised~~ Arizona Math Standards and Arizona ELA Standards for consideration and possible recommendation for Board approval. ~~The~~ With the subcommittees' Committee recommendations submission, the Department shall include a summary of all comments received and considered, a copy of all comments received, a detailed description of any changes between the current standards and the draft standards and the final recommendations proposed for board approval, a proposed transition timeline and a proposed implementation plan for Board approval.

E. The Superintendent shall designate an employee or employees of the Department to:

1. Provide support to and assist the Committee and its subcommittees to execute the duties under this policy.

2. Solicit and collect applications for participation on the subcommittees, which shall include a resume that details the applicant's certifications, grades taught, experience in curriculum development, educational background, any past participation in standards

development, and current employment. The Department shall provide the Committee with all applications and supporting materials of qualified applicants for subcommittee membership, and the Department shall make recommendations to the Committee for the membership of the subcommittees.

3. Submit recommendations to be considered by the subcommittees in regard to matters related to the development and revision of statewide academic standards in Mathematics and ELA.

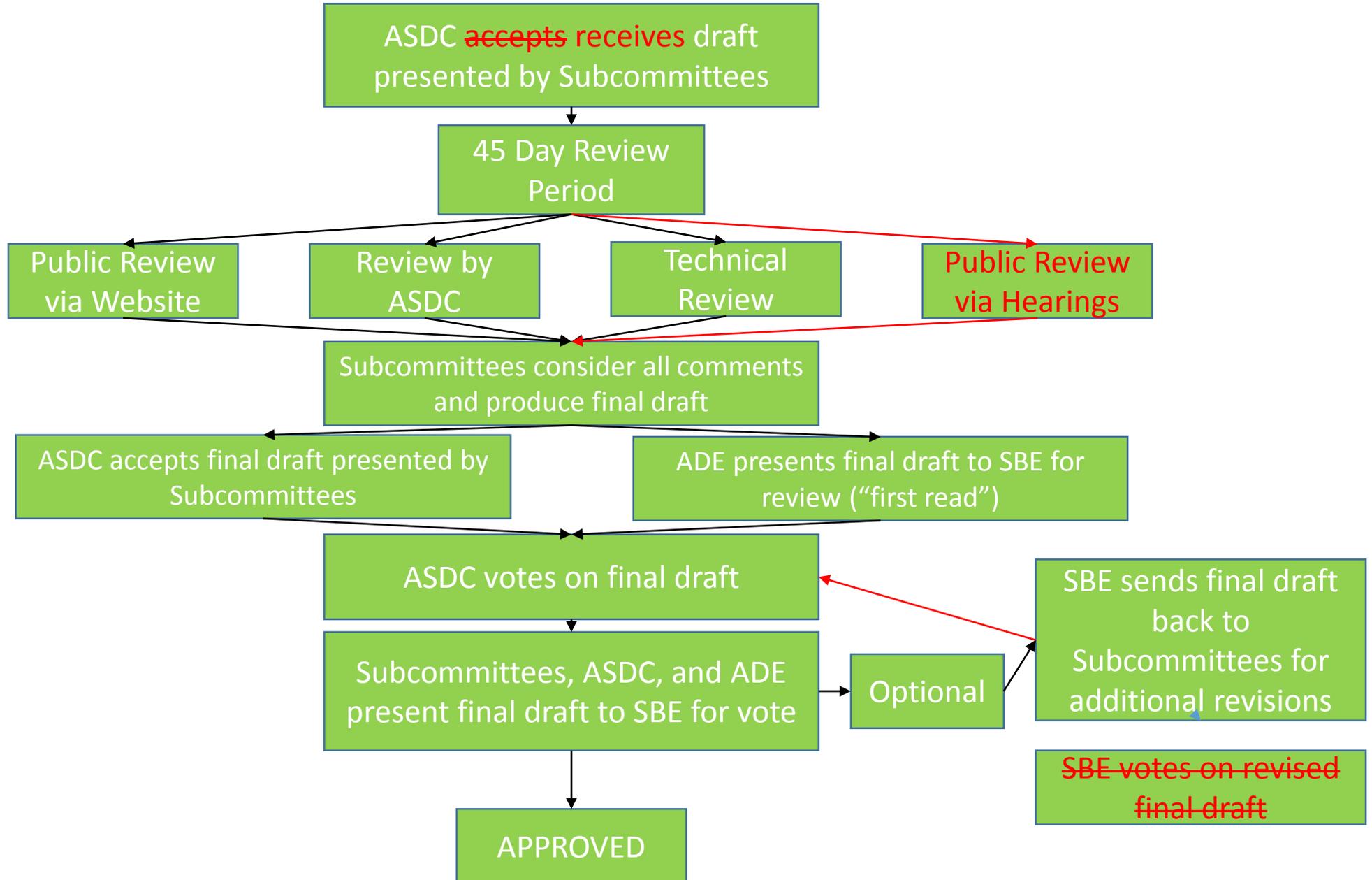
### **Board Consideration of ~~Committee Recommendations~~Final Draft Standards**

Upon receipt of the ~~Committee recommendation~~final draft standards, the Board shall include on the agenda of the next ~~regularly~~-scheduled meeting of the Board an informational presentation by the Committee, Department and subcommittees on the ~~proposed-final draft~~ Arizona Math Standards and Arizona ELA Standards.

The Board ~~shall~~may solicit further public comments on the ~~recommendation-final draft~~ ~~for at least 3 weeks~~ following the Board meeting in which the ~~recommendation-final draft standards is-are~~ presented. Any comments received shall be considered by the ~~Committee-subcommittees~~ and, if necessary, the ~~Committee-subcommittees~~ shall provide an amended ~~recommendation-final draft~~ to the Board Committee for recommendation to the Board.

~~The Board may consider adoption of the standards once the Committee makes a final recommendation based on the comments received by the Board.~~

Draft Flowchart for Revisions to SBE Policy for Development of ELA/Mathematics Standards – ASDC edits



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding discipline guidelines on certification enforcement actions

Action/Discussion Item       Information Item

**Background and Discussion**

Consistent with A.R.S. §15-203(20), the State Board of Education may impose disciplinary action upon a certified individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Board staff presented a compilation of recent disciplinary actions imposed by the Board for discussion. Based on the Board’s discussion at the May 23, 2016 and June 13, 2016 meetings, the following range of suggested discipline action for immoral or unprofessional conduct by certificated individuals was created:

| Immoral or unprofessional conduct     | Settlement Agreement   | Contested Action  |
|---------------------------------------|--|---|
| Contract break                        | Presumptive discipline: 1 year suspension<br>Minimum discipline: 6 month suspension based on mitigating factors                                | Presumptive discipline: 2 year suspension<br>Minimum discipline: 1 year suspension based on mitigating factors  |
| Under the influence at work - alcohol | Presumptive discipline: 2 year suspension with conditions<br>Minimum discipline: 1 year suspension with conditions based on mitigating factors | Presumptive discipline: 3 year suspension with conditions<br>Minimum discipline: 2 year suspension with conditions based on mitigating factors<br>Maximum discipline: Up to revocation based on aggravating factors |
| Under the influence at work - drugs   | Presumptive discipline: 3 year suspension with conditions<br>Minimum discipline: 2 year suspension with conditions based on mitigating factors | Presumptive discipline: 3 year suspension with conditions<br>Minimum discipline: 2 year suspension based on mitigating factors<br>Maximum discipline: Up to revocation based on aggravating factors                 |

**Contact Information:**  
 Dr. Karol Schmidt, Executive Director, State Board of Education

|                           |   |   |
|---------------------------|---|---|
| Criminal offenses - drugs | Presumptive discipline: 2 year suspension with conditions   | Presumptive discipline: 3 year suspension with conditions<br>Minimum discipline: 2 year suspension with conditions based on mitigating factors<br>Maximum discipline: Up to revocation based on aggravating factors |
| Criminal offenses - theft | Presumptive discipline: 2 year suspension<br>Minimum discipline: 1 year based on mitigating factors | Presumptive discipline: 2 year suspension<br>Minimum discipline: 1 year based on mitigating factors<br>Maximum discipline: Up to revocation based on aggravating factors  |

**Recommendation to the Board**

It is recommended that the Board adopt a range of suggested discipline action for immoral or unprofessional conduct by certificated individuals.

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Recommendation to Approve Application for Certification for Margarito Casillas, C-2016-091R.

Action/Discussion Item

Information Item

**Background and Discussion**

Mr. Casillas holds a Standard Secondary Education 6-12, Certificate which expires June 14, 2016.

On May 19, 2008, the Board Investigative Unit received a report from Flowing Wells Unified School District alleging that Mr. Casillas had sexually harassed a female student. Mr. Casillas sent multiple notes to a female student when chaperoning a trip to Mexico for the Hands Across the Border Program in 2008.

The notes were written in Spanish and translated into English they read:

“Why aren’t you talking to me?”

“Why aren’t you paying attention to me?”

“It would be funnier if it was you”

“It’s you all I want...Can I have you?”

“Do you think I can see you tonight?” Later tonight...”

“Do you think you can get away from him” (her exchange partner)

“Do you want to go with me now?”

“I understand your confusion”

The incident was reported to Tucson Police Department and did not result in criminal prosecution.

Mr. Casillas received a written reprimand from Flowing Wells SD and was directed to not have contact with the student. He subsequently had a conversation with her, disregarding the directive and resigned in lieu of termination.

At that time, the Boards Investigative Unit decided not to file a complaint against Mr. Casillas’ certificate and flagged his account for review.

On February 9, 2016, Mr. Casillas submitted an application to the Arizona Department of Education for renewal of his Standard Secondary Education 6-12, Certificate.

On February 29, 2016, Mr. Casillas submitted an application to the Arizona Department of Education, seeking a Principal certification.

**Contact Information:**

*Garnett Winders, Chief Investigator  
State Board of Education*

On both applications, Mr. Casillas marked “yes” to Section 2: Criminal History question number two:

2.) Have you ever received a reprimand or other disciplinary action involving any professional certification or license?

Mr. Casillas submitted a typed explanation with the applications stating he received a reprimand from Flowing Wells High School in 2008 in reference to “student allegations of sexual harassment”. He also resigned in lieu of termination based on the advice of his legal representative.

On March 1, 2016, the Boards Investigative Unit sent Mr. Casillas a review letter informing him that his application would require a review by the Board prior to issuance due to the sexual harassment incident in 2008.

On May 10, 2016, the Professional Practices Advisory Committee recommended that the State Board deny Mr. Casillas’ application for Principal certification and approve his application for teaching.

On May 31, 2016, Mr. Casillas withdrew his application for his Principal certification.

### **Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee Meeting, at its May 10, 2016, meeting, recommended, by a vote of 3 to 2, that the State Board approve the application for teaching certification of Margarito Casillas.

### **Recommendation to the Board**

It is recommended that the State Board of Education adopt the recommendation of the PPAC and approve the application for teaching certification of Margarito Casillas.

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Recommendation for Certificate Suspension regarding Margaret Greene, Case No. C-2013-025.

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Greene holds a Substitute certificate, which currently expires July 1, 2009.

On March 10, 2013, Ms. Greene was arrested by the Pima County Sheriff's Department and booked on a charge of Burglary in the Second Degree, a Class Three Felony, for removing items from a neighbor's property without permission between March 6, 2013 and March 10, 2013.

On October 2, 2013, Respondent pled guilty to one count of Solicitation of Burglary in the Third Degree, a Class Six Undesignated Offense, in Pima County Superior Court. The court ordered the offense be designated a Class One Misdemeanor and Ms. Greene was sentenced to one day in Pima County Jail and assessed attorney's fees.

All attempts made by the Boards Investigative Unit to contact Ms. Greene have been unsuccessful. Ms. Greene's phone number of record has been disconnected. All notifications mailed to Ms. Greene at her address of record have been returned to the Investigative Unit unclaimed.

**Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee Meeting, at its May 10, 2016 meeting, recommended, by a vote of 5 to 0 that the State Board of Education take disciplinary action through (1) changing the expiration date of any and all teacher certificates held by Margaret Greene to July 1, 2016, and (2) suspending any and all certificates held by Margaret Greene for 3 years and that all states and territories be so notified.

**Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and Recommendation of the PPAC to change the expiration date of any and all teacher certificates held by Margaret Greene to July 1, 2016, and to suspend any and all certificates held by Margaret Greene, for 3 years, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Acting Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

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|---|
| <b>Issue:</b> Consideration of Recommendation for Certificate Suspension regarding Elizabeth A. Kempton, Case No. C-2015-174. |
|---|

Action/Discussion Item

Information Item

**Background and Discussion**

Elizabeth A. Kempton holds a Reciprocal Provisional Elementary 1-8 certificate, which expires August 27, 2016.

On April 28, 2015 Ms. Kempton signed and returned an Employment Contract with the Challenge Charter School agreeing to work as a teacher for the 2015-2016 school year.

On November 6, 2015 Ms. Kempton submitted a letter of resignation to Wendy Miller, Principal of Challenge Charter School, via email. Ms. Kempton wrote "I will not be returning to work after today. I left my keys in the middle desk drawer....I refuse to work at this school any longer."

At a meeting on November 20, 2015 the Challenge Charter School voted unanimously to accept Ms. Kempton's resignation and to proceed with action against Ms. Kempton's teaching certification for her breach of contract.

**Review and Recommendation of State Board Committee**

The Professional Practices Advisory Committee Meeting, at its May 10, 2016 meeting, recommended, by a vote of 5 to 0, that the State Board of Education suspend any and all certificates held by Elizabeth A. Kempton, for one year, and that all states and territories be so notified.

**Recommendation to the Board**

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and recommendation of the PPAC and suspend any and all certificates held by Elizabeth A. Kempton, for one year, and that all states and territories be so notified.

**Contact Information:**

*Garnett Winders, Acting Chief Investigator  
State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Consideration to review and approve recommendations from the Supplemental Assessment for Arizona High School Equivalency Diploma RFP Evaluation Committee

Action/Discussion Item

Information Item

**Background and Discussion**

The Arizona Department of Education is authorized under A.R.S. 15-232, 15-702 and R7-2-307 to award an Arizona High School Equivalency Diploma to a candidate who passes a high school equivalency test adopted by the State Board of Education.

In January 2014, the Arizona State Board of Education awarded the contract for the Arizona High School Equivalency Assessment to GED Testing Services (GEDTS), LLC. As it awarded the contract to GEDTS, the Board reiterated its commitment to providing choice to those seeking an Arizona High School Equivalency Diploma and requested that the Arizona Department of Education issue a new Request for Proposal (RFP) at a later date to identify any additional rigorous tests aligned to Arizona's adult education academic standards.

At the October 2015 meeting, The Arizona State Board of Education requested that the Arizona Department of Education conduct another RFP process for the consideration of adding one or more additional assessments aligned to Arizona's adult education academic standards to use for awarding Arizona High School Equivalency Diplomas.

In April 2016, the Arizona Department of Education released solicitation number ADED16-00006091 requesting competitive, sealed proposals for:

- 1) The provision of a high school equivalency test aligned to Arizona Adult Education College and Career Readiness Standards;
- 2) The registration for, administration of, and scoring of the tests;
- 3) Reporting testing results to the Arizona Department of Education, Adult Education Services; and
- 4) Awarding a high school equivalency diploma.

Proposals received pertaining to the above solicitation were evaluated following the Arizona Department of Education, Office of Procurement's evaluation process guidelines. The results of this evaluation can be presented to the Arizona State Board of Education for consideration while convened in executive session.

**Recommendation to the Board**

It is recommended that the Arizona State Board of Education review and approve recommendations from the Supplemental Assessment for Arizona High School Equivalency Diploma RFP Evaluation Committee.

**Contact Information:**

Steven Paulson, Chief Procurement Officer  
Sheryl Hart, Deputy Associate Superintendent, Adult Education Services  
Leila Williams, Associate Superintendent

**EXECUTIVE SUMMARY**

|               |   |
|---------------|---|
| <b>Issue:</b> | Presentation, discussion, and possible action to initiate rulemaking procedures for proposed amendments to rules R7-2-615 regarding Structured English Immersion Endorsements, R7-2-619 regarding Renewal Requirements, and R7-2-621 regarding Reciprocity. |
|---------------|---|

 Action/Discussion Item Information Item**Background and Discussion**

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. SB1208 made three major changes to the rules governing teacher certification. They are as follows: 1) standard certificates shall be renewed for at least eight years and may not require more than fifteen hours of continuing education credits each year in order to renew any certificate issued; 2) comparable reciprocal educator certificates shall be issued to applicants who passed their state's subject knowledge and professional exams and who are in good standing with their state; and 3) a provisional or full structured English immersion endorsement may not be required for the purposes of teacher certification if the applicant is not being certificated to teach students in a sheltered English immersion or structured English immersion model, but does not prohibit a school district or charter school from requiring a structured English immersion endorsement as a condition of employment. Conforming changes are made to R7-2-615, R7-2-619, and R7-2-621.

If the Board initiates rulemaking procedures for proposed amendments to rules R7-2-615, R7-2-619, and R7-2-621, a public hearing will be held on July 18, 2016 at 1:00 P.M. in order to collect public input on the proposed rule changes.

**Recommendation to the Board**

It is recommended that the Board initiate rulemaking procedures for proposed amendments to rules R7-2-615, R7-2-619, and R7-2-621 regarding teacher certification requirements.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education

**EXECUTIVE SUMMARY**

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**R7-2-615. Endorsements**

**L. Structured English Immersion (SEI) Endorsements - Pre-K through 12**

~~1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, "supervisor," "principal" and "superintendent" means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bilingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).~~

~~2. 1.~~ The provisional SEI endorsement is valid for three years and is not renewable. The requirements are: a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal or superintendent certificate; and b. One semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B).

~~3. 2.~~ The requirements for the full SEI endorsement are:

- a. An Arizona elementary, secondary, special education, CTE, early childhood, arts education, supervisor, principal, or superintendent certificate; and one of the following:
  - i. Three semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools;
  - ii. Completion of 45 clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the Board, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program that meets the requirements of A.R.S. § 15-756.09(B); or
  - iii. A passing score on the Structured English Immersion portion of the Arizona Teacher Proficiency Assessment.

~~4. 3.~~ Nothing in this Section prevents a school districts district or charter school from requiring certified staff to obtain an SEI, ESL or bilingual endorsement as a condition of employment.

~~5. The requirements for a SEI endorsement may be waived for a period not to exceed three years in accordance with certification reciprocity as prescribed in R7-2-621.~~

~~6. The requirements for a SEI endorsement may be waived for a period not to exceed three years for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.~~

**EXECUTIVE SUMMARY**

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~~7. The requirement for a SEI endorsement may be waived for a period not to exceed one year for individuals who apply and otherwise qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.~~

**R7-2-619. Renewal Requirements**

A. A certificate may be renewed within six months of its expiration date except that an individual holding multiple valid certificates may renew all certificates at one time in order to align the expiration dates of each certificate. Certificates being aligned shall be renewed at the same time as the certificate that will expire first. Individuals seeking to align certificates shall meet the renewal requirements for each certificate being aligned. Certificates aligned pursuant to this Section ~~may~~ shall be valid for ~~less than six~~ eight years.

B. A certificate may be renewed within one year after it expires. Individuals whose certificates have been expired for more than one year shall reapply for certification under the requirements in effect at the time of reapplication. Nothing in this Section shall imply that an individual may be employed in a position that requires certification after the expiration of the relevant certificate.

C. Renewal of certificates requires the completion of professional development after the most recent issuance or renewal of the certificate, except that professional development completed during the valid term of the certificate that expires first meets the requirement of certificates being aligned. Professional development must relate to Arizona academic or professional educator standards or apply toward the attainment of an additional Arizona certificate, endorsement, or approved area, and may include training regarding suicide awareness and prevention; child abuse and the sexual abuse of children, including warning signs that a child may be a victim of child abuse or sexual abuses; screening, intervention, accommodation, use of technology and advocacy for students with reading impairments, including dyslexia; or other training programs explicitly permitted by state law. Professional development shall consist of any of the following activities:

1. Courses related to education or a subject area taught in Arizona schools, taken from an accredited institution. Each semester hour of courses shall be equivalent to 15 clock hours of professional development. The required documentation shall be an official transcript.

2. Professional activities such as conferences and workshops related to the profession of teaching or the field of public education. A maximum of 30 clock hours per year may be earned by attendance at professional conferences and workshops. The required documentation shall be a conference agenda and a statement or certificate from the sponsoring organization noting the clock hours earned.

3. District-sponsored or school-sponsored in-services or activities which are specifically designed for professional development. The required documentation shall be written verification from the sponsoring district or school stating the dates of participation and the number of clock hours earned.

**EXECUTIVE SUMMARY**

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4. Internships in business settings. The internship shall be based on an agreement between a business and a district or school with the stated objective of aligning teaching curriculum with workplace skills. A maximum of 80 clock hours may be earned through business internships. The required documentation shall be written verification by the sponsoring business and district or school stating the dates of participation and number of clock hours earned.

5. Educational research. The research shall be sponsored by a research facility or an accredited institution or funded by a grant. The required documentation shall be the published report of the research or verification by the sponsoring agency; and a statement of the dates of participation and the number of clock hours earned.

6. Serving in a leadership role of a professional organization that provides training, activities, or projects related to the profession of teaching or the field of public education. A maximum of 30 clock hours per year may be earned by serving in a leadership role of a professional organization. The required documentation shall be written verification by the governing body of the professional organization of the dates of service and clock hours earned.

7. Serving on a visitation team for a school accreditation agency. A maximum of 60 clock hours per year may be earned by serving on a visitation team. The required documentation shall be written verification from the accreditation agency of the dates of service and clock hours earned.

8. Completion of the process for certification by the National Board of Professional Teaching Standards. The required documentation shall be written verification from the National Board of Professional Teaching Standards and a statement from the employing district or school verifying the dates and the clock hours earned during the certification process.

D. An individual holding a Standard teaching certificate, an administrative certificate, or other professional certificate, may renew the certificate for eight years upon completion of ~~180 clock hours of professional development~~ fifteen hours of continuing education credits each year of the certificate term.

E. An individual who is employed by a school or school district at the time of renewal shall submit the required documentation of professional development to the district superintendent, director of personnel, or other designated administrator for verification. A certified individual who is not employed by a school or school district at the time of renewal shall submit the required documentation of professional development to a county school superintendent, the dean of a college of education, or the Department for verification. The school or district official, county school superintendent, or the dean of a college of education shall verify on forms provided by the Department the number of hours of professional development completed by the individual during the valid period of the certificate being renewed.

F. The Department shall issue a Standard teaching certificate of the same type.

**EXECUTIVE SUMMARY**

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**R7-2-621. Reciprocity**

A. The Board shall issue a comparable ~~reciprocal-provisional~~ standard Arizona teaching certificate, if one is established pursuant to this ~~Chapter~~ Article, to an applicant who holds a valid certificate from another state ~~and possesses a bachelor's or higher degree from an accredited institution, passed that state's subject knowledge and professional exams, and is in good standing with that other state.~~

1. Certificates shall be valid for ~~three-year~~ six years and are ~~nonrenewable~~.

2. The applicant shall possess a valid fingerprint clearance card issued by the Arizona Department of Public Safety.

3. The deficiencies allowed pursuant to Arizona Revised Statutes in Arizona Constitution, and United States Constitution, ~~and a passing score on all required portions of the Arizona Teacher Proficiency Assessment~~ shall be satisfied prior to the issuance of the same type of certificate prescribed in this Article but are subject to expiration as follows:

a. An applicant's standard Arizona teaching certificate shall expire three years from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona.

b. An applicant's standard Arizona teaching certificate shall expire one year from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona if the applicant applies for a certificate authorizing the person to teach an academic course that focuses predominantly on history, government, social studies, citizenship, law or civics. ~~Chapter, except as noted below:~~

~~a. The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants with three years of verified teaching experience. The three years of verified teaching experience shall have been during the last valid period of the certificate produced from the other state.~~

~~b. The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a master's degree or higher in the subject area to be taught.~~

~~c. The professional knowledge and subject knowledge portions of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a current certificate from the National Board for Professional Teaching Standards.~~

~~4. For the purpose of this rule the requirements in R7-2-615(J), related to the Structured English Language Immersion Endorsements, shall be waived for a period not to exceed three years.~~

B. The Board shall issue a comparable Arizona ~~reciprocal-standard~~ supervisor, principal or superintendent certificate to an applicant who holds a valid equivalent certificate from another state, passed that state's subject knowledge and professional exams, and is in good standing with that other state. ~~and meets the requirements as set forth in subsection R7-2-616 (B)(3), R7-2-616(C)(3), or R7-2-616 (D)(3) except that an applicant for a reciprocal administrative certificate shall be required to have completed~~

**EXECUTIVE SUMMARY**

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~~three semester hours of school law and three semester hours of school finance within three years.~~

1. Certificates shall be valid for ~~three~~ six years and are nonrenewable.
2. The applicant shall possess a valid fingerprint clearance card issued by the Arizona Department of Public Safety.
3. ~~The deficiencies allowed pursuant to Arizona Revised Statutes in U.S./Arizona Constitutions, a passing score on all required portions of the Arizona Administrator Proficiency Assessment, fulfillment of Structured English Immersion (SEI) clock hours as required by Board rule, and fulfillment of three semester hours of school law and three semester hours of school finance shall be satisfied prior to the issuance of any other certificate prescribed in subsection R7-2-616(B), except as noted below:~~
  - a. ~~The applicable Arizona Administrator Proficiency Assessment shall be waived for applicants with a passing score on a comparable assessment from another state or three years of verified full time administrative experience.~~
  - b. ~~The three years of verified administrative experience shall have been during the last valid period of the certificate produced from the other state.~~

## **R7-2-615. Endorsements**

### **L. Structured English Immersion (SEI) Endorsements - Pre-K through 12**

~~1. From and after August 31, 2006, an SEI, ESL or bilingual endorsement is required of all classroom teachers, supervisors, principals and superintendents. For purposes of this rule, "supervisor," "principal" and "superintendent" means an individual who holds a supervisor, principal or superintendent certificate. An ESL or Bilingual endorsement obtained by a supervisor, principal, or superintendent on an Arizona teaching certificate may be added to a supervisor, principal, or superintendent certificate in order to satisfy the requirement in subsection (L)(1).~~

~~2. 1. No change~~

~~3. 2. No change~~

~~a. No change~~

~~i. No change~~

~~ii. No change~~

~~iii. No change~~

~~4. 3. Nothing in this Section prevents a school districts district or charter school from requiring certified staff to obtain an SEI, ESL or bilingual endorsement as a condition of employment.~~

~~5. The requirements for a SEI endorsement may be waived for a period not to exceed three years in accordance with certification reciprocity as prescribed in R7-2-621.~~

~~6. The requirements for a SEI endorsement may be waived for a period not to exceed three years for individuals who graduate from administrator or teacher preparation programs that are not approved by the Board and meet all other applicable certification requirements.~~

~~7. The requirement for a SEI endorsement may be waived for a period not to exceed one year for individuals who apply and otherwise qualify for a Provisional or Standard CTE Certificate pursuant to R7-2-612 under any option that does not require a valid Arizona teaching certificate.~~

## **R7-2-619. Renewal Requirements**

A. A certificate may be renewed within six months of its expiration date except that an individual holding multiple valid certificates may renew all certificates at one time in order to align the expiration dates of each certificate. Certificates being aligned shall be renewed at the same time as the certificate that will expire first. Individuals seeking to align certificates shall meet the renewal requirements for each certificate being aligned. Certificates aligned pursuant to this Section may shall be valid for less than six eight years.

B. No change

C. No change

1. No change

2. No change

3. No change

4. No change

5. No change

6. No change

7. No change

8. No change

D. An individual holding a Standard teaching certificate, an administrative certificate, or other professional certificate, may renew the certificate for eight years upon completion of ~~180 clock hours of professional development~~ fifteen hours of continuing education credits each year of the certificate term.

E. No change

F. No change

### **R7-2-621. Reciprocity**

A. The Board shall issue a comparable reciprocal provisional standard Arizona teaching certificate, if one is established pursuant to this ~~Chapter~~ Article, to an applicant who holds a valid certificate from another state and ~~possesses a bachelor's or higher degree from an accredited institution, passed that state's subject knowledge and professional exams, and is in good standing with that other state.~~

1. Certificates shall be valid for ~~three year~~ six years and are ~~non~~renewable.

2. No change

3. The deficiencies allowed pursuant to Arizona Revised Statutes in Arizona Constitution, and United States Constitution, ~~and a passing score on all required portions of the Arizona Teacher Proficiency Assessment~~ shall be satisfied prior to the issuance of the same type of certificate prescribed in this Article but are subject to expiration as follows:

a. An applicant's standard Arizona teaching certificate shall expire three years from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona.

b. An applicant's standard Arizona teaching certificate shall expire one year from the date of issuance if the applicant has not completed the required class or passed a satisfactory examination on the provisions and principles of the Constitutions of the United States and Arizona if the applicant applies for a certificate authorizing the person to teach an academic course that focuses predominantly on history, government, social studies, citizenship, law or civics. ~~Chapter, except as noted below:~~

a. ~~The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants with three years of verified teaching experience. The three years of verified teaching experience shall have been during the last valid period of the certificate produced from the other state.~~

b. ~~The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a master's degree or higher in the subject area to be taught.~~

~~c. The professional knowledge and subject knowledge portions of the Arizona Teacher Proficiency Assessment shall be waived for applicants who hold a current certificate from the National Board for Professional Teaching Standards.~~

~~4. For the purpose of this rule the requirements in R7-2-615(J), related to the Structured English Language Immersion Endorsements, shall be waived for a period not to exceed three years.~~

~~B. The Board shall issue a comparable Arizona reciprocal standard supervisor, principal or superintendent certificate to an applicant who holds a valid equivalent certificate from another state, passed that state's subject knowledge and professional exams, and is in good standing with that other state. and meets the requirements as set forth in subsection R7-2-616 (B)(3), R7-2-616(C)(3), or R7-2-616 (D)(3) except that an applicant for a reciprocal administrative certificate shall be required to have completed three semester hours of school law and three semester hours of school finance within three years.~~

~~1. Certificates shall be valid for three six years and are nonrenewable.~~

~~2. No change~~

~~3. The deficiencies allowed pursuant to Arizona Revised Statutes in U.S./Arizona Constitutions, a passing score on all required portions of the Arizona Administrator Proficiency Assessment, fulfillment of Structured English Immersion (SEI) clock hours as required by Board rule, and fulfillment of three semester hours of school law and three semester hours of school finance shall be satisfied prior to the issuance of any other certificate prescribed in subsection R7-2-616(B), except as noted below:~~

~~a. The applicable Arizona Administrator Proficiency Assessment shall be waived for applicants with a passing score on a comparable assessment from another state or three years of verified full time administrative experience.~~

~~b. The three years of verified administrative experience shall have been during the last valid period of the certificate produced from the other state.~~

**EXECUTIVE SUMMARY**

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| <b>Issue:</b> | Presentation, discussion, and possible action to initiate rulemaking procedures for proposed amendments to rule R7-2-201 regarding Advisory Committees. |
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Action/Discussion Item

Information Item

**Background and Discussion**

Currently, Board rule R7-2-201 includes provisions related to the structure, membership and tasks of advisory committees, as well as appointment and removal of members. These provisions do not distinguish between standing and ad hoc committees, and currently delineate a selection process that entails a significant time lapse between the nomination, selection and formation of the committees. The proposed amendment to R7-2-201 distinguishes between standing and ad hoc committees, creates an executive committee, and provides for the appointment of members to ad hoc advisory committees.

If the Board initiates rulemaking procedures for proposed amendments to rule R7-2-201, a public hearing will be held on July 18, 2016 at 1:00 P.M. in order to collect public input on the proposed rule changes.

**Recommendation to the Board**

It is recommended that the Board initiate rulemaking procedures for the proposed amendment to rule R7-2-201 regarding Advisory Committees.

**Contact Information:**

Dr. Karol Schmidt, Executive Director, State Board of Education

**EXECUTIVE SUMMARY**

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**R7-2-201. Advisory Committees**

- A. The State Board of Education (“Board”) may create an advisory committee for the purpose of providing advice and recommendations as assigned by the Board.  
In this rule, unless the context otherwise requires, the following definitions shall apply:
1. “Ad Hoc Advisory Committee” means a committee, established by the Board, for a limited time and scope, for the purpose of providing advice and recommendations to the Board.
  2. “Executive Committee” means a committee, whose members consist of the President and Vice-President of the Board, established for the purpose of appointing ad hoc advisory committee members.
  3. “Standing Advisory Committee” means the Certification Advisory Committee, the Certification Appeals Advisory Committee, and the Professional Practices Advisory Committee, or any other designated permanent committee, established by the Board, for the specific purpose of providing ongoing advice and recommendations as assigned by the Board.
- ~~B.~~ Any advisory committee or similar body that has been created by either the Board or ~~legislation~~ statute shall be appointed and conduct its business in accordance with this rule except as otherwise required by law.
- ~~B.C.~~ The Board shall determine the structure, membership, and tasks of any standing advisory committee the Board has created.
- ~~B.D.~~ The Board’s Appointments Subcommittee, whose members are appointed by the President of the Board, shall review nominations submitted by the Board members for appointment to ~~an~~ a standing advisory committee and shall provide a recommendation to the Board for consideration. A vacancy on ~~an~~ a standing advisory committee shall be filled in the manner described in this Section.
- ~~C.E.~~ The Board shall determine the structure and task of an ad hoc advisory committee it has created and may make suggestions as to members. The Executive Committee shall appoint the members of an ad hoc advisory committee. An ad hoc advisory committee created by the Board shall exist for the time necessary to accomplish its assigned task or for one year from the date it is created, whichever is less. An ad hoc advisory committee created by the Board may continue to function beyond a one-year period only with the express approval of the Board Executive Committee. A vacancy on an ad hoc advisory committee shall be filled in the manner prescribed by the Executive Committee.
- ~~D.F.~~ The Board may in its discretion remove any member from and dissolve any standing advisory committee that the Board has created. The Executive Committee may in its discretion remove any member from and dissolve any ad hoc advisory committee that the Executive Committee has created.
- ~~E.G.~~ An advisory committee shall not conduct a meeting of its members without prior acknowledgment from the ~~Administrator to~~ Executive Director of the Board that the notice and agenda for the meeting have been approved by the President of the Board and posted and that there are sufficient funds to meet all expenses that would be incurred in connection with such meeting. An advisory committee member shall not obligate the payment of Board funds.

**EXECUTIVE SUMMARY**

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~~F.H.~~ The meetings of ~~an advisory~~ a committee shall be held at the offices of the ~~Department of Education Board~~ or any other facility for which no charges would be incurred for use of the facility. ~~Meetings of an advisory committee shall be held as needed but shall not exceed four meetings per fiscal year without prior express approval of the Superintendent of Public Instruction.~~

G.I. Activities of an advisory committee are limited to preparation of advice and recommendations to be presented to the Board for issues which relate directly to the task assigned by the Board.

H.J. Advisory committees are not authorized the use of Board letterhead stationery without the express approval of the President of the Board and are not authorized the use of Department of Education letterhead stationery without the express approval of the Superintendent of Public Instruction.

I.K. An advisory committee shall:

1. ~~Annually Select~~ select from its members a chair and vice chair;
2. ~~Create procedures for conducting business not inconsistent with Robert's Rules of Order.~~
3. ~~2.~~ Request information, assistance, or opinions from the Department of Education necessary to accomplish its task. An advisory committee shall convey any such request through the Department liaison designated pursuant to this rule.

J.L. A quorum of an advisory committee shall be a majority of the voting members of the advisory committee. Voting members shall be only those members specifically appointed by the Board or Executive Committee. A quorum of an advisory committee is necessary to conduct its business. An affirmative vote of the majority of voting members present is necessary for an advisory committee to take action.

~~K.M.~~ The Superintendent shall designate an employee of the Department of Education to serve as a liaison to each advisory committee The President of the Board may appoint a member of the Board to serve as an additional liaison to each advisory committee as the President deems appropriate.

R7-2-201. Advisory Committees

A. The State Board of Education (“Board”) may create an advisory committee for the purpose of providing advice and recommendations as assigned by the Board.

In this rule, unless the context otherwise requires, the following definitions shall apply:

1. “Ad Hoc Advisory Committee” means a committee, established by the Board, for a limited time and scope, for the purpose of providing advice and recommendations to the Board.
2. “Executive Committee” means a committee, whose members consist of the President and Vice-President of the Board, established for the purpose of appointing ad hoc advisory committee members.
3. “Standing Advisory Committee” means the Certification Advisory Committee, the Certification Appeals Advisory Committee, and the Professional Practices Advisory Committee, or any other designated permanent committee, established by the Board, for the specific purpose of providing ongoing advice and recommendations as assigned by the Board.

B. Any advisory committee or similar body that has been created by either the Board or ~~legislation~~ statute shall be appointed and conduct its business in accordance with this rule except as otherwise required by law.

B.C. The Board shall determine the structure, membership, and tasks of any standing advisory committee the Board has created.

B.D. The Board’s Appointments Subcommittee, whose members are appointed by the President of the Board, shall review nominations submitted by the Board members for appointment to ~~an~~ a standing advisory committee and shall provide a recommendation to the Board for consideration. A vacancy on ~~an~~ a standing advisory committee shall be filled in the manner described in this Section.

C.E. The Board shall determine the structure and task of an ad hoc advisory committee it has created and may make suggestions as to members. The Executive Committee shall appoint the members of an ad hoc advisory committee. An ad hoc advisory committee created by the Board shall exist for the time necessary to accomplish its assigned task or for one year from the date it is created, whichever is less. An ad hoc advisory committee created by the Board may continue to function beyond a one-year period only with the express approval of the Board Executive Committee. A vacancy on an ad hoc advisory committee shall be filled in the manner prescribed by the Executive Committee.

D.F. The Board may in its discretion remove any member from and dissolve any standing advisory committee that the Board has created. The Executive Committee may in its discretion remove any member from and dissolve any ad hoc advisory committee that the Executive Committee has created.

E.G. An advisory committee shall not conduct a meeting of its members without prior acknowledgment from the ~~Administrator to~~ Executive Director of the Board that the notice and agenda for the meeting have been approved by the President of the Board and posted and that there are sufficient funds to meet all expenses that would be incurred in connection with such meeting. An advisory committee member shall not obligate the payment of Board funds.

F.H. The meetings of ~~an advisory~~ a committee shall be held at the offices of the ~~Department of Education~~ Board or any other facility for which no charges would be incurred for use of the facility. ~~Meetings of an advisory committee shall be held as needed but shall not~~

~~exceed four meetings per fiscal year without prior express approval of the Superintendent of Public Instruction.~~

G.I. No change.

H.J. No change.

I.K. No change:

1. ~~Annually Select~~ select from its members a chair and vice chair;

2. ~~Create procedures for conducting business not inconsistent with Robert's Rules of Order.~~

3.2. No change.

J.L. A quorum of an advisory committee shall be a majority of the voting members of the advisory committee. Voting members shall be only those members specifically appointed by the Board or Executive Committee. A quorum of an advisory committee is necessary to conduct its business. An affirmative vote of the majority of voting members present is necessary for an advisory committee to take action.

K.M. No change.