



Arizona State Board of Education

AMENDED

NOTICE OF PUBLIC MEETINGS

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 Boards will hold a meeting, open to the public on **Monday, June 22, 2015, 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://www.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)(3) and (4), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys concerning any items on this agenda and/or for discussion or **consultation with the Board's attorneys in order to consider its position and instruct its attorneys in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation** ~~consideration of records exempt by law from public inspection, including the receipt of information that is specifically required to be maintained as confidential by state or federal law.~~

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 16th day of June, 2015.

Arizona State Board of Education

By: _____

Christine Thompson
Executive Director
(602) 542-5057

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

June 22, 2015

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Monday, June 22, 2015

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

A. President's Report

B. Superintendent's Report

C. Board Member Reports

D. Executive Director's Report

1. State Board contracts related to the Board Legislative Liaison, Move on When Ready Administrator (A.R.S. §15-792.02), and authorized Fiscal Crisis Teams (A.R.S. §15-107) and Receivers (A.R.S. §15-103)

2. CONSENT AGENDA

A. Consideration to approve the following contract abstracts:

1. USDA Fresh Fruit and Vegetable Program
2. Yuma Elementary School District Migrant Education Program
3. Queen Creek Unified School District Migrant Education Program
4. Mental Health Training Protocol Projects pursuant to the U.S. Department of Justice grant for Developing Knowledge about What Works to Make School Safe
5. Hazard Specific Protocol Development Projects pursuant to the Interagency Service Agreement between the Arizona Department of Education (ADE) and the Arizona Department of Health Services (ADHS)

B. Consideration to modify the expiration dates of educator preparation programs approved pursuant to R7-2-604 through R7-2-604.03

C. Consideration to approve additional monies for teacher compensation for fiscal year 2015-2016 to school districts which have met the requirements of A.R.S. § 15-952

AMENDED AGENDA

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D. Consideration to accept the voluntary surrender of the certificates held by the following individuals:

1. Christina D. Manriquez
2. Eugene Holloway
3. Bert Ford, Jr.

E. Consideration to approve proposed amendments to the list of approved tests for determining special education assistance to gifted pupils, pursuant to 15-203(A)(15)

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, discussion and consideration to close the rulemaking record and adopt amendments to rule R7-2-613 regarding PreK-12 Physical Education Certificate.

 B. Presentation, discussion and possible consideration to close the rulemaking record and adopt amendments to rule R7-2-615(J) and (K) and (L) regarding Bilingual Endorsements and Structured English Immersion (SEI) Endorsements, and rule R7-2-621 regarding reciprocal certificates.

C. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the applications for certification for Kenneth Wheeler.

 C1. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to accept the proposed disciplinary action for Craig Felton.

D. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the applications for certification for Arnulfo Corella, Jr.

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

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- E. Presentation and discussion regarding Board rules and policies related to Board governance, meeting procedures, committees, and maintenance of records.
 - F. Presentation and discussion regarding policies for the administration of the Move On When Reading Program, pursuant to Laws 2015, Chapters 8 and 210.
 - G. Presentation, discussion and possible consideration regarding Douglas v. State Board of Education (CV2015-006171). Pursuant to A.R.S. § 38-431.03(A)(3) and (4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys and/or for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.
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

Issue: Contract Abstracts

Action/Discussion Item

A.R.S. Title 15, Chapter 2, Article 1, permits the State Board to accept on behalf of the state various gifts or grants and authorizes the State Board to be the chief educational authority for administration and supervision of such expenditures.

**SUMMARY OF ATTACHED
STATE BOARD CONTRACTS**

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
1.	US Department of Agriculture Fresh Fruit and Vegetable Program	To provide 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 goals of the program are to increase children's fruit and vegetable consumption and create healthier school environments by providing healthier food choices.	3,579,342.00 for the 2015-2016 school year. Each participating school will be funded based on enrollment, the amount per student is \$50.00	Section 19, the Fresh Fruit and Vegetable Program, of the Richard B. Russell National School Lunch Act	July 1, 2015 until June 30, 2016	Mary Szafranski, ADE Health and Nutrition Services Division Associate Superintendent
2.	Yuma Elementary School District Migrant Education Program	Increase the FY2015 Migrant Education Allocation for funding to provide for additional preschool activities for eligible migrant students and to open an additional migrant preschool which will allow for smaller classroom sizes	59,938.00	Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001, Education of Migratory Children, Index No. 32138	The agreement shall take effect when approved by the Board and shall terminate on September 30, 2015.	Christopher Dickinson, ADE Education Program Specialist and Mary Haluska, ADE State Migrant Director
3.	Queen Creek Unified School District Migrant Education Program	Increase the FY2015 Migrant Education Allocation for funding to provide for additional identification and recruitment activities in the central Arizona region.	8,500.00	Title I, Part C, Section 1304 of the No Child Left Behind Act of 2001, Education of Migratory Children, Index No. 32138	The agreement shall take effect when approved by the Board and shall terminate on September 30, 2015.	Christopher Dickinson, ADE Education Program Specialist and Mary Haluska, ADE State Migrant Director

EXECUTIVE SUMMARY

#	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
4.	US Dept. of Justice What Works to Make Schools Safe Grant	To investigate the effectiveness of an enhanced training protocol and aid the Arizona Department of Education in fulfilling the statutory requirement for evaluation of the School Safety Program as required by ARS §15-153	2,849,000.00	US Dept. of Justice/National Institute of Justice Award #2014-CK-BX-0016	This project is for three years beginning January 1, 2015	Jean Ajamie, ADE Director, School Safety and Prevention
5.	Arizona Department of Health Services for Hazard Specific Protocal Development Projects	To support schools in their emergency preparedness efforts	75,000.00	Interagency Service Agreement Contract between Arizona Department of Education and the Arizona Department of Health Services	July 1, 2015 through June 30, 2016	Jean Ajamie, ADE Director, School Safety and Prevention

Recommendation to the Board

It is recommended that the Board authorize the Department of Education to enter into the contracts listed above and presented in the attachments.

EXECUTIVE SUMMARY

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

Action/Discussion Item

BACKGROUND INFORMATION:

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 goals of the program are to increase children's fruit and vegetable consumption and create healthier school environments by providing healthier food choices. The participating schools are required to incorporate nutrition education into the FFVP and also create community partnerships to increase the effectiveness of the program.

In Arizona, for the 2015-2016 school year 108 schools have been selected. Arizona has been allocated \$3,579,342 for the FFVP. 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. USDA requires each participating school to be funded based on their school enrollment. The funding amount ranges from \$50-75 per student per school year.

BOARD ACTION REQUESTED: [] INFORMATION [X] ACTION/DESCRIBED BELOW:

That pursuant to ARS 15-206A, the State Board authorize the Department of Education to enter into an agreement with the U.S. Department of Agriculture to allow the Department of Education to accept receipt of the above funds and authorizes the appropriate expenditures of these funds in accordance with the terms and conditions of the program.

ATTACHMENTS: YES [X] NO []

Contact Information:

Mary Szafranski, Health and Nutrition Services Division Associate Superintendent

EXECUTIVE SUMMARY

CONTRACT ABSTRACT

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

Name of Contracting Parties:

Please see attached spreadsheet of individual schools.

Purpose:

The Fresh Fruit and Vegetable Program (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 goals of the program are to increase children's fruit and vegetable consumption and create healthier school environments by providing healthier food choices. The participating schools are required to incorporate nutrition education into the FFVP and also create community partnerships to increase the effectiveness of the program.

The FFVP Specialist will provide technical assistance to the participating schools, such as produce serving ideas, nutrition education curriculum, and community partnerships. The FFVP Specialist will also continue to partner with the Arizona Nutrition Network/Arizona Department of Health Services to provide participating schools with free nutrition education materials, such as posters, handouts, and fresh produce recipes.

The FFVP Specialist will monitor the Local Educational Agencies (LEAs) participating in the FFVP. Methods of monitoring may include on-site visits, Administrative Reviews with Health & Nutrition Services School Nutrition Programs, phone-based technical assistance, and reimbursement claim verifications.

Contract Amount:

Arizona will receive \$3,579,342 for the 2015-2016 school year. Each participating school will be funded based on enrollment; the amount per student is \$50.

Source of Funds:

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

Responsible Unit at Department of Education:

Mary Szafranski, Health and Nutrition Services Division Associate Superintendent

EXECUTIVE SUMMARY

Dates of Contract:

Funds will be available from July 1, 2015 until June 30, 2016

Explanation of Contract:**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; the eight Tribal schools originally funded and 25 additional schools that were selected based on an application process. 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 and in 2014-2015 there were 112 schools.

Method of Determining Contract Amounts

Schools selected to participate in the FFVP must submit an application to ADE. 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.

USDA mandates that total enrollment of all schools selected to participate in the program must result in a per student allocation of \$50-\$75 per school year. 108 schools will be selected to participate for the 2015-2016 school year.

Evaluation Plan

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

EXECUTIVE SUMMARY

Schools Selected to Participate in the Fresh Fruit and Vegetable Program for the 2015-2016 School Year

School District	Site Name	Total Allocation
Acclaim Charter School	ACCLAIM Academy	\$20,350.00
Alhambra Elementary District	Granada Primary School	\$54,550.00
Alhambra Elementary District	Cordova Primary School	\$24,350.00
Alhambra Elementary District	Carol G. Peck Elementary School	\$33,550.00
Alhambra Elementary District	Montebello School	\$70,850.00
Alhambra Elementary District	Westwood Primary School	\$55,750.00
Alhambra Elementary District	Cordova Middle School	\$41,800.00
Alhambra Elementary District	James W. Rice Primary School	\$60,150.00
Alhambra Elementary District	R E Simpson School	\$43,750.00
Alhambra Elementary District	Andalucia Middle School	\$58,250.00
Alhambra Elementary District	Granada East School	\$59,350.00
Alhambra Elementary District	Barcelona Middle School	\$34,600.00
Alhambra Elementary District	Sevilla Primary School	\$51,950.00
Alhambra Elementary District	Sevilla West School	\$60,200.00
Alhambra Elementary District	Catalina Ventura School	\$57,450.00
Balsz Elementary District	David Crockett School	\$24,550.00
Balsz Elementary District	Balsz School	\$45,650.00
Balsz Elementary District	Brunson-Lee Elementary School	\$22,600.00
Bullhead City School District	Coyote Canyon School	\$28,250.00
Cartwright Elementary District	Glenn L. Downs School	\$38,750.00
Cartwright Elementary District	Cartwright School	\$43,100.00
Cartwright Elementary District	Heatherbrae School	\$40,300.00
Cartwright Elementary District	Justine Spitalny School	\$31,550.00
Cartwright Elementary District	Palm Lane Elementary School	\$47,750.00
Cartwright Elementary District	John F. Long Elementary School	\$43,700.00
Cartwright Elementary District	Bret R. Tarver Elementary School	\$44,450.00
Casa Grande Elementary District	Palo Verde School	\$23,500.00
Center for Academic Success Inc.	Center for Academic Success #4	\$14,150.00
Center for Academic Success Inc.	Center for Academic Success #3	\$15,250.00
Chandler Unified District 80	Hartford Sylvia Encinas Elementary	\$39,750.00
Chandler Unified District 80	San Marcos Elementary School	\$31,450.00
Concho Elementary District	Concho Elementary School	\$8,300.00
Concordia Charter School Inc.	Concordia Charter School Mesa	\$5,600.00
Concordia Charter School Inc.	Concordia Charter School- Navajo Mission	\$2,300.00
Creighton Elementary District	William T Machan Elementary School	\$24,950.00
Creighton Elementary District	Gateway School	\$39,350.00

EXECUTIVE SUMMARY

Creighton Elementary District	Creighton Elementary School	\$39,400.00
School District	Site Name	Total Allocation
Creighton Elementary District	Larry C Kennedy School	\$33,450.00
Creighton Elementary District	Monte Vista Elementary School	\$36,300.00
Creighton Elementary District	Excelencia School	\$42,500.00
Creighton Elementary District	Loma Linda Elementary School	\$36,300.00
Edkey Inc. – Sequoia Ranch School	Children First Academy - Tempe	\$10,850.00
Espiritu Community Development Corp.	Reyes Maria Ruiz Leadership Academy	\$23,600.00
Fit Kids Inc. dba Champion Schools	Champion Schools – South Mountain	\$30,500.00
Glendale Elementary District	Desert Garden Elementary School	\$35,100.00
Glendale Elementary District	Isaac E. Imes School	\$27,100.00
Glendale Elementary District	William C. Jack School	\$41,700.00
Hackberry School District	Cedar Hills School	\$1,600.00
Holbrook Unified District	Indian Wells Elementary	\$23,200.00
Imagine Charter Elementary	Imagine Desert West Elementary	\$41,300.00
Isaac Elementary District	Alta E. Butler School	\$39,000.00
Isaac School District	J.B. Sutton Elementary School	\$39,950.00
Kaizen Education Foundation dba South Pointe Elementary School	Kaizen Education Foundation dba South Pointe Elementary School	\$18,450.00
Kaizen Education Foundation dba Vista Grove Preparatory Academy	Kaizen Education Foundation dba Vista Grove Preparatory Academy	\$15,800.00
Kayenta Boarding School	Kayenta Boarding School	\$19,050.00
Laveen Elementary District	Maurice C. Cash Elementary School	\$51,850.00
Littlefield Unified District	Beaver Dam Elementary	\$11,850.00
Mammoth-San Manuel Unified District	Mammoth Elementary School	\$5,750.00
Mayer Unified School District	Mayer Elementary School	\$20,400.00
Mesa Unified District	Holmes Elementary School	\$35,750.00
Mesa Unified District	Lowell Elementary School	\$35,250.00
Mesa Unified District	Guerrero Elementary School	\$32,850.00
Mesa Unified District	Longfellow Elementary School	\$40,350.00
Mesa Unified District	Hawthorne Elementary School	\$31,800.00
Mesa Unified District	Lincoln Elementary School	\$44,050.00
Mesa Unified District	Webster Elementary School	\$32,450.00
Peach Springs Unified District	Peach Springs School	\$11,100.00
Phoenix Advantage Charter School Inc.	Phoenix Advantage Charter School	\$26,550.00
Phoenix Elementary District	Garfield School	\$24,000.00
Phoenix Elementary District	Paul Dunbar Lawrence School	\$17,000.00
Phoenix Elementary District	Mary Mcleod Bethune School	\$26,050.00
Phoenix Elementary District	Capitol Elementary School	\$35,450.00

EXECUTIVE SUMMARY

School District	Site Name	Total Allocation
Roosevelt Elementary District	C O Greenfield School	\$29,000.00
Roosevelt Elementary District	T G Barr School	\$27,350.00
StarShine Academy District	StarShine Academy	\$18,700.00
Sunnyside Unified District	Rivera Elementary	\$32,000.00
Sunnyside Unified District	Summit View Elementary	\$29,550.00
Sunnyside Unified District	Esperanza Elementary School	\$37,000.00
Sunnyside Unified District	Sierra Middle School	\$54,600.00
Sunnyside Unified District	Drexel Elementary School	\$34,350.00
Sunnyside Unified District	Elvira Elementary School	\$32,000.00
Topock Elementary District	Topock Elementary School	\$6,150.00
Tucson Unified District	Cavett Elementary School	\$15,550.00
Tucson Unified District	John E. Wright Elementary School	\$21,750.00
Tucson Unified District	Lynn Urquides Elementary School	\$30,350.00
Tucson Unified District	Pueblo Gardens Elementary School	\$21,600.00
Tucson Unified District	Mission View Elementary School	\$12,100.00
Tucson Unified District	Ochoa Elementary School	\$11,400.00
Tucson Unified District	Harriet Johnson Primary School	\$19,300.00
Tucson Unified District	Van Buskirk Elementary School	\$20,000.00
Tucson Unified District	Hollinger Elementary School	\$28,700.00
Tucson Unified District	Raul Grijalva Elementary School	\$34,550.00
Tucson Unified District	C E Rose Elementary School	\$40,850.00
Tucson Unified District	Manzo Elementary School	\$15,900.00
Tucson Unified District	Tully Elementary Accelerated Magnet School	\$19,500.00
Washington Elementary School District	Sunnyslope Elementary School	\$42,700.00
Washington Elementary School District	Lakeview Elementary School	\$28,750.00
Washington Elementary School District	Moon Mountain School	\$40,150.00
Washington Elementary School District	Washington Elementary School	\$50,300.00
Washington Elementary School District	Shaw Butte Elementary School	\$51,950.00
Washington Elementary School District	Maryland Elementary School	\$46,550.00
Washington Elementary School District	Ocotillo School	\$42,100.00
Washington Elementary School District	Richard E. Miller School	\$30,300.00
Washington Elementary School District	Royal Palm Middle School	\$36,100.00
Washington Elementary School District	Roadrunner Elementary School	\$40,150.00
Washington Elementary School District	Desert View Elementary School	\$24,250.00
Washington Elementary School District	Alta Vista Elementary School	\$33,250.00
Washington Elementary School District	Mountain View Elementary School	\$80,750.00

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with Yuma Elementary School District for funding services to eligible migrant pre-school students and identification and recruitment activities related to pre-school aged students.
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Action/Discussion Item

CONTRACT ABSTRACT**Background and Brief Explanation of Contract**

Background: The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAS) that design programs to meet the unserved needs of children residing in their area. To facilitate broader services, some provisions are delivered through statewide models which, in particular, are designed to meet the credit accrual and informational needs for students.

Purpose of the Contract: To increase funding to the LEA to provide for additional pre-school activities for eligible migrant students in the Yuma Elementary School District. These funds will help open an additional migrant pre-school which would reduce the amount of time children spend in transit. These additional funds will also allow for smaller classroom sizes and increasing the time in the classroom from two hours to five hours.

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: Yuma Elementary School District

Contract Amount

\$59,938.00

Source of Funds

Authorizing Legislation: Title I, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children

Index No.: 42138

Contact Information:

(Christopher Dickinson, Education Program Specialist)

(Mary Haluska, State Migrant Director)

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Associate Superintendent:	Leah Landrum Taylor
State Migrant Director:	Mary Frances Haluska
Program Contact:	Christopher Dickinson

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2015.

Previous Contract History

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

Increasing funding to the LEAs to provide for additional Identification and Recruitment activities to identify eligible pre-school migrant students and service approximately 40 migrant students.

Method of Determining Contract Amount(s)

Funding for Yuma Elementary School District was determined on the need identified by the district in their Mini-Grant application. The LEA provided a detailed description on how they will use their funds, how it supports the LEA's Service Delivery Plan, and how the program will be measured and evaluated. Funds provided will allow Yuma Elementary School District to increase funding to the LEA to meet the needs of preschool migratory children in providing a Migrant Preschool.

Evaluation Plan

School districts are subject to monitoring visits by staff of the ADE Migrant Education Program Office. During these monitoring visits, the district Migrant program is reviewed to determine if program goals and objectives are being met.

Recommendation to the Board

It is recommended that the Board approve the contract with Yuma Elementary District as described in these materials.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with Queen Creek Unified School District for funding additional identification and recruitment activities related to migrant students.
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Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Background: The Migrant Education Program (MEP) is a federally funded, state-operated program under the No Child Left Behind Act (NCLB) that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAS) that design programs to meet the unserved needs of children residing in their area. To facilitate broader services, some provisions are delivered through statewide models which, in particular, are designed to meet the credit accrual and informational needs for students.

Purpose of the Contract: To increase funding to the LEA to provide for additional, above and beyond, identification and recruitment activities in the central Arizona region. These activities will take place over the summer at a variety of community events and other places where migrant families may be present.

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: Queen Creek Unified School District. This is a one-time opportunity for additional identification and recruitment funds for Queen Creek Unified School District.

Contract Amount

\$8,500.00

Source of Funds

Authorizing Legislation: Title I, Part C of the No Child Left Behind Act of 2001, Education of Migratory Children

Index No.: 42138

Contact Information:

(Christopher Dickinson, Education Program Specialist)

(Mary Haluska, State Migrant Director)

EXECUTIVE SUMMARY

Responsible Unit at the Department of Education

Associate Superintendent:	Leah Landrum Taylor
State Migrant Director:	Mary Frances Haluska
Program Contact:	Christopher Dickinson

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2015.

Previous Contract History

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

Increasing funding to the LEAs to provide for additional Identification and Recruitment activities to identify eligible pre-school migrant students and increase migrant student count by approximately 20 students.

Method of Determining Contract Amount(s)

Funding for Queen Creek Unified School District was determined on the need identified by the district in their Mini-Grant application. The LEA provided a detailed description on how they will use their funds, how it supports the LEA's Service Delivery Plan, and how the program will be measured and evaluated.

Evaluation Plan

School districts are subject to monitoring visits by staff of the ADE Migrant Education Program Office. During these monitoring visits, the district Migrant program is reviewed to determine if program goals and objectives are being met.

Recommendation to the Board

It is recommended that the Board approve the contract with Queen Creek Unified District as described in these materials.

EXECUTIVE SUMMARY

Issue: Consideration to approve Mental Health Training Protocol Projects pursuant to the U.S. Department of Justice grant for Developing Knowledge about What Works to Make School Safe

Action/Discussion Item

Contract Abstract

Background and Discussion

On December 8, 2014 the Arizona State Board of Education approved acceptance of \$4,999,442 from the U.S. Department of Justice for the Developing Knowledge about What Works to Make Schools Safe grant. In addition to contributing to the Nation’s research base for school safety, this project will aid the Arizona Department of Education in fulfilling the statutory requirement for evaluation of the School Safety Program as required in Arizona Revised Statutes §15-153 (D). The project is for three years beginning January 1, 2015.

The purpose of the Arizona project is to investigate the effectiveness of an enhanced training protocol that imbeds School Resource Officers in a multi-disciplinary team that includes school mental health personnel. Of the 15 districts selected to participate in the project, 11 districts have been identified as being eligible to receive either funding for a school-based mental health position or compensation for time spent on the research project by an existing school-based mental health position. The 11 districts are listed below.

District	Award Amount
Bisbee Unified School District	\$130,000
Bullhead City School District	\$390,000
Cave Creek Unified School District	\$16,000
Chandler Unified School District	\$1,235,000
Isaac Elementary School District	\$16,000
Mingus Union High School District	\$169,000
Paradise Valley Unified School District	\$32,000
Tempe Union High School District	\$651,000
Tolleson Union High School District	\$64,000
Tucson Unified School District	\$16,000
Wilson Elementary School District	\$130,000
Total	\$2,849,000

Recommendation to the Board

It is recommended that the Board approve Mental Health Training Protocol Projects pursuant to the U.S. Department of Justice grant for Developing Knowledge about What Works to Make School Safe.

Contact Information:

Jean Ajamie, Director, School Safety and Prevention

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and Local Education Agencies for Hazard Specific Protocol Development Projects as specified in an Interagency Service Agreement between the Arizona Department of Education and the Arizona Department of Health Services, as per A.R.S. §15-207.

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

On May 19, 2014 the Arizona State Board of Education approved acceptance of Amendments 1 and 2 to the Interagency Service Agreement Contract No: HS458003 between the Arizona Department of Education (ADE) and the Arizona Department of Health Services (ADHS). The contract allows the ADE to support schools in their emergency preparedness efforts, and the amendments have expanded the scope of the agreement to include additional training and support to be offered to schools.

Amendment 1 stipulates that the ADE provide \$25,000 to three districts to develop, adopt, and exercise three hazard specific protocols as part of their emergency response plans. The ISA also stipulates that the ADE utilize lessons learned from the project to enhance statewide guidance for schools, thus benefiting schools throughout Arizona. With the ADHS approval, the ADE has identified three districts as follows to complete this project:

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: Tucson Unified School District, Vail Unified School District, and Scottsdale Unified School District.

Contract Amount

Each of the three districts will receive \$25,000.

Source of Funds

Interagency Service Agreement Contract No: HS458003 between the ADE/School Safety and Prevention and the ADHS.

Responsible Unit at the Department of Education

School Safety and Prevention unit

Dates of Contract

July 1, 2015 – June 30, 2016

Contact Information:

Jean Ajamie, Director, School Safety and Prevention
Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

Previous Contract History

n/a

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

n/a

Method of Determining Contract Amount(s)

The ISA between the ADE and the ADHS stipulates the amounts for each contract.

Evaluation Plan

Contractors will submit quarterly reports and the developed protocol to the School Safety and Prevention Unit.

Recommendation to the Board

It is recommended that the Board approve the contracts between the State Board and Tucson Unified School District, Vail Unified School District, and Scottsdale Unified School District for the development of the Hazard Specific Protocol Development Project as described in these materials.



INTERAGENCY SERVICE AGREEMENT (ISA)

ARIZONA DEPARTMENT OF HEALTH SERVICES

1740 W Adams, Room 303
Phoenix, Arizona 85007
(602) 542-1040
(602) 542-1741 Fax

Agreement No: HS458003

PROJECT TITLE: K-12 EDUCATION PANDEMIC INFLUENZA PREPAREDNESS

GEOGRAPHIC SERVICE AREA: STATE OF ARIZONA

Arizona Department of Health Services has authority to Contract for services specified herein in accordance with A R S § 35-148, § 36-104, and § 36-132 The Contractor represents that it has authority to Contract for the performance of the services provided herein pursuant to A R S §35-148

The Contractor certifies compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with Section A R S § 23-214, Subsection A

The Contractor agrees to perform all the services set forth in the Agreement and Work Statement Amendments signed by each of the parties and attached hereto are hereby adopted by reference as a part of this Agreement, from the effective date of the Amendment, as if fully set out herein

Arizona Transaction (Sales Privilege Tax License):

For Clarification, contact:

Name: Jean Ajamie

Federal Employer Identification Number:

Phone: 602-542-8734

Email: Jean Ajamie@azed.gov

Arizona Department of Education

Contractor Name

1535 West Jefferson, #37

Address

Phoenix

AZ

85007

City

State

ZIP Code

Helyita Gomez 6/27/13
Signature of Person Authorized to Sign Date

Helyita Gomez
Printed Name

Chief Procurement Officer
Title

This Agreement shall henceforth be referred to as Agreement No **HS458003**

The Contractor is hereby cautioned not to commence any billable work or provide any material, service or construction under this Agreement until Contractor receives an executed purchase order or Agreement release document or written notice to proceed if applicable

State of Arizona

Awarded this 9th day of July, 2013

Christine Ruth

Procurement Officer

Contract Number	INTERAGENCY SERVICE AGREEMENT UNIFORM TERMS AND CONDITIONS	
HS458003		

In accordance with Arizona Revised Statutes (A.R.S.) Section § 35-148, this Agreement is entered into by and between the Arizona Department of Health Services (hereinafter ADHS) and the Arizona Department of Education (ADE) (hereinafter Contractor) and shall be effective as indicated in Section A

For and in consideration of the terms and conditions set forth herein, the parties agree as follows:

1. Term of Agreement.

This Agreement will be effective on July 1, 2013 and shall terminate on 6/30/2018, unless otherwise terminated pursuant to the terms herein. The term of this Agreement shall not exceed five (5) years.

2. Renewal of Agreement.

If the term of the original Agreement is less than five (5) years, the parties may mutually agree to renew the Agreement by signing an Amendment extending the Agreement. This Agreement can be renewed for four (4) additional one-year terms, upon agreement of the Contractor and ADHS and by both parties signing an Amendment extending this Agreement. The original Agreement term together with the renewal period shall not exceed five (5) years.

3. Compliance with A.R.S. 35-148.

ADHS shall provide for reimbursement for services performed or advancement of funds for services to be performed. Monies received by Contractor shall be credited to its appropriation account for its use in performing the services. Contractor shall make an accounting of expenditures and return any advanced funds not used to ADHS.

4. Capital Equipment.

In the event the parties have determined the Scope of Services requires the acquisition of capital equipment necessary for the business functions of the Contractor and have further determined to amortize the cost of such equipment over several years, the Contractor shall reimburse ADHS for such unamortized amounts upon a determination by the Contractor not to renew the agreement.

5. Scope of Services.

ADHS and the Contractor shall perform the obligations agreed to by each as set forth in Attachment "A", attached hereto and incorporated herein by this reference.

6. Payment for Services.

As payment for full and satisfactory performance of the services, the ADHS agrees to pay the Contractor as outlined in the Price Sheet attached hereto and incorporated herein by this reference.

7. Non-Availability of Funds.

Every payment and service obligation is conditioned upon the availability of funds appropriated or allocated for the payment or support of such obligation. If funds are not allocated and available for the continuance of this Agreement, either ADHS or the Contractor may terminate at the end of the period for which funds are available.

No liability shall accrue to ADHS or the Contractor, in the event this provision is exercised, and ADHS and the Contractor shall not be obligated or liable for any damages as a result of termination under this paragraph.

8. Property of the State.

Equipment Except as provided below or otherwise agreed to by the parties, the title to any and all equipment acquired through the expenditure of funds received from the State shall remain the property of the State by and

Contract Number	INTERAGENCY SERVICE AGREEMENT UNIFORM TERMS AND CONDITIONS	
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through the ADHS and, as such, shall remain under the sole direction, management and control of the ADHS. When this Agreement is terminated, the disposition of all such property shall be determined by the ADHS. For Fixed Price agreements, when the Contractor provides the services/materials required by the Agreement, any and all equipment purchased by the Contractor remains the property of the Contractor. All purchases of equipment need to be reported to the ADHS Office of Inventory Control.

Title and Rights to Materials. It is the intention of ADHS and Contractor that all material and intellectual property developed under this Agreement be used and controlled in ways to produce the greatest benefit to the parties to this Agreement and the citizens of the State of Arizona. As used in this paragraph, "Material" means all written and electronic information, recordings, reports, findings, research information, abstracts, results, software, data, discoveries, inventions, procedures and processes of services developed by the Contractor and any other materials created, prepared or received by the Contractor and subcontractors in performance of this Agreement. "Material" as used herein shall not include any pre-existing data, information, materials, discoveries, inventions or any form of intellectual property invented, created, developed or devised by Contractor (or its employees, subcontractors or agents) prior to the commencement of the services funded by this Agreement or that may result from CONTRACTOR involvement in other service activities that are not funded by the Agreement.

Title and exclusive copyright to all Material shall vest in the State of Arizona, subject to any rights reserved on behalf of the federal government. As State agencies and instrumentalities, both ADHS and Contractor shall have full, complete, perpetual, irrevocable and non-transferable rights to reproduce, duplicate, adapt, make derivative works, distribute, display, disclose, publish and otherwise use any and all Material. The Contractor right to use Material shall include the following rights: the right to use the Material in connection with its internal, non-profit research and educational activities, the right to present at academic or professional meetings or symposia and the right to publish in journals, theses, dissertations or otherwise of Contractor own choosing. Contractor agrees to provide ADHS with a right of review prior to any publication or public presentation of the Material, and ADHS shall be entitled to request the removal of its confidential information or any other content the disclosure of which would be contrary to the best interest of the State of Arizona. Neither party shall release confidential information to the public without the prior expressly written permission of the other, unless required by the State public records statutes or other law, including a court order. Each party agrees to give recognition to the other party in all public presentations or publications of any Material, when releasing or publishing them.

In addition, ADHS and Contractor agree that any and all Material shall be made freely available to the public to the extent it is in the best interest of the State. However, if either party wants to license or assign an intellectual property interest in the material to a third-party for monetary compensation, ADHS and Contractor agree to convene to determine the relevant issues of title, copyright, patent and distribution of revenue. In the event of a controversy as to whether the Material is being used for monetary compensation or in a way that interferes with the best interest of the state or ADHS, then the Arizona Department of Administration shall make the final decision. Notwithstanding the above, "monetary compensation" does not include compensation paid to an individual creator for traditional publications in academia (the copyrights to which are Employee-Excluded Works under ABOR Intellectual Property Policy Section 6-908C 4), an honorarium or other reimbursement of expenses for an academic or professional presentation, or an unprofitable distribution of Material.

9. Reports and Records.

Each party shall establish and maintain records regarding its performance under this Agreement in accordance with the records retention standards established by the Department of Library and Archives. Any subcontractors shall be contractually required to retain all data and other records relating to the acquisition and performance of this Agreement for a period of five years after the completion of the Agreement as required by A.R.S. 35-214 and 35-215. All records shall be subject to inspection and audit by the State of Arizona (State) at reasonable times.

10. Termination.

Either party may terminate this Agreement upon sixty (60) working days written notice to the other party. The CONTRACTOR shall reimburse ADHS for any advanced funds for which services are not provided and shall reimburse ADHS for any other resources/materials that are specifically acquired by CONTRACTOR, without an agreement between the parties for CONTRACTOR to purchase the resource/material.

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11. Cancellation for Conflict of Interest.

Pursuant to A R S. § 38-511, the State, its political subdivisions or any department or agency of either may, within three years after its execution, cancel any Agreement, without penalty or further obligation, made by the State, its political subdivisions, or any of the departments or agencies of either if any person significantly involved in initiating, negotiating, securing, drafting or creating the Agreement on behalf of the State, its political subdivisions or any of the departments or agencies of either is, at any time while the Agreement or any extension of the Agreement is in effect, an employee or agent of any other party to the Agreement in any capacity or a consultant to any other party of the Agreement with respect to the subject matter of the Agreement. A cancellation made pursuant to this provision shall be effective when the Contractor or ADHS receives written notice of the cancellation, unless the notice specifies a later time.

12. Miscellaneous.

- 12.1 In the event of a dispute, the parties agree to use arbitration to the extent required by A R S. § 12-1518. The laws of the State shall govern any interpretation of this Agreement and venue shall be in Maricopa County, Arizona.
- 12.2 The Contractor shall comply with State Executive Order No. 2009-09 and all other applicable Federal and State laws, rules and regulations, including the Americans with Disabilities Act. All parties shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability.
- 12.3 This Agreement shall be governed and interpreted by the laws of the State of Arizona.
- 12.4 Any amendments to this Agreement must be in writing and signed by both parties.
- 12.5 The provisions of this Agreement are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Agreement.
- 12.6 This Agreement is intended by the parties as a final and complete expression of their agreement. No course of prior dealings between the parties and no usage of the trade shall supplement or explain any terms used in this Agreement, and
- 12.7 Either party's failure to insist on strict performance of any term or condition of the Agreement shall not be deemed a waiver of that term or condition even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

13. Federal Immigration and Nationality Act.

The Contractor shall comply with all federal, state and local immigration laws and regulations relating to the immigration status of their employees during the term of the Agreement. Further, the Contractor shall flow down this requirement to all subcontractors utilized during the term of the Agreement. The State shall retain the right to perform random audits of Contractor and subcontractor records or to inspect papers of any employee thereof to ensure compliance. Should the State determine that the Contractor and/or any subcontractors be found noncompliant, the State may pursue all remedies allowed by law, including, but not limited to; suspension of work, termination of the Agreement for default and suspension and/or debarment of the CONTRACTOR.

14. Verify Requirements.

In accordance with A R S § 41-4401, Contractor certifies compliance with all Federal Immigration laws and regulations relating to employees and warrants its compliance with Section A R S § 23-214, Subsection A.

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15. Scrutinized Businesses

In accordance with A.R.S. § 35-391 and A.R.S. § 35-393, Contractor certifies that the Contractor does not have scrutinized business operations in Sudan or Iran.

16. Offshore Performance of Work Prohibited

Any services that are described in the specifications or scope of work that directly serve the State of Arizona or its clients and involve access to secure or sensitive data or personal client data shall be performed within the defined territories of the United States. Unless specifically stated otherwise in the specifications, this paragraph does not apply to indirect or overhead services, redundant back-up services or services that are incidental to the performance of the contract. This provision applies to work performed by subcontractors at all tiers.

Contract Number	INTERAGENCY SERVICE AGREEMENT SPECIAL TERMS AND CONDITIONS
HS458003	

1. Purpose

Pursuant to provisions of the Arizona Procurement Code, A.R.S. 41-2501 Et Seq, the State of Arizona, Department of Health Services (ADHS) intends to establish an Agreement for the materials or services as listed herein

2. Agreement Type

The Agreement shall be a Fixed Price

3. Key Personnel

It is essential that the Contractor train and provide adequate, experienced personnel, capable of and devoted to the successful accomplishment of projects that may be performed under this Agreement. The Contractor must agree to assign experienced individuals to project positions

3.1 The Contractor agrees that, once assigned to work on a project under this Agreement, key personnel should not be removed or replaced without written notice to the ADHS Project Manager, and

3.2 If key personnel are not available for work on a specific project, for a continuous period exceeding thirty (30) calendar days, or are expected to devote substantially less effort to the work than initially anticipated, the Contractor shall immediately notify the ADHS Project Manager and shall, subject to the concurrence of the ADHS, replace such personnel with personnel of substantially equal ability and qualifications

4. Health Insurance Portability and Accountability Act (HIPAA) of 1996

The Contractor warrants that it is familiar with the requirements of HIPAA, as amended by the Health Information Technology for Economic and Clinical Health Act (HITECH Act) of 2009, and accompanying regulations and will comply with all applicable HIPAA requirements in the course of this Agreement. Contractor warrants that it will cooperate with the Arizona Department of Health Services (ADHS) in the course of performance of the Agreement so that both ADHS and Contractor will be in compliance with HIPAA, including cooperation and coordination with the Arizona Strategic Enterprise Technology (ASET), Statewide Information Security and Privacy Office (SISPO) Chief Privacy Officer and HIPAA Coordinator and other compliance officials required by HIPAA and its regulations. Contractor will sign any documents that are reasonably necessary to keep ADHS and Contractor in compliance with HIPAA, including, but not limited to, business associate agreements

If requested by the ADHS Procurement Office, Contractor agrees to sign a "Pledge To Protect Confidential Information" and to abide by the statements addressing the creation, use and disclosure of confidential information, including information designated as protected health information and all other confidential or sensitive information as defined in policy. In addition, if requested, Contractor agrees to attend or participate in HIPAA training offered by ADHS or to provide written verification that the Contractor has attended or participated in job related HIPAA training that is: (1) intended to make the Contractor proficient in HIPAA for purposes of performing the services required and (2) presented by a HIPAA Privacy Officer or other person or program knowledgeable and experienced in HIPAA and who has been approved by the ASET/SISPO Chief Privacy Officer and HIPAA Coordinator.

5. Authorization for Provision of Services

Authorization for purchase of services under this Agreement shall be made only upon ADHS issuance of a Purchase Order that is signed by an authorized agent. The Purchase Order will indicate the Agreement number and the dollar amount of funds authorized. The CONTRACTOR shall only be authorized to perform services up to the amount on the Purchase Order. ADHS shall not have any legal obligation to pay for services in excess of the amount indicated on the Purchase Order. No further obligation for payment shall exist on behalf of ADHS

Contract Number	INTERAGENCY SERVICE AGREEMENT SPECIAL TERMS AND CONDITIONS
HS458003	

unless a) the Purchase Order is changed or modified with an official ADHS Procurement Change Order, and/or b) an additional Purchase Order is issued for purchase of services under this Agreement

6. Price Adjustment

Contractor prices accepted and subsequently awarded by an Agreement shall remain in effect for a minimum of one (1) year. The Contractor may request a price adjustment, but the State will not review or approve an increase until the Agreement has been in effect for one (1) year. The ADHS Procurement Office will review any requested rate increase to determine whether such request is reasonable in relation to increased supplier or material costs. Contractor shall provide written justification for any price adjustment requested. Any price increase adjustment, if approved, will be effective upon execution of a written Agreement amendment. Likewise, the Contractor shall offer the State a price adjustment reduction concurrent with reduced costs from their suppliers. Price reductions will become effective upon execution of an Agreement Amendment.

7. Pandemic Contractual Performance

7.1 The State shall require a written plan that illustrates how the Contractor shall perform up to contractual standards in the event of a pandemic. The State may require a copy of the plan at any time prior or post award of an Agreement. At a minimum, the pandemic performance plan shall include:

7.1.1 Key succession and performance planning if there is a sudden significant decrease in CONTRACTOR workforce;

7.1.2 Alternative methods to ensure there are products in the supply chain; and

7.1.3 An up to date list of company contacts and organizational chart;

7.2 In the event of a pandemic, as declared the Governor of Arizona, U.S. Government or the World Health Organization, which makes performance of any term under this Agreement impossible or impracticable, the State shall have the following rights:

7.2.1 After the official declaration of a pandemic, the State may temporarily void the Agreement(s) in whole or specific sections, if the Contractor cannot perform to the standards agreed upon in the initial terms;

7.2.2 The State shall not incur any liability if a pandemic is declared and emergency procurements are authorized by the Director as per A.R.S. 41-2537 of the Arizona Procurement Code; and

7.2.3 Once the pandemic is officially declared over and/or the Contractor can demonstrate the ability to perform, the State, at its sole discretion, may reinstate the temporarily voided Agreement(s);

7.3 The State, at any time, may request to see a copy of the written plan from the Contractor. The Contractor shall produce the written plan within seventy-two (72) hours of the request.

Contract Number	INTERAGENCY SERVICE AGREEMENT
HS458003	SCOPE OF SERVICES

1. Purpose

ADHS has worked with the Arizona Department of Education (ADE) to assist in school closure preparedness planning with local school districts. Although many planning components regarding school closure and community mitigation strategies have been enhanced, additional planning gaps were uncovered during the H1N1 response and upon federal review of the 2008 Arizona Pandemic Influenza Operational Plan. This Intergovernmental Service Agreement (ISA) between ADHS and ADE addresses planning gaps by continuing the ADHS/ADE partnership and extending training and exercises necessary to prepare for all potential hazards.

2. Deliverables

ADE shall continue to address prior deliverables and tasks. Activities for this contract include:

- 2.1 Provide ADE staff the most current Pandemic Influenza preparedness information and review existing department emergency operation plans;
- 2.2 At the request of the schools, develop a classroom flipchart template for schools; and
- 2.3 SS&P Fall Conference - *From Prevention to Response: The School Safety Continuum* Develop Emergency Response Plan (ERP) workshop tract:
 - 2.3.1 Pandemic Influenza and other Infectious Disease,
 - 2.3.2 School and Behavioral Health Coordination, and
 - 2.3.3 AZ school safety coordination and collaboration efforts (Panel ADHS, ADEM, DPS, ADOHS, ADE) Legislative updates, Access and Functional Needs Preparedness, Support to School Consortiums, Statewide Exercise, etc,
- 2.4 Finalize COOP Annex template for school districts; that includes
 - 2.4.1 Obtain final Advisory Council input on template,
 - 2.4.2 Place template on ADE website, and
 - 2.4.3 Offer training opportunities on COOP development and implementation,
- 2.5 Finalize Training and Exercise Annex template for schools document; that includes
 - 2.5.1 Obtain final Advisory Council input on template,
 - 2.5.2 Place template on ADE website,
 - 2.5.4 Offer training opportunities on development of training and exercise programs, and
 - 2.5.4 Develop a Multi-Hazard Safety Program for Schools pamphlet to market the G-364 course and guide schools on various training opportunities,
- 2.6 Finalize the comprehensive report on ERP workshops held over the past several months;
- 2.7 Attend the FEMA E-362 Multi-Hazard Emergency Planning for Schools course to obtain the latest revision of the FEMA curriculum. Provided curriculum updates to schools and districts;

Contract Number	INTERAGENCY SERVICE AGREEMENT
HS458003	SCOPE OF SERVICES

2.8 Provide the opportunity for school districts individual schools to attend a Critical Infrastructure Coordination program; and

2.9 Encourage schools and districts to participate in the following Federal programs:

2.9.1 Emergency Management Agency (FEMA) Independent Study Program (ISP):

2.9.1.1 IS 906: Workplace Security Awareness Course,

2.9.1.2 IS 907: Active Shooter: What You Can Do, and

2.8.1.3 IS 914: Surveillance Awareness: What You Can Do,

2.9.2 Department of Homeland Security:

2.8.2.1 "If You See Something, Say Something" campaign - DHS @ 202-282-8010

<http://www.dhs.gov/if-you-see-something-say-something-campaign>

2.10 Participate in the Statewide Power Outage Exercise, November 2013, and market the opportunity for schools to participate (Invitation to ADE Assistant Superintendent of Programs and Policy for participation in statewide exercise)

2.11 Continuation of the following efforts:

2.11.1 All Hazard school and community preparedness,

2.11.2 Response Drills,

2.11.3 Database of School Safety Coordinators, and

2.11.4 AZ Fire Marshal coordination on fire drill requirements for schools,

3. Notices, Correspondence, Reports and Invoices

3.1 Notices, correspondence, reports and invoices from the Contractor to ADHS shall be sent to:

Arizona Department of Health Services
 150 N 18th Avenue, Suite 550
 Phoenix, Arizona 85007
 Phone: (602) 364-3588

3.2 Notices, Correspondence, Reports and Payments from ADHS to the Contractor shall be sent to:

Arizona Department of Education
 Attn: Jean Ajamie, Director
 School Safety and Prevention
 1535 W Jefferson
 Phoenix, AZ 85007
 602-542-8734
 Jean.Ajamie@azed.gov

Contract Number	INTERAGENCY SERVICE AGREEMENT SCOPE OF SERVICES
HS458003	

PRICE SHEET

Description	Cost
Personnel - plus EREs and fixed expenses	\$71,000
Operating Expenses	
<ul style="list-style-type: none"> • Materials and supplies for ER Advisory Council 	\$2,000
<ul style="list-style-type: none"> • Meeting space for ER Advisory Council 	\$2,000
Total	\$75,000



INTERAGENCY SERVICE AGREEMENT (ISA) Amendment

ARIZONA DEPARTMENT OF
HEALTH SERVICES
1740 West Adams, Room 303
Phoenix, Arizona 85007
(602) 542-1040
(602) 542-1741 FAX

Contract No: HS458003

Amendment No : 1

Susan Olney

K-12 Education Pandemic Influenza Preparedness

Effective upon signature by both parties, it is mutually agreed that the Agreement referenced above is amended as follows:

- 1 Add to the Scope of Services, Provision Two (2), Deliverables, Sections 2.12 – 2.15 as follows:
 - 2.12 Develop and administer a collaborative pilot project on school preparedness for public health emergencies
 - 2.12.1 Work with the three (3) districts awarded funding under the Pilot Program for School Emergency Readiness
 - 2.12.2 To further school-agency partnerships with public health, emergency management, fire, and law enforcement work plans should address the following priority outcomes:
 - 2.12.2.1 Adopt and exercise an infectious disease protocol that is based upon the *Arizona Emergency Response Plan Template*,
 - 2.12.2.2 Adopt and exercise a hazardous material protocol that is based upon the *Arizona Emergency Response Plan Template*, and
 - 2.12.2.3 Develop and exercise active shooter and mental health recovery protocols
 - 2.12.3 Utilize lessons learned from the project outcomes to enhance statewide guidance to schools in 2015
 - 2.12.4 Incorporate project plan into report to legislature on Pilot Program for School Emergency Readiness (HB2003) and submit follow-up report on outcomes
 - 2.13 Develop / coordinate the following training:

CONTINUED ON FOLLOWING PAGES

Vendor hereby acknowledges receipt and acceptance of above amendment and that a signed copy must be filed with the Procurement Office before the effective date

The above referenced Contract Amendment is hereby executed this

9th day of April, 2014 at

Phoenix, Arizona

Signature / Date

Lupita Gomez, CPO

Christine Ruth

Authorized Signatory's Name and Title:

Procurement Officer:

Contractor's Name:

ARIZONA DEPARTMENT OF EDUCATION



INTERAGENCY SERVICE AGREEMENT (ISA) Amendment

ARIZONA DEPARTMENT OF
HEALTH SERVICES
1740 West Adams, Room 303
Phoenix, Arizona 85007
(602) 542-1040
(602) 542-1741 FAX

Contract No: HS458003

Amendment No : 1

Susan Olney

- 2.13.1. Develop and conduct regional workshops in early summer 2014 that build upon the 2013 regional workshops and focus on Continuity of Operations Program (COOP), Incident Command System (ICS), and recovery;
- 2.13.2. Develop web-based training modules for schools in partnership with The Trust (The Trust to cover technology expense);
- 2.13.3. Develop emergency management track at school safety annual conference; and
- 2.13.4. Investigate training offered through the U.S. Department of Education for implementation in Arizona
- 2.14. Provide one-on-one technical assistance to districts on their emergency response plans
 - 2.14.1. Selection of districts conducted in partnership with ADHS
- 2.15. Conduct a needs assessment of districts and schools in Spring 2014
 - 2.15.1. Include assessment results in a report to the legislature on Pilot Program for School Emergency Readiness;
 - 2.15.2. Utilize assessment results and After Action Report (AAR) findings from 2013 – 2014 regional workshops for development of future assistance to schools
- 2. Add to the Price Sheet **\$175,000.00** for the additional Deliverables
- 3. Delete in its entirety, Uniform Terms and Conditions, Provision Fourteen (14), Scrutinized Businesses

ALL OTHER PROVISIONS REMAIN IN THEIR ENTIRETY.



INTERAGENCY SERVICE AGREEMENT (ISA) Amendment

ARIZONA DEPARTMENT OF
HEALTH SERVICES
1740 West Adams, Room 303
Phoenix, Arizona 85007
(602) 542-1040
(602) 542-1741 FAX

Contract No: HS458003

Amendment No.: 1

Susan Olney

PRICE SHEET

Personnel/ERE's for FY2014/2015 (remaining at same level as FY2013/2014)	
1 Pilot project administration	\$70,000.00
2. Training development / delivery	
3 K-12 education representation at statewide activities	
4. Emergency Preparedness Advisory Council facilitation	
Assistance funding to districts participating in project for public health emergencies	\$75,000.00
Training expenses	\$20,000.00
Technical Assistance for nine (9) districts	\$10,000.00
TOTAL	\$175,000.00



INTERAGENCY SERVICE AGREEMENT (ISA) Amendment

ARIZONA DEPARTMENT OF
HEALTH SERVICES
1740 West Adams, Room 303
Phoenix, Arizona 85007
(602) 542-1040
(602) 542-1741 FAX

Contract No: HS458003

Amendment No : 2

Susan Olney

K-12 Education Pandemic Influenza Preparedness

Effective upon signature by both parties, it is mutually agreed that the Agreement referenced above is amended as follows:

- 1 Add to the Scope of Services, Provision Two (2), Deliverables, Sections 2 16 and 2 17 as follows:
 - 2 16 Conduct the following activities In addition to the pilot project and training plan outlined on the basic proposal:
 - 2 16 1 Conduct a Continuity of Operations Program (COOP) Conference directed at superintendents and business managers in late spring 2014;
 - 2 16 2 Conduct four (4) to six (6) psychological and emotional recovery workshops in coordination with ADHS;
 - 2 16 3 Sponsor a Federal Emergency Management Agency Multi-Agency Group (FEMA MAG) 364 course with the revised curriculum in Arizona;
 - 2 16 4 Collaborate with Arizona Department of Emergency Management (ADEM) to further develop the school training cadre to be multi-disciplinary and to act in a technical assistance capacity to schools; sponsor the Federal Emergency Management Agency Train the Trainer (FEMA TTT) in Arizona;
 - 2 16 5. Develop K-12 education-specific recovery guidance, to include fiscal, academic and physical recovery;
 - 2 16 6 Develop/provide exercise guidance, with focus on lockdown, shelter-in-place, and involvement of students in exercises;

CONTINUED ON FOLLOWING PAGES

Vendor hereby acknowledges receipt and acceptance of above amendment and that a signed copy must be filed with the Procurement Office before the effective date

The above referenced Contract Amendment is hereby executed this

9th day of April, 2014 at

Phoenix, Arizona

Signature / Date

Lupita Gomez 4-7-14

Authorized Signatory's Name and Title:
Lupita Gomez, CPO

Christine Ruth

Procurement Officer:

Contractor's Name:
ARIZONA DEPARTMENT OF EDUCATION



INTERAGENCY SERVICE AGREEMENT (ISA) Amendment

ARIZONA DEPARTMENT OF
HEALTH SERVICES
1740 West Adams, Room 303
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(602) 542-1040
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Contract No: HS458003

Amendment No : 2

Susan Olney

2 16 7. Collaborate with the Arizona Superintendents Association and the Arizona Association of School Business Officials to provide training within existing meetings of district and school administrators on the following:

2 16 7 1 resources at the local, state and federal levels to support emergency response plans;

2 16 7 2 fiscal/academic/physical recovery;

2 16 7 3 Incident Command System (ICS); and

2 16 7 4 exercise protocols

2 16 8 Collaborate with the ADEM access and functional needs task group on provision of training for vulnerable populations; and

2 16 9 Conduct other activities as identified in the 2014 needs assessment, which may include resource development and provision of additional training

2 17 Hire a part-time position to provide one-on-one technical assistance to districts on their emergency response plans.

2 Add to the Price Sheet **\$140,000.00** for the additional Deliverables.

ALL OTHER PROVISIONS REMAIN IN THEIR ENTIRETY.



INTERAGENCY SERVICE AGREEMENT (ISA) Amendment

ARIZONA DEPARTMENT OF
HEALTH SERVICES
1740 West Adams, Room 303
Phoenix, Arizona 85007
(602) 542-1040
(602) 542-1741 FAX

Contract No: HS458003

Amendment No.: 2

Susan O'ney

PRICE SHEET

Personnel/ERE's remain as same level for additional time.	\$70,000.00
Training	\$40,000.00
Technical Assistance position at twenty (20) hours per week	\$30,000.00
TOTAL	\$140,000.00

EXECUTIVE SUMMARY

Issue: Consideration to grant extension of educator preparation program approvals relating to R7-2-604 through R7-2-604.03, relating to A.R.S. § 15-952a.

Action/Discussion Item

Information Item

Background and Discussion

In October 2014, the State Board adopted modified rules R7-2-604 through R7-2-604.03 relating to the review and approval process for Board approved educator preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to state certification.

In December 2014, the State Board adopted revised expiration dates of existing programs to be cyclical by program type as identified in the table below. Due to the depth and breadth of the new requirements outlined in the guidance documents, Professional Preparation Institutions (PPIs) asked for a modified calendar.

Program Type/Certificate	Proposed Submission Date	Proposed Expiration Date
Arts Education	March 1 st	October 31 st
Early Childhood Education	April 1 st	November 30 th
Early Childhood Education and Early Childhood Special Education	April 1 st	November 30 th
Elementary Education	December 1 st	July 31 st
Elementary Education and Special Education	December 1 st	July 31 st
Physical Education	March 1 st	October 31 st
Principal	February 1 st	September 30 th
School Counseling	January 1 st	August 31 st
School Psychology	January 1 st	August 31 st
Secondary Education	June 1 st	January 31 st
Special Education	September 1 st	April 30 th
Superintendent	February 1 st	September 30 th

Recommendation to the Board

It is recommended that the Board grant extension of educator preparation program approvals relating to R7-2-604 through R7-2-604.03, relating to A.R.S. § 15-952 a.

Contact Information:

Mark McCall, Deputy Associate Superintendent, Educator Excellence Section

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

ARTS EDUCATION				
<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Grand Canyon University	Bachelor of Arts in Secondary Dance Education	February 28, 2016	March 1, 2016	October 31, 2016
Grand Canyon University	Bachelor of Arts in Secondary Theatre Education	February 28, 2016	March 1, 2016	October 31, 2016
Rio Salado College	Post Baccalaureate Teacher Certification, Arts Education (Art, Dance, Dramatic Arts, and Music)	February 28, 2016	March 1, 2016	October 31, 2016
University of Arizona	Bachelor of Fine Arts, Theater Education, B.F.A.	February 28, 2016	March 1, 2016	October 31, 2016

EARLY CHILDHOOD EDUCATION				
<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Arizona State University	Bachelor of Arts in Early Childhood Education and Early Childhood Special Education	March 31, 2016	April 1, 2016	November 30, 2016
Arizona State University	Masters of Education-in Early Childhood Education	March 31, 2016	April 1, 2016	November 30, 2016
Grand Canyon University	Bachelor of Science in Early Childhood Education	March 31, 2017	April 1, 2017	November 30, 2017

EXECUTIVE SUMMARY

Grand Canyon University	Master of Education in Early Childhood Education	March 31, 2017	April 1, 2017	November 30, 2017
Northern Arizona University	Bachelor of Science in Education, Early Childhood Education (B.S.Ed.)	March 31, 2018	April 1, 2018	November 30, 2018
Ottawa University	Bachelor in Early Childhood Education	March 31, 2016	April 1, 2016	November 30, 2016
Ottawa University	Post-Baccalaureate in Early Childhood Education	March 31, 2016	April 1, 2016	November 30, 2016
Prescott College	Bachelor's Degree, Early Childhood Education	March 31, 2016	April 1, 2016	November 30, 2016
Prescott College	Master's Degree, Early Childhood Education	March 31, 2016	April 1, 2016	November 30, 2016
Prescott College	Post-Baccalaureate Degree, Early Childhood Education	March 31, 2016	April 1, 2016	November 30, 2016
Rio Salado College	Post Baccalaureate Teacher Certification, Early Childhood	March 31, 2017	April 1, 2017	November 30, 2017
University of Arizona	Bachelor of Arts in Early Childhood Education, B.A.E.	March 31, 2017	April 1, 2017	November 30, 2017
University of Phoenix	Bachelor of Science in Education, Early Childhood Education	March 31, 2017	April 1, 2017	November 30, 2017

EXECUTIVE SUMMARY

EDUCATIONAL LEADERSHIP/ADMINISTRATION				
<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Arizona State University	Master of Education, Educational Administration and Supervision (Principal Preparation Program)	January 31, 2017	February 1, 2016	September 30, 2016
Capella University	Doctor of Philosophy in Education-Specialization in Leadership in Educational Administration	January 31, 2016	February 1, 2016	September 30, 2016
Capella University	Masters of Science in Education-Specialization in Leadership in Educational Administration	January 31, 2016	February 1, 2016	September 30, 2016
Grand Canyon University	Master of Education in Educational Administration (Principal)	January 31, 2018	February 1, 2017	September 30, 2017
Northern Arizona University	Educational Leadership: Principal (post-degree certificate)	January 31, 2018	February 1, 2017	September 30, 2017
Northern Arizona University	Educational Leadership: Superintendent (post-degree certificate)	January 31, 2018	February 1, 2017	September 30, 2017
Northern Arizona University	Masters in Educational Leadership (K-12 Principal)	January 31, 2018	February 1, 2017	September 30, 2017
Ottawa University	Masters of Arts in Education: Educational Leadership	January 31, 2016	February 1, 2016	September 30, 2016
Prescott College	Master of Education Degree, Principal Certification	January 31, 2016	February 1, 2016	September 30, 2016
Prescott College	Post-Master of Education Degree, Principal Certification	January 31, 2016	February 1, 2016	September 30, 2016

EXECUTIVE SUMMARY

University of Arizona	Educational Leadership Master's Program (EDL)(Superintendent) and Post-Degree Program	January 31, 2017	February 1, 2016	September 30, 2016
University of Arizona	Masters of Education Degree and Post-Degree (Principal)	January 31, 2017	February 1, 2016	September 30, 2016
University of Phoenix	Masters of Education, Administration (Principal)	January 31, 2017	February 1, 2016	September 30, 2016

ELEMENTARY EDUCATION

<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Arizona Christian University	Bachelor of Sciences in Elementary Education	November 30, 2015	December 1, 2015	July 31, 2016
Arizona State University	Bachelor of Arts in Education, Elementary Education	November 30, 2015	December 1, 2015	July 31, 2016
Arizona State University	Bachelor of Arts in Education, Elementary Education (Bilingual Education/English as a Second Language)	November 30, 2015	December 1, 2015	July 31, 2016
Arizona State University	Bachelor of Arts in Education, Elementary Education (Science, Technology, Engineering and Mathematics)	November 30, 2015	December 1, 2015	July 31, 2016

EXECUTIVE SUMMARY

Arizona State University	Masters in Elementary Education with Arizona Certification (MAC)	November 30, 2015	December 1, 2015	July 31, 2016
Arizona State University	Masters in Elementary Education with Arizona Intern Teaching Certificate (INMAC)	November 30, 2015	December 1, 2015	July 31, 2016
Grand Canyon University	Bachelor of Science in Elementary Education	November 30, 2016	December 1, 2016	July 31, 2017
Grand Canyon University	Master of Education in Elementary Education	November 30, 2016	December 1, 2016	July 31, 2017
Northern Arizona University	Bachelor of Science in Education, Elementary Education (B.S.Ed.)	November 30, 2017	December 1, 2017	July 31, 2018
Northern Arizona University	Masters in Education, Elementary Education (M.Ed.)	November 30, 2017	December 1, 2017	July 31, 2018
Northern Arizona University- Yuma	Bachelor of Science in Elementary Education	November 30, 2016	December 1, 2016	July 31, 2017
Ottawa University	Bachelor in Elementary Education	November 30, 2015	December 1, 2015	July 31, 2016
Ottawa University	Post-Baccalaureate in Elementary Education	November 30, 2015	December 1, 2015	July 31, 2016
Pima Community College	Post Baccalaureate Teacher Certification Program, Elementary Education	November 30, 2015	December 1, 2015	July 31, 2016
Prescott College	Bachelor's Degree, Elementary Education	November 30, 2015	December 1, 2015	July 31, 2016

EXECUTIVE SUMMARY

Prescott College	Master's Degree, Elementary Education	November 30,2015	December 1, 2015	July 31, 2016
Prescott College	Post-Baccalaureate Degree, Elementary Education	November 30,2015	December 1, 2015	July 31, 2016
Rio Salado College	Post Baccalaureate Teacher Certification, Elementary	November 30,2015	December 1, 2015	July 31, 2016
Rio Salado College/Northcentral	Bachelor of Education in Elementary Education, Certification	November 30,2015	December 1, 2015	July 31, 2016
Teach-Now	Teach-Now Elementary Program	November 30,2016	December 1, 2016	July 31, 2017
The American Board for Certification of Teacher Excellence	Elementary Education Program	November 30,2015	December 1, 2015	July 31, 2016
University of Arizona	Bachelor of Arts in Elementary Education, B.A.E.	November 30,2016	December 1, 2016	July 31, 2017
University of Arizona, South	Bachelor of Science (BS), Elementary Education	November 30,2015	December 1, 2015	July 31, 2016
University of Phoenix	Bachelor of Science in Education, Elementary	November 30,2016	December 1, 2016	July 31, 2017
University of Phoenix	Masters of Education, Teacher Education Elementary	November 30,2016	December 1, 2016	July 31, 2017
Scottsdale Community College	Scottsdale Teacher Education Partnership Post-Baccalaureate Teacher Certification Immersion Program	November 30,2016	December 1, 2016	July 31, 2017

EXECUTIVE SUMMARY

SCHOOL COUNSELING				
<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Capella University	Masters of Science in Human Services-Specialization in School Counseling (CACREP)	December 31, 2015	January 1, 2016	August 31, 2016
Ottawa	Masters in School Guidance Counseling	December 31, 2015	January 1, 2016	August 31, 2016
Prescott College	Post-Master of Arts in School Guidance Counseling	December 31, 2015	January 1, 2016	August 31, 2016
Prescott College	Master of Arts in School Guidance Counseling	December 31, 2015	January 1, 2016	August 31, 2016
University of Arizona	Masters of Education, School Counseling, M.Ed. (K-12)	December 31, 2015	January 1, 2016	August 31, 2016

SCHOOL PSYCHOLOGY				
<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Argosy University	School Psychologist Education Specialist	December 31, 2016	January 1, 2016	August 31, 2016
Argosy University	School Psychology Doctor of Psychology	December 31, 2016	January 1, 2016	August 31, 2016
Capella University	Doctorate in School Psychology	December 31, 2016	January 1, 2016	August 31, 2016

EXECUTIVE SUMMARY

Capella University	Masters of Science in Psychology-Specialization in School Psychology and Specialist Certificate in School Psychology	December 31, 2016	January 1, 2016	August 31, 2016
Ottawa	Masters of Arts in Education: School Psychology	December 31, 2016	January 1, 2016	August 31, 2016
University of Arizona	School Psychology (National Accreditation)	December 31, 2016	January 1, 2016	August 31, 2016

SECONDARY EDUCATION

<i>Institution</i>	<i>Title of Program</i>	<i>Board approved expiration date (December 2014)</i>	<i>Proposed Submission Date</i>	<i>Proposed Expiration Date</i>
Arizona Christian University	Bachelor of Sciences in Music Education	May 31, 2016	June 1, 2016	January 31, 2017
Arizona Christian University	Bachelor of Sciences in Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Arizona State University	Bachelors of Arts in Education, Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Arizona State University	Masters in Secondary Education with Arizona Certification (MAC)	May 31, 2016	June 1, 2016	January 31, 2017
Arizona State University	Masters in Secondary Education with Arizona Intern Teaching Certificate (INMAC)	May 31, 2016	June 1, 2016	January 31, 2017
Arizona State University	Masters with Arizona Certification-Teacher Education for Arizona Mathematics and Science (TEAMS)	May 31, 2016	June 1, 2016	January 31, 2017
Arizona State University	Bachelor of Arts in History with a Concentration in Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018

EXECUTIVE SUMMARY

Grand Canyon University	Bachelor of Science in Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Grand Canyon University	Bachelor of Arts in History for Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Grand Canyon University	Bachelor of Arts in English for Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Grand Canyon University	Bachelor of Arts in Math for Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Grand Canyon University	Bachelor of Arts in Business for Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Grand Canyon University	Bachelor of Arts in Biology for Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Grand Canyon University	Bachelor of Arts in Chemistry for Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Grand Canyon University	Master of Education in Secondary Education	May 31, 2017	June 1, 2017	January 31, 2018
Northern Arizona University	Bachelor of Science in Art Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Biology Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Chemistry Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Earth Science Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, English Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, French Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, General Science Education	May 1, 2018	June 1, 2018	January 31, 2019

EXECUTIVE SUMMARY

Northern Arizona University	Bachelor of Science in Education, German Education (B.S.Ed.)	May 31, 2017	June 1, 2017	January 31, 2018
Northern Arizona University	Bachelor of Science in Education, Mathematics Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Music Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Physical Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Physical Science Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Physics (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Social Studies Education (B.S.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Bachelor of Science in Education, Spanish Education (B.S.Ed.)	May 31, 2017	June 1, 2017	January 31, 2018
Northern Arizona University	Master's in Education, Biology Education (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Master's in Education, Chemistry Education (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Master's in Education, Earth Science Education (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Master's in Education, English Education (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019

EXECUTIVE SUMMARY

Northern Arizona University	Master's in Education, General Science Education (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Master's in Education, Physical Science Education (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Master's in Education, Physics (M.Ed.)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Certificate for Math or Science Teaching C-MOST (post-degree)	May 1, 2018	June 1, 2018	January 31, 2019
Northern Arizona University	Masters of Arts in Teaching Spanish Education	May 31, 2017	June 1, 2017	January 31, 2018
Northern Arizona University	Masters Teaching Science with Certification	May 31, 2016	June 1, 2016	January 31, 2017
Ottawa University	Bachelor in Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Ottawa University	Post-Baccalaureate in Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Pima Community College	Post Baccalaureate Teacher Certification Program, Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Prescott College	Bachelor's Degree, Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Prescott College	Master's Degree, Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Prescott College	Post-Baccalaureate Degree, Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
Rio Salado College	Post Baccalaureate Teacher Certification, Secondary	May 31, 2016	June 1, 2016	January 31, 2017
Rio Salado College/Northcentral	Bachelor of Education in Secondary Education, Certification	May 31, 2016	June 1, 2016	January 31, 2017
Teach-Now	Teach-Now Secondary Program	May 31, 2016	June 1, 2016	January 31, 2017

EXECUTIVE SUMMARY

The American Board for Certification of Teacher Excellence	Secondary Education Program	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Bachelor of Arts or Bachelor of Science in Secondary Mathematics, B.A. or B.S.	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Bachelor of Science in Agricultural Education, B.S.	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Bachelor of Science in Science Education, B.A.E	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Masters in Classics: Latin Pedagogy	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Masters in German Studies (with Secondary Teaching Certification), M.A.	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Masters of Education, Teach Arizona, M.Ed. (English, Mathematics, Social Studies and Science)	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Bachelor of Fine Arts, Art Education, B.F.A	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona	Bachelor of Fine Arts, Music Education, B.F.A.	May 31, 2016	June 1, 2016	January 31, 2017
University of Arizona, South	Masters of Education (MS), Secondary Education	May 31, 2016	June 1, 2016	January 31, 2017
University of Phoenix	Masters of Education, Teacher Education Secondary	May 31, 2016	June 1, 2016	January 31, 2017

EXECUTIVE SUMMARY

Issue: Consideration to approve additional monies for teacher compensation for the fiscal year 2015-2016 to school districts which have met the requirements of A.R.S. § 15-952

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-952.A specifies that if granted State Board approval, a local school district governing board may calculate its revenue control limit and district support level for the budget year using the base level prescribed in A.R.S. §15-952.B.2 and increased by 1.25 percent.

A.R.S. §15-952.A.3. (a) & (b) specifies that if a local governing board is requesting continuing approval, the local governing board shall: 1) provide evidence that “the school district’s teacher performance evaluation system meets the standards recommended by the state board”, and 2) the persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board.

To provide this evidence to the State Board, the ADE asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15.952.

The districts listed in **Attachment A** have submitted the Statement of Assurance as required evidence.

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2015-2016 to school districts which have met the requirements of A.R.S. § 15-952.

Attachment A

Contact Information:

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

ID	CTDS	Name	Received
4176	020323000	Naco Elementary	5/15/2015
4261	070407000	Wilson Elementary District	5/15/2015
4158	010224000	Chinle Unified	5/15/2015
4190	020522000	Valley Union High School	5/15/2015
4503	140417000	Mohawk Valley Elementary District	5/15/2015
4443	110243000	Apache Junction Unified District	5/15/2015
4416	100339000	Continental Elementary District	5/15/2015
4470	130228000	Camp Verde Unified District	5/15/2015
4280	070468000	Alhambra Elementary	5/15/2015
4227	060199000	Greenlee Accommodation	5/15/2015
4284	070501000	Buckeye Union High School District	5/15/2015
4243	070289000	Dysart Unified School District	5/27/2015
4481	130326000	Beaver Creek Elementary District	5/27/2015
4515	150576000	Bicentennial Union High	5/27/2015
4470	130228000	Camp Verde Unified District	5/27/2015
4484	130350000	Canon Elementary District	5/27/2015
4486	130403000	Clarkdale-Jerome Elementary District	5/27/2015
4229	060203000	Clifton Unified District	5/27/2015
4167	020100000	Fort Huachuca Accommodation School District	5/27/2015
4505	140432000	Gadsden Elementary District	5/27/2015
4275	070449000	Palo Verde Elementary District	5/27/2015
4245	070295000	Queen Creek Unified District	5/27/2015
4393	090210000	Show Low Unified District	5/27/2015
4378	08041500	Bullhead City School District	6/5/2015

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Christina D. Manriquez, C-2013-019

Action/Discussion Item

Information Item

Background and Discussion

Christina Diane Manriquez holds a Standard Secondary Education Certificate, which expires on August 4, 2015.

Ms. Manriquez was an Elementary Teacher in the Tucson Unified School District ("TUSD"). On or about March 2, 2012, Ms. Manriquez was directed to report to Concentra Medical Center for a drug test, based on reasonable suspicion that she was under the influence of a controlled substance while at work. The test results were positive for Amphetamine and Methamphetamine.

On June 4, 2012, the State Board of Education (the "Board") Investigative Unit received a report from TUSD that Ms. Manriquez was under the influence while in the classroom. After being placed on administrative leave, Ms. Manriquez submitted a letter of resignation. Her resignation from TUSD was effective March 9, 2012.

During the Board investigation, Ms. Manriquez was informed that a complaint would be filed against her teaching certification. Subsequently, Ms. Manriquez chose to voluntarily surrender her certificate. On April 15, 2015, the Board received Ms. Manriquez's notarized affidavit in which she surrendered her certificate.

State Board Rule Violation:

R7-2-1308. (B) Unprofessional and Immoral Conduct: Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

- (10) Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotics drugs, as each is defined in A.R.S. §13- 3401.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Christina Diane Manriquez's teaching certificate and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Eugene Holloway III, Case No., C-2015-032.
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Action/Discussion Item

Information Item

Background and Discussion

Eugene Holloway III holds a Guidance Counselor, Pre K-12 certificate, valid September 6, 2012, through October 5, 2017, and a Substitute certificate, valid August 24, 2010, through August 24, 2018.

On November 25, 2014, Murphy Elementary School District (“District”) notified the State Board of Education (“Board”) of allegations that Mr. Holloway III exposed himself during school hours. On November 19, 2014, Mr. Holloway III submitted his resignation to the District.

On March 17, 2015, the Investigative Unit notified Mr. Holloway III of the intent of the Board to file a complaint seeking disciplinary action against his teaching certificates. Mr. Holloway III chose to voluntarily surrender his teaching certificate.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of **Eugene Holloway III’s** teaching certificates and that all states and territories be so notified.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of Bert Ford, C-2014-114

Action/Discussion Item

Information Item

Background and Discussion

Bert Ford, Jr. held a Provisional Secondary Education, 6-12 and Provisional Structured English Immersion Certificate which expired on March 30, 2014. He holds a Substitute Certificate which expires on May 3, 2015.

On January 22, 2014, Mr. Ford was indicted and charged with Count 1: Aggravated Assault-Domestic Violence, a Class 3 felony and Count 2: Disorderly Conduct with a Deadly Weapon or Dangerous Instrument – Domestic Violence, a Class 6 felony.

On July 21, 2014, Mr. Ford pled guilty in the Santa Cruz Superior Court to the charges. On September 15, 2014, the Santa Cruz Superior Court convicted and sentenced Mr. Ford to eighteen months in the Arizona Department of Corrections, followed by five years of probation.

On November 19, 2014, the State Board of Education received Mr. Ford's notarized affidavit in which he surrendered his certificate.

Rule violation:

R7-2-1308 - Unprofessional and Immoral Conduct

B (15) - Engage in conduct which would discredit the teaching profession.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Bert Ford Jr's teaching certificate and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration to approve proposed amendments to the list of approved tests for determining special education assistance to gifted pupils, pursuant to 15-203(A)(15)

Action/Discussion Item

Information Item

Background and Discussion

Gifted Education in Arizona has been supported through a combination of state statute and State Board of Education rules for over 30 years. Approximately 8% of Arizona's student population has been identified as a gifted learner, and they require appropriate programs, services and supports so they may develop and achieve according to their abilities and potential.

ARS§15-779 – 15.779.04 is known as Article 4.1 – *Gifted Education for Gifted Children*. These set of statutes were updated through legislative action in 2006 through a broad, bi-partisan consensus of parents, educators and policymakers. State Board Rule R7-2-406 – *Gifted Education Programs and Services* provides additional aligned guidance for school districts with respect to implementation.

In addition to the guidance provided through adopted rules, the State Board of Education plays an important role through adopting a State Board of Education approved test list for the identification of gifted students in Arizona. (ARS§15-779.02 A. 1. "1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01."). This list includes a wide variety of assessments appropriate for this population of students to ensure a wide variety of choice by local school districts to select assessments that are the most appropriate for their unique contexts.

The State Board of Education Approved Test List for the Identification of Gifted Students in Arizona was last updated by the board in 2005. The list now needs to be updated to reflect new assessments, and new versions of assessments, that may be available. The ADE recommended a process for updating the test list, which was approved by the SBE at the December 8, 2014 meeting.

The ADE has now updated the test list, based in part on the recommendations of a Committee of Experts convened in February 2015 to review the current list, and make recommendations to the ADE regarding changes or additions to the list. The recommendations of the ADE for updating the test list were presented as an information item to the SBE at the May 18, 2015 meeting.

Recommendation to the Board

It is recommended that the Board approve the updated State Board of Education Approved Test List for the Identification of Gifted Students in Arizona.

Contact Information:

Peter Laing, Senior Director Gifted Education & Advanced Placement Programs
Carol Lippert, Associate Superintendent High Academic Standards for Students

EXECUTIVE SUMMARY

Additional Background – ADE Gifted Education

Gifted Education - <http://www.azed.gov/gifted-education/>

The Gifted Education unit provides leadership and assistance to Arizona public schools in providing appropriate gifted education services K-12 for their gifted learners (approximately 8% of Arizona's student population) so they may develop and achieve according to their abilities and potential.

Mission: Champion the academic, intellectual, social and emotional development of Arizona's gifted and advanced learners through ensuring gifted learners in Arizona receive an appropriate gifted education commensurate with their abilities and potential.

- **Supports schools and districts statewide** to recognize how gifted and advanced learners, particularly those children who are culturally, linguistically, or socio-economically diverse, manifest their abilities and potential.
- **Provides technical assistance to schools** regarding how to design, implement, evaluate, and effectively and pragmatically marshal resources to provide a continuum of programs and services to meet the unique academic, social, and emotional needs of gifted learners as an integrated, differentiated learning experience during the regular school day, through modifying how they access the curriculum, and the instructional methods used to teach them.
- **Serves as a resource to parents and community organizations** regarding the academic, intellectual, social, and emotional development of gifted learners in the home.
- **Ensures compliance with state gifted education requirements** through approving and monitoring Scope and Sequences for Gifted Education. These plans are required of all public school districts, and outlines a school district's K-12 identification process and continuum of programs and services offered to ensure that gifted learners receive an appropriate gifted education. The Scope and Sequence must be approved by the local governing board, and must address the following criteria: Program Design, Identification, Curriculum, Instruction, Social Development, Emotional Development, Professional Development of Administrators, Teachers, School Psychologists and Counselors, Parent Involvement, Community Involvement, Program Assessment and Budgeting.

State Board Approved Test List for the Identification of Gifted Students in Arizona

ARS§15-779.02 A. 1. "1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01"

ARS§15-203 A. 15. "15. Adopt a list of approved tests for determining special education assistance to gifted pupils as defined in and as provided in chapter 7, article 4.1 of this title. The adopted tests shall provide separate scores for quantitative reasoning, verbal reasoning and nonverbal reasoning and shall be capable of providing reliable and valid scores at the highest ranges of the score distribution."

ARS§15-779.01 B. "B. The governing board shall modify the course of study and adapt teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language."

The most recent, or next most recent, version of a listed test and applicable norms shall be used for identification and placement of gifted students.

TEST	AGE RANGE	GRADES	VERBAL REASONING	QUANTITATIVE REASONING	NONVERBAL REASONING	COMPOSITE SCORE AVAILABLE	GROUP (G) or INDIVIDUALLY (I) ADMINISTERED
Bateria III Woodcock-Munoz Pruebas de Habilidades Cognitivas	2-90+	PK-12	Y	Y	Y	Y	G
Bilingual Verbal Ability Tests, Normative Update (BVAT-NU)	5-90+	K-20	Y	N	N	Y	I
Cognitive Abilities Test (CogAT)	4.11-18+	K-12	Y	Y	Y	Y	G
Cognitive Assessment System (CAS)	5-18	K-12	N	N	Y	Y	I
Comprehensive Testing Program (CTP)	-	1-11	Y	Y	N	N	G/I
Differential Abilities Scale (DAS)	2.6-17.11	PK-12	Y	Y	Y	Y	I
DISCOVER	3-Adult	PK-12	Y	Y	Y	Y	G
Kaufman Assessment Battery for Children (KABC)	3-18	PK-12	Y	Y	Y	Y	I
Naglieri Nonverbal Abilities Test (NNAT)	4-18	PK-12	N	N	Y	N	G
Naglieri Nonverbal Abilities Test, Individual (NNAT-Individual)	5.0-17.11	PK-12	N	N	Y	N	I
Otis-Lennon School Abilities Test (OLSAT)	6-17	K-12	Y	Y	Y	Y	G
Stanford Binet Intelligence Scales	2-85+	PK-12	Y	Y	Y	Y	I
Universal Nonverbal Intelligence Test (UNIT)	5-21.11	K-12	N	N	Y	Y	G
Wechsler Adult Intelligence Scale (WAIS)	16-90.11	-	Y	N	Y	Y	I
Wechsler Intelligence Scale for Children (WISC)	6-16.11	1-12	Y	N	Y	Y	I

State Board Approved Test List for the Identification of Gifted Students in Arizona

IDENTIFICATION TESTS	AGE RANGE	GRADES	VERBAL REASONING	QUANTITATIVE REASONING	NONVERBAL REASONING	COMPOSITE SCORE AVAILABLE	GROUP (G) or INDIVIDUALLY (I) ADMINISTERED
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	2.6-7.3	PK-12	Y	N	Y	Y	I
Wechsler Nonverbal Scale of Ability (WNV)	4-21.11	K-12	N	N	Y	Y	I
Wechsler Intelligence Scale for Children (WISC, SPANISH)	6-16.11	1-12	Y	N	Y	Y	I
Woodcock-Johnson Test of Cognitive Abilities	2-90+	PK-12	Y	Y	Y	Y	I

IDENTIFICATION TESTS ASSOCIATED WITH NATIONAL TALENT SEARCH PROGRAMS							
ACT	-	11-12	Y	Y	N	Y	G
ACT/EXPLORE	-	10	Y	Y	N	Y	G
ACT/PLAN	-	8	Y	Y	N	Y	G
Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)	-	10-11	Y	Y	N	Y	G
Scholastic Aptitude Test (SAT)	-	7-12	Y	Y	N	Y	G
School and College Abilities Test (SCAT)	-	3.5-12	Y	Y	N	N	G

RATING SCALES AND SCREENING INSTRUMENTS	
<p><i>The following rating scales and/or screening instruments, in addition to other local measures of ability and potential, could also be used to provide supplemental information in support of the gifted learner screening, identification and placement process.</i></p> <p>Please note: This is not intended to be a comprehensive listing.</p>	
Cognitive Assessment System, Brief (CAS-Brief)	Profile of Creative Abilities (PCA)
Gifted and Talented Evaluation Scales (GATES)	RAVEN Advanced, Coloured and Standard Progressive Matrices
Gifted Rating Scales	Spatial Test Battery (STB)
Iowa Acceleration Scales	Screening Assessment for Gifted Elementary and Middle School Students (SAGES)
Kaufman Brief Intelligence Test (KBIT)	Torrance Test of Creative Thinking
Kingore Observation Inventory	Wechsler Abbreviated Scale of Intelligence (WASI)

STATE BOARD APPROVED TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

KEY:
 O = No
 X = Yes
 G = Group
 I = Individual
 P = Psychologist
 TEST NAME

TEST NAME	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
ACT	11-12		X	X	X	O	G	X	X	175	X

COMMENTS: Date of most recent edition: Updated annually

Administered at selected sites on designated dates. Special provisions can be made for students who have diagnosed physical or hearing disabilities that require extended time or special materials. Special testing materials include large-type test booklets and worksheets, and raised-line drawings for students with visual impairments.

This is a very high level reasoning test with extensive national norms.

ACT/PLAN	10th		X	X	X	O	G	X	X	195	X
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COMMENTS: Date of most recent edition: Updated Annually

Administered at selected sites on designated dates. Special provisions can be made for students who have diagnosed physical or hearing disabilities that require extended time or special materials. Special testing materials include large-type test booklets and worksheets, and raised-line drawings for students with visual impairments.

This is a very high level reasoning test with extensive national norms.

ACT/EXPLORE	8th		X	X	X	O	G	X	X	150	X
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COMMENTS: Date of most recent edition: Updated Annually

Administered at selected sites on designated dates. Special provisions can be made for students who have diagnosed physical or hearing disabilities that require extended time or special materials. Special testing materials include large-type test booklets and worksheets, and raised-line drawings for students with visual impairments.

This is a very high level reasoning test with extensive national norms.

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

TEST NAME	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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Bilingual Verbal Ability Tests, Normative Update (BVAT NU)	K-16	5 to Adult	X	X	O	O	I	X	X	30	X
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COMMENTS: Date of most recent edition: 1998

BVAT –NU provides 2000 norms for existing WJR test items

Provides a measure of overall verbal ability for bilingual individuals. Assessment available in the following languages: Arabic, Chinese, French, German, Haitian-Creole, Hindi, Hmong, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Spanish, Turkish and Vietnamese.

Cognitive Abilities Test (Cog AT)	K-12	5-18	X	X	X	X	G	O	X	90	X*
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COMMENTS: Date of most recent edition: FORM 6, 2001 (Previous editions may be used, Form 5 currently available).

Students who achieve a composite score of 97% percentile or above, qualify for placement in a gifted program. Non-verbal edition available with Spanish instructions. Test may not be appropriate for students with limited educational experiences. In the non-verbal section, spatial reasoning and abstract reasoning are combined. Option of hand scoring or machine scoring. *Accommodations are identified for use with students with disabilities and language differences in Form 6.

Cognitive Assessment System (CAS)	K-12	5-17.10	X	O	O	X	I	X	P	60	X
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COMMENTS: Date of most recent edition: 1997

Norm sample included gifted students and students with disabilities.

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

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 TEST NAME

	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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Comprehensive Testing Program, Third Edition (CTP - III)	1-12		O	X	X	O	G/I	O	O	240+	X
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COMMENTS: Date of most recent edition: Updated Annually

Special accommodations are available for LEP populations. Machine scored by company. Very high ceiling.

Differential Abilities Scale (DAS)	Pre K-12	2.6-17.11	X	X	X	X	I	P	X	45-65	X
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COMMENTS: Date of most recent edition: 2003

The norming sample included minority populations matched to US census ratios. Afro-American and Hispanic children were over-sampled. Subtests are individually normed. Students who achieve a composite score of 97 percentile or above qualify for placement in a gifted program.

Differential Aptitude Test – Fifth Edition Forms S, T, V, W, C	7-Adult		O	X	X	X	G	X	X	120	O
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COMMENTS: Date of most recent edition: 1990, 5th Edition

Separate scores available to distinguish spatial reasoning (space relationship subtest) from abstract reasoning (abstract reasoning subtest) for identification of non-verbal reasoning. Separate scores available to distinguish verbal reasoning (verbal reasoning subtest) and quantitative reasoning (numerical reasoning subtest). Perceptual speed and accuracy, mechanical reasoning, space relations, spelling and language usage subtests available to provide academic counseling. Career Interest Inventory available as an optional tool for use in guidance and counseling. Computer assisted version adapted from form V available.

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

TEST NAME	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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DISCOVER	Pre K-12	3-Adult	X	X	X	X	G	X	X	Un-timed	X
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COMMENTS: Date of most recent edition: 2005

DISCOVER (**D**iscovering Intellectual **S**trengths and **C**apabilities while **O**bserving **V**aried **E**thnic **R**esponses) is primarily designed to identify gifted children from diverse ethnic and linguistic backgrounds. For information contact DISCOVER Projects at the University of Arizona: www.discover.arizona.edu

Naglieri Nonverbal Ability Test (NNAT)	K-12	5-18	O	O	O	X	G	O	O	45	X
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COMMENTS: Date of most recent edition: 1997

The norming sample included minority population and students with disabilities.

Naglieri Nonverbal Ability Test (NNAT) Individual	K-12	5-17	O	O	O	X	I	O	O	20-25	X
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COMMENTS: Date of most recent edition: 2003

Otis-Lennon School Ability Test Seventh Edition (OLSAT)	K-12	6-17	X	X	O	X	G	O	O	60-75	X
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COMMENTS: Date of most recent edition: 2003, Eighth Edition (Previous editions may be used)

Students who achieve a composite score of 97% percentile or above qualify for placement in a gifted program. The norming sample included minority populations matched to US census ratios. Various modality and timed portions can be selected for students with disabilities.

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

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 TEST NAME

	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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Preliminary Scholastic Aptitude Test (P-SAT)	10-11		X	X	X	O	G	X	X	130	X
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COMMENTS: Date of most recent edition: Updated Annually

Administered at selected sites on designated dates. This test functions as a valid practice test for SAT-1. The test is also used to determine who qualifies for National Merit Scholarships. The scores used for National Merit Scholarships are calculated by doubling the verbal score and adding the mathematics score to the product. Note that this process weights the verbal score more heavily than the mathematics score.

RAVEN-Coloured Progressive Matrices	K-5	5-11	O	O	O	X	G/I	O	O	15-30	X
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COMMENTS: Date of most recent edition: 1998 Edition

RAVEN-Standard Progressive Matrices	2-10	8-Adult	O	O	O	X	G/I	O	O	30-45	X
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COMMENTS: Date of most recent edition: 2000 Edition

RAVEN-Advanced Progressive Matrices	9-12	14-Adult	O	O	O	X	G/I	O	O	30-40	X
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COMMENTS: Date of most recent edition: 1998 Edition

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

TEST NAME	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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Scholastic Aptitude Test (SAT)	7-12	12-18	X	X	X	O	G	X	X	420	X
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COMMENTS: Date of most recent edition: Updated Annually

Administered at selected sites on designated dates.

School and College Abilities Test (SCAT)	3.5-12	9-18	O	X	X	O	G	O	O	40	O
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COMMENTS: Date of most recent edition: 1996

No longer published, but can obtain permission to copy. Test may not be appropriate for students with limited educational experiences.

Stanford Binet Intelligence Scales, Fifth Edition	Pre-K-12	2.0-Adult	X	X	X	X	I	P	P	45-90	X
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COMMENTS: Date of most recent edition: 2003 Fifth Edition

Form L-M, and fourth edition of this test may also be used.

Students who achieve a composite score of 97% percentile or above qualify for placement in a gifted program. Specific subtests may be selected for students with disabilities.

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

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 TEST NAME

	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
Universal Nonverbal Intelligence Test (UNIT)	K-12	5-17.1	X	O	O	X	I	X	P	10 - 45	X*

COMMENTS: Date of most recent edition: 1998

*Excellent for language minority students because it can be administered non-verbally by an administrator who does not share the child's primary language. Also ideal for students with speech, language and hearing impairments.

*Because physical manipulation of test materials is required, the UNIT may be of limited use for children with fine motor impairment.

Wechsler Intelligence Scale for Children-Revised (SPANISH)	1-12	6-16.11	X	X	O	X	I	P	P	60	X
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COMMENTS: Date of most recent edition: 2004 Fourth Edition

The WISC-IV Spanish normative sample of Hispanic-American children is stratified across multiple Hispanic origins including Mexico, Cuba, Dominican Republic, Puerto Rico, Central and South America. The WISC-IV Spanish is an adaptation of the WISC-IV.

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TEST NAME

TEST NAME	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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Wechsler Preschool and Primary Scale of Intelligence - R (WPPSI-R)	Pre K-12	3-7	X	X	O	X	I	P	P	60	X
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COMMENTS: Date of most recent edition: 2003 Third Edition
This test does not have adequate ceiling for six and seven year olds.

Wechsler Adult Intelligence Scale III (SWIS III)		16-89	X	X	O	X	I	P	P	75	X
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COMMENTS: Date of most recent edition: 1997

Wechsler Intelligence Scale for Children 4th Ed	1-12	6-16	X	X	O	X	I	P	P	60	X
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COMMENTS: Date of most recent edition: 2004 Fourth Edition Integrated
Verbal comprehension and perceptual reasoning scores are recommended for placing children in gifted education.

The WISC - IV measures general cognitive ability and four specific cognitive abilities which are verbal comprehension, perceptual reasoning, working memory, and processing speed. It does not directly measure academic achievement, but is a good predictor of academic achievement.

TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

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	GRADES	AGES	COMPOSITE	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATION
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Bateria III Woodcock-Munoz Pruebas de Habilidades Cognitivas	Pre K-12	2-Adult	X	X	X	X	I	X	X	90	X
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COMMENTS: Date of most recent edition: 2005

Woodcock-Johnson III Test of Cognitive Abilities	Pre K-12	2-Adult	X	X	X	X	I	X	X	90-120	X
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COMMENTS: Date of most recent edition: 2001

Rating Scales and Screening Instruments

The following rating scales and/or screening instruments are recommended for use with other measures of potential for determining placement in a gifted education program.

Gifted Rating Scales

The Gifted Rating Scales are norm-referenced rating scales. The GRS-P is designed for pre-school/kindergarten children; the GRS-S is designed for children in grades 1-8. Teachers complete the forms based on their observations. The GRS should be used as a screening measure.

Kingore Observation Inventory

The Kingore Observation Inventory is an instrument used to assist educators in identifying and serving students with gifted potentials. The KOI is not designed to label students but to identify

those with special talents and abilities needing differentiation beyond the regular curriculum. The KOI organizes characteristics of giftedness into seven categories: Advanced Language, Analytical Thinking, Motivation, Perceptive, Sense of Humor, Sensitivity, and Advanced Learning.

Iowa Acceleration Scale-2nd Edition

The Iowa Acceleration Scale is a comprehensive guide to be used as the primary instrument in the discussion of whole-grade acceleration, commonly referred to as “grade skipping”. The IAS Manual provides information on procedures for completing, scoring, and interpreting the IAS Form. Together, the Manual and the Form are designed to be used by an interdisciplinary team of educators and parents with input from the student.

**List of Publishers of Tests for
Identifying Gifted Students in Arizona**

Mr. Mickey Geenan
Senior Measurement Consultant
Harcourt
4308 N. 87th Place Scottsdale, AZ 85251
Telephone: (480) 941-1977
Fax: (480) 941-3448

19500 Bulverde Road
San Antonio, TX 78259
Telephone: (800) 228-0752 Ext. 5188

Naglieri Nonverbal Ability Test (NNAT) Multilevel

Naglieri Nonverbal Ability Test (NNAT) Individual Administration

Differential Aptitude Tests Fifth Edition (DAT)

Gifted Rating Scales (GRS)

Raven

Otis-Lennon School Ability Test, (OLSAT)

Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III)

Wechsler Adult Intelligence Scale (WAIS-III)

Differential Ability Scales (DAS)

Wechsler Intelligence Scale for Children (Spanish)

Wechsler Intelligence Scale for Children - Fourth Edition

Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI-III)

Wechsler Adult Intelligence Scale - Third Edition (WAIS-III)

Dr. Carol Mills
Institute for the Academic
Advancement of Youth
John Hopkins University Research Dept., 4th Floor
3400 N. Charles Street
Baltimore, MD 21218
Telephone: (410) 516-0337
Fax: (410) 516-0108
Fax: (410) 516-0108

School and College Abilities Test (SCAT)

Ms. Anita O'Brien
(PSAT/NMSQ.T.)
P.O. Box 6720
Princeton, NJ 08541-6720
Telephone: (609) 771-7070
Fax: (609) 683-2280

Preliminary Scholastic Aptitude Test
PSAT/NMSQ.T

Scholastic Aptitude Test
(SAT)

Elma N. Pineda-Raney, Ed.D
Assessment Consultant
425 Spring Lake Drive
Itasca, IL 60143-2079
Voice Mail: (800) 323-9540, Ext 7793
E-Mail: elma_pineda-raney@hmco.com

Bilingual Verbal Ability Tests, Normative
Update (BVAT NU)

Stanford-Binet Intelligence Scale, Fifth
Edition

Woodcock-Johnson III Tests of Cognitive
Abilities

Cognitive Assessment System (CAS)

Bateria III Woodcock-Muñoz,
Pruebas de Habilidades Cognitivas

Cognitive Abilities Test (Cog AT)

Universal Nonverbal Intelligence Test
(UNIT)

Mr. Ernest Valdez
Daily News Building
ACT Inc.
10419 Old Placerville Road
Suite 262
Sacramento, CA 95827
Telephone: (916) 361-0659
Fax: (916) 361-0699

ACT Assessment
(College Admissions)

PLAN (Formerly the P-ACT-Plus Assessment)
(Gr. 10)

EXPLORE (Gr. 8)

Education Research Bureau
Daily News Building
220 East 42nd Street, Suite 100
New York, NY 10017
Orders - Telephone: (609) 683-2334
Orders - Fax: (609) 683-2060

Comprehensive Testing Program
Third Edition
(CTP III)

Great Potential Press, Inc.
P.O. Box 5057
Scottsdale, Arizona
Telephone: 1-877-954-4200
Fax: (602) 954-0185
www.giftedbooks.com

Iowa Acceleration Scale, 2nd Edition

Professional Associates Publishing
P.O. Box 28056
Austin, Texas 78755-8056
Telephone: 1-866-335-1460
www.kingore.com

The Kingore Observation Inventory (KOI)
2nd Edition

EXECUTIVE SUMMARY

Issue: Presentation, discussion and consideration to close the rulemaking record and adopt amendments to rule R7-2-613 regarding PreK-12 Physical Education Certificate.

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. Board rule R7-2-613 currently outlines the PreK-12 Arts Education certificate requirements. The proposed amendment would rename this section to reflect PreK-12 Teaching Certificates. This amendment would also create a Provisional PreK-12 Physical Education Certificate. Arizona does not have a PreK-12 Physical Education certificate. Individuals who want to teach Physical Education in grades PreK-12 have to get a Secondary certificate and add a Physical Education Endorsement to it. This results in additional fees and undue burden for individuals who have completed Physical Education teacher preparation programs or who hold a PreK-12 Physical Education certificate from another state. The creation of a PreK-12 Physical Education certificate would streamline the certification process and allow flexibility for teachers who want to teach Physical Education.

Pursuant to the Board's rulemaking procedures, a public hearing was held on May 21, 2015, to collect public input on the proposed rule changes. There were no public comments received at this meeting.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on April 1, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-613.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt amendments to rule R7-2-613 regarding PreK-12 Physical Education Certificate.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-613. PreK-12 ~~Arts Education~~ Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607 and the renewal requirements in R7-2-619.

B. Provisional PreK-12 Arts Education Certificate: art, dance, dramatic arts or music.

1. The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).

2. The requirements are:

a. A bachelor's degree.

b. One of the following:

i. Completion of a teacher preparation program in PreK-12 arts education in one of the following approved areas: art, dance, dramatic arts or music from a Board-approved teacher preparation program, described in R7-2-604; or

ii. Completion of a teacher preparation program in PreK-12 arts education in one of the following

approved areas: art, dance, dramatic arts or music from an institution accredited by the National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Theatre, the National Association of Schools of Music, or National Council for Accreditation of Teacher Education; or

iii. Thirty semester hours of education or arts education courses which teach the knowledge and skills described in R7-2-602, including at least eight semester hours of elementary and secondary methods in the certificate area and 12 semester hours of practicum in the certificate area grades PreK-12. Two years of verified fulltime teaching experience in the certificate area in grades PreK-12 may substitute for the 12 semester hours of practicum; or

iv. A valid PreK-12 arts education certificate from another state.

c. A passing score on the appropriate subject knowledge portion of the Arizona Teacher Proficiency Assessment. If a proficiency assessment is not offered in a subject area, an approved area shall consist of a minimum of 24 semester hours of courses in the subject.

d. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment.

e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

C. Standard PreK-12 Arts Education Certificate: for art, dance, dramatic arts or music.

1. The certificate is valid for six years.

2. The requirements are:

a. The provisional PreK-12 Arts Education certificate.

b. Two years of verified teaching experience will be accepted in lieu of the performance portion of the Arizona Teacher Proficiency Assessment.

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

D. Provisional PreK-12 Physical Education Certificate.

1. The certificate is valid for three years and is not renewable but may be extended as set forth in R7-2-606(H) or (I).

2. The requirements are:

a. A bachelor's degree.

b. One of the following:

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- i. Completion of a teacher preparation program in PreK-12 physical education, including 12 semester practicum hours evenly split between elementary and secondary physical education from an accredited institution or a Board-approved teacher preparation program; or
- ii. Thirty three semester hours of education or physical education courses, including; (a) At least nine semester hours of elementary, secondary and adaptive physical education methods; (b) Foundational coursework in the areas of: Growth and Motor Development, Movement Activities, Lifelong Physical Fitness and Comprehensive School Physical Activity Programming. (c) Twelve semester hours of practicum in physical education in PreK-12 grades, evenly split between elementary and secondary physical education, and supervised by a licensed or certified physical education teacher. Two years of verified full-time teaching experience in the certificate area in grades PreK-12 may substitute for the Twelve semester hours of practicum; or
- iii. A valid PreK-12 physical education certificate from another state.
- c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment.
- d. A passing score on the Physical Education subject knowledge portion of the Arizona Teacher Proficiency Assessment.
- e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- E. Standard PreK-12 Physical Education Certificate
 - 1. The certificate is valid for six years.
 - 2. The requirements are:
 - a. The provisional PreK-12 Physical Education certificate.
 - b. Two years of verified teaching experience will be accepted in lieu of the performance portion of the Arizona Teacher Proficiency Assessment.
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible consideration to close the rulemaking record and adopt amendments to rule R7-2-615(J) and (K) regarding Bilingual Endorsements and Structured English Immersion (SEI) Endorsements, and rule R7-2-621 regarding reciprocal certificates.
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 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. Board rule R7-2-615 (K) outlines the English as Second Language Endorsement (ESL) requirements. The ESL Endorsement allows a teacher to teach second language learners in an inclusion setting. The proposed amendment would allow a person to demonstrate their proficiency of a second language by taking and passing an Arizona Teacher Proficiency Assessment in a foreign language. The proposed amendment also includes a technical change which adds the Early Childhood and Arts Education certificate names to the list of certificates the ESL Endorsement can be added to.

Board rule R7-2-615 (L) outlines the Structured English Immersion (SEI) Endorsement requirements. The SEI Endorsement allows a teacher to teach second language learners in an English language development setting. The Provisional SEI Endorsement will require 15 clock hours or 1 semester hour of SEI training. The full SEI Endorsement will require completion of 45 clock hours or 3 semester hours of SEI training. Individuals can qualify for the Full SEI Endorsement without completing the required training for the Provisional SEI Endorsement. The modified rule will also allow the requirements for an SEI Endorsement to be waived for up to three years. Individuals will also have the option of passing an approved SEI test in lieu of coursework to fulfill the requirements for the full SEI Endorsement.

The proposal also contains a technical correction to Board rule R7-2-621.

Pursuant to the Board's rulemaking procedures, a public hearing was held on June 8, 2015, to collect public input on the proposed rule changes. There were no public comments received at this meeting.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on February 2, 2015 and voted unanimously to recommend the Board adopt the proposed modifications to R7-2-615 (K) and (L). Modifications to that proposal have been made to ensure rule is consistent with statute.

Contact Information:

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

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Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt amendments to rule R7-2-615(J) and (K) regarding Bilingual Endorsements and Structured English Immersion (SEI) Endorsements, and rule R7-2-621 regarding reciprocal certificates.

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R7-2-615. Endorsements

- A. An endorsement shall be automatically renewed with the certificate on which it is posted.
- B. Except as noted, all endorsements are subject to the general certification provisions in R7-2-607.
- C. Endorsements which are optional as specified herein may be required by local governing boards.
- D. Special subject endorsements - grades K through 12
1. Special subject endorsements shall be issued in the area of art, computer science, dance, dramatic arts, music, or physical education.
 2. Special subject endorsements are optional.
 3. The requirements are:
 - a. An Arizona elementary, secondary, or special education certificate;
 - b. One course in the methods of teaching the subject at the elementary level and one course in the methods of teaching the subject at the secondary level; and
 - c. One of the following:
 - i. Thirty semester hours of courses in the subject area which may include the courses listed in subsection (D)(3)(b);
 - ii. A passing score on the subject area portion of the Arizona Teacher Proficiency Assessment, if an assessment has been adopted by the Board; or
 - iii. A passing score on a comparable out-of-state subject area assessment.
- E. Mathematics Specialist Endorsement - grades K through eight. This subsection is valid until June 30, 2011.
1. The mathematics specialist endorsement is optional.
 2. The requirements are:

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- a. An Arizona elementary or special education certificate,
- b. Three semester hours of courses in the methods of teaching elementary school mathematics, and
- c. Fifteen semester hours of courses in mathematics education for teachers of elementary or middle school mathematics.

F. Mathematics Endorsement - grades K through eight. This subsection becomes effective on July 1, 2011.

1. The mathematics endorsement is optional for all K through eight teachers, but recommended for an individual in the position of mathematics specialist, consultant, interventionist, or coach. Nothing in this Section prevents school districts from requiring certified staff to obtain a mathematics endorsement as a condition of employment. The mathematics endorsement does not waive the requirements set forth in R7-2-607(J).

2. The requirements are:

- a. An Arizona elementary or special education certificate;
- b. Three years of full-time teaching experience in grades K through eight; and
- c. Eighteen semester hours to include:
 - i. Three semester hours of data analysis, probability, and discrete mathematics;
 - ii. Three semester hours of geometry and measurement;
 - iii. Six semester hours of patterns, algebra, and functions; and
 - iv. Six semester hours of number and operations.
- d. Six semester hours to include:
 - i. Three semester hours of mathematics classroom assessment;
 - ii. Three semester hours of research-based practices, pedagogy, and instructional leadership in mathematics.

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e. A passing score on the middle school mathematics knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 18 semester hours described in subsection (F)(2)(c).

f. Completion of a comparable valid mathematics specialist certificate or endorsement from another state may be substituted for the requirements described in subsection (F)(2)(c) and (d).

G. Reading Specialist Endorsement - grades K through 12. This subsection is valid until June 30, 2011.

1. The reading specialist endorsement shall be required of an individual in the position of reading specialist, reading consultant, remedial reading teacher, special reading teacher, or in a similar position.

2. The requirements are:

a. An Arizona elementary, secondary, or special education certificate; and

b. Fifteen semester hours of courses to include decoding, diagnosis and remediation of reading difficulties, and practicum in reading.

H. Reading Endorsement. This subsection becomes effective on July 1, 2011.

1. A reading endorsement shall be required of an individual in the position of reading or literacy specialist, reading or literacy coach, and reading or literacy interventionist.

2. Reading Endorsement for grades K through eight. The requirements are:

a. A valid Arizona elementary special education or early childhood certificate,

b. Three years of full-time teaching experience,

c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through eight, and

d. One of the following:

i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

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- (1) Three semester hours in the theoretical and research foundations of language and literacy;
- (2) Three semester hours in the essential elements of elementary reading and writing instruction (K through eight);
- (3) Three semester hours in the elements of elementary content area reading and writing (K through eight);
- (4) Six total semester hours in reading assessment systems;
- (5) Three semester hours in leadership; and
- (6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading to elementary students, such as children's literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(2)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(2)(d)(i).

3. Reading Endorsement for grades six through 12. The requirements are:

- a. A valid Arizona elementary, secondary, or special education certificate;
- b. Three years of full-time teaching experience;
- c. Three semester hours of supervised field experience or practicum in reading completed for the grades six through 12; and
- d. One of the following:
 - i. Twenty-one semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

- (1) Three semester hours in the theoretical and research foundations of language and literacy;

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(2) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12);

(3) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12);

(4) Six total semester hours in reading assessment systems;

(5) Three semester hours in leadership; and

(6) Three semester hours of elective courses in an area of focus that will deepen knowledge in the teaching of reading such as adolescent literature, or teaching reading to English Language Learners.

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(3)(c) and (d)(i).

e. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 21 semester hours of reading endorsement coursework as described in subsection (H)(3)(d)(i).

4. Reading Endorsement - grades K through 12. The requirements are:

a. A valid Arizona elementary, secondary, special education certificate or early childhood certificate;

b. Three years of full-time teaching experience;

c. Three semester hours of a supervised field experience or practicum in reading completed for the grades K through five;

d. Three semester hours of a supervised field experience or practicum in reading completed for the grades six through 12; and

e. One of the following:

i. Twenty-four semester hours beyond requirements of initial provisional or standard teaching certificate to include the following:

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(1) Three semester hours in the theoretical and research foundations of language and literacy,

(2) Three semester hours in the essential elements of elementary reading and writing instruction (grades K through eight),

(3) Three semester hours in the essential elements of reading and writing instruction for adolescents (grades six through 12),

(4) Three semester hours in the elements of elementary content area reading and writing (grades K through eight),

(5) Three semester hours in the elements of content area reading and writing for adolescents (grades six through 12),

(6) Six total semester hours in reading assessment systems, and

(7) Three semester hours in leadership,

ii. Proof of a comparable valid reading specialist certificate or endorsement from another state may be substituted for the requirements described in subsections (H)(4)(c), (d) and (e)(i).

f. A passing score on the reading endorsement subject knowledge portion of the Arizona Educator Proficiency Assessment for grades K through eight and a passing score on the reading endorsement professional knowledge portion of the Arizona Educator Proficiency Assessment for grades six through 12 may be substituted for 24 semester hours of reading endorsement coursework as described in subsection (H)(4)(e)(i).

I. Elementary Foreign Language Endorsement - grades K through eight

1. The elementary foreign language endorsement is optional.

2. The requirements are:

a. An Arizona elementary, secondary or special education certificate.

b. Proficiency in speaking, reading, and writing a language other than English, verified by the appropriate language department of an accredited

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institution. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.

c. Three semester hours of courses in the methods of teaching a foreign language at the elementary level.

J. Bilingual Endorsements - PreK-12

1. A provisional bilingual endorsement or a bilingual endorsement is required of an individual who is a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or otherwise responsible for providing bilingual instruction.

2. The provisional bilingual endorsement is valid for three years and is not renewable. The requirements are:

a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and

b. Proficiency in a spoken language other than English, verified by one of the following:

i. A passing score on the Arizona Classroom Spanish Proficiency exam;

ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;

iii. A minimum passing score of "Advanced Low" on the American Council of the Teaching Foreign Languages speaking and writing exams in the foreign language;

iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or

v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;

c. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.

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3. The holder of the bilingual endorsement is also authorized to teach English as a Second Language. The requirements are:

a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;

b. Completion of a bilingual education program from an accredited institution or the following courses:

i. Three semester hours of foundations of instruction for non-English-language-background students;

ii. Three semester hours of bilingual methods;

iii. Three semester hours of English as a Second Language for bilingual settings;

iv. Three semester hours of courses in bilingual materials and curriculum, assessment of limited-English-proficient students, teaching reading and writing in the native language, or English as a Second Language for bilingual settings;

v. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students, or American Indian language linguistics;

vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students; and

vii. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.

c. A valid bilingual certificate or endorsement from another state may be substituted for the courses described in subsection (J)(4)(b);

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d. Practicum in a bilingual program or two years of verified bilingual teaching experience; and

e. Proficiency in a spoken language other than English, verified by one of the following:

i. A passing score on the Arizona Classroom Spanish Proficiency exam;

ii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or comparable foreign language subject knowledge exam from another state;

iii. A minimum passing score of “Advanced Low” on the American Council of the Teaching Foreign Languages Speaking and Writing exams in the foreign language;

iv. If an exam in the language is not offered through the Arizona Teacher Proficiency Assessment or the American Council on the Teaching of Foreign Languages, proficiency may be verified by the language department of an accredited institution; or

v. Proficiency in American Indian languages shall be verified by an official designated by the tribe;

f. Proficiency in sign language is verified through twenty four semester hours of coursework from an accredited institution.

K. English as a Second Language (ESL) Endorsements - grades PreK through 12

1. An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.

2. The provisional ESL endorsement is valid for three years and is not renewable. The requirements are:

a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate; and

b. Six semester hours of courses specified in subsection (K)(3)(b), including at least one course in methods of teaching ESL students.

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3. The requirements for the ESL endorsement are:
- a. An Arizona elementary, secondary, supervisor, principal, superintendent, special education, early childhood, arts education or CTE certificate;
 - b. Completion of an ESL education program from an accredited institution or the following courses:
 - i. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may be substituted for this requirement;
 - ii. Three semester hours of ESL methods;
 - iii. Three semester hours of teaching of reading and writing to limited-English-proficient students;
 - iv. Three semester hours of assessment of limited-English-proficient students;
 - v. Three semester hours of linguistics; and
 - vi. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language-background students.
 - c. Three semester hours of a practicum or two years of verified ESL or bilingual teaching experience, verified by the district superintendent;
 - d. Second language learning experience, which may include sign language. Second language learning experience may be documented by any of the following:
 - i. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution;
 - ii. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;

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- iii. Placement by the language department of an accredited institution in a third-semester level;
- iv. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages;
- v. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board;
- vi. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe;
- vii. A passing score on a foreign language subject knowledge portion of the Arizona Teacher Proficiency Assessment or a comparable foreign language subject knowledge exam from another state; or

e. A valid ESL certificate or endorsement from another state may be substituted for the requirements described in subsection (K)(3)(b), (c) and (d).

L. Structured English Immersion (SEI) Endorsements Structured English Immersion (SEI) Endorsement - grades ~~K through 12~~ PreK-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 Bi-lingual 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. 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. ~~For teachers, supervisors, principals and superintendents certified on or after August 31, 2006, three semester hours of courses in Structured~~

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~~English Immersion methods of teaching English Language Learner (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; or~~

~~c. For teachers, supervisors, principals and superintendents certified before August 31, 2006, one 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. The requirements for the 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:

~~b. Qualification for the provisional SEI endorsement, and either:~~

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.

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4. Nothing in this Section prevents school districts from requiring certified staff to obtain an ESL or bilingual endorsement as a condition of employment.
5. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed one year in accordance with certification reciprocity as prescribed in R7-2-621.
6. The requirements for a ~~Provisional~~ SEI endorsement may be waived for a period not to exceed one year 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 requirements for a ~~Provisional~~ 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.
8. ~~An ESL or Bi-lingual 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).~~

M. Gifted Endorsements - grades K through 12

1. A gifted endorsement is required of individuals whose primary responsibility is teaching gifted students.
2. The provisional gifted endorsement is valid for three years and is not renewable. The requirements are an Arizona elementary, secondary, or special education certificate and one of the following:
 - a. Two years of verified teaching experience in which most students were gifted,
 - b. Ninety clock hours of verified in-service training in gifted education, or
 - c. Six semester hours of courses in gifted education.
3. Requirements for the gifted endorsement are:
 - a. An Arizona elementary, secondary, or special education certificate;

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- b. Completion of nine semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science; and
- c. Two of the following:
 - i. Three years of verified teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position, verified by the district; or
 - ii. A minimum of 135 clock hours of verified in-service training in gifted education; or
 - iii. Completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to six semester hours of gifted education courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Practicum courses shall not be accepted toward this requirement; or
 - iv. Completion of six semester hours of practicum or two years of verified teaching experience in which most students were gifted.

N. Early Childhood Education Endorsements - birth through age 8

- 1. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, the Early Childhood Endorsement may be used in lieu of an early childhood education certificate as described in R7-2-608. When combined with an Arizona cross-categorical, specialized special education, or severe and profound teaching certificate as described in R7-2-611, the Early Childhood endorsement may be used in lieu of an Early Childhood Special Education certificate.
- 2. The provisional early childhood endorsement is valid for three years and is not renewable. The requirements are:
 - a. A valid Arizona elementary teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

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b. A passing score on the early childhood subject knowledge portion of the Arizona Teacher Proficiency Assessment.

3. The requirements for the Early Childhood Endorsement are:

a. A valid Arizona elementary education teaching certificate as provided in R7-2-609 or a valid Arizona special education teaching certificate as provided in R7-2-611, and

b. Early childhood education coursework and practicum experience which includes both of the following:

i. Twenty-one semester hours of early childhood education courses to include all of the following areas of study:

(1) Foundations of early childhood education;

(2) Child guidance and classroom management;

(3) Characteristics and quality practices for typical and atypical behaviors of young children;

(4) Child growth and development, including health, safety and nutrition;

(5) Child, family, cultural and community relationships;

(6) Developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;

(7) Early language and literacy development;

(8) Assessing, monitoring and reporting progress of young children; and

ii. A minimum of eight semester hours of practicum including:

(1) A minimum of four semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth through preschool. One year of full-time verified teaching experience with children in birth through preschool may substitute for this student teaching

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experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and

(2) A minimum of four semester hours in a supervised student teaching setting serving children in kindergarten through grade three. One year of full-time verified teaching experience with children in kindergarten through grade three in an accredited school may substitute for this student teaching experience;

c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and

d. A passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education courses as described in subsection (N)(3)(b)(i); and

e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate meet the requirements of this Section with evidence of the following:

a. A minimum of three years infant/toddler, preschool or kindergarten through grade three classroom teaching experience; and

b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment.

O. Library-Media Specialist Endorsement - grades K through 12

1. The library-media specialist endorsement is optional.

2. Requirements are:

a. An Arizona elementary, secondary, or special education certificate;

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- b. A passing score on the Library Media Specialist portion of the Arizona Teacher Proficiency Assessment. A master's degree in Library Science may be substituted for a passing score on the assessment; and
- c. One year of teaching experience.

P. Middle Grade Endorsement - grades five through nine

1. The middle grade endorsement is optional. The middle grade endorsement may expand the grades a teacher is authorized to teach on an elementary or secondary certificate.
2. The requirements are:
 - a. An Arizona elementary or secondary certificate, and
 - b. Six semester hours of courses in middle grade education to include:
 - i. One course in early adolescent psychology;
 - ii. One course in middle grade curriculum; and
 - iii. A practicum or one year of verified teaching experience, in grades five through nine.

Q. Drivers Education Endorsement

1. The drivers education endorsement is optional.
2. The requirements are:
 - a. An Arizona teaching certificate,
 - b. A valid Arizona driver's license,
 - c. One course in each of the following:
 - i. Safety education,
 - ii. Driver and highway safety education, and
 - iii. Driver education laboratory experience, and

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d. A driving record with less than seven violation points and no revocation or suspension of driver's license within the two years preceding application.

R. Cooperative Education Endorsement - grades K through 12

1. The cooperative education endorsement is required for individuals who coordinate or teach CTE.
2. The requirements are:
 - a. A provisional or standard CTE certificate in the areas of agriculture, business, family and consumer sciences, health occupations, marketing, or industrial technology; and
 - b. One course in CTE.

R7-2-621. Reciprocity

A. The Board shall issue a comparable, reciprocal provisional Arizona certificate, if one is established pursuant to this Chapter, to an applicant who holds a valid certificate from another state and possesses a bachelor's or higher degree from an accredited institution.

1. Certificates shall be valid for three year 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, 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 certificate prescribed in this 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.

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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~~)(L) 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 supervisor, principal or superintendent certificate to an applicant who holds a valid equivalent certificate from another 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 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.

EXECUTIVE SUMMARY

Issue: **Kenneth R. Wheeler**, Case No. C-2014-126R, Consideration of Recommendation to Approve Application for Certification

Action/Discussion Item

Information Item

Background and Discussion

Kenneth R. Wheeler applied for a conversion of a Provisional Elementary teaching certificate on November 10, 2014.

On his application for certification, Mr. Wheeler answered “no” to the following questions:

- Have you ever had any professional certificate or license, revoked or suspended?
- Have you ever received a reprimand or other disciplinary action involving any professional certification or license?

On August 9, 2013, the California Commission on Teacher Credentialing (“Commission”) suspended Mr. Wheeler’s teaching credential for a period of 90 days. The bases for the suspension were allegations that during the 2011 school year, Mr. Wheeler left his classroom unattended; yelled at, challenged, and singled out students; threw a pencil sharpener; and that he used profane language. On November 14, 2011, while the allegations of misconduct were being investigated by the school district, Mr. Wheeler resigned his position with the school district.

In his statement accompanying the application, Mr. Wheeler wrote that he became aware that his California certification was being investigated in about December, 2012. He provided a written rebuttal to the Commission. He continued that he did not receive any additional correspondence from the Commission. He checked the Commission website in January, 2013, and again in May, 2013. As no notices had been posted by the Commission, he assumed that “all was clear.” He subsequently moved to Arizona.

Mr. Wheeler was advised that his application required a review by the Professional Practices Advisory Committee (“PPAC”) of the State Board of Education (“State Board”).

On April 14, 2014, the PPAC conducted a review of Mr. Wheeler’s application.

The PPAC found that Mr. Wheeler engaged in the following conduct:

- On August 9, 2013, the Commission suspended Kenneth Wheeler’s teaching credentials for a period of 90 days -- September 8, 2013, through December 16, 2013.
- When he applied for certification in Arizona, he failed to indicate the suspension.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

The PPAC found the following mitigating factors:

- Letters of reference, including from Black Mountain School where he is currently employed
- His current certification in California is valid
- Length of service (16 years) without other incident
- Candor exhibited before the PPAC

No aggravating factors were found.

Rule Violation: Arizona Administrative Code R7-2-1308, (B) (6):

Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its April 14, 2015, meeting, recommended by a vote of 6 to 0, that the State Board approve the application for certification.

Recommendation to the Board

It is recommended that the Board adopt the recommendation to approve the application for certification for Kenneth R. Wheeler.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Accept Proposed Disciplinary Action for Craig Felton, case no. 2013-037

Action/Discussion Item

Information Item

Background and Discussion

Craig Felton was first certified by the State Board of Education (“Board”) in 2003 and holds a Standard Secondary Education certificate which expires on March 6, 2017.

On June 14, 2012, around 11:03 p.m., two officers from the Surprise Police Department went to Mr. Felton’s home after receiving a report of gunshots and a fight in progress. Mr. Felton’s girlfriend opened the door. The officers smelled marijuana. The officers questioned the girlfriend about the argument. She denied hearing any gunshots and was not physically harmed. She told the officers that Mr. Felton left the residence due to the argument. While the officers were speaking to the girlfriend, Mr. Felton returned.

Mr. Felton admitted to having marijuana in the residence and that he had purchased a quarter pound of marijuana earlier that day. A search of the residence revealed five marijuana plants and various drug paraphernalia items. Mr. Felton stated that all the marijuana in the residence was for his personal use.

Mr. Felton and his girlfriend were arrested and charged with felony marijuana produce and marijuana possession. .

On September 18, 2012, the superior court suspended the case against Mr. Felton and allowed him to participate in a deferred prosecution program which included a substance abuse program and drug-use related mental health services. On March 25, 2013, he completed the deferred prosecution program and the criminal charges were dismissed.

The Board filed a complaint against Craig Felton’s certificate alleging that his conduct constituted unprofessional conduct.

On December 9, 2014, the Professional Practices Advisory Committee (“PPAC”) held a hearing on the complaint. After hearing from Mr. Felton’s attorney, the testimonial evidence and the exhibits presented, the PPAC found that Mr. Felton illegally possessed marijuana.

The PPAC further found that Mr. Felton’s conduct constitutes a violation of Administrative Rule R7-2-1308 (B) (10). Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. ...shall not: illegally possess, use or be under the

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401.

Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended, by a vote of 3 to 1, that the State Board suspend the certification of Mr. Felton for a one-year period, with a contingent condition. The condition: if during the one-year period of suspension, Mr. Felton provides the results of 12 consecutive monthly drug screening tests; and the tests confirm no drug use and those results are made available to the Investigative Unit, the suspension shall be for one year. If Mr. Felton fails to pass 12 consecutive monthly tests, the period of suspension shall continue through March 6, 2017, and any renewal of application or any initial application shall be reviewed by the PPAC.

Recommendation to the Board

That the Board accepts the recommendation of the PPAC and approve a one-year suspension of certification, with the contingent condition.

EXECUTIVE SUMMARY

Issue: Arnulfo Corella Jr., C-2014-121, Consideration of Recommendation to Approve Application for Certification.

Action/Discussion Item

Information Item

Background and Discussion

Arnulfo Corella Jr. held a Standard Elementary Education certificate which expired on April 3, 2013. On November 21, 2014, Mr. Corella applied for an Elementary Education teaching certificate.

On October 28, 2010, the State Board Investigative Unit received a report from Madison Elementary District ("District") of allegations that Mr. Corella sent text messages to a former student. The content of the messages were of a sexual nature. Phoenix Police Department investigation determined Mr. Corella admitted to having text conversations with a minor. Mr. Corella fully cooperated in the investigation and no charges were filed against him. He resigned in lieu of District disciplinary action, effective December 16, 2010.

On April 14, 2015, The Professional Practices Advisory Committee ("PPAC") conducted a review of Mr. Corella's application. The PPAC found that Mr. Corella engaged in the following conduct:

- Used inappropriate sexual innuendos in social media in 2010 with a 17-year-old student whom he had taught some years earlier in eighth grade. He did not engage in solicitation.

State Board Rule Violation:

R7-2-1308. Unprofessional and Immoral Conduct

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

15. Engage in conduct that would discredit the teaching profession.

The PPAC found the following mitigating factors:

- Previous five-year record without disciplinary action.
- Letters of Recommendation, including heartfelt letter from wife.
- Lack of documentary evidence (*regarding the incident*).

EXECUTIVE SUMMARY

- Candor before PPAC and during the ongoing investigation.
- No evidence of criminal misconduct.

The PPAC found no aggravating factors.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, recommended, by a vote of 5 to 1, that the State Board approve the application for certification.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve Arnulfo Corella Jr.'s application for certification.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue:	Presentation and discussion regarding Board rules and policies related to Board governance, meeting procedures, committees, and maintenance of records.
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 Action/Discussion Item

 Information Item
Background and Discussion

This item has been brought to the Board at the request of Superintendent Douglas.

The Arizona State Board of Education (the Board), created by Article 11 of the Arizona Constitution, is charged with the responsibility of regulating the conduct of the public school system. As the Board performs its duties, the Board depends upon the engagement and involvement of education stakeholders across Arizona, and relies on the support, technical expertise, and recommendations of the Department of Education.

Board adopted rules are found in Arizona Administrative Code (A.A.C.) Title 7, Chapter 2. Board rules are adopted pursuant to the Board's rulemaking procedures, as allowed by A.R.S. § 41-1005 (F).

The State Board holds 10 regular meetings each year. While the Board calendar is modified to accommodate holidays, the Board generally meets on the 4th Monday of the month in the Board's meeting room in the Department of Education, 1535 West Jefferson, Room 122.

Per A.A.C. R7-2-101, requests to add items to a Board agenda must be submitted in writing 21 days prior to a meeting. Inclusion of items on a Board agenda is at the

A.A.C. Title 7, Chapter 2, Article 2 contains the rules for Board Committee: A.A.C. R7-2-201 addresses Advisory Committees, A.A.C. R7-2-205 addresses the Professional Practices Advisory Committees, and A.A.C. R7-2-206 addresses the Certification Appeals Advisory Committees. Other standing committees of the Board have been established by law (e.g., the Special Education Advisory Committee – SEAP) or Board policy (e.g., Certification Advisory Committee - CAC, and the A-F School Accountability Committee – formerly the AzLEARNS Subcommittee).

The Board and all of its committees are subject to the Arizona Open Meeting Law. Meeting notices, archived agendas, and minutes are available on the Board's website. Meeting notices are additionally publicly posted inside the Department of Education, 1535 West Jefferson, near the entrance to Room 122. Records of the Board are maintained pursuant to Arizona law and a record's retention policy on file with the State Library and Archives.

Recommendation to the Board

This item is for information only and no action is necessary.

Contact Information:

Christine M. Thompson, Executive Director, State Board of Education

EXECUTIVE SUMMARY

**Arizona Administrative Code
Title 7. Education
Chapter 2. State Board of Education
Article 1. State Board Of Education Meetings**

A.A.C. R7-2- 101. Governance

A. Officers

1. The elective officers of the State Board of Education ("Board") shall be a President and a Vice President.

2. The State Superintendent of Public Instruction shall serve as the Secretary and as the Executive Officer of the Board.

3. The President shall preside over all meetings of the Board, call meetings as herein provided and perform such other special duties as may be vested in him or her by the Board.

4. In the absence of the President, the Vice President shall preside over all meetings and shall perform such other special duties as may be vested in him or her by the Board.

5. The President shall appoint a nominating committee that will prepare a slate of candidates for presentation to the Board at the first regular meeting following January 1 of each year. Other candidates may be nominated from the floor. The two elected officers shall be elected by written ballot and shall serve for one year, or until their successors are elected.

6. If a vacancy occurs in the office of President, the Vice President shall immediately become the President. As soon as practicable, the Board shall elect a new Vice President.

B. Regular and special meetings

1. Unless otherwise agreed upon by a majority of the Board, meetings shall be held on the fourth Monday of each month.

2. The place of the meeting shall be designated by the President. In the absence of the President, the place of meeting shall be designated by the Vice President.

C. Public input to the Board

1. Requests for matters to be placed on the agenda.

a. When any person wishes to have a matter placed on the agenda, that person shall submit a written request to the President of the Board not less than 21 days prior to the Board meeting.

b. The President of the Board may choose not to place an item submitted by a person other than a Board member on the agenda.

2. Public comment on agenda items.

a. Any member of the public who wishes to address the Board regarding a matter on the agenda for Board action may submit a written request to be heard on forms provided by the Board.

b. The President of the Board or a majority of the Board may allot a reasonable time for members of the public to address the Board with respect to agenda items.

ARTICLE 2. STATE BOARD OF EDUCATION COMMITTEES

A.A.C. 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. Any advisory committee or similar body that has been created by either the Board or legislation shall be appointed and conduct its business in accordance with this rule except as otherwise required by law.

B. The Board shall determine the structure, membership, and tasks of any advisory committee the Board has created. An 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 advisory committee created by the Board may continue to function beyond a one-year period only with the express approval of the Board.

C. 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 advisory committee and shall provide a recommendation to the Board for consideration. A vacancy on an advisory committee shall be filled in the manner described in this Section.

D. The Board may in its discretion remove any member from and dissolve any advisory committee that the Board has created.

E. An advisory committee shall not conduct a meeting of its members without prior acknowledgment from the Administrator to the Board 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. The meetings of an advisory committee shall be held at the offices of the Department of Education 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. 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. 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. An advisory committee shall:

1. Select from its members a chair and vice chair;

2. Create procedures for conducting business not inconsistent with Robert's Rules of Order.

3. 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. 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. 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.

EXECUTIVE SUMMARY

K. 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.

A.A.C. R7-2-205. Certification Review, Suspension, and Revocation

A. Professional Practices Advisory Committees ("Committees") shall act in an advisory capacity to the State Board of Education ("Board") in regard to certification or recertification unfitness to teach, and revocation, suspension, or surrender of certificates.

B. Committees shall each consist of seven members comprised of the following:

1. One elementary classroom teacher,
2. One secondary classroom teacher,
3. One principal,
4. One superintendent or assistant/associate superintendent,

5. Two lay members, one lay member who shall be a parent of a student currently attending public school in Arizona, and

6. One local Governing Board member.

C. Members appointed pursuant to subsections B(1), (2), (3) and (4) of this rule shall meet at least the following requirements:

1. Certified to teach in Arizona.
2. Currently employed in or retired from the education profession in the specific category of their appointment.
3. If currently employed, shall have been employed in this category for the three years immediately preceding their appointment.

D. Terms of the members

1. All regular terms shall be for four years except as set forth in subsection (E) below.

2. A member may be reappointed with Board approval.

E. The Board may remove any member from the Committee. All vacancies shall be filled as prescribed in subsections (C) above, and those persons appointed to fill vacancies shall serve to complete the term of the person replaced.

F. The Committee shall:

1. Select from its members a Chairman and Vice-Chairman,
2. Establish procedures for conducting business according to Robert's Rules of Order Revised. 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.
3. Hold meetings as needed to conduct hearings or other Committee business by call of the Chairman of the Committee. If the Chairman neglects or declines to call a meeting, then a majority of the Committee may call a meeting. The Board may call a meeting as required to conduct necessary business. Notice of any meeting shall be given to Committee members seven days prior to the meeting.
4. Recommend the removal of any member who is absent from three consecutive meetings.

5. Refer to R7-2-1308 to assist in determining whether the acts complained of constitute unprofessional conduct.

6. Conduct its business pursuant to R7-2-1301 et seq. and hearings pursuant to R7-2-701 et seq.

A.A.C. R7-2-206. Certification Denial Appeals Process for Applications for Certification that Do Not Involve Allegations of Immoral or Unprofessional Conduct

A. The Certification Appeals Advisory Committee ("Committee" or "CAAC") shall act in an advisory capacity to the State Board of Education ("Board") and shall serve as the hearing body for the Board in regard to appeals of certification denials pursuant to A.R.S. § 15-534.01 that do not involve allegations of immoral or unprofessional conduct. Applications for certification that involve allegations of immoral or unprofessional conduct shall be reviewed by the Professional Practices Advisory Committee as established by R7-2-205.

B. The Committee shall be appointed by the Board and shall consist of five members comprised of the following:

1. One certificated elementary classroom teacher,
2. One certificated secondary classroom teacher,
3. One certificated administrator,
4. One lay member, and
5. One local Governing Board member.

C. Terms of the members

1. All regular terms shall be for two years except as set forth in subsection (D).

2. A member may be reappointed with Board approval.

D. The Board may remove any member from the Committee. All vacancies shall be filled in a timely fashion and those persons appointed to fill vacancies shall serve to complete the term of the person replaced.

E. The Committee shall:

1. Select from its members a Chairman and Vice-Chairman.
2. 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.
3. Hold meetings once a month or as often as necessary to conduct hearings or other Committee business.
4. Recommend the removal of any member who is absent from three consecutive meetings.
5. Conduct appeals pursuant to A.R.S. Title 41, Chapter 6, Article 6 and this Section.

F. Request for hearing. A person who has had an application for certification denied by the Board or the Department of Education pursuant to A.R.S. § 15-534.01(B) may file a written request for a hearing with the Board within 15 days after receiving the notice of denial. Intermediate Saturdays, Sundays and legal holidays shall be included in the computation of the 15 days. If the final day of the 15 day deadline falls on a Saturday, Sunday or legal holiday, the next business day is the final day of the deadline.

G. Notice of hearing

1. If an applicant requests a hearing to appeal the denial of an application for certification, a notice of hearing shall be given at least 20 days prior to the date set for the hearing.
2. The notice shall include:

EXECUTIVE SUMMARY

- a. A statement of the time, place and nature of the hearing.
 - b. A statement of the legal authority and jurisdiction under which the hearing is to be held.
 - c. A reference to the particular sections of the statutes and rules involved.
 - d. A short and plain statement of the matters asserted. If a party is unable to state the matters in detail at the time the notice is served, the initial notice may be limited to a statement of the issues involved. Thereafter upon application a more definite and detailed statement shall be furnished.
3. Opportunity shall be afforded all parties to respond and present evidence and argument on the issues involved.
 4. The Board may dispose of any certification appeal by decision or approved stipulation, agreed settlement, consent agreement or by default.
 5. A hearing before the hearing body or any part thereof shall be recorded manually or by a recording device and shall be transcribed on request of any party, unless otherwise provided by law. The cost of such transcript shall be paid by the party making the request, unless otherwise provided by law or unless assessment of the cost is waived by the Board.
 6. The hearing body may reschedule the hearing, maintaining due regard for the interests of justice and the orderly and prompt conduct of the proceedings.
 7. The record in an appeal of a certification denial shall include:
 - a. All pleadings, motions and interlocutory rulings.
 - b. Evidence received or considered.
 - c. A statement of matters officially noticed.
 - d. Objections and offers of proof and rulings thereon.
 - e. Proposed findings of fact and conclusions of law and exceptions thereto.
 - f. Any decision, opinion, recommendation or report of the hearing body.
 - g. All staff memoranda, other than privileged communications, or data submitted to the hearing body in connection with its consideration of the case.
 8. Findings of fact shall be based exclusively on the evidence and on matters officially noticed.
 - H. Service of documents; change of address notice requirement
 1. Every notice or decision issued by the Board pertaining to the denial of an application for initial certification or renewal of a certificate shall be served by personal delivery or certified mail, return receipt requested, to the applicant or certificated person's last address of record with the Department of Education or by any other method that is reasonably calculated to give actual notice to the applicant or the certificated person.
 2. Each applicant or certificated person shall inform the Department of Education of any change of address within 30 days of the change of address.
 - I. Hearing process
 1. Parties may participate in the hearing in person or through an attorney.
 2. Upon request of either party, the presiding officer may schedule a prehearing conference. The purpose of a prehearing conference shall be to narrow issues, attempt

settlement, address evidentiary issues or for any other purpose deemed necessary by the presiding officer.

3. A hearing may be conducted in an informal manner and without adherence to the rules of evidence required in judicial proceedings. Neither the manner of conducting the hearing nor the failure to adhere to the rules of evidence required in judicial proceedings shall be grounds for reversing any administrative decision or order providing the evidence supporting such decision or order is substantial, reliable, and probative. Irrelevant, immaterial or unduly repetitious evidence shall be excluded. Every person who is a party to such proceedings shall have the right to be represented by counsel, to submit evidence in open hearing and shall have the right of cross-examination. Unless otherwise provided by law, hearings may be held at any place determined by the Committee. At such hearing such applicant shall be the moving party and have the burden of proof.

4. Copies of documentary evidence may be received in the discretion of the presiding officer. Upon request, the parties shall be given an opportunity to compare the copy with the original.

5. Notice may be taken of judicially cognizable facts. In addition, notice may be taken of generally recognized technical or scientific facts within the specialized knowledge of the hearing body. Parties shall be notified either before or during the hearing or by reference in preliminary reports or otherwise of the material noticed including any staff memoranda or data and they shall be afforded an opportunity to contest the material so noticed. The hearing body's experience, technical competence and specialized knowledge may be utilized in the evaluation of the evidence.

J. Subpoenas

1. The Department of Education may issue subpoenas for the attendance of witnesses and for the production of books, records, documents and other evidence on its own volition or at the request of a party.

2. A request for a hearing subpoena shall be in writing and served on each party at least seven days prior to the date set for hearing and shall state:

- a. The name of the contested case, the case number, and the time and place where the witness is expected to appear and testify;
- b. The name and address of the witness subpoenaed; and
- c. The documents, if any, sought to be provided.

3. On application of a party or the agency and for use as evidence, the hearing body may permit a deposition to be taken, in the manner and upon the terms designated by the hearing body, of a witness who cannot be subpoenaed or is unable to attend the hearing.

4. The individual to whom a subpoena is directed shall comply with its provisions unless, prior to the date set for appearance, the hearing body grants a written request to quash or modify the subpoena. The request shall state the reasons why it should be granted. The hearing body shall grant or deny such request by order.

5. The party requesting the subpoena shall prepare it and cause it to be served upon the individual to whom it is directed in the same manner as provided for service of subpoenas in civil matters before the superior court. The return of service shall be filed with the hearing body.

EXECUTIVE SUMMARY

K. Conduct of hearing

1. The presiding officer may conduct all or part of the hearing by telephone, television, or other electronic means, as long as each party has an opportunity to participate in the entire proceeding as it takes place.

2. Except for those hearings which may involve presentation of evidence protected by law as confidential, or which are otherwise closed pursuant to an express provision of law, all hearings are open to public observation.

3. Conduct at any hearing that is disruptive or shows contempt for the proceedings shall be grounds for exclusion from further participation or observation.

L. Evidence

1. All witnesses shall testify under oath or affirmation.

2. The hearing body shall have the power to administer oaths and affirmations.

3. All parties shall have the right to present such oral or documentary evidence and to conduct such cross-examination as may be required for a full and fair disclosure of the facts.

4. The hearing body shall receive evidence, rule upon offers of proof, and exclude evidence the hearing body has determined to be irrelevant, immaterial, or unduly repetitious.

5. Unless otherwise ordered by the hearing body, documentary evidence shall be limited in size when folded to 8 1/2 by 11 inches. The submitting party shall identify documentary exhibits by number or letter and party and furnish a copy of each exhibit to each party present. One additional copy shall be furnished to the hearing body unless the hearing body otherwise directs. When evidence offered by any party appears in a larger work, containing other information, the party shall plainly designate the portion offered. If the evidence offered is so voluminous as would unnecessarily encumber the record, the book, paper, or document shall not be received in evidence but may be marked for identification and, if properly authenticated, the designated portion may be read into or photocopied for the record. All documentary evidence offered shall be subject to appropriate and timely objection.

M. Stipulations. Parties to an appeal of a certification denial may stipulate, in writing, agreement upon any matter involved in the proceeding. If approved by the presiding officer, agreement on matters of procedure shall be binding upon the parties to the stipulation. The hearing body may require presentation of evidence for proof of stipulated facts for the hearing body's consideration. No substantive matter agreed to by the parties shall be binding upon the Board unless incorporated into the decision of the Board.

N. Recommendations

1. A recommended decision shall be prepared for the Board by the CAAC.

2. A recommended decision shall be delivered to the Board within 30 days after the close of the hearing unless the Board extends the period for good cause.

O. Decisions and orders

1. Any final decision or order adverse to a party shall be in writing or stated in the record.

2. When the Board is the hearing body, the decision shall be rendered within 60 days following the final day of the hearing.

3. Within 30 days after receipt of any recommended decision from the CAAC, the Board shall render a decision to affirm, reverse, adopt, modify, supplement, amend or reject the recommendation and may remand the matter to the hearing body with instructions, or may convene itself as the hearing body.

P. Rehearing and review of decisions

1. After a hearing is held, a party in an appeal of a certification denial who is aggrieved by a decision rendered by the Board may file with the Board, not later than 30 days after such decision has been made, a written motion for rehearing specifying the particular grounds therefor. A motion for rehearing under this Section may be amended at any time before it is ruled upon by the Board. A response may be filed within 15 days after service of such motion by any other party. The Board may require the filing of written briefs on the issues raised in the motion or response and may provide for oral argument.

2. A rehearing of a decision by the Board may be granted for any of the following causes materially affecting the moving party's rights:

a. Irregularity in the administrative proceedings of the hearing body,

or abuse of discretion, whereby the moving party was deprived of a fair hearing.

b. Misconduct of the hearing body or the prevailing party.

c. Accident or surprise which could not have been prevented by ordinary prudence.

d. Newly discovered material evidence which could not with reasonable diligence have been discovered and produced at the hearing.

e. Excessive or insufficient penalties.

f. Error in the admission or rejection of evidence or other errors of law occurring at the administrative hearing.

g. That the decision is not justified by the evidence or is contrary to the law.

3. The Board may affirm or modify the decision or grant a rehearing to all or any of the parties, on all or part of the issues, for any of the reasons set forth in subsection (B) herein. An order granting a rehearing shall specify with particularity the ground or grounds on which the rehearing is granted, and the rehearing shall cover only those matters so specified.

4. After giving the parties or their counsel notice and an opportunity to be heard on the matter, the Board may grant a motion for rehearing for a reason not stated in the motion. The order granting such a rehearing shall specify the grounds therefor.

5. Not later than 20 days after a decision is rendered, the Board may, on its own initiative, order a rehearing of its decision for any reasons for which it might have granted a rehearing on motion of a party. The order granting such a rehearing shall specify the grounds therefor.

6. When a motion for rehearing is based upon affidavits they shall be served with the motion. An opposing party may, within 10 days after service of such motion, serve opposing affidavits and this period may be extended for an additional period not exceeding 20 days, by the Board for good cause shown or by written stipulation of the parties. Reply affidavits may be permitted.

EXECUTIVE SUMMARY

7. After a hearing has been held and a final administrative decision has been entered, a party is not required to file a motion for rehearing or review of the decision in order to exhaust the party's administrative remedies.

8. Any party in an appeal of a certification denial who is aggrieved by a decision rendered by the Board may file with

the Board, not later than 20 days after such decision has been made, a written request for review of the decision. If a review of the decision is granted, the Board may affirm or modify the previous decision.

ARIZONA STATE BOARD OF EDUCATION RULEMAKING PROCEDURES Adopted August 12, 2005

A. Definitions. In this Section, the following definitions apply, unless the context otherwise requires:

1. "Board" means the Arizona State Board of Education.
2. "Rule" means a statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of the Board. Rule includes the amendment or repeal of a prior rule.
3. "Rulemaking" means the process for formulation and adoption of a rule.
4. "Person" means an individual, partnership, corporation, association, governmental subdivision or unit of a governmental subdivision, a public or private organization of any character or another agency.
5. "Agenda item" means a specified matter listed on an agenda included as part of the public notice of a Board meeting pursuant to A.R.S. 38-431.02.

B. Procedures

1. All proposed rules shall be presented in writing as a specifically identified agenda item for review at a regular meeting of the Board. At this meeting the Board shall:
 - a. Provide opportunity for public comment regarding the proposed rule or amendment;
 - b. Provide a second opportunity for public comment. This may be restricted to written comments or a public hearing when persons may present oral arguments on the proposed rule. If a public hearing is to be held notice shall be provided which will indicate the date, time and place of the hearing. This hearing shall be held no sooner than twenty days from the date the proposed rule or amendment was first presented to the Board. The Board, a member of the Board or the Board's Executive Director shall preside at this hearing.
2. At a subsequent regular meeting of the Board the proposed rule or amendment shall be presented in writing for consideration. The proposed rule or amendment may include modifications as a result of Board member, staff or public input.
3. At every meeting when the Board considers the adoption of proposed rules or amendments the Board shall be provided with a copy of the proposed rule or amendment and a memorandum summarizing the written and oral public comments. The Board shall also receive an acknowledgement that the proposed rule or amendment has been reviewed by the Board's legal counsel.
4. The Board may, at its discretion, postpone consideration of a proposed rule or amendment.
5. The Executive Director of the Board shall cause copies of proposed rules or amendments to be available to each person who makes a timely request. A charge for the actual cost of providing a copy of the proposed rule or amendment may be assessed in accordance with Title 39 of the Arizona Revised Statutes.
6. Unless otherwise stipulated by the Board, rules established according to this subsection shall be effective immediately upon Board approval.

C. Emergency Rulemaking Procedures

1. The Board may adopt a proposed rule or amendment as an emergency measure if the Board determines that the rule is necessary to do any of the following:
 - a. Protect the public health, safety or welfare.
 - b. Comply with deadlines in amendments to an agency's governing law or federal programs.
 - c. Avoid violation of federal law or regulation or other state law.
 - d. Avoid an imminent budget reduction.
 - e. Avoid serious prejudice to the public interest or the interest of the parties concerned.
 2. Upon a finding by the Board that a rule or amendment to an existing rule is necessary as an emergency measure, the proposed rule or amendment may be adopted by the Board by adhering to the following procedures:
 - a. The proposed rule or amendment shall be presented in writing as a specifically identified agenda item for review at a properly posted meeting of the Board. At this meeting the Board shall provide opportunity for public comment regarding the proposed rule or amendment;
 - b. At a subsequent meeting of the Board the proposed rule or amendment shall be presented in writing for consideration. The Board shall also receive an acknowledgement that the proposed rule or amendment has been reviewed by the Board's legal counsel. The proposed rule or amendment may include modifications as a result of Board member, staff or public input. At this meeting the Board shall provide opportunity for public comment regarding the proposed rule or amendment.
 3. Unless otherwise stipulated by the Board, rules established according to this subsection shall be effective immediately upon Board approval.
- D. All rules adopted by the Board shall be submitted to the Secretary of State's Office for publication.

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding policies for the administration of the Move On When Reading (MOWR) Program, pursuant to Laws 2015, Chapter 8 and Chapter 310.

Action/Discussion Item

Information Item

Background and Discussion

In 2010, the Move On When Reading law was enacted. A.R.S. § 15-701 prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires school districts and charter schools to offer 3rd grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute and adopted by the State Board of Education (Board).

In 2012, the legislature appropriated \$40 million for K-3 reading base support funding to provide per student funding to schools for students in grades K-3, and prescribed requirements for the receipt of the funds. A.R.S. §15-211, requires school districts and charter schools that serve any K-3 grades to annually submit a literacy plan to the Board. The law further requires school districts and charter schools which either received C/D/F letter grades or had more than 10% of their 3rd grade students labeled as "Falls Far Below" (FFB) on the statewide reading assessment to have their reading plans approved by the Board before the Arizona Department of Education School Finance Division may release reading base support funds.

The General Appropriations Act for fiscal years 2013, 2014 and 2015 included a budget footnote which allowed the Board to use up to \$1,500,000 of the \$40 million appropriated for K-3 reading base support on technical assistance and state level administration of the MOWR program. Additionally, the footnote included authorization for two full time equivalent (FTE) positions. Over the last three fiscal years the Board has used this authority and funding to administer the MOWR program.

The fiscal year 2015-2016 General Appropriations Act (Laws 2015, Chapter 8) created the Board as a separate budget unit and appropriated \$39.9 million to the K-3 Reading base support level, while it removed the footnote that provided the Board with the authority to use a portion of the funds to provide technical support and administer the program. One of the two FTE provided in the K-3 Reading base support funding was transferred to the Board's separate budget, this is the position filled by the Deputy Director.

HB 2479 (Laws 2015, Chapter 310) included session law that allowed the Department to use up to \$500,000 of the K-3 Reading base support funding on technical assistance and state level administration of the MOWR program. This legislative action shifted the

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administration of the MOWR program from the Board to the Department.

MOWR Policy and Administration

The authority to set policy for the MOWR program remains with the Board pursuant to A.R.S. § 15-701 and A.R.S. § 15-211. In June 2012, the Board approved the content of the literacy plans and determined procedures by which the plans would be submitted, reviewed and approved, thus allowing distribution of funds to those districts and charters. These procedures were developed in partnership with the Department.

In 2013 the Board, using the FTE authorized in the budget, hired a Deputy Director and Director of K-3 Reading. The K-3 Reading Director was responsible for overseeing the MOWR program. The Director oversaw eight consultants which reviewed literacy plans for completeness. The majority of time and resources spent administering the MOWR program have been related to literacy plan review and submittal pursuant to A.R.S § 15-211. This includes building an online portal for districts and charters to submit their plans online.

The transition of the administration of the MOWR program from the Board to the Department will occur in FY15-16, which begins July 1, 2015. The Board staff has created a transition plan to minimize disruption to districts and charter schools. The Board staff has reached out to the Department to set up a meeting; more information may be available by the June Board meeting.

Despite requests to the Department, as of the publication of these materials, Board staff has not been granted access to the MOWR portal.

As required Laws 2015, Chapter 310, the Department has submitted an expenditure plan for the MOWR program to the Joint Legislative Budget Committee. The Department's plan contemplates that the Board will expend \$300,000 for administration of the program, inconsistent with the Board budget unanimously adopted by the Board on May 18, 2015. The JLBC will review the Department's spending plan at a their June 19 meeting.

Recommendation to the Board

This item is for discussion only. The Board may direct staff to develop modification to policy to be considered at a future meeting.