

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board and approved Adult Education Local Providers listed to award funding for Adult Education services in FY2017/18.

Action/Discussion Item

Information Item

Background and Brief Explanation of Contract

Adult education and literacy services provide academic instruction and education services below the postsecondary level that will increase an individual's ability to read, write, speak in English, and perform mathematics or other activities necessary for the attainment of a secondary diploma, to transition successfully to postsecondary education and training, and to obtain employment.

Since 1998, Arizona Adult Education classes have:

1. Assisted adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assisted adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
3. Assisted adults in the completion of a secondary school education;
4. Assisted adults in acquiring the English language skills necessary for productive participation in the workforce and civics engagement.

ARS 15-232, 15-234, and Federal P.L. 105-220 (Title II of the Workforce Innovation and Opportunity Act of 2014), and the Arizona Unified Workforce Development Plan authorizes the allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. English Language Acquisition for Adults (ELAA)
3. Integrated English Literacy and Civics Education (IEL/CE)
4. Integrated Education and Training (IET)

Government fiscal support for the Arizona Adult Education system has historically been provided through a combination of federal and state funding, with the federal dollars requiring a three to one (federal to state) match. Additionally, the federal grant requires a 90% maintenance of state effort which, if reduced, would incur a proportional cut in federal dollars.

The Workforce Innovation & Opportunity Act of 2014 (WIOA) requires the alignment of workforce, education and economic development systems to support access to high-

Contact Information:

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quality, comprehensive and accessible workforce services for all individuals, including those with significant barriers to employment. Adult Education and Literacy (Title II) is identified as one of four required core partners in WIOA. The core partners are listed below:

WIOA Required Core Partners:

- WIOA Title I, Adult, Dislocated Worker, and Youth Programs (DES)
- WIOA Title II, Adult Education and Literacy Program (ADE)
- WIOA Title III, Wagner-Peyser Employment Service (DES)
- WIOA Title IV, Vocational Rehabilitation Program (DES)

All four titles comprise the workforce system. In Arizona's Workforce System, Titles I, III and IV are under the administration of the Department of Economic Security (DES). Title II is administered under the Arizona Department of Education (ADE), as described in the Arizona Revised Statutes (A.R.S.) 15-232 and 15-234.

With the implementation of WIOA, Arizona has the opportunity to create positive change to improve the workforce development system as a whole. Since the passage of WIOA, the Arizona Department of Education/Adult Education Services Unit (ADE/AES) has been working collaboratively with core partners to address the new WIOA requirements and to ensure that adult education and literacy is an integral component of the Arizona Workforce System.

ADE/AES conducted a competitive Request for Grant Application (RFGA) process to award multi-year funding to eligible agencies for the provision of Title II adult education services in specific areas of Arizona that were identified as lacking adequate adult education services. The grant cycle for successful applicants begins Sept 1, 2017 and will continue through June 30, 2020.

Eligible providers, in adherence to WIOA, are organizations with demonstrated effectiveness in providing adult education and literacy activities and may include:

1. A local education agency
2. A community-based organization or faith-based organization
3. A volunteer literacy organization
4. An institution of higher learning
5. A public or private non-profit agency
6. A library
7. A public housing authority
8. A non-profit institution that is not described above and has the ability to provide adult education and literacy activities to eligible individuals as described in WIOA
9. A consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; or
10. A partnership between an employer and an entity described above

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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 party(ies):

See attached list of Adult Education Local Providers (page 5).

Contract Amount:

Not to exceed **\$1,067,103**

Source of Funds:

Authorizing Legislation:

- ARS 15-232 and 15-234
- The Workforce Innovation and Opportunity Act of Title II: The Adult Education and Family Literacy Act (P.L. 105-220)
- The Arizona Unified Workforce Development Plan.

Function Codes: ADULT300 (FAY15, FAY16 & FAY17)
 ADULT305 (FAY15, FAY16 & FAY17)
 ADULTST300 BFY18

Responsible Unit at Department of Education:

Adult Education Services

Deputy Associate Superintendent: Sheryl Hart

Program Contact: Jerald Goode

Dates of Contract:

Sept 1, 2017 to June 30, 2018.

Previous Contract History:

The Board has approved local grant awards for adult education services since 1965.

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

1,000+ students
50 educators

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Method of Determining Contract Amount(s):

Eligible applicants submitted a grant application that included a proposal for services and a one-year budget. To be considered eligible for an award, the applicant must have demonstrated past effectiveness by providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic-skills deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training, as described in WIOA Final Rules Subpart C, §463.24.

Submitted eligible applications were reviewed by a panel comprised of individuals with expertise in adult education and literacy using a rubric-based evaluation tool. The panel provided recommendations to ADE/AES regarding consideration for funding. In addition, applications were reviewed by applicable Local Workforce Development Board(s) regarding the proposal's alignment with the local workforce development plan. The Boards provided recommendations to ADE/AES to promote such alignment.

Factors considered for award amounts include: (1) need based on number of adults in the workforce area, (a) without a high school diploma, and (b) who lack basic English literacy skills; (2) designated populations served; (3) geographic distribution of dollars throughout the state; (4) available funding; (5) application evaluation score using the rubric tool based upon the required federal and state considerations as outlined in the application.

Evaluation Plan

Arizona Adult Education Service Providers are evaluated programmatically and fiscally for compliance to federal and state requirements. Desk monitoring of all funded providers is conducted by ADE/AES staff throughout the program year and includes an analysis of local performance data, professional learning plan, technology integration status, and annual programmatic and fiscal reporting. Technical assistance is provided as necessary. In addition, each provider's status regarding collaboration with WIOA core partners and alignment with LWDB Plan is reviewed. A risk assessment tool is used to select providers annually for a comprehensive compliance review using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records. Each local program completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts.

Adult Education Service Providers are expected to meet contract requirements and assurances, and provide the services as described in the approved application. Providers not meeting contract requirements and assurances and/or not providing the services as described in the approved application will be placed on corrective action plans and risk loss of funding.

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Recommendation to the Board

It is recommended that the Board approve the Adult Education Assistance Funding Awards for FY2017/18 contract between the State Board of Education, acting for and on behalf of the Department of Education, and the Adult Education Service Providers as described below. Contract amount not to exceed \$1,067,103.

ADE/AES FY2017/18 Assistance Allocations	
Local Provider	Total Allocation not to exceed
Gilbert Adult Learning Program	153,000
Gila County Adult Education Program	156,375
Mohave Community College	298,728
Pima County Adult Probation	153,000
Adult Literacy Plus of Southwest Arizona	306,000
TOTAL	\$1,067,103

EXECUTIVE SUMMARY

Issue: Consider to approve The Dyslexia Handbook pursuant to A.R.S. § 15-249.10

Action/Discussion Item

Information Item

Background and Discussion

Laws 2017, Chapter 194 permits the Arizona Department of Education (ADE), with approval from the Board, to develop and maintain a handbook for use by Arizona schools that provides guidance for pupils, parents and teachers concerning dyslexia. The law requires The Dyslexia Handbook to include identification guidelines, educational strategies to improve academic performance and a description of resources and services available to pupils with dyslexia.

In 2016, an action group was formed by State Representative Jill Norgaard (LD-18) to contribute to the development of the dyslexia handbook. Members of this action group include ADE, the Board, Read on Arizona, the Wellington Alexander Center and Kyrene School District. The action group continues to meet quarterly to discuss strategies and policy initiatives to promote earlier intervention for specific learning disorders such as dyslexia.

Recommendation to the Board

It is recommended that the Board approve The Dyslexia Handbook titled, "Specific Learning Disability-Dyslexia: A Technical Assistance Document to Support Families and Teachers."

Contact Information:

Mike Mannelly, Associate Superintendent- Highly Effective Schools



**Arizona Department of Education
Diane M. Douglas, Superintendent of Public Instruction**

**Exceptional Student Services
Arizona Technical Assistance System (AZ-TAS)**

**Specific Learning Disability–Dyslexia:
A Technical Assistance Document to Support
Families and Teachers**

Revised 6/31/2017

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Acknowledgments

This document was prepared by the Program Support and Monitoring and the Professional Learning and Sustainability units of Exceptional Student Services as mandated by Arizona Revised Statutes (A.R.S.) §15-761. The following people contributed to the preparation of this document.

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Introduction

The Arizona Department of Education is focused on the importance of teaching all our children to read, including those with dyslexia. Progress in reading achievement for all students begins with Arizona’s teachers implementing data-based, systematic, and explicit instruction in a multitude of contexts, with many levels of support, each and every day. Educators at all levels must have a deep understanding of reading to pinpoint gaps in student learning.

The United States Department of Education includes dyslexia in its definition of specific learning disability. Federal regulations (34 CFR 300.8 (c)(10) state that under the Individuals with Disabilities Education Act (IDEA), “specific learning disability (SLD)” is defined, in part, as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.”

While dyslexia is not itself an eligibility category under the IDEA, a child’s dyslexia may result in the child’s being determined eligible for special education and related services under the disability category of specific learning disability. If the child requires special education and related services because of the specific learning disability, the child would be eligible to receive services through an individualized education program (IEP). The federal law does not prevent a school psychologist or other qualified evaluator from using the term “dyslexia” to describe how a child’s learning disability manifests, and there is no barrier to using the term to assist a team in describing the learning needs of a student.

However, not every child with dyslexia will qualify for an IEP if the child does not need specially designed instruction. With this in mind, regardless of whether a child has dyslexia or any other condition included in the definition of “specific learning disability,” if a disability is suspected by the public education agency (PEA) where the child is enrolled or the school district where the child resides if the child is not school aged, the PEA must conduct an evaluation to determine whether that child is a child with a disability in need of special education.

This handbook is divided into three major sections: (1) definitions and regulations, (2) components of reading instruction, and (3) resources. Each section includes information and supports for families and teachers working in public education agencies to increase the learning outcomes for all students with reading difficulties.

Section 1: Specific Learning Disability–Dyslexia: From Definitions to Eligibility

Section 1 of this handbook supports families and teachers in becoming familiar with definitions and characteristics of students with specific learning disabilities and dyslexia. Early identification is a key to supporting students. The Arizona Department of Education has several resources to ensure that correct supports are in place for all children. Key components of early identification and resources needed for students to receive the specific support early on in their academic career are also included. Section one explains the evaluation process used to determine whether a child meets the eligibility criteria for a student with a specific learning disability with or without the condition of dyslexia.

Section 2: Essential Components of Reading Instruction

Section 2 of the handbook is provided to communicate to families and teachers the essential components of reading instruction so that teachers may support all learners and foster communication around how a child learns to read. This section outlines the components needed to support a strong core of instruction including how the Arizona’s English Language Arts (ELA) Standards support the learning of all students, including specific strategies and techniques for students with specific learning disabilities–dyslexia.

Section 3: Additional Resources

Section 3 has been provided to families and teachers for additional resources and supports; it includes lists of specific websites, books, rubrics, forms, and articles.

One thing we know for certain about dyslexia is that it is one small area of difficulty in a sea of strength. Having trouble with reading does not mean that you’ll have trouble with everything. In fact, most children with dyslexia are very good at a lot of other things.

Sally Shaywitz, MD, *Overcoming Dyslexia* (2008)

Section 1:

Specific Learning Disability–Dyslexia: from Definitions to Eligibility

Section 1 of this handbook supports families and teachers in becoming familiar with definitions and characteristics associated with specific learning disability and dyslexia.

According to the Arizona Revised Statutes (A.R.S.) §15-761:

“Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations. The term “specific learning disability” includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. That term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Classroom Indications: Each person with SLD has a different combination or cluster of characteristics, which can range from mild to severe. Effective intervention strategies should include a total approach to meeting the educational, psychological, medical, and social needs of the student. Accommodations in the classroom may include extended time, use of a calculator, a reader or person to record answers, or use of an audio recording device for students who need to respond to test questions or assignments.

According to the Arizona Revised Statutes (A.R.S.) §15-249.03(K):

“Dyslexia” means a specific learning disorder that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Arizona’s dyslexia definition is not included in the IDEA definition. This new definition is included in Arizona statute so educators and parents can better understand the needs of students with dyslexia. School systems do not “diagnose”; instead, the determination of a disability is accomplished with a comprehensive evaluation. For more information regarding the special education determination process, please see Figure 1.4.

How Prevalent Is Dyslexia?

About 13–14% of the school population nationwide has a condition that qualifies them for special education. Current studies indicate that one-half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7%). About 85% of those LD students have a primary learning disability in reading and language processing. Nevertheless, many more people—perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit, instruction in reading, writing, and language.

Dyslexia occurs in people of all backgrounds and intellectual levels. People who are very bright can also have dyslexia. They are often capable or even gifted in areas that do not require strong language skills, such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports. In addition, dyslexia runs in families: parents with dyslexia are very likely to have children who have dyslexia. Some people are identified with dyslexia early in their lives, but for others, their dyslexia goes unidentified until they get older.

Prevalence and Characteristics of Students with SLD

SLD is the **largest** category of students receiving special education services.

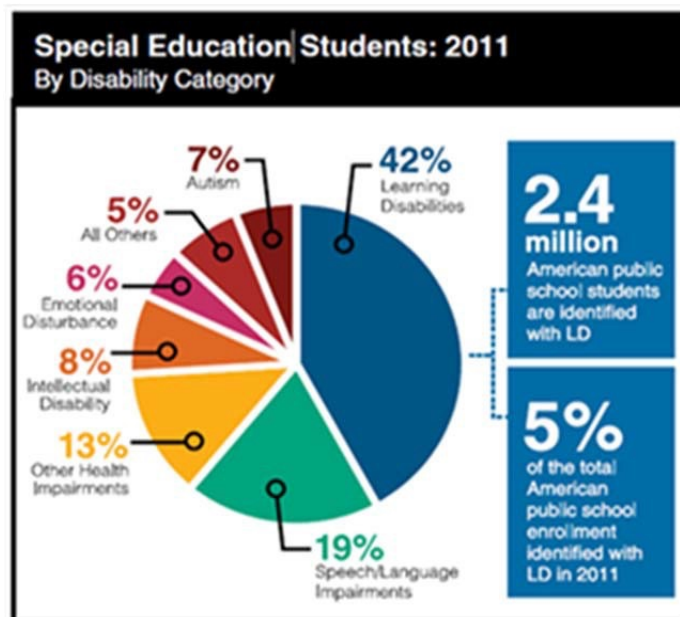
There are **2.4 million** American public school students (approximately five percent of the total public school enrollment) identified with learning disabilities under the Individuals with Disabilities Education Act (IDEA).

Forty-two percent of the **5.7 million** school-age children with all kinds of disabilities who receive special education services are served in this category.

The number of students identified with SLD has **declined by 18 percent between 2002 and 2011**, while total special education has declined by just three percent.

Two-thirds of students identified with SLD are male.

Black and Hispanic students are overrepresented in many states while white and Asian students are underrepresented in this category.



Source: IDEA Part B Child Count, Ages 6–21. Does not include Developmental Delay category (allowable to age 9).

Characteristics of Dyslexia

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness (segmenting, blending, deleting, substituting, and adding), single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student's age and educational level and are not primarily the result of language difference factors. Often, there is a family history of similar difficulties. Individuals demonstrate differences in the degree of impairment.

The following are the primary reading/spelling characteristic of dyslexia:

- Difficulty segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Difficulty learning the names of letters and their associated sounds
- Difficulty learning to rhyme words
- Difficulty holding information about sounds and words in memory (phonological memory)
- Confusion of letters and words with similar visual appearance (e.g., *b* and *d* and *was* and *saw*)
- Confusion of letters with similar sounds (/f/ and /v/)
- Reversals and transpositions of letters and words that persist past the age of 7 (e.g., *p* and *q* and *on* and *no*)
- Difficulty rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)
- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty retaining the visual representation of irregular words for reading and spelling
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling
- Trouble arranging letters in the correct order when the final, incorrect, word looks similar to the intended word (e.g., spelling "dose" instead of "does").
- Difficulty pronouncing some multisyllabic words correctly

How Dyslexia May Present in Preschool through Adulthood

Some of these characteristics are often present in young children, whereas others are more apparent in secondary students and adults. The earliest warning signs of dyslexia are sometimes noted in a child’s spoken language; for other students, oral language development is perfectly normal. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning.

As a child ages, warning signs are apparent at different ages . . .

Preschool

- Delay in learning to talk
- Difficulty with rhyming patterns like *cat, bat, sat*
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti”), persistent baby talk
- Difficulty splitting up the sounds in words. (e.g., say the word *bat* and ask the student to take away the first sound /b/; the student can’t tell which sounds (*at*) are left over
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Difficulty learning and naming letters and numbers and remembering the letters in his/her name
- Often tells stories that are hard to follow; has trouble talking about an event in a logical order

K–2nd Grade

- Difficulty breaking words into smaller parts (syllables) (e.g., “baseball” can be pulled apart into “base” and “ball” or “napkin” can be pulled apart into “nap” and “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ā/ /n/)
- Doesn’t associate letter or letter combinations with sounds (e.g., /b/ with “b”, or /j/ with “dge”)
- Difficulty in sounding out even simple words like *cat, map, nap*
- A history of reading problems in parents or siblings
- Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)
- Reliance on picture clues, story theme, or guessing at words

- Difficulty spelling words the way they sound (phonetically) or remembering letter sequence in very frequently used words (e.g., “sed” for “said”)

3rd–5th Grade

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Difficulty reading unfamiliar words, often making wild guesses because the student cannot sound out the word
- Doesn’t have strategies for reading unfamiliar words
- Use less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Has an easier time answering questions about the text if it is read
- Difficulty pronouncing words correctly (e.g., “mazine” instead of “magazine”)
- Difficulty with rhyming (e.g., completing the last word in a poem or song or thinking of words that rhyme with *hoop*)
- Difficulty with written expression

6th–12th grade

- Slow and laborious reading; doesn’t like to read
- Difficulty with the volume of reading and written work
- Frustrated with the amount of time required and energy expended for reading
- Often skips over small words or leaves out part of longer words when reading aloud
- Prefers multiple choice questions over fill-in-the-blank or other questions with short answers
- Difficulty learning a foreign language

Early Identification and Systems of Support

“Research shows that children who read well in early grades are far more successful in later years, and those who fall behind often stay behind when it comes to academic achievement.”

—Snow, Burns, and Griffin, 1998

The early identification of students with dyslexia, as well as the development of a system for delivering an early intervention system for these students will have significant impact upon their future academic success. Research continues to support the need for early identification and assessment (Birsh, 2011; Nevills & Wolfe, 2009; Sousa, 2005). The rapid growth of the brain and its responsiveness to instruction in the primary years make the time from birth to age eight a critical period for literacy development (Nevills & Wolfe, 2009). Characteristics associated with reading difficulties are connected to spoken language. Difficulties in young children can be assessed through screenings of phonemic awareness and other phonological skills (Sousa, 2005).

It is important that the school district/charter not delay identification and intervention processes until second or third grade for students suspected of having dyslexia. This identification process should be an individualized evaluation rather than a screening. The evaluation should be conducted using §504 procedures or following the Individuals with Disabilities Education Act (IDEA 2004) requirements. The following link to the National Center for Learning Disabilities (NCLD) provides a §504 and an IDEA 2004 comparison chart:

http://www.leasesped.org/files/Forms/504/504_and_IDEA_Comparison_Chart_-_B.pdf.

In the reauthorization of IDEA in 2004 and in the current federal legislation under the Every Student Succeeds Act (ESSA), there is a call for the use of benchmark assessments for early identification of struggling students before they fail. In fact, state law requires the use of early reading assessments that are built on substantial evidence of best practices.

Carefully chosen, these benchmark assessments can give crucial information about a student’s learning and can provide a basis for a tiered intervention model. Through the tiered intervention process, schools can document student’s learning difficulties, provide ongoing assessment, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

In the state of Arizona, the term *multi-tiered system of supports* (MTSS) replaces response to intervention (RTI). This comprehensive system of supports includes assessments (universal screening, diagnostic tests, progress monitoring, formative and summative measures), evidence-based instruction, interventions delivered across multiple tiers dependent on individual needs identified by student outcome data. For more information about MTSS, please see Figure 1.1 below, or visit <http://www.azed.gov/mtss/>.

Figure 1.1 Multi-tiered System of Supports



<http://www.azed.gov/mtss/>

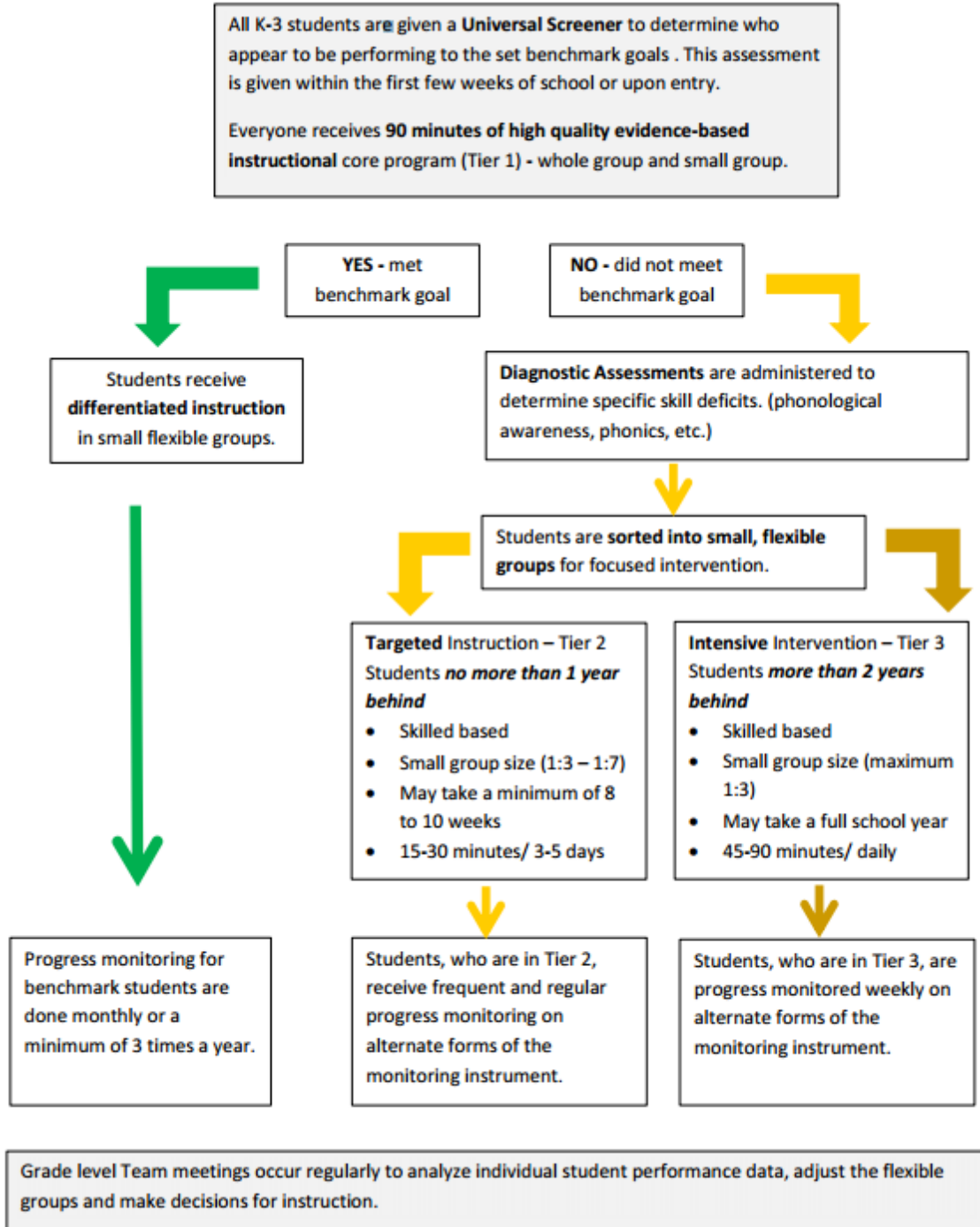
As expressed in a letter from the Office of Special Education Programs (OSEP) to the State Directors of Special Education, “states have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of the MTSS process.” To access and read this letter, please visit <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>.

As stated above, the use of an MTSS/RTI process should not delay or deny an evaluation for dyslexia, especially when parent or teacher observations reveal the common characteristics of dyslexia. A comprehensive evaluation requires the use of a variety of data-gathering tools and strategies even if an MTSS process is used. The multifaceted evaluation process for determining whether a child meets the eligibility criteria for special education and related services encompasses a variety of activities.

The culmination of the evaluation process, including observations, interviews, screening, and formal assessment by a trained school psychologist (administering and interpreting psychometric results) provides the multidisciplinary team with the information to determine whether specific criteria are met for eligibility.

The chart in Figure 1.2 demonstrates the MTSS process. For more information about the comprehensive assessment systems used in MTSS, please visit the Move On When Reading (MOWR) website: <http://www.azed.gov/mowr/mowr-for-administrators/>. For more information about MTSS, please visit <http://www.azed.gov/mtss/>.

Figure 1.2 The Multi-tiered System of Supports Process



Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. ESSA and A.R.S. §15-704 both state that “Essential components of reading instruction” means explicit and systematic instruction in the following areas: (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies.

Any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, schools must collect additional information about the student. Schools should use previously collected, as well as current information, to evaluate the student’s academic progress and determine what actions are needed to ensure the student’s improved academic performance. The collection of various data, as indicated in Figure 1.2, will provide information regarding factors that may be contributing to the student’s struggles with reading and spelling. The profile of strengths and weaknesses of an individual with dyslexia varies with age.

Because dyslexia is a language-based difficulty, when a specific learning disability of dyslexia is suspected, the data that is collected for the multidisciplinary team should consist of the following areas: word recognition, automaticity/fluency, spelling, decoding, phonological processing, phonological awareness, phonological memory, rapid automatic naming, and reading comprehension. Other key areas to consider are oral language, visual/orthographic processing, and mathematics skills.

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrates that the student was provided appropriate instruction and include data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction.

Parent Participation in the Data-Gathering Process

This cumulative data also includes information from parents/guardians. If a parent/guardian suspects their child has characteristics of dyslexia, or a learning disability, they should contact their school’s administration as soon as possible. For more information, go to: <http://www.azed.gov/specialeducation/az-find/>.

Sources and examples of cumulative data are provided in Table 1.1 on the following page.

Table 1.1 Sources and Examples of Cumulative Data

- | | |
|---|--|
| <input type="checkbox"/> Vision screening | <input type="checkbox"/> State assessment (AzMERIT) reading results as described in A.R.S.§15-741 |
| <input type="checkbox"/> Hearing screening | <input type="checkbox"/> Observations of instruction provided to the student |
| <input type="checkbox"/> Teacher reports of classroom concerns | <input type="checkbox"/> Full individual evaluation |
| <input type="checkbox"/> Classroom reading assessments | <input type="checkbox"/> Outside evaluations |
| <input type="checkbox"/> Accommodations or interventions provided | <input type="checkbox"/> Speech and language assessment |
| <input type="checkbox"/> Academic progress reports (report cards) | <input type="checkbox"/> School attendance |
| <input type="checkbox"/> Gifted/talented assessments | <input type="checkbox"/> Curriculum-based assessment measures |
| <input type="checkbox"/> Samples of schoolwork | <input type="checkbox"/> Instructional strategies provided and student's response to the instruction |
| <input type="checkbox"/> Parent conference notes | <input type="checkbox"/> Universal screening |
| <input type="checkbox"/> K–3 Move On When Reading (MOWR) assessment data as described in A.R.S. §15-704 | |

Formal Assessment

After data gathering, the next step in the evaluation process is formal assessment. This is not a screening; rather, it is an individualized assessment called a psychoeducational evaluation that includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dyslexia.

Information collected from the parents/guardians also provides valuable insight into the student's early years of language development. This history may help to explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal assessment will be different for each child.

Professionals conducting assessment for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, and early language experiences to assist with determining reading and spelling abilities and difficulties.

Notification and Permission

When formal assessment is recommended, the school completes the evaluation process as outlined in §504 or IDEA 2004. At times, students will display additional factors/areas (e.g., oral language deficits, written expression difficulties, math difficulties) that complicate the identification of dyslexia through the §504 process and will require a referral for special education and possible identification of the student as a child with a disability within the IDEA 2004 (20 U.S.C. §1400 et seq.).

Note: The §504 process is used most frequently unless a referral to special education is indicated.

Through the §504 process, the school completes the evaluation as outlined using the following procedures:

1. Notify parents/guardians of the proposal to assess the student for dyslexia (§504).
2. Inform parents/guardians of their rights under §504.
3. Obtain permission from parents/guardians to assess the student for dyslexia.
4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders.

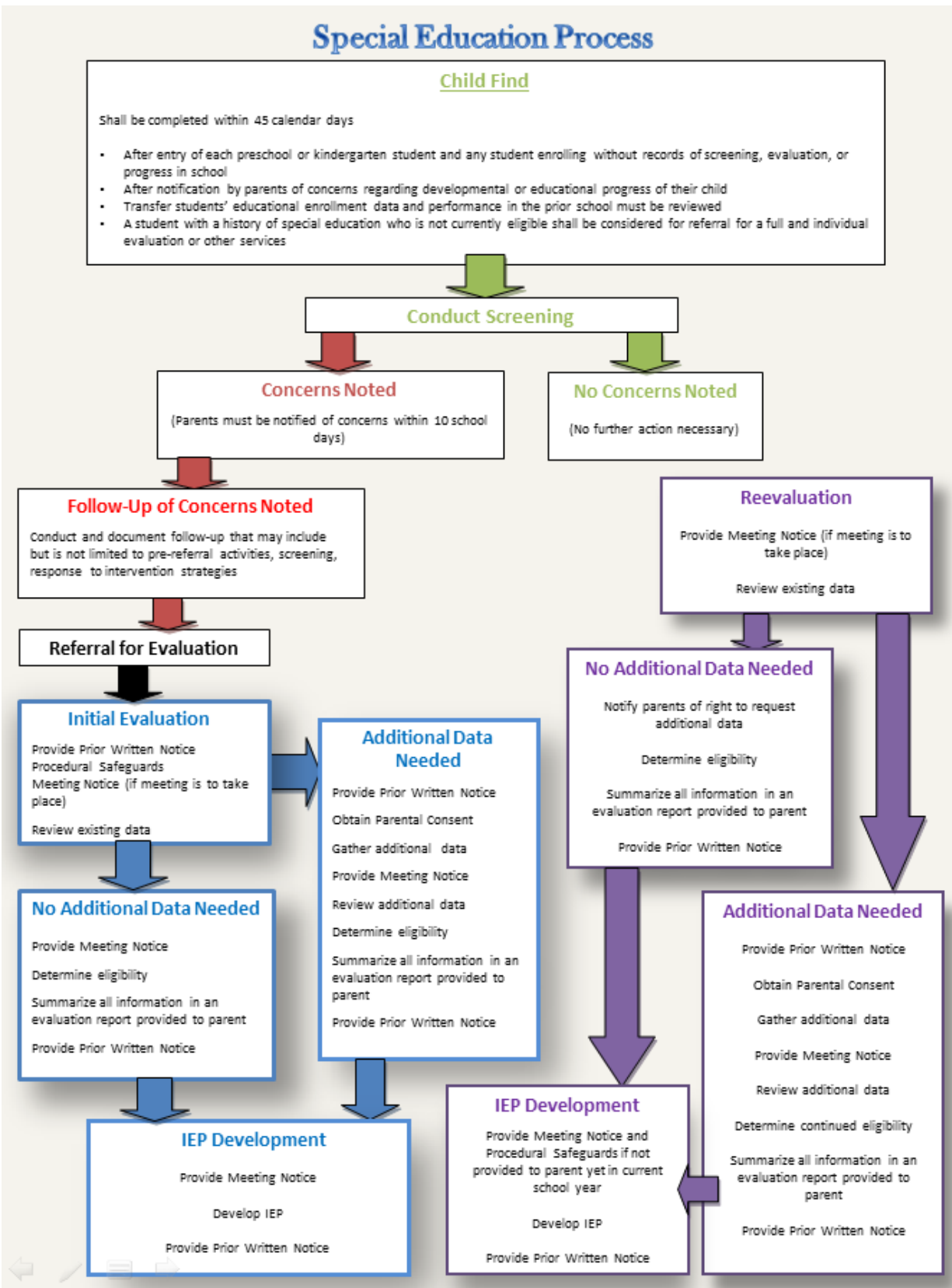
To review the special education process, see Figure 1.4.

Tests and Other Evaluation Materials

In compliance with §504 and IDEA 2004, test instruments and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used;
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient;
- Be selected and administered to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude, achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills;
- Be selected and administered in a manner that is not racially or culturally discriminatory;
- Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced assessments, results of informal reading inventories, classroom observations);
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials;
- Be used for the purpose for which the assessment or measures are valid or reliable;
- Be provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer.

Figure 1.4 Evaluation Decision Process



Program Support and Monitoring, Arizona Dept. of Education
<http://www.azed.gov/special-education/program-support-monitoring/>

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student’s ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes, such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134–135).

Based on the student’s academic difficulties and characteristics and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed. Areas for assessment are provided in Figure 1.5.

Figure 1.5		
Academic Skills	Cognitive Process	Possible Additional Areas
<ul style="list-style-type: none"> <input type="checkbox"/> Letter knowledge (name and associated sound) <input type="checkbox"/> Reading words in isolation <input type="checkbox"/> Decoding unfamiliar words accurately <input type="checkbox"/> Reading fluency (both rate and accuracy are assessed) <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonological/phonemic awareness <input type="checkbox"/> Rapid naming of symbols or objects 	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Verbal expression <input type="checkbox"/> Written expression <input type="checkbox"/> Handwriting <input type="checkbox"/> Memory for letter or symbol sequences (orthographic processing) <input type="checkbox"/> Mathematical calculation/reasoning <input type="checkbox"/> Phonological memory <input type="checkbox"/> Verbal working memory <input type="checkbox"/> Processing speed

Although IDEA 2004 indicates that dyslexia is an example of a learning disability, the evaluation requirements for eligibility in 34 C.F.R. §300.309(a)(1) specifically designate the following areas for a learning disability in reading: basic reading skills, reading fluency skills, and/or reading comprehension.

If the student with dyslexia is found eligible for special education services in the area of reading and the multidisciplinary evaluation team (MET) determines that the student’s instructional needs for reading are most appropriately met in special education placement, the student’s individualized education program (IEP) must include appropriate reading instruction.

Appropriate reading instruction includes the components and delivery of instruction listed in section 2, “Essential Components of Reading Instruction.” If a student has previously met special education eligibility, the individualized education program (IEP) team should include goals that reflect the need for reading instruction in the IEP and determine the least restrictive environment for delivering the student’s reading intervention. For more information regarding the contents of the IEP, please visit the Arizona Promising Practices website at <http://www.azpromisingpractices.com/ContentsoftheIEP.pdf>.

Section 2:

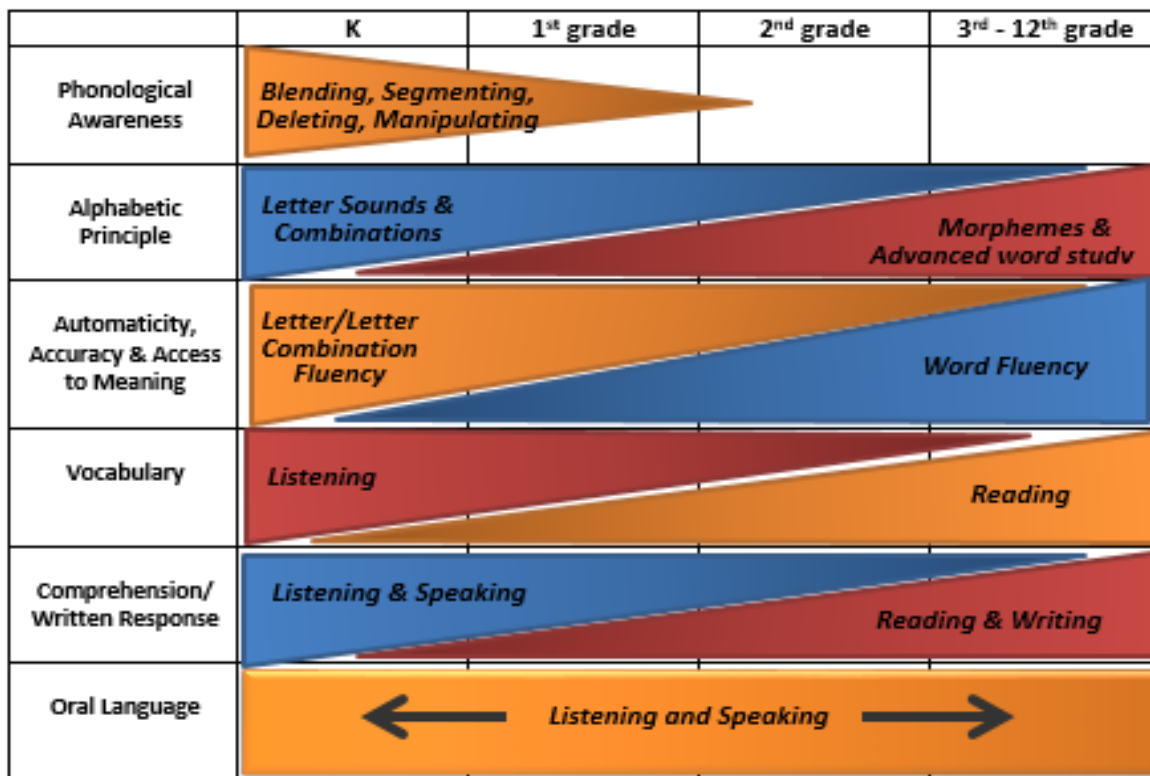
Essential Components of Reading Instruction

Section two of the handbook is provided to communicate to families and teachers the essential components of reading instruction that support all learners and to foster communication about how a child learns to read. This section outlines the components needed to support a strong core of instruction in the general education classroom (MTSS, Tier 1), including how the Arizona English Language Arts (ELA) Standards support the learning of all students and comprise specific strategies and techniques for students with specific learning disabilities—dyslexia. Students with dyslexia should first and foremost be given access to the general education curriculum.

It is imperative for all concerned to have deep understanding of reading and learning research and the best practices of instruction to support the needs of all learners. When families, general educators, and special education teachers have an understanding of what goes into strong core (Tier 1) instruction, along with the expectations of the ELA Standards, they can collaborate more effectively on the needs of students with specific learning disabilities—dyslexia when creating and implementing their IEPs.

Figure 2.1 Essential Components of Reading, K–12

Changing Emphasis of Big Ideas across K-12 literacy instruction



Core Reading Curriculum and Arizona ELA Standards

According to the Arizona Department of Education’s *Move On When Reading, Core Reading Program Guidance* document, in order to be effective when evaluating and delivering a core curriculum, the expected student outcomes must be clear. The Arizona English Language Arts Standards (adopted December 2016) provide a framework for understanding what skills and knowledge students will need to be successful in each grade level to be prepared for college, careers, and life.

The Arizona’s English Language Arts Standards, however, are just a roadmap for reading success. It is at the discretion of the teacher and school to determine how students will achieve reading success since the standards alone do not include how to teach these expectations. Through the flexibility of local control, it is the responsibility of each school or district to obtain curriculum that is appropriate for their student population to achieve mastery of the Arizona’s English Language Arts Standards. It is critical that any potential curriculum for reading is aligned with the expectations of the ELA standards for reading, writing, speaking, listening, and language. In this way, Arizona educators can ensure systematic development of a literacy knowledge base that will support and prepare learners for ongoing success.

Arizona Revised Statutes, at section 15-763 - *Plan for providing special education definition*, explains:

“Each child shall be ensured access to the general curriculum and an opportunity to meet the state’s academic standards.”

The first step to achieving this is a multi-tiered system of supports (MTSS) model. Students with specific learning disabilities and dyslexia who continue to struggle in accessing the general curriculum would benefit from additional supplemental interventions (MTSS, Tiers 2 and 3) **in addition to** any specially designed instruction the student is receiving as part of an IEP. As such, these interventions would not be included on the student’s IEP. Supplemental intervention would not be considered a substitute for special education services. However, any supplemental intervention delivered to an eligible student with disabilities must be consistent with the student’s IEP.

It is important to remember that the more time spent in Tiers 2 and 3, the less exposure the student has to the general education curriculum and the more potential the child has to slip further and further behind as time goes on. Thus, a sense of urgency is implicit and is addressed with the use of data (screeners, diagnostic assessments, progress monitoring, summative assessments) to inform intervention and the need for Tier 2 or Tier 3 support.

The chart in Figure 2.1 demonstrates the characteristics of a three-tiered model for MTSS. The far left column shows important elements to consider when planning for tiered instruction.

Figure 2.1 Multi-tiered System of Supports Instructional Plan

MTSS Instructional Plan For use by school administrators and teachers			
	Tier 1 Reading Class	Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
Learners	ALL students	Generally 20%–30% of students who need additional structured support (eventually, with correct instruction, 15%).	Generally, 5%–10% of students who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers 1 & 2.
Instructional leader	Regular classroom teacher	Highly qualified reading teacher, special education teacher, or specifically trained, supervised para-professional working under the guidance of the reading specialist.	Certified reading specialist, special education teacher trained in reading, or specifically trained, supervised paraprofessional working under the guidance of the reading specialist.
Time allocation	90 minutes daily minimum of grade-level standards-aligned reading instruction (<i>time for grammar, writing, and intervention instruction is additional</i>).	15–30 minutes of targeted reading instruction daily, to reinforce skills taught by the classroom teacher and in addition to the core reading program.	At least 30 minutes of more intensive, more explicit instruction designed to close the student skill gap.
Instructional components	Essential Components: <input type="checkbox"/> phonemic awareness <input type="checkbox"/> phonics <input type="checkbox"/> fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> comprehension Use a combination of narrative and expository text.	Essential Components: <input type="checkbox"/> phonemic awareness <input type="checkbox"/> phonics <input type="checkbox"/> fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> comprehension Instruction is based upon the student’s response to the intervention.	Essential Components: <input type="checkbox"/> phonemic awareness <input type="checkbox"/> phonics <input type="checkbox"/> fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> comprehension Intensive intervention is designed to address individual needs and is guided by assessment data from diagnostic and progress monitoring assessments.
Grouping structure	Flexible (whole group, small group, partners).	Small flexible homogeneous groups of three–six students per teacher (optimal).	Small homogeneous groups of three or fewer students per teacher (optimal).
Instructional program	Arizona standards-based grade-level instruction using evidence-based program materials with proven effectiveness. All instructional decisions are based on assessment.	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using evidence-based program materials and teaching strategies that have proven effective.	Explicit instruction at student’s performance level using evidence-based program materials and teaching strategies with proven effectiveness in teaching at-risk or reading-disabled students (intensity and duration) to close their achievement gap.
Align materials with state standards	Evaluate and align current materials and instruction with the grade-level expectations.	Evaluate intervention materials for explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading.

The Brain and Reading

In Figure 2.2, Gough and Tunmer (1986) proposed the “Simple View of Reading” to clarify the role of decoding, or correctly pronouncing written words, in relation to reading comprehension. The researchers expressed the need for educators to teach students to decode expertly as early as possible. When students can decode expertly, their reading comprehension abilities are equivalent to their language comprehension abilities. Students’ learning, and their skills in reading and language comprehension, is enhanced with strong content knowledge in many domains including science, social studies, math, reading, and writing. However, without mastery in decoding, no amount of language comprehension can increase a child’s reading comprehension.

Figure 2.2 The Simple View of Reading



With the mindset of “every student can succeed” and an understanding of how the brain learns to read, along with knowledge of best practices in reading instruction, educators can work collaboratively to address the needs of all students. If educators don’t provide struggling readers with targeted interventions, whether within the whole class, in a small group, or individually, those struggling students fall further and further behind as their peers make progress.

Educators must work collaboratively in teams, dig deep into data, be receptive to support from reading coaches and other administrators, and be methodical in planning, teaching, and assessing student progress in order to close the achievement gap for struggling readers. For more information about core reading programs, please refer to Figure 2.3, Features of Effective Reading Instruction, below and visit the Move On When Reading (MOWR) website at www.azed.gov/mowr for core reading guidance.

Figure 2.3 Features of Effective Reading Instruction

Features of Effective Reading Instruction	
Explicit	Explicit instruction with modeling
Systematic	Systematic instruction with scaffolding
Practice	Multiple opportunities for students to respond and practice
Assessment	Ongoing assessment (progress monitoring)
Feedback	Immediate corrective feedback

Vaughn Gross Center for Reading and Language Arts, 2007

“Although dyslexia affects individuals over the life span . . . , reading skills can be increased with the right early intervention and prevention programs.”

—Birsh, 2011

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in this chapter.

Specialized Instruction

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

Critical, Evidence-Based Components of Dyslexia Instruction:

- **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes” (Birsh, 2011, p. 19).
- **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). “Explicit phonics refers to an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).
- **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel-consonant-*e*, *r*-controlled, vowel pairs (or vowel teams), and consonant -*le* (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure” (Birsh, 2011, p. 19).
- **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.
- **Morphology**—“Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language” (Birsh, 2011, p. 19).
- **Syntax**—“Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language” (Birsh, 2011, p. 19).
- **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).
- **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension” (Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students

with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) suggest the following:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Both the teacher of students with dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Reading Instruction to Students with Dyslexia

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include all of the following:

- **Simultaneous, multisensory (VAKT)**—“Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2011, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).
- **Systematic and cumulative**—“Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2011, p. 19).
- **Explicit instruction**—“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides

guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).

- **Diagnostic teaching to automaticity**—“Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student’s retention and application of skills” (Birsh, 2011, p. 19). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).
- **Synthetic instruction**—“Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)” (Birsh, 2011, p. 19).
- **Analytic instruction**—“Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix)” (Birsh, 2011, p. 19).

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly structured, systematic, and explicit, and it lasts for sufficient duration. With regard to explicit instruction, Torgesen (2004) states, “Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own” (p. 353).

In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the knowledge of structured literacy, be trained in the program used, and ensure that the program is implemented with fidelity.

Research-Based Best Practices

The approach to teaching students with dyslexia is founded on research-based best practices.

- Gains in reading can be significant if students with reading problems are provided systematic, explicit, and intensive reading instruction of sufficient duration in phonemic awareness, phonics, fluency, vocabulary (e.g., the relationships between words and the relationships between word structure, origin, and meaning), reading comprehension strategies, and writing.
- A failure to learn to read impacts a person’s life significantly. The key to preventing this failure for students with dyslexia is early identification and early intervention.
- Instruction by a highly skilled and knowledgeable educator who has specific preparation in the remediation of dyslexia is necessary.

The following research reflects the essential components of specialized dyslexia instruction discussed in the previous bullets and may serve as additional sources of information for those working with students identified with dyslexia. The similarities between the state’s approach and the research are noted in bold. Unless otherwise indicated, the following pages contain excerpts from the resources cited.

1. Berninger and Wolf (2009, p. 49–50) state the following:

Until children are reading without effort, each reading lesson should consist of **teacher-directed, explicit, systematic instruction** in (1) phonological awareness; (2) applying phonics (alphabetic principle) and morphology to decoding; (3) applying background knowledge already learned to unfamiliar words or concepts in material to be read (activating prior knowledge); (4) both oral reading and silent reading, with appropriate instructional materials; (5) activities to develop oral reading fluency; and (6) reading comprehension.

Berninger, V. W., & Wolf, B. J. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.

2. Birsh (2011, p. 1) states the following:

Teachers need to undergo extensive **preparation in the disciplines inherent in literacy**, which include the following:

- Language development
- Phonology and phonemic awareness**
- Alphabetic knowledge
- Handwriting
- Decoding (reading)**
- Spelling (encoding)**
- Fluency**
- Vocabulary**
- Comprehension**
- Composition
- Testing and assessment
- Lesson planning
- Behavior management
- Study skills
- History of the English language
- Technology
- Needs of older struggling students

Birsh, J. R. (2011). *Connecting research and practice*. In J. R. Birsh, *Multisensory teaching of basic language skills* (3rd ed., pp. 1–24). Baltimore, MD: Paul H. Brookes Publishing.

3. Clark and Uhry (2004, pp. 89–92) state the following:

- Children with dyslexia need the following:
 - **Direct, intensive, and systematic** input from and interaction with the teacher
 - Immediate feedback from the teacher
 - Careful pacing of instruction
 - **Systematic** structured progression from the simple to the complex
- Other components of instruction include the following:
 - Learning to mastery
 - Multisensory instruction

Clark, D., & Uhry, J. (Eds.). (2004). *Dyslexia: Theory and practice of instruction* (3rd ed.). Austin, TX: Pro-Ed.

4. Henry (2010, p. 21) states the following:

By teaching the concepts inherent in the word origin and word structure model across a decoding-spelling continuum from the early grades through at least eighth grade, and by using technology when it serves to reinforce these concepts, teachers ensure that students have strategies to decode and spell most words in the English language. This framework and continuum readily organize a large body of information for teachers and their students. Not only do students gain a better understanding of English word structure, but they also become better readers and spellers.

Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

5. Mather and Wendling (2012, p. 171) state the following:

Individuals with dyslexia need to

- understand how phonemes (sounds) are represented with graphemes (letters);
- learn how to blend and segment phonemes to pronounce and spell words;
- learn how to break words into smaller units, such as syllables, to make them easier to pronounce;
- learn to recognize and spell common orthographic graphic patterns (e.g., *-tion*);
- learn how to read and spell words with irregular elements (e.g., *ocean*); and
- spend time engaged in meaningful reading and writing activities.

Mather, N. M., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons.

6. Moats (1999, pp. 7–8) states that

Well designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction:

- direct teaching** of decoding, comprehension, and literature appreciation;
- phoneme awareness** instruction;
- systematic and explicit instruction** in the code system of written English;
- daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- vocabulary** instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- comprehension** strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- frequent **writing** of prose to enable a deeper understanding of what is read.

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Item No. 39-0372). Washington, DC: American Federation of Teachers.

7. The National Reading Panel's (2000) Report of the National Reading Panel highlights the following:

Emphasis is placed on the importance of identifying early which children are at risk for reading failure and intervening quickly to help them.

How reading is taught matters—reading instruction is most effective when it is taught comprehensively, systematically, and explicitly.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

8. Shaywitz (2005, pp. 257–262) outlines the following essentials for a successful reading intervention and effective early intervention program:

Essentials of a successful reading intervention include the following:

- Early intervention**—The best intervention begins in kindergarten with remediation beginning in first grade.
- Intense instruction**—Reading instruction must be delivered with great intensity. Optimally, a child who is struggling to read should be given instruction in a group of

three and no larger than four students, and the child should receive this specialized reading instruction at least four, and preferably five, days a week.

- **High-quality instruction**—High-quality instruction is provided by a highly qualified teacher. Recent studies highlight the difference that a teacher can make in the overall success or failure of a reading program.
- **Sufficient duration**—One of the most common errors in teaching a student with dyslexia to read is to withdraw prematurely the instruction that seems to be working. A child who is reading accurately but not fluently at grade level still requires intensive reading instruction.

Essentials of an effective **early intervention** program include the following:

- Systematic and direct instruction in the following:
 - Phonemic awareness—noticing, identifying, and manipulating the sounds of spoken language
 - Phonics—how letters and letter groups represent the sounds [of] spoken language
 - Sounding out words (decoding)
 - Spelling
 - Reading sight words
 - Vocabulary and concepts
 - Reading comprehension strategies
- Practice in applying the above skills in reading and in writing
 - Fluency training
 - Enriched language experiences: listening to, talking about, and telling stories

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York, NY: Alfred A. Knopf.

9. Torgesen (2004, p. 376) states the following:

The first implication for practice and educational policy is that schools must work to provide **preventive interventions** to eliminate the enormous reading practice deficits that result from prolonged reading failure. The second implication is that schools must find a way to provide interventions for older children with reading disabilities that are appropriately focused and sufficiently intensive.

Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle, & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 355–382). Baltimore, MD: Paul H. Brookes Publishing.

10. Vaughn and Linan-Thompson (2003, pp. 299–320) state the following:

- Mounting evidence suggests that most students with reading problems can make significant gains in reading if provided **systematic, explicit, and intensive** reading instruction based on critical elements associated with improved reading such as **phonemic awareness, phonics, fluency in word recognition and text reading, and comprehension.**
- There were no statistically significant differences between students receiving intervention instruction in a teacher-to-student ratio of 1:1 or 1:3 though both groups outperformed students in a 1:10 teacher to student ratio.
- Student progress determined the length of intervention.

Vaughn, S., & Linan-Thompson, S. (2003). Group size and time allotted to intervention. In B. Foorman (Ed.), *Preventing and remediating reading difficulties* (pp. 275–320). Parkton, MD: York Press.

11. The International Dyslexia Association (2009, pp. 1–2) states the following:

Professional practitioners, including **teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties.** Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of specific programs.

The International Dyslexia Association. (2009, March). *Position statement: Dyslexia treatment programs.* Retrieved from http://www.ncsip.org/reading/IDA_Position_Statement_Dyslexia_Treatment_Programs_template.pdf

12. The International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading provides standards for teachers of students with dyslexia.

The International Dyslexia Association. (2010). *Knowledge and practice standards for teachers of reading.* Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>

Supporting Students with a Specific Learning Disability and Dyslexia in Accessing the General Education Curriculum

Students with specific learning disabilities and dyslexia are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their ability to access the general education curriculum. Therefore, how the standards are taught and assessed is important in reaching this diverse group. Instruction should incorporate modifications and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum with differentiated instruction.

- An IEP which includes annual grade-level academic goals aligned to the curriculum to facilitate achievement of those goals.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

For students with specific learning disability and dyslexia to be successful in the general curriculum, they may need additional supports and services, such as:

- Instruction should be based on detailed and frequent assessment. Individual student's specific strengths and weaknesses in phonological awareness, decoding, encoding, fluency, and comprehension must be evaluated and used to guide diagnostic teaching. Information should be presented in multiple ways and allow for diverse avenues of action and expression (multisensory learning) to facilitate effective student engagement.
- Instruction should be systematic and cumulative. Material should be taught in an organized sequence beginning with the simplest and proceeding to the most complex. One finding of the National Reading Panel was that students with reading disabilities responded best to systematic phonics programs.
- Changing materials, instruction, or procedures; extending time, providing frequent practice and repetition; and using flexible groups are supports that should be considered for some students.
- Devices (assistive technology) and services should be provided to ensure a student's access to the general education curriculum and ELA Standards.

Section 3: Additional Resources

Section three of this dyslexia handbook begins with accommodations and modifications to be used in classrooms as an aid in helping students to access the curriculum. The second topic covers assistive technology, and this section ends with a list of references and additional web links for more information.

Accommodations / Modifications

Some students with specific learning disabilities and dyslexia may need accommodations or modifications in order to have equal access to and participate in the general curriculum with success. It is important to realize that accommodations are not just for students with disabilities, but for all students to access curriculum so that they are successful in school. Educators have a duty to use data and best practices to determine the needs of all students. Accommodations are a way for teachers to incorporate instructional strategies so that students have equal access to learning.

Changes made in materials, actions, or instructional strategies that enable a student with disabilities to participate more meaningfully in grade-level or course-level classroom instruction are considered accommodations. Accommodations occur in instructional activities when educators incorporate individualized strategies to meet the learning needs of a student.

http://www.raisingpecialkids.org/media/uploaded/i/0e1834167_iepossibleclassroomaccommodationsforspecificdifficulties.pdf

Some ideas for changes in textbooks and curriculum, the classroom environment, instruction and assignments, and possible behavior expectations that may be helpful when educating students with specific learning disabilities—dyslexia are below. When reviewing these ideas, keep in mind that any accommodations or modifications an IEP team chooses must be based on the individual needs of the student, and the child’s accommodations and modifications must be provided, if they are included in the child’s IEP. The list that follows is not an exhaustive list.

Books:

- Provide alternative books with similar concepts, but written at an easier reading level.
- Provide audiotapes of textbooks and have the student follow the text while listening.
- Provide summaries of chapters.
- Provide interest reading material at or slightly above the student’s comfortable reading level.
- Use peer readers.
- Use markers to highlight important textbook sections.

Curriculum:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Give alternatives to long written reports (e.g., write several short reports, preview new audiovisual materials and write a short review, give an oral report on an assigned topic).

Classroom Environment:

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.

Instruction and Assignment Directions:

- Use both oral and printed directions.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

Time/Transitions:

- Alert student several minutes before a transition from one activity to another is planned; give several reminders.
- Provide additional time to complete a task.
- Allow extra time to turn in homework without penalty.
- Provide assistance when moving about the building.

Tests:

- Go over directions orally.
- Teach the student how to take tests (e.g., how to review, how to plan time for each section).
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.

Americans with Disabilities Act (ADA) guidelines for 2016 for school and work can be found at <http://www.dyslexicadvantage.org/dyslexia-and-accommodations-new-ada-guidelines-2016-for-school-and-work/>.

Testing Accommodations on the AzMERIT: http://azmeritportal.org/wp-content/uploads/2015/02/AzMERIT-Testing-Accommodations-2015_rev-Feb-2015.pdf

Assistive Technology for Students with Dyslexia and Other Print Disabilities

IEP teams are required, under IDEA, to consider whether a student with a disability requires assistive technology in order to receive a free and appropriate public education, *regardless of the type or severity of the student's disability*.

When a student cannot read a textbook because he or she is blind or has low vision, IEP teams are quick to recognize the need for assistive technology. When a student cannot read a textbook because an orthopedic impairment prevents him or her from physically holding a book or turning the pages, IEP teams are quick to recognize the need for assistive technology. When a student cannot read a textbook because of a specific learning disability with dyslexia, it may not be as readily apparent to IEP teams that these students too can benefit from assistive technology.

Although people typically think of AT as being devices and equipment only, IDEA defines school-based assistive technology in terms of both devices *and* services. IDEA defines an ***assistive technology device*** as:

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. (The term does not include a medical device that is surgically implanted, or the replacement of such device.)

Broadly speaking, AT devices can be almost anything a school makes, buys, or customizes that helps a student with a disability learn, communicate, or function better in the classroom. AT devices may involve a low-tech system constructed from items purchased at a local hardware store or a high-tech customized computer and software system costing thousands of dollars.

IDEA defines an ***assistive technology service*** as:

Any service that directly assists a child with a disability in the selection, acquisition, and use of an assistive technology device.

In general, AT services are any services required to help a student get and learn to use the assistive technology devices needed. AT services may include training not only for the student but also for general educators, special educators, other staff members, and parents.

IEP teams should consider the student (S), the environment (E), and the task (T) in order to determine which AT tools (T) should be tried. This process is known as the SETT model. There are other frameworks for considering AT, but the SETT model is the most widely used in school settings. Free online resources for schools and parents interested in learning more about the SETT model and reading include the following resources:

- ATTO's Free SETT Model Internet Module
- Assistive Technology Internet Modules
- Assessing Student Need for Assistive Technology
- Maryland AT Matchup for Reading

Some students with dyslexia may find it easier to read when the spacing between lines, between words, or even between the characters within words is increased. There are some easy, free ways to change these parameters, including the following:

- Use the formatting features to change spacing in Word and Google docs.
- Use Chrome extensions such as Readability and AT Bar to change spacing on webpages.
- Use *Settings* when reading on mobile devices such as smart phones or tablets to change spacing.

For students who struggle with reading decoding, assistive technology can help them bypass this barrier by allowing them to listen to text instead of (or in addition to) reading it. This type of assistive technology includes these resources:

- Audio Books** – recorded books that are narrated by human readers. Audio books do not display text. Sources for audio books include Learning Ally (eligibility requirements), Audible.com (no eligibility requirements), amazon.com (no eligibility requirements), freeclassicaudiobooks.com (no eligibility requirements) and your local public library (no eligibility requirements).
- Text-Synched Audio Books** – audiobooks that are read aloud by the computer’s voice while the words that are being spoken are highlighted. This is sometimes referred to as “multi-sensory reading.” Tools that allow for this feature include these:
 - Bookshare
 - Voice Dream Reader iOS app
- E-books** are electronic versions of printed books displayed on a computer or handheld device designed specifically for this purpose. Some, but not all, e-books may be read aloud by a computerized (synthesized) voice.
- Freeware** that will read text from Word docs and PDFs aloud, such as Balabolka.
- iOS and Android OCR and text-to-speech apps** that will read text aloud, such as Prizmo, TextGrabber, Voice Dream Reader

Students are also often expected to read information from the Internet independently. There are a number of assistive technology tools that will read text from webpages aloud. These include:

- Chrome extensions such as SpeakIt
- Snap&Read Universal Chrome extension
- Read & Write Gold Chrome extension

It’s important to note that not all students with dyslexia will benefit from listening to grade-level text. Processing issues and vocabulary deficits make it difficult for some students to understand grade-level text, even when they are listening to it. Assessments such as the Protocol for Accommodations in Reading can help IEP teams make data-based reading accommodation

recommendations for students.

Students with dyslexia may also have deficits in vocabulary. Assistive technology tools that either decrease the complexity of the text or define words in accessible ways include:

- Snap&Read Universal software and app with text leveling
- Rewordify.com website
- Text Compactor website
- NewsELA website
- Dictionary.com website with synonym complexity slider
- Crack the Books digital textbooks that present science content at five reading levels
- Simple Wikipedia

Assistive Technology Available to Families

All district, charter, and approved private day schools may use the Arizona Department of Education’s Assistive Technology Lending Library, free of charge. The Lending Library will ship AT tools and resources, at no charge, to schools to try for free for one month. You can search—the inventory to find AT tools in the library that may support students with dyslexia; these include iPads with specific apps, laptops with specific software, note-taking apps, smart pens, and much more.

Parents can use Arizona Technology Access Program’s federally funded, free AT Demonstration and Loan Program. Parents can borrow AT devices for up to two weeks or arrange for a face-to-face consultation or demonstration of an AT item at the program’s office, located in central Phoenix, contact AzTAP at (602) 728-9534, or send an email to askAzTAP@nau.edu.

It can be very helpful for schools to check out an item from ADE’s lending library at the same time that parents check out the identical item from AzTAP. This allows the IEP team to collect and analyze data from classroom work and homework using the AT being trialed.

AT tools included in this document do not represent an exhaustive list. The Arizona Department of Education neither recommends nor endorses any device or system. Each IEP team must make individualized data-driven recommendations for their students’ accommodations for reading.

Additional Assistive Technology Resources

Az-Tech (Arizona Department of Education): <http://www.azed.gov/special-education/special-projects/assistive-technology/>.

Az-Tech's AT Consideration Guide (Includes a list of potential assistive technology tools and strategies specific to reading, writing, and spelling): Available at <http://www.azed.gov/special-education/special-projects/assistive-technology/>

International Dyslexia Association Assistive Technology for Dyslexic Students & Adults: <http://www.idaga.org/Downloads/AssistiveTechnologyForDyslexicStudents.pdf>.

Reading Rockets. Assistive Technology for Kids with Learning Disabilities: <http://www.readingrockets.org/article/assistive-technology-kids-learning-disabilities-overview>.

Understood.org Assistive Technology for Reading: <https://www.understood.org/en/school-learning/assistive-technology>.

Appendix A: Arizona Resources

Arizona Department of Education Professional Learning:

Exceptional Student Services: <http://www.azed.gov/special-education/>

K–12 Standards: <http://www.azed.gov/standards-practices/>

Office English Language Acquisition (OELAS): <http://www.azed.gov/oelas/>

Arizona Department of Education Webpages:

Arizona College and Career Ready Standards ELA: <http://www.azed.gov/standards-practices/englishlanguageartsstandards/>

Arizona Promising Practices: www.azpromisingpractices.com

Arizona State Literacy Plan: <https://www.azed.gov/standards-practices/files/2015/07/k12-az-literacy-plan-revised-by-jessica-l.pdf>

The Assessment Continuum Guide for Pre-K through Third Grade in Arizona: <http://www.azed.gov/early-childhood/files/2016/04/assessment-continuum-guide-2016.pdf>

AZ Find: <http://www.azed.gov/special-education/az-find/>

AzMERIT Testing Conditions, Tools, and Accommodations Guidance: <https://www.azed.gov/assessment/files/2016/03/azmerit-testing-conditions-tools-and-accommodations-2016.pdf>.

Developing a Thriving Reader Webinar: <https://cms.azed.gov/home/GetDocumentFile?id=553835aaaadebe0c6033e78a>.

Early Childhood: <http://www.azed.gov/early-childhood/preschool/preschool-programs/ecse/>

Early Literacy to Support Move On When Reading (MOWR): <http://www.azed.gov/early-childhood/early-literacy-to-support-move-on-when-reading-mowr/>

Exceptional Student Services: <http://www.azed.gov/special-education/>

Help for Early Learning Professionals: <http://www.azed.gov/early-childhood/files/2013/02/new-help-2013-final.pdf>

Preschool Development Grant Manual: <http://www.azed.gov/early-childhood/files/2015/05/pdg-guidance-manual-5.11.2015-final.pdf>

K–12 Standards: <http://www.azed.gov/standards-practices/>

The Kindergarten Experience: Kindergarten Development Inventory (KDI):
<http://www.azed.gov/early-childhood/the-kindergarten-developmental-inventory-kdi-the-kindergarten-experience/>

Move On When Reading: <http://www.azed.gov/mowr/>

Multi-Tiered System of Supports: <http://www.azed.gov/mtss/>

Online Resources for Accessible Educational Materials:
<http://www.azed.gov/special-education/special-projects/accessible/>

Shining Stars Kindergarteners Learn to Read: <http://www.azed.gov/early-childhood/files/2015/04/ed002550p.pdf>

Shining Stars Toddlers Learning to Read: <http://www.azed.gov/early-childhood/files/2015/04/ed002621p.pdf>

Shining Stars Preschoolers Learn to Read: <http://www.azed.gov/early-childhood/files/2015/04/shiningstarspreschool.pdf>

Shining Stars First Graders Learn to Read: http://www.azed.gov/early-childhood/files/2015/04/shining_stars_first_grader.pdf

Shining Stars Second and Third Graders Learn to Read: <http://www.azed.gov/early-childhood/files/2015/04/ed002552p.pdf>

Read On Arizona Resources:

Building Blocks, Developing a Thriving Reader: <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-bb-chart.pdf>

Continuum, Developing a Thriving Reader: <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf>

Developing Thriving Readers from Early Years: A Continuum of Effective Literacy Practices: Available at <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-project-web.pdf>.

Early Literacy Guide for Families: <http://readonarizona.org/wp-content/uploads/2016/06/Read-On-Arizona-Early-Literacy-Guide-06-2016f.pdf>

Appendix B: Legislation

Arizona Revised Statutes (A.R.S.)

A.R.S §15-761: <http://www.azleg.state.az.us/ars/15/00761.html>

A.R.S. §15-701 Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition: <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00701.htm&Title=15&DocType=ARS>

A.R.S. §15-211 amending section 15-211, Arizona Revised Statutes; K-3 reading program: <http://www.azleg.gov/legtext/52leg/2r/bills/hb2653h.pdf>

A.R.S. §15-704 Move on When Reading Proficiency Definitions: <http://www.azleg.state.az.us/FormatDocument.asp?inDoc=/ars/15/00704.htm&Title=15&DocType=ARS>

Schools: Reading Assistance: Dyslexic Pupils: <http://www.azleg.gov/legtext/52leg/1r/bills/sb1461p.pdf>

Individuals with Disabilities Education Act (IDEA) 2004

IDEA—Regulations: Early Intervening Services: http://www.ideapartnership.org/index.php?option=com_content&view=article&id=842&oseppage=1

IDEA—Regulations Part C: <http://idea.ed.gov/part-c/downloads/IDEA-Regulations.pdf>

Requirements for a Statewide System: <https://sites.ed.gov/idea/regs/c/b/303.110>

IDEA—Regulations Part B: <https://www2.ed.gov/policy/speced/reg/idea/part-b/idea-part-b-nprm.pdf>

Appendix C: References & Additional Web Links

- Adolescents and Adults with Dyslexia Fact Sheet, International Dyslexia Association (IDA):
<https://dyslexiaida.org/adolescents-and-adults-with-dyslexia-fact-sheet/>
- AEM Navigator: <http://aem.cast.org/navigating/aemnavigator.html#.V8hvVvkrLhc>
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Arlington, VA: American Psychiatric Publishing.
- Bridging the Divide Between Medical and Educational Definitions:
<http://ldnavigator.nclld.org/wpcontent/uploads/2013/05/LDDEFINEDBridgingtheDivideLDNnavigator.pdf>
- Carreker, S. (2008, September). *Is my child dyslexic?* The International Dyslexia Association. Retrieved from www.interdys.org.
- Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. John Wiley & Sons.
- Mather, N. & Wendling B. J. (2012). *The essentials of dyslexia assessment and intervention (vol. 89)* John Wiley & Sons.
- Moats, L. (2015). How spelling supports reading: And why it is more regular and predictable than you may think. http://www.ldonline.org/article/How_Spelling_Supports_Reading.
- Moats, L., Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2016). *Knowledge and practice standards for teachers of reading*. The Center for Effective Reading Instruction. Available at <http://effectread.wpengine.com/wp-content/uploads/2016/02/KPS.pdf>.
- Moats, L. C. & Daken, K. E. (2007). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association.
- National Center on Accessible Educational Materials: <http://aem.cast.org/>
- National Center for Learning Disabilities: Available at <http://ld.org/>
- The National Center for Learning Disabilities. (2014). *The state of learning disabilities: Facts, trends and emerging issues (Third ed.)*. <http://ampiper.soc.northwestern.edu/NCLD-2014-State-of-LD.pdf>.
- National Reading Panel Report:
<https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>.
- Olson, R.K., Keenan, J.M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? *Scientific Studies of Reading*, 18(1), 38–54.

OSEP Policy Documents Regarding the Education of Infants, Toddlers, Children and Youth with Disabilities: <http://www2.ed.gov/policy/speced/guid/idea/letters/revpolicy/tpvrlrv1.html>.

Possible Classroom Accommodations for Specific Disabilities: Adapted from: How to get the best education for your chronically or seriously ill child. Phoenix Children's Hospital: http://www.raisingpecialkids.org/media/uploaded/i/0e1834167_ieppossibleclassroomaccommodationsforspecificdifficulties.pdf

Raising Special Kids: Available at <http://www.raisingpecialkids.org/>.

Reading Rockets: Available at www.readingrockets.org.

Reading Rockets. Assistive technology for kids with learning disabilities: An overview: Available at <http://www.readingrockets.org/article/assistive-technology-kids-learning-disabilities-overview>

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York, NY: Alfred A. Knopf.

Tunmer, W., & Greaney, K. (2010). Defining dyslexia. *Journal of Learning Disabilities*, 43(3), 229–243.

Understood for Learning and Attention Issues: <http://www.understood.org>

Universal Design for Learning: Available at <http://www.udlcenter.org>

University of Oregon Center on Teaching and Learning. Big ideas in beginning reading: Available at <http://reading.uoregon.edu/>

EXECUTIVE SUMMARY

Issue: Consideration to Approve Additional Monies for Teacher Compensation for the Fiscal Year 2017-2018 Relating to A.R.S. §15-952 and §15-537

Action/Discussion Item

Information Item

Background and Discussion

This request for approval for the LEA listed below is the result of inadvertently not adding them to the June approval board meeting.

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) 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 as prescribed in A.R.S. §15-537”.

To provide this evidence to the State Board, the Arizona Department of Education (ADE) asked districts requesting continuing approval to submit Statements of Assurance attesting the conditions of A.R.S. §15-952 and §15-537.

The district listed below has 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 2017-2018 relating to A.R.S. §15-952 and §15-537 and grant approval to the local governing boards seeking continuous approval for 2017-2018 as listed below.

ID	CTDS	County	Name
8326	21-10-01-000	Maricopa	AZ Dept. of Juvenile Corrections

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent – Title II and Certification

EXECUTIVE SUMMARY

Issue: Approval of a Student Teaching Intern Written Supervision Plan pursuant to Board rule R7-2-614(K) for Arizona Christian University, University of Arizona South and University of Phoenix.
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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. At the January 23, 2017 Board meeting, the Board adopted an amendment to R7-2-614, creating a student teaching intern certificate.

R7-2-614(K) requires approval by the Board of a written supervision plan from the educator preparation provider. The submitted plans include verification of the education preparation provider's roles and responsibilities for the program supervisor, verification that onsite mentorship and induction will be provided by the Local Education Agency (LEA), and are consistent with plans previously approved by the Board.

Fiscal impact: None

Recommendation to the Board

That the Board approve the written supervision plans submitted by Arizona Christian University, University of Arizona South and University of Phoenix for the Student Teaching Intern Certificate.

Contact Information:

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



Arizona Christian University Student Teaching Intern Supervision Plan

This collaborative training agreement is between:

Name of Local Education Agency (LEA): _____

Address: _____

Phone number: _____

Name of Principal/Superintendent/Designated Administrator: _____

AND:

Name of Board Approved Educator Preparation Program: Bachelor of Education Arizona Christian University

Address: 2625 E. Cactus Road, Phoenix, AZ 85032

Phone number: (602) 489-5300

Name of Program Director: Dr. Linnea Lyding

FOR:

Name of Student Teaching Intern: _____

Address of Student Teaching Intern: _____

Email Address of Student Teaching Intern: _____

This Supervision Plan is between the Local Educational Agency (LEA) and the Educator Preparation Program (Program) and is in accordance with A.A.C. R7-2-614 Other Teaching Certificates approved by the Arizona Board of Education. The establishment of the plan is for the purpose of defining the nature and scope of a planned organized Student Teaching Intern (Intern) experience designed to facilitate the development of the Student Teaching Intern skills and competencies in the provision of high quality teaching consistent with applicable legal, ethical and professional standards. This plan will also specify the duties and responsibilities of the Supervising Practitioner identified by the LEA and the Program Supervisor assigned by the Intern's IHE Program.

ESTABLISHING THE STUDENT TEACHING INTERN PLACEMENT:

1. The Designated Administrator (i.e., superintendent, principal or head) of the LEA agree that all aspects of this student teaching intern experience will be carried out in accordance with all requirements of the A.A.C. R7-2-614 Other Teaching Certificates, and all other applicable statutes and rules.
2. The LEA will establish a Supervising Practitioner for this internship experience subject to approval by the Program.

3. The LEA will communicate specifically with the Education Department Chair or Designee regarding the experience that will be provided for the Student Teaching Intern.
4. Through a mutually agreed upon decision between the LEA and the Educator Preparation Program, the Student Teaching Intern who does not fulfill the requirements of the Internship may be eligible to complete the student teaching capstone experience through traditional student teaching experience as defined by the respective Educator Preparation Program and by A.A.C. R7-2-614.
5. The Educator Preparation Program (EPP) will indicate the professional development required of the Supervising Practitioner of the Student Teaching Intern. This professional development may be offered in partnership with the LEA and/or other appropriate entities qualified to provide professional development.
6. Compensation for the Supervising Practitioner for the additional responsibilities related to the supervision of a Student Teaching Intern should be covered by the LEA and must be prearranged in writing with the duties and expectations clearly outlined in the agreement. Payment for supervision will be set according to the length of the required experience.

RESPONSIBILITIES OF THE EPP

Student Teaching Intern will:

1. Complete an orientation facilitated by the EPP, upon obtaining the Student Teaching Intern Certificate.
2. Be assessed formally by the University Program Supervisor using the established processes determined by the program for student teaching experiences.
3. Be deemed to have completed the required coursework and syllabus requirement for student teaching experiences as stated in the EPP Student Teaching Handbook.
4. Not be responsible for extra duties (e.g. coaching, substituting, monitoring, extensive committee responsibilities and other additional assignments). If a situation warrants extra duties, the University Program Supervisor must be informed prior to confirmation, whenever possible, of the duties assigned.

University Program Supervisor will:

1. Collaborate with the LEA Supervising Practitioner and the Student Teaching Intern, and provide a report of these evaluations to the LEA Supervising Practitioner, Education Department Chair, and the Student Teaching Intern.
2. Review logs and other forms to ensure that adequate supervision and mentorship is being provided to the Student Teaching Intern.
3. Complete in-class observation/evaluation meetings consistent with program expectations with the Student Teaching Intern and Supervising Practitioner.
4. Complete all required forms established by the EPP.
5. Provide information regarding professional development training experiences and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
6. Cease responsibility for the student teaching intern once all programmatic requirements have been met.

LOCAL EDUCATION AGENCY (LEA)

Qualifications of LEA Supervising Practitioner:

1. Must be located in the same school building as the Student Teaching Intern.
2. Shall meet the Standards for Arizona Teachers and have experience with a variety of teaching strategies.
3. Shall have a minimum of three (3) years of teaching experience and must be appropriately certified, and have the content knowledge and training, in the areas of emphasis in which the Student Teaching Intern is being placed.
4. Shall have completed the EPP required training in supervision within the last three (3) years, and provide a copy of the certification of completion.

Responsibilities of the LEA Supervising Practitioner:

The Supervising Practitioner will:

1. As per A.A.C. R7-2-614, provide onsite mentorship and support to the Student Teaching Intern.
2. Collaborate with the University Program Supervisor and Student Teaching Intern, and provide regular feedback of the Student Teaching Intern's instruction, professional performance, and abilities, as well as help the Student Teaching Intern reflect upon strengths and areas that need improvement.
3. Have a minimum of one (1) meeting per week with the Student Teaching Intern at a prearranged time for a minimum of 60 minutes or the equivalent of a class period to provide formative feedback, reflect on the week and plan. Additional hours of mentorship will be provided when necessary to ensure the adequate quality of the internship experience. These meetings will be documented by the Supervising Practitioner and the Student and reviewed by the University Program Supervisor to ensure minimum requirements are met.
4. Conduct informal class observations as frequently as possible but at a minimum at least once every two weeks during the internship experience and provide feedback within 48 hours. Observation forms and notes will be reviewed by the Program Supervisor or Designee to ensure minimum requirements are met.
5. Participate in an agreed upon number of supervision and evaluation meetings with the Student Teaching Intern along with the University Program Supervisor. During the weeks these meetings occur, they can take the place of the weekly supervision meeting as described in #4.
6. Complete required forms established by the EPP.
7. Provide information regarding professional development training experiences, additional coaching and observation opportunities as needed, and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
8. Agree to participate in one or more training experience provided by the EPP.

This plan will be signed by all parties concerned including the Designated Administrator, Supervising Practitioner, and Program Director or identified parties responsible for executing this agreement. Amendments to this plan will be made upon approval of all parties that have signed and agreed to this plan. A copy of the plan will be provided to the Student Teaching Intern.

Name of Designated Administrator

Signature

Date

Name of Program Director

Signature

Date

Name of Supervising Practitioner

Signature

Date



1140 N. Colombo Ave.
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June 29, 2017

Arizona State Board of Education
1700 W. Washington Street
Phoenix, AZ 85017

Dear Arizona State Board of Education Members:

The University of Arizona South is pleased to submit for Board approval, a Student Teaching Intern Written Supervision Plan as per R7-2-614(K) for the B.S. in Elementary Education and M.Ed. in Secondary Education programs. In an effort to ensure consistency of practice for all state approved educator preparation programs leading to certification, this plan was modeled after the approved programs submitted by Northern Arizona University, the University of Arizona, Grand Canyon University, Arizona State University, and Rio Salado Community College.

The attached supervision plan outlines the roles and responsibilities for the two educator preparation programs and partners, including the program supervisor, supervising practitioner, and local education agency (LEA). The plan includes verification that onsite mentorship and induction will be provided by the LEA.

It is our belief that this supervision plan will provide the necessary support to ensure successful completion of the capstone experience without compromising rigor. Additionally, this model will ensure that classroom student learning is not compromised but instead enhanced through a supportive model of mentorship and professional growth opportunity.

Thank you for your consideration of this request to approve the Student Teaching Intern Written Supervision Plan. The University of Arizona South is committed to developing high quality, first year ready teachers to help meet the needs of our schools and provide a quality education for all students in Arizona.

Sincerely,

A handwritten signature in black ink, appearing to read 'Laurie Seder'.

Dr. Laurie Seder

Director, Elementary and Early Childhood Programs

A handwritten signature in black ink, appearing to read 'Etta Kralovec'.

Dr. Etta Kralovec

Director, M.Ed. in Secondary Education Program



Student Teaching Intern Written Supervision Plan

This collaborative training agreement is between:

Name of Local Education Agency (LEA): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Name of Principal/Superintendent/Designated Administrator: [Click here to enter text.](#)

AND:

Name of Board Approved Educator Preparation Program: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Phone Number: [Click here to enter text.](#)

Name of Program Director: [Click here to enter text.](#)

FOR:

Name of Student Teaching Intern: [Click here to enter text.](#)

Address of Student Teaching Intern: [Click here to enter text.](#)

Phone Number of Student Teaching Intern: [Click here to enter text.](#)

Email Address of Student Teaching Intern: [Click here to enter text.](#)

This Written Supervision Plan is between the Local Educational Agency (LEA) and the Educator Preparation Program (Program) and is in accordance with A.A.C. R7-2-614 Other Teaching Certificate approved by the Arizona Board of Education. The establishment of the plan is for the purpose of defining the nature and scope of a planned organized Student Teaching Intern (Intern) experience designed to facilitate the development of the Student Teaching Intern skills and competencies in the provision of high quality teaching consistent with applicable legal, ethical and professional standards. This plan will also specify the duties and responsibilities of the Supervising Practitioner identified by the LEA and the Supervisor assigned by the Intern's Program.

Establishing the Student Teaching Intern Placement:

1. The Designated Administrator (i.e., superintendent, principal or head) of the LEA agree that all aspects of this student teaching intern experience will be carried out in accordance with all requirements of the A.A.C. R7-2-614 Other Teaching Certificates, and all other applicable statutes and rules.
2. The LEA will establish a Supervising Practitioner for this internship experience subject to approval by the Program.
3. The LEA will communicate directly with the Director of the Educator Preparation Program or Designee regarding the experience that will be provided for the Student Teaching Intern.

4. Through a mutually agreed upon decision between the LEA and the Educator Preparation Program, the Student Teaching Intern who does not fulfill the requirements of the internship may be eligible to complete the student teaching capstone experience through traditional student teaching experience as defined by the respective Educator Preparation Program and by A.A.C R7-2-604.
5. The Educator Preparation Program (EPP) will indicate the professional development required of the Supervising Practitioner of the Student Teaching Intern. This professional development may be offered in partnership with the LEA and or other appropriate entities qualified to provide professional development.
6. Compensation for the Supervising Practitioner for the additional responsibilities related to the supervision of a Student Teaching Intern should be covered by the LEA and must be prearranged in writing with the duties and expectations clearly outlined in the agreement.

Responsibilities of the Educator Preparation Program Supervisor (Program Supervisor):

1. The Student Teaching Intern will complete an orientation facilitated by the EPP, upon obtaining the Student Teaching Intern Certificate.
2. The Student Teaching Intern will be assessed formally by the Program Supervisor using the established processes determined by the program for student teaching experiences.
3. Program Supervisors will collaborate with the LEA Supervising Practitioner and the Student Teaching Intern, and provide a report of these evaluations to the LEA Supervising Practitioner and the Student Teaching Intern.
4. Program Supervisors will review logs and other forms to ensure that adequate supervision and mentorship is being provided to the Student Teaching Intern.
5. The Student Teaching Intern will be deemed to have completed the experience upon meeting the Educator Preparation Program catalog and syllabus requirements for student teaching experiences.
6. Site and program expectations will be established in conjunction with the LEA Supervising Practitioner and the Program Supervisor.
7. Normally, the Student Teaching Intern should not be responsible for extra duties (e.g., coaching, substituting, monitoring, extensive committee responsibilities and other additional assignments).
8. The Program Supervisor will complete in-class observation/evaluation meetings consistent with program expectations with the Student Teaching Intern and Supervising Practitioner.
9. The Program Supervisor and the Supervising Practitioner will participate in an agreed upon number of supervision and evaluation meetings with the Student Teaching Intern.
10. The Program Supervisor will complete required forms established by the Program.
11. The Program Supervisor will provide information regarding professional development training experiences and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
12. Upon meeting programmatic requirements, the responsibility of the Program Supervisor ceases.

Qualifications of the Local Education Agency (LEA) Supervising Practitioner:

1. The Supervising Practitioner will be located in the same school building as the Student Teaching Intern.
2. The Supervising Practitioner shall meet the Standards for Arizona Teachers and have the experience with a variety of teaching strategies.
3. The Supervising Practitioner shall have a minimum of three years of teaching experience and must be appropriately certified, and have the content knowledge and training, in the areas of emphasis in which the Student Teaching Intern is being placed.
4. The Supervising Practitioner shall have completed the EPP required training in supervision within the last three years, and provide a copy of the certificate of completion.

Responsibilities of the Local Education Agency (LEA) Supervising Practitioner:

1. As per A.A.C R7-2-614, the LEA Supervising Practitioner will provide onsite mentorship and support to the Student Teaching Intern.
2. The Supervising Practitioner will collaborate with the Program Supervisor and Student Teaching Intern, and provide regular feedback of the Student Teaching Intern's instruction, professional performance, and abilities, as well as help the Student Teaching Intern reflect upon strengths and areas that need improvement.
3. The Supervising Practitioner will have a minimum of one meeting per week with the Student Teaching Intern at a prearranged time for a minimum of 60 minutes or the equivalent of a class period to provide formative feedback, reflect on the week and plan. Additional hours of mentorship will be provided when necessary to insure the adequate quality of the internship experience. These meetings will be documented by the Supervising Practitioner and the Student and reviewed by the Program Supervisor to ensure minimum requirements are met.
4. The Supervising Practitioner or designee will conduct informal class observations as frequently as possible but at minimum at least once every two weeks during the internship experience and provide feedback within 48 hours. Observations forms and notes will be reviewed by the Program Supervisor to ensure minimum requirements are met.
5. Along with the Program Supervisor, the Supervising Practitioner will participate in an agreed upon number of supervision and evaluation meetings with the Student Teaching Intern. During the weeks these meetings occur, they can take the place of the weekly supervision meeting as described in #4.
6. The Supervising Practitioner will complete required forms established by the Program.
7. The Supervising Practitioner along with the assistance of the Designated Administrator will provide information regarding professional development training experiences, additional coaching and observation opportunities as needed, and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
8. The Supervising Practitioner agrees to participate in one or more training experiences provided by the Program.

This plan will be signed by all parties concerned including the Designated Administrator, Supervising Practitioner, and Program Director or identified parties responsible for executing this agreement. Amendments to this plan will be made upon approval of all parties that have signed and agreed to this plan. A copy of the plan will be provided to the Student Teaching Intern.

Name of Designated Administrator

Signature

Date

Name of Program Director

Signature

Date

Name of Supervising Practitioner

Signature

Date

University of Phoenix

Student Teaching Intern Supervision Plan

This collaborative training agreement is between:

Name of Local Education Agency (LEA): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Phone number: [Click here to enter text.](#)

Name of Principal/Superintendent/Designated Administrator: [Click here to enter text.](#)

AND:

Name of Board Approved Educator Preparation Program: [University of Phoenix](#)

Address: [1625 W. Fountainhead Parkway, Tempe, AZ 85282](#)

Phone Number: [\(602\) 713-7713](#)

Name of Program Director: [Nicole Heiser](#)

FOR:

Name of Student Teaching Intern: [Click here to enter text.](#)

Address of Student Teaching Intern: [Click here to enter text.](#)

Phone Number of Student Teaching Intern: [Click here to enter text.](#)

Email Address of Student Teaching Intern: [Click here to enter text.](#)

This Supervision Plan is between the Local Educational Agency (LEA) and the Educator Preparation Program (Program) and is in accordance with A.A.C. R7-2-614 Other Teaching Certificate approved by the Arizona Board of Education. The establishment of the plan is for the purpose of defining the nature and scope of a planned organized Student Teaching Intern (Intern) experience designed to facilitate the development of the Student Teaching Intern skills and competencies in the provision of high quality teaching consistent with applicable legal, ethical and professional standards. This plan will also specify the duties and responsibilities of the Supervising Practitioner identified by the LEA and the Program Supervisor assigned by the Intern's IHE Program.

ESTABLISHING THE STUDENT TEACHING INTERN PLACEMENT:

1. The Designated Administrator (i.e., superintendent, principal or head) of the LEA agree that all aspects of this student teaching intern experience will be carried out in accordance with all requirements of the A.A.C. R7-2-614 Other Teaching Certificates, and all other applicable statutes and rules.
2. The LEA will establish a Supervising Practitioner for this internship experience subject to approval by the Program.

3. The LEA will communicate specifically with the Director of the Educator Preparation Program or Designee regarding the experience that will be provided for the Student Teaching Intern.
4. Through a mutually agreed upon decision between the LEA and the Educator Preparation Program, the Student Teaching Intern who does not fulfill the requirements of the Internship may be eligible to complete the student teaching capstone experience through traditional student teaching experience as defined by the respective Educator Preparation Program and by A.A.C. R7-2-604.
5. The Educator Preparation Program (EPP) will provide the Supervising Practitioner an initial orientation on the roles and responsibilities of the student, university faculty supervisor, and supervising practitioner and will provide ongoing support.
6. Compensation for the Supervising Practitioner for the additional responsibilities related to the supervision of a Student Teaching Intern should be covered by the LEA and must be prearranged in writing with the duties and expectations clearly outlined in the agreement. Payment for supervision will be set according to the length of the required experience.

RESPONSIBILITIES OF THE EPP

Student Teaching Intern will:

1. Complete an orientation facilitated by the EPP, upon obtaining the Student Teaching Intern Certificate.
2. Be assessed formally by the Program Supervisor using the established processes determined by the program for student teaching experiences.
3. Be deemed to have completed the experience upon meeting the Educator Preparation Program degree completion requirements, including required coursework with a 3.0 GPA or higher, a minimum of 100 hours of clinical experiences, and passing scores on teacher certification examinations:
 - a. Basic skills exam (Praxis I, Essential Academic Skills provided by National Evaluation Systems, or Core Academic Skills for Educators)
 - b. Professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing
 - c. Subject knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing
4. Not be responsible for extra duties (e.g., coaching, substituting, monitoring, extensive committee responsibilities and other additional assignments). If a situation warrants extra duties, the Program Supervisor must be informed prior to confirmation, whenever possible, of the duties assigned.

Program Supervisor will:

1. Collaborate with LEA Supervising Practitioner and the Student Teaching Intern, and provide a report of these evaluations to the LEA Supervising Practitioner and the Student Teaching Intern.
2. Review weekly reflections and other forms to ensure that adequate supervision and mentorship is being provided to the Student Teaching Intern.
3. Complete in-class observation/evaluation meetings consistent with program expectations with the Student Teaching Intern and Supervising Practitioner.
4. Complete all required forms established by the Program.

5. Cease responsibility for the student teaching intern once all programmatic requirements have been met.

LOCAL EDUCATION AGENCY (LEA)

Qualifications of LEA Supervising Practitioner:

1. Must be located in the same school building as the Student Teaching Intern.
2. Shall meet the Standards for Arizona Teachers and have the experience with a variety of teaching strategies.
3. Shall have a minimum of three (3) years of teaching experience and must be appropriately certified, and have the content knowledge and training, in the areas of emphasis in which the Student Teaching Intern is being placed.
4. Shall complete the initial orientation on the roles and responsibilities of the student, university faculty supervisor, and supervising practitioner and will provide ongoing support.

Responsibilities of the LEA Supervising Practitioner:

The Supervising Practitioner will:

1. As per A.A.C. R7-2-614, provide onsite mentorship and support to the Student Teaching Intern.
2. Collaborate with the Program Supervisor and Student Teaching Intern, and provide regular feedback of the Student Teaching Intern's instruction, professional performance, and abilities, as well as help the Student Teaching Intern reflect upon strengths and areas that need improvement.
3. Establish a regular cadence of face to face visits with the Student Teaching Intern to provide formative feedback, reflect on the week, and plan. Additional hours of mentorship will be provided when necessary to ensure the adequate quality of the internship experience. These meetings will be documented by the Supervising Practitioner and the Student and reviewed by the Program Supervisor to ensure minimum requirements are met.
4. Be present for informal and formal evaluation visits conducted by the Program Supervisor.
5. Complete required forms established by the EPP.
6. Provide information regarding professional development training experiences, additional coaching and observation opportunities, and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
7. Agree to participate in the initial orientation visit provided by the Program Supervisor.

This plan will be signed by all parties concerned including the Designated Administrator, Supervising Practitioner, and Academic Affairs Director or identified parties responsible for executing this agreement. Amendments to this plan will be made upon approval of all parties that have signed and agreed to this plan. A copy of the plan will be provided to the Student Teaching Intern.

Name of Designated Administrator	Signature	Date
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Name of Academic Affairs Director	Signature	Date
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Name of Supervising Practitioner	Signature	Date
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EXECUTIVE SUMMARY

Issue: Approval of Board complaint procedures regarding discrimination or harassment

Action/Discussion Item

Information Item

Background and Discussion

R2-5A-901 and R2-5A-902 requires each state agency to adopt procedures to address employee complaints regarding discrimination or harassment and to designate an employee of the agency as the agency's complaint coordinator.

Matters subject to the complaint system include:

- Unlawful discrimination based on race, color, religion, sex (including pregnancy), age, national origin, genetic information or on the basis of a disability;
- Allegation of sexual harassment or other form of harassment;
- Retaliation for filing a complaint; and
- Retaliation or intimidation for exercising any right under state or federal law.

An agency's complaint procedures must include the following:

- The immediate reporting of allegations or complaints upon an employee being told or otherwise being made aware of discrimination or harassment;
- Immediate notification to the agency head once a complaint has been filed;
- Specific information to be included in the complaint;
- The agency complaint coordinator initiating an investigation within 10 days and completing the investigation within 60 days of receipt of the complaint;
- The agency head issuing a decision to the complainant after reviewing the recommendations of the agency complaint coordinator; and
- The ability for the complainant to file an appeal with the Director of ADOA.

Attached are draft complaint procedures modeled after ADOA rule.

Fiscal Impact

None

Recommendation to the Board

It is recommended the Board adopt complaint procedures pursuant to ADOA rule.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

**ARIZONA STATE BOARD OF EDUCATION
COMPLAINT PROCEDURES REGARDING DISCRIMINATION AND HARRASSMENT**

A. Complaint System

1. The Executive Director or designee shall serve as the Board's complaint coordinator, who shall be responsible for receiving complaints, determining applicability under the complaint system, investigating or assigning the complaint to the appropriate individual within the Board for review or investigation, and tracking the processing of complaints.
2. Matters subject to the complaint system include the following:
 - a. Unlawful discrimination based on race, color, religion, sex (including pregnancy), age, national origin, genetic information or on the basis of a disability.
 - b. Allegation of sexual harassment or other form of harassment.
 - c. Retaliation for filing a complaint.
 - d. Retaliation or intimidation for exercising any right under state or federal law.
3. A complainant shall not be allowed the use of state time or state property to prepare a complaint, prepare for a meeting with Board management or to meet with a representative. Subject to supervisory approval, a complainant may request available compensatory or annual leave for this purpose.
4. Multiple complaints by an employee may be consolidated into a single complaint. Separate complaints filed by two or more employees regarding the same issue or issues may be consolidated into a group complaint. Employees having a common complaint may submit one group complaint, identifying one complainant as the selected spokesperson for the group. Employees who choose to file a group complaint are prohibited from filing separate complaints on the same issue.
5. Once a complaint is submitted to the Board's complaint coordinator, it may not be amended. If additional documentation is submitted by the complainant after the initiation of the complaint, the reviewing or investigating official may remand the complaint to the complainant for reconsideration and resubmission.
6. The Board shall submit its proposed complaint procedure and any subsequent changes to the Director of the Department of Administration for approval.
7. Retaliation against an employee for filing a complaint in good faith will not be tolerated or permitted.
8. A grievance filed by a covered employee under R2-5B-403 that includes an allegation of discrimination or harassments shall be review or investigated under these procedures and not the grievance system.

B. Complaint Procedures

1. The Executive Director, or designee, shall be notified of all verbal or written complaints of discrimination or harassment reported by an employee immediately upon receipt of a complaint.

EXECUTIVE SUMMARY

2. Employees who are told or otherwise become aware that discrimination or harassment is occurring must immediately report the allegation or complaint to the Board's complaint coordinator.
3. Complainants shall file a complaint with the Board's complaint coordinator within 180 days of the action giving rise to the complaint.
4. The complaint include all facts and circumstances involved in the alleged violation, including:
 - a. Description of the incident(s);
 - b. Name(s) of individual(s) involved;
 - c. Name(s) of witness(es);
 - d. The date(s) the discrimination or harassment occurred (if known);
 - e. Resolution sought; and
 - f. Federal or state law alleged to have been violated.
4. The Board's complaint coordinator shall acknowledge receipt of the complaint in writing to the complainant not later than five business days after receipt of the written complaint.
5. The Board's complaint coordinator shall initiate an investigation into the alleged complaint or assign the complaint to the appropriate individual within the Board for review or investigation within 10 business days and the review or investigation shall be completed within 60 business days of receipt of the written complaint. If extenuating circumstances exist, an extension shall be requested through the Board's complaint coordinator.
6. Barring resolution of the complaint by agreement of the parties, the Board's complaint coordinator shall forward a written recommendation to the Executive Director, or designee, within 10 business days of completion of the review or investigation.
7. The Executive Director, or designee, shall review the findings and recommendations and issue a decision in writing to the complainant.

C. Review by Director of the Department of Administration

1. A Board employee who is not satisfied with the Executive Director's or the designee's response to a complaint alleging discrimination or harassment, may elevate the complaint to the Director of the Department of Administration within five business days after the receipt of the Executive Director's or designee's response. The Director will furnish a copy of the final decision to the Executive Director and the complainant within 20 business days following receipt of the complaint by the Director. The 20 business days may be extended by the Director with the concurrence of the complainant. The decision of the Director is the final step in the complaint procedure.
2. The response will refer the employee to the appropriate entity if the employee is dissatisfied with the final step of the complaint procedure.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board of Education and 31 Local Educational Agencies (LEAs) for Homeless Education Services pursuant to Arizona Revised Statute (A.R.S.) §15-207

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

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

Name of Contracting Party(ies)

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

LEA	FY 2018
Alhambra Elementary	\$40,000.00
American Charter, West Phoenix High School	\$25,000.00
Amphitheater Unified	\$25,000.00
Bullhead City School District	\$25,000.00
Chandler Unified	\$40,000.00
Concho Elementary	\$15,000.00
Cottonwood-Oak Creek Elementary	\$25,000.00
Creighton Elementary	\$40,000.00
Deer Valley Unified	\$60,000.00
Flagstaff Unified	\$40,000.00
Flowing Wells Unified	\$25,000.00
Glendale Union High School	\$60,000.00
<i>Higley Unified</i>	<i>\$15,000.00</i>
<i>Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary</i>	<i>\$25,000.00</i>
Marana Unified	\$40,000.00
Maricopa Unified	\$15,000.00
Maricopa County Regional	\$100,000.00

Contact Information:

Alexis Clermont, State Coordinator for Homeless Education
 Christopher Dickinson, Director of Community Outreach

EXECUTIVE SUMMARY

Mayer Unified	\$25,000.00
Mesa Unified	\$80,000.00
Osborn Elementary	\$25,000.00
Paradise Valley Unified	\$40,000.00
PAS Charter, Intelli-School	\$15,000.00
Phoenix Elementary	\$40,000.00
Santa Cruz Valley Unified	\$15,000.00
SC Jensen Co Intelli-School	\$15,000.00
Scottsdale Unified	\$25,000.00
Sunnyside Unified	\$80,000.00
Tolleson Elementary	\$25,000.00
Tolleson Union High School	\$25,000.00
Tucson Unified	\$100,000.00
Washington Elementary	\$80,000.00
Williams Unified	\$25,000.00
TOTAL	\$1,230,000.00

Contract Amount

Total not to exceed **\$1,230,000**

Source of Funds7887

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

Function Code: HOME300 FAY17

Responsible Unit at the Department of Education

Division Associate Superintendent: Dan Godzich
 Program Director: Christopher Dickinson
 Program Coordinator: Alexis Clermont

Dates of Contract

July 1, 2017 to June 30, 2018

Previous Contract History

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

EXECUTIVE SUMMARY

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

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

Method of Determining Contract Amount(s)

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

Evaluation Plan

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

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board of Education and the 31 above referenced Local Educational Agencies for Homeless Education Services as described in these materials and pursuant to A.R.S. §15-207.

EXECUTIVE SUMMARY

Issue: Discussion of the School Safety Program FY 2018 Application Awards.

Action/Discussion Item Information Item

Background and Discussion

The School Safety Program was established pursuant to A.R.S. § 15-154 in 1994 for the purpose of placing School Resource Officers (SRO) and Juvenile Probation Officers (JPO) on school grounds to contribute to safe school environments that are conducive to teaching and learning.

The Legislature annually appropriates \$7,800,000 from Proposition 301 monies. Since FY 2014, the Legislature has also annually appropriated \$3,600,000 from the General Fund and in FY 2018, allocated an additional \$500,000 from the General Fund for a total combined appropriation of \$11,946,400.

At its June 26, 2017 meeting, the Board approved the School Safety Program FY 2018 Funding Summary and authorized the Department of Education to fund the School Safety Program FY 2018 Awards based on the Department’s recommendations.

After the June 26, 2017 meeting, Board staff received concerns from the field as a significant number of schools that had received funding in the past were denied recommendation, while a significant number of schools that previously were not recommended were recommended for an award. Examples are set forth below:

School District	FY 18 Changes from FY 15
Phoenix Elementary District	(7 SROs)
Glendale Union HS District	(6 SROs) 5 at high schools
Tucson Unified School District	(6 SROs)
Washington Elementary School District	8 SROs
Laveen Elementary School District	4 SROs

In FY 2018, 41 schools were added and 45 schools were removed compared to the previous funding cycle.

- Attachment A: School Safety Program History of Competitive Process
- Attachment B: School Safety Program Application Award Process
- Attachment C: School Safety Program Rubrics for FY 2015 and FY 2018

Fiscal Impact

None.

Recommendation to the Board

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

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

School Safety Program



Diane Douglas
Superintendent of Public Instruction

School Safety Program

Application Award Process

August 28, 2017

School Health and Safety Programs

School Safety Program History

- **School Safety Program was established 1994 to place School Resource Officers and Juvenile Probation Officers on school grounds.**
- **The program is governed by ARS 15-153 and 15-154.**
- **The program's structure and procedures for selecting awardees was overseen by the Legislative Oversight Committee until April 2017, when the Committee sunsetted. At that time, the responsibilities transferred to the Arizona State Board of Education.**



Where We Are Today

- With this transfer, no changes to the original process were requested by the State Board in April 2017, and in turn no changes were imposed by the ADE.
- The ADE has continued the established appeal process, which is ongoing for FY18 applicants.
- Awardees are eligible to start drawing down their funds at any time once their school year begins.



Selection Process

- **Peer Review Selection**
 - ADE reaches out to past seasoned reviewers and professional state agencies, organizations, and partners to participate as members of the review team.
- **Peer Review Training**
 - Training is provided by the ADE on the program and on the established process of award selections.
 - A non-disclosure statement and a conflict of interest statement are required to ensure the process is unbiased and confidential.
- **Award Selection**
 - Awards are made to the highest scoring applications up to the dollar amount available for funding (see History of Competitive Process handout)



Selection Process

- **Eligible Applications**
 - Providing all of the required documents and completing the application by the closing date (in statute) identified. The information about the application is provided to the public (six) weeks prior to the application closing date, per ADE internal policy.
- **Number of Awards** (see History of Competitive Process handout)
 - FY 2012, 104
 - FY 2015, 122
 - FY 2018, 113
- **Cut Scores: The minimum score for funding** (see History of Competitive Process handout)
 - FY 2012, 85
 - FY 2015, 77
 - FY 2018, 87



FY 2018 Funding

General Funds:	\$ 3,646,400
Proposition 301 Funds:	\$ 7,800,000
Additional Gen Funds:	<u>\$ 500,000</u>
Total Allocations:	\$11,946,400
Salary & Benefits for 113 officers:	<u>\$11,841,987</u>
Remaining:	\$ 104,413



Fiscal Overview with Carryover

FY 18 Beginning Carry Over Balance	\$ 1,500,000
The increased cost from the State legislature obligation of \$ 500,000 each for years 2 & 3	1,000,000
1 successful appeal-3 year period	300,000
FY18 Ending Carry Over Balance	\$ 200,000



Conclusion

- **The trends are in keeping with the last two competitive cycles.**
- **This process has allowed for a flow of opportunities for multiple districts from cycle to cycle (see SSP Awardee document).**
- **How can the School Safety Program and our Districts benefit from recommendations and feedback?**

**FY18 School Safety Program Application Scoring Tool
New Applicant**

Q#	<p>Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.</p> <p>The use of multiple data sources is required. The submission of safety/incident data is required. 25 points</p>					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
25	<p>Check the boxes the applicant indicated as safety and climate needs.</p> <p><input type="checkbox"/> Alcohol <input type="checkbox"/> Tobacco <input type="checkbox"/> Drugs <input type="checkbox"/> Bullying and harassment <input type="checkbox"/> Threat or intimidation <input type="checkbox"/> Truancy <input type="checkbox"/> Fights <input type="checkbox"/> Assault <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Sexual abuse/conduct <input type="checkbox"/> Sexual assault <input type="checkbox"/> Weapons <input type="checkbox"/> School threat <input type="checkbox"/> Arson <input type="checkbox"/> Burglary <input type="checkbox"/> Vandalism <input type="checkbox"/> Feeling unsafe to/from school <input type="checkbox"/> School climate <input type="checkbox"/> Risk factors <input type="checkbox"/> Other <input type="checkbox"/> _____</p>					
26	<p>The applicant furnished the required safety/incident data reports to demonstrate need.</p>	<p>•AzSAFE Violation Report #1, or comparable Student Management System/Student Information System (SMS/SIS) report, for the 2014-2015 school year •AzSAFE Violation Report #1, or comparable Student Management System/Student Information System (SMS/SIS) report, for the 2015-2016 school year •Substantiates need</p>	0	no report submitted		
			1	1 report submitted		
			2	2 reports submitted		
			3	both reports submitted and substantiate need		
3 points						

**FY18 School Safety Program Application Scoring Tool
New Applicant**

Q#	<p>Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.</p> <p>The use of multiple data sources is required. The submission of safety/incident data is required. 25 points</p>					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
27-31	<p>The applicant used at least two data sources.</p> <p>2 points</p>	<ul style="list-style-type: none"> •Safety/discipline incident data •Student survey data •Staff survey data •Parent survey data •Community crime statistics •Social and school community indicators 	0	no sources used		
			1	less than two sources used		
			2	two or more sources used		
27-31	<p>The applicant cited sources for responses in Questions 27-31.</p> <p>2 points</p>	<ul style="list-style-type: none"> •Student survey data •Staff survey data •Parent survey data •Community crime statistics •Social and school community indicators 	0	no sources cited		
			1	cited some sources		
			2	cited all sources		
27-31	<p>The applicant's interpretation and analysis of the data demonstrates a compelling need for the School Safety Program.</p> <p>8 points</p>	<ul style="list-style-type: none"> •Frequency and severity of need •Need linked to purpose of program 	0	did not address		
			1-3	major weaknesses		
			4-7	minor weaknesses		
			8	no weaknesses		

**FY18 School Safety Program Application Scoring Tool
New Applicant**

Q#	<p>Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.</p> <p>The use of multiple data sources is required. The submission of safety/incident data is required. 25 points</p>					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
32	<p>The applicant described the gaps and weaknesses in prevention and intervention resources available in the school community to address the need(s) identified above.</p> <p>5 points</p>	<ul style="list-style-type: none"> •Identified gaps and weaknesses linked to the needs assessment •Lack of resources or gaps in existing services identified in need 	0	did not address		
		1-2	major weaknesses			
		3-4	minor weaknesses			
		5	no weaknesses			
33	<p>The applicant identified the priority focus area(s) and target population(s) to be served and explained how they were determined by the results and analysis of these data sources.</p> <p>5 points</p>	<ul style="list-style-type: none"> •Priority focus area(s) were identified and link to need •Target Population(s) were identified and link to need <ul style="list-style-type: none"> -Specific issues (what) -Specific group of students (who) 	0	did not address		
		1-2	major weaknesses			
		3-4	minor weaknesses			
		5	no weaknesses			
					0	

District: 0
School: 0

**FY18 School Safety Program Application Scoring Tool
Current Grantee**

Q# **Determining the Need for the School Safety Program.** The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.

The use of multiple data sources is required. The submission of safety/incident data is required. **25 points**

Selection Criteria	Considerations	Point Distribution	Points Awarded	Weaknesses
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25 Check the boxes the applicant indicated as safety and climate needs.

Alcohol Tobacco Drugs Bullying and harassment Threat or intimidation Truancy Fights Assault Sexual harassment
 Sexual abuse/conduct Sexual assault Weapons School threat Arson Burglary Vandalism Feeling unsafe to/from school
 School climate Risk factors Other _____

<p>26 The applicant furnished the required safety/incident data reports to demonstrate need.</p> <p>3 points</p>	<ul style="list-style-type: none"> •AzSAFE Violation Report #1, or comparable Student Management System/Student Information System (SMS/SIS) report, for the 2014-2015 school year •AzSAFE Violation Report #1, or comparable Student Management System/Student Information System (SMS/SIS) report, for the 2015-2016 school year •Substantiates need 	0	no report submitted		
		1	1 report submitted		
		2	2 reports submitted		
		3	both reports submitted and substantiate need		

**FY18 School Safety Program Application Scoring Tool
Current Grantee**

Q#	<p>Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.</p> <p>The use of multiple data sources is required. The submission of safety/incident data is required. 25 points</p>					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
27-31	<p>The applicant used at least two data sources.</p> <p>2 points</p>	<ul style="list-style-type: none"> •Safety/discipline incident data •Student survey data •Staff survey data •Parent survey data •Community crime statistics •Social and school community indicators 	0	no sources used		
			1	less than two sources used		
			2	two or more sources used		
27-31	<p>The applicant cited sources for responses in Questions 27-31.</p> <p>2 points</p>	<ul style="list-style-type: none"> •Student survey data •Staff survey data •Parent survey data •Community crime statistics •Social and school community indicators 	0	no sources cited		
			1	cited some sources		
			2	cited all sources		

**FY18 School Safety Program Application Scoring Tool
Current Grantee**

Q#	<p>Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.</p> <p>The use of multiple data sources is required. The submission of safety/incident data is required. 25 points</p>					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
27-31	<p>The applicant's interpretation and analysis of the data demonstrates a compelling need for the School Safety Program.</p> <p>8 points</p>	<ul style="list-style-type: none"> •Frequency and severity of need •Need linked to purpose of program 	0	did not address		
			1-3	major weaknesses		
			4-7	minor weaknesses		
			8	no weaknesses		
32	<p>The applicant described the gaps and weaknesses in prevention and intervention resources available in the school community to address the need(s) identified above.</p> <p>5 points</p>	<ul style="list-style-type: none"> •Identified gaps and weaknesses linked to the needs assessment •Lack of resources or gaps in existing services identified in need 	0	did not address		
			1-2	major weaknesses		
			3-4	minor weaknesses		
			5	no weaknesses		

**FY18 School Safety Program Application Scoring Tool
Current Grantee**

Q#	<p>Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.</p> <p>The use of multiple data sources is required. The submission of safety/incident data is required. 25 points</p>												
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses							
33	<p>The applicant identified the priority focus area(s) and target population(s) to be served and explained how they were determined by the results and analysis of these data sources.</p> <p>5 points</p>	<ul style="list-style-type: none"> •Priority focus area(s) were identified and link to need •Target Population(s) were identified and link to need <ul style="list-style-type: none"> -Specific issues (what) -Specific group of students (who) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">0</td><td>did not address</td></tr> <tr><td style="text-align: center;">1-2</td><td>major weaknesses</td></tr> <tr><td style="text-align: center;">3-4</td><td>minor weaknesses</td></tr> <tr><td style="text-align: center;">5</td><td>no weaknesses</td></tr> </table>	0	did not address	1-2	major weaknesses	3-4	minor weaknesses	5	no weaknesses		
0	did not address												
1-2	major weaknesses												
3-4	minor weaknesses												
5	no weaknesses												
					0								

District: 0
School: 0

**FY15 School Safety Program Application Scoring Tool
Current Grantee - Three-Year Cycle**

Q#	Addressing the Need through Program Design. The purpose of this section is to demonstrate, based on a needs assessment, 1) a sound program design with clear and appropriate School Safety Program strategies and activities and 2) programs and supports in place to ensure the success of the program.					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
26	The applicant described how the officer's experience, expertise, and resources as a law enforcement or juvenile probation officer will be utilized to address the identified priority focus areas.	<ul style="list-style-type: none"> •Experience, expertise, and resources (ie: diversion, drug task force, gang intervention) •Expertise is aligned to program purpose •Utilization of officer (ie: strategic placement of officer, collection and reporting of school crime data) •Utilization of resources (ie: court system, CUTS, Graffiti Busters) 	0	did not address		
			1-2	major weaknesses		
			3-4	minor weaknesses		
			5	no weaknesses		
			5 points			
27	The applicant described how the officer will be introduced and integrated into the school environment so that the officer will meet the LRE requirements, be a resource for the school community and be a positive role model to the students. This should also include facilitating the officer's collaboration and communication with school personnel on school-wide safety strategies.	<ul style="list-style-type: none"> •(Re)Introduction and (re)integration of officer to staff, students, and school community <ul style="list-style-type: none"> -Various mtgs (ie: staff, PTO) -Assemblies -Newsletters -Student clubs/activities •Collaboration with school personnel on school wide safety strategies 	0	did not address		
			1-2	major weaknesses		
			3-4	minor weaknesses		
			5	no weaknesses		
			5 points			

**FY15 School Safety Program Application Scoring Tool
Current Grantee - Three-Year Cycle**

Q#	Addressing the Need through Program Design. The purpose of this section is to demonstrate, based on a needs assessment, 1) a sound program design with clear and appropriate School Safety Program strategies and activities and 2) programs and supports in place to ensure the success of the program.					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
28	<p>The applicant provided a detailed proposal for implementing LRE in the 2015 fiscal year, consistent with program requirements and needs assessment. The design should clearly describe, at a minimum, the LRE topics to be taught, teachers who will participate and team teach with the officer, how cohort groups of students will be served, and how access to classrooms will be ensured. The design should include staff and community LRE training if applicable.</p> <p>10 points</p>	<ul style="list-style-type: none"> •LRE topics identified •LRE topics are based on needs assessment •Cohort groups identified •Cohort instruction is per program requirements •Universal instruction is per program requirements <ul style="list-style-type: none"> •Access to classroom •Teacher participation (ie: planning, collaboration, mentoring, co-teaching) 	0	did not address		
			1-4	major weaknesses		
			5-9	minor weaknesses		
			10	no weaknesses		

**FY15 School Safety Program Application Scoring Tool
Current Grantee - Three-Year Cycle**

Q#	Addressing the Need through Program Design. The purpose of this section is to demonstrate, based on a needs assessment, 1) a sound program design with clear and appropriate School Safety Program strategies and activities and 2) programs and supports in place to ensure the success of the program.					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
29	<p>The applicant described a site level multidisciplinary School Safety Assessment and Prevention Team (SSAPT).</p> <p>The applicant described:</p> <ul style="list-style-type: none"> •Titles or positions of member roles of the existing or newly formed team •The use of ongoing needs assessment results in determining the use of the officer consistent with program requirements •How the efforts of the School Safety Program will be coordinated with other safety and drug/violence prevention programs at the school •How the team will provide for continuous improvement of the program <p>5 points</p>	<ul style="list-style-type: none"> •Team member titles/positions and roles ~School principal or assistant principal ~School Safety Program officer ~School prevention coordinator, school mental/behavioral health expert or similar role •Coordination with other prevention programs at the school •Provide continuous program improvement <ul style="list-style-type: none"> - review of operational plan - use of ongoing needs assessment and data •Frequency of meetings 	0	did not address		
			1-2	major weaknesses		
			3-4	minor weaknesses		
			5	no weaknesses		

**FY15 School Safety Program Application Scoring Tool
Current Grantee - Three-Year Cycle**

Q#	Addressing the Need through Program Design. The purpose of this section is to demonstrate, based on a needs assessment, 1) a sound program design with clear and appropriate School Safety Program strategies and activities and 2) programs and supports in place to ensure the success of the program.					
	Selection Criteria	Considerations	Point Distribution		Points Awarded	Weaknesses
30	The applicant described the systems and programs in place for prevention and safety at the school and how the officer will be utilized within the current framework; including existing drug, violence, and delinquency prevention and intervention activities; community partnerships; school goals and objectives related to school safety and climate; and, relevant school discipline policies and procedures.	<ul style="list-style-type: none"> •Research based strategies •School goals and objectives related to school safety and climate •Policies that address school safety and climate issues •Systems and programs with prevention emphasis <ul style="list-style-type: none"> -Utilization of the officer within the existing framework 	0	did not address		
			1-2	major weaknesses		
			3-4	minor weaknesses		
			5	no weaknesses		
			5 points			
Total Points					0	

District: 0
School: 0

FY15 School Safety Program Application Scoring Summary Current Grantee - Round 2

District Name _____
 Site Name _____

		Excel Populate Total
Needs Assessment		
Q 18	<u>0</u>	
Q 19-23 (1)	<u>0</u>	
Q 19-23 (2)	<u>0</u>	
Q 19-23 (3)	<u>0</u>	
Q 24	<u>0</u>	
Q 25	<u>0</u>	
Section Total	<u>0</u>	0
 Program Design		
Q 26	<u>0</u>	
Q 27	<u>0</u>	
Q 28	<u>0</u>	
Q 29	<u>0</u>	
Q 30	<u>0</u>	
Section Total	<u>0</u>	0
 Collaboration and Commitment		
Q 31	<u>0</u>	
Q 32	<u>0</u>	
Q 33	<u>0</u>	
Q 34	<u>0</u>	
Q 35	<u>0</u>	
Q 36	<u>0</u>	
Section Total	<u>0</u>	0
 Operational Plan	 <u>0</u>	 0
 Compliance - ADE	 N/A	
 Application Total	 <u>0</u>	 0

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to adopt an Alternative Education 9-12 School Accountability Plan for 2016-2017
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Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-241 (H) states that subject to final adoption by the State Board of Education, the Department of Education shall use achievement profiles to appropriately assess the educational impact of accommodation schools and alternative schools.

At its February 27, 2017 meeting, the Arizona State Board of Education voted to extend the approval date of an accountability plan for alternative schools until August 2017.

At its August 4, 2017 meeting, the Alternative Accountability Advisory Group, in collaboration with ADE's Accountability and Research, presented a consensus framework that uses the same categories as traditional schools. The categories include some components that are the same as traditional yet adds distinct components that appropriately assess the educational impact of alternative schools.

On August 11, 2017, the Board distributed the working draft of the Alternative Schools Accountability Plan for 9-12 for public comment. The details of the plan, including suggested weightings and the distinct components, are attached.

A summary of public comment will be presented at the Board meeting.

Recommendation to the Board

It is recommended that the Board adopt the Alternative Education 9-12 School Accountability Plan for 2016-2017.

Contact Information:

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

Arizona 2016-2017 Alternative High School A-F School Accountability Plan

Category	Component	Weight	Points/ Percentage
Proficiency	AzMERIT English Language Arts 9 & 10 and Algebra 1 & Geometry <ul style="list-style-type: none"> • 0 credit lower half of minimally proficient (MP) • .3 for upper half of minimally proficient performance band • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 1 Year OR community college placement exam (ACCUPLACER)	15%	15%
Growth	Academic Persistence <ul style="list-style-type: none"> • Continued enrollment at any public school in AZ by October 1 in current year from the prior year 	10%	20%
	Credit Earned <ul style="list-style-type: none"> • Students enrolled by Oct 1 who earn ≥ 4.5 credits by the end of the school year, June 30 	10%	
English Language Learners	Proficiency on AZELLA (Oct. 1 FAY students only) Based school's percentage of students proficient compared to the current year state average ELL proficiency	5%	10%
	Growth on AZELLA (Oct. 1 FAY students only) Based on school's change in performance levels compared to the current year state's average change in performance levels the prior year	5%	
High School Graduation Rate	School Option 1: Graduation rate of students on track to graduate, within three credits of the SBE established graduation requirements, and graduate by June 30	School Chooses 1 for 20%	20%
	School Option 2: Best of 4, 5, 6, or 7-year cohort-based graduation rate		
	School Option 3: 1% or greater increase of overall (4-7 year inclusive) graduation rate year over year, until the school meets or exceeds the state alternative high school baseline average at which point, the school maintains the state average graduation rate		
	Bonus Points for McKinney-Vento and/or Foster Care Graduate		
College and Career Readiness	Schools self-report data for graduating students to generate an overall score. <ul style="list-style-type: none"> • Schools self-report data for FY 17 graduating students to generate an overall score • All the components included in the traditional model • The percentage of graduating students that earn at least 1-point result in that school receiving that percentage of the 35 points. 	35%	35%

Category	Component	Weight	Points/ Percentage
	<ul style="list-style-type: none"> Post-secondary education (college) and workforce readiness (career) blend for alternative school graduates; therefore, “red” & “blue” are combined. Alternative school additions must be at the alternative high school of graduation. 		
All values and indicators found in traditional model will follow the rules for the traditional model (apply to entire HS career).			
Additional Alternative School Indicators			
	Value	Indicators	
	.25 per exam	AzMERIT – partially proficient on Algebra 2 or ELA 11	
	.5 per course ¹	Second Language - credit earned ² in a second or dual language course which would satisfy 4-year university entrance requirement	
	.5 per course	Work Study - earns credit in course, verified by W2/pay stubs & evaluated by school supervisor	
	.5 per course	Workplace Readiness – earns credit in a course that prepares student to find, interview for, obtain, and keep employment	
	.5 per course	Career Readiness - earns credit in the course that prepares students for a specific vocation (not the formal CTE programming through ADE)	
	.5 per course	Service Learning - See letter of support from National Dropout Prevention Center	
	1.0	Accelerated Credit Recovery student earns ≥ 5.5 credits in a single academic year at the alternative school of graduation	
	.5	Recipient of Competitive Scholarship to Post-Secondary Institution Minimum award of \$500	

¹ Courses must use ADE’s corresponding SCED code. The list of accepted SCED codes will accompany the business rules. “Course” refers each time to a semester course or equivalent, ½ credit.

² Credit Earned for each course refers to an A, B, C, or equivalent course grade.

- 21 public comments submitted as of COB 8/25/17

Support for the Following Items	
<u>Comment</u>	<u>Frequency</u>
Support for Plan in General	15
Community College Placement Exam	8
Option 1 for graduation Rate	7
Additional alternative school indicators	6
Appropriate weighting for proficiency	6
Academic persistence in growth	6
CCRI	5
Redefining cohort in grad rate calculations	4
Suggested weightings	2
Recognition that AzMERIT may be a poor indicator of school success for alt populations	1
Credit earned as a growth component for credit recovery and accelerated course work	1
Option 3 for high school graduation rate	1

Concerns/Hesitations Regarding the Following Items	
<u>Comment</u>	<u>Frequency</u>
Disapproval of Alternative School addition required to be at the alt school of grad to qualify for CCRI points	12
Credit Earned as Growth Component	8
Accelerated Credit Recovery	7
Does following all of the rules for the trad model mean alt school students must have 2 points (one red/one blue) in order to satisfy CCR requirement	4
Displeasure with framework in general	1
AzMERIT	1
ELL	1
Second Language indicator in Additional Alternative School Indicators	1

- Rose Management Group submitted 6 similar letters
- Does not include Alt Ed Consortium Position Statement

Suggestions	
<u>Additional Alternative Indicators</u>	<u>Frequency</u>
Limit the additional alternative school indicators to the alternative high school of graduation and Accelerated credit recovery	6
Inclusion of additional alternative school indicators	6
<u>CCRI</u>	<u>Frequency</u>
Include enlistment in the military in CCRI	6
CCRI should apply to entire high school career of the student just like other indicators	2
Career Readiness focus on career explorations so students can explore all career clusters	1
<u>Assessments</u>	<u>Frequency</u>
Replace AzMERIT as assessment to measure proficiency and use other form of assessments such as Renaissance Learning, Star 360 and/or Community College entrance exams	1
Measure within year growth and/or proficiency using 3 rd party measures i.e. Galileo to better reflect alt school population	1
Consider ASVAB, college exams and other formative assessments (STAR, Galileo) as a replacement for AzMERIT in the proficiency category	1
Heavier weighting for growth on the AzMERIT scale and with benchmark assessments	1
<u>Miscellaneous</u>	<u>Frequency</u>
Youth on Their Own (YOTO) considered in addition to foster care and McKinney-Vento students in high school graduation bonus points	1
Specify a minimum number of days in attendance not sequential enrollment or continuous enrollment for credit earned under growth. If credit earned is kept then suggestion: "or completes credit needed to graduate by June 30"	6

- Rose Management Group submitted 6 similar letters
- Does not include Alt Ed Consortium Position Statement

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding directing ADE staff to verify proposed calculations and cut score refinements on the A-F School Accountability letter grades for traditional K-8 and 9-12 schools
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with adopting an annual achievement profile that is used to determine a school's classification based on an A through F letter grade system.

At the Board's August 18, 2017 Special Meeting, ADE staff presented a variety of modeling data and cut scores for the A-F school letter grades. The modeling data revealed a lack of differentiation on growth measures and graduation rate. Consequently, the Accountability Advisory Group (AAG) met and reviewed refinements to the calculations. Those efforts and the AAG proposals will be discussed during the August 28, 2017 Board study session.

Based on the guidance from the Board during the study session, it is recommended that the Board direct ADE staff to verify the proposed refinements to the growth measures, graduation rate calculations and proposed cut scores for approval at the September 25, 2017 Board meeting.

Fiscal Impact

None

Recommendation to the Board

It is recommended that the Board direct ADE to staff to verify the proposals from the A-F study session and present recommended cut scores for approval at the September 25, 2017 Board meeting.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding revising a timeline for calculating and issuing A-F school letter grades for K-8 and 9-12

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with the final approval of criteria for each school and school district local education agency (“LEA”) classification label used to determine A through F letter grades. In addition, the Board is charged with determining multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year.

At its June meeting, the Board adopted a timeline regarding setting cut scores and the issuance of letter grades. Based on the proposed revisions to growth and graduation rate calculations, and allowing a period of time for ADE to verify those revisions, it is recommended that the Board adopt a revised timeline.

After verification is complete, the Board could set cut scores at the September 25, 2017 Board meeting. Following the setting of cut scores, the Department will identify letter grades. It is recommended that consideration be given to embargoing the letter grades for two weeks to allow LEAs and charter schools to prepare communications. Appeals must also be submitted during the embargo period.

Revised timeline proposal:

- September 25 – Board convenes to set cut scores; adopt K-8 Alt Ed and AOI A-F plan
- Week of September 25 – letter grades issued to traditional K-8, 9-12 LEAs and charter schools, subject to embargo, including the media
- October 9 – embargo lifted for schools and the media; letter grades publicly released to all, including the media
- October 23 – Board to set cut scores for Alt Ed and AOI
- October – November - review appeals; letter grades publicly released for Alt Ed and AOI
- November – December – review impact data for enhancements on the A-F Accountability System

Fiscal Impact

None.

Recommendation to the Board

It is recommended that the Board revise the timeline for calculating and issuing the A-F school letter grades for traditional K-8 and 9-12.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding identifying levels of performance for A, B, C, D and F schools

- Action/Discussion Item Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with adopting an annual achievement profile that is used to determine a school classification based upon an A through F letter grade system. Under this statute, “a letter grade of A reflects an excellent level of performance and a letter grade of F reflects a failing level of performance.” At the August 18, 2017 Special Meeting, the Board set the level of performance for B, C, and D schools and directed staff to convene stakeholders to define the levels of performance.

Letter Grade	Level of performance
A	Excellent
B	Performing
C	Partially Performing
D	Minimally Performing
F	Failing

At a subsequent stakeholder meeting, a consensus emerged that any definitions related to the percentage of points earned were dependent on cut scores. Regarding definitions based on descriptors, the following descriptors had support for additional consideration:

Letter Grade	Level of performance	Descriptor
A	Excellent	High performance on statewide assessment, significant student growth, high 4 year graduation rates, moving students to proficiency at a higher rate than state average; overall performance is significantly higher than state average
B	Performing	High performance on statewide assessment and/or significant student growth and/or higher 4 year graduation rates and/or moving students to proficiency at a higher rate than state average
C	Partially Performing	Meeting expectations but needs improvement on some indicators – proficiency or growth or graduation rate
D	Minimally Performing	Few students are proficient and/or making growth and/or graduating within 4 years relative to the state average
F	Failing	Systematic failures in proficiency, growth and graduation rates (below 67%); performance is in bottom 5% of the state

Contact Information:

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

EXECUTIVE SUMMARY

Fiscal Impact

None.

Recommendation to the Board

Information only. No recommended action at this time.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding public comment policy.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 38-431.01 (H) allows public bodies to make an open call to the public during public meetings, subject to reasonable time, place and manner restrictions, to allow individuals to address the public body on any issue within the jurisdiction of the body.

To address the Board, A.A.C. R7-2-101 allows any member of the public to submit a written request on a form provided by the Board. The President 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.

At its August 4, 2017 meeting, the Board considered a draft public comment policy based on other states' policies. The Board tabled adoption of the policy and directed staff to receive feedback from Board members and submit a revised public comment policy at a subsequent meeting.

Attached is a revised draft public comment policy based on discussions at the August 4th meeting and feedback received by Board staff.

Fiscal Impact

None

Recommendation to the Board

It is recommended that the Board adopt a public comment policy.

Arizona State Board of Education Policy Regarding Public Comments at Board Meetings

1. Pursuant to A.R.S. § 38-431.01, the State Board of Education (Board) may accept comment from any person on items that appear on the Board's agenda for that meeting, as well as general public comments within the jurisdiction of the Board.
2. A person who desires to speak to the Board shall either submit a completed request to speak form to ~~the Executive Director Board staff~~ on the day of the meeting ~~at least five (5) minutes before the start of the meeting~~ or submit a request to speak to inbox@azsbe.az.gov at least twelve (12) hours before the start of the meeting. ~~A person may not submit a request to speak form on an item during following a motion or a vote.~~ Request to speak forms shall be made available at least thirty (30) minutes prior to the start of the Board meeting and available on the Board's website [at www.azsbe.az.gov](http://www.azsbe.az.gov).
3. Request to speak information shall include the name ~~and address~~ of the person providing the comments, ~~the name of the organization (if any) that the person represents~~, the agenda item or subject to be discussed and if, applicable, if the person is for or against the issue.
4. Public comments are subject to the following rules:
 - a. When an individual registers to provide public comment, the individual will indicate on the request to speak form the specific agenda item on which the individual wishes to comment, or that the individual will be making only general comment.
 - b. Comments will be taken during the Public Comment segment of the agenda ~~unless the speaker indicates a request to comment when a specific agenda item is before the Board.~~ The President retains the discretion to receive public comment immediately preceding an agenda item based on a time constraint of the speaker.
 - c. Public comments are generally limited to three (3) minutes in length and additional time may be granted at the discretion of the Board President. Comments shall be timed by Board staff and time limits will be strictly enforced. The Board may also designate a meeting as a public hearing on a particular issue, giving more individuals the opportunity to present their opinions to the Board.
 - d. To allow for appropriate consideration of positions, written comments are encouraged, ~~written~~ Written comments shall be submitted to inbox@azsbe.az.gov or the Board office by noon on the business day preceding the Board meeting, which will be emailed by Board staff to Board members and accepted for the record, but will not be read aloud by Board staff or Board members at a Board meeting. Written comments will not be distributed at a Board meeting. It is strongly encouraged that written comments be submitted five business days prior to the meeting.
 - e. No person may speak more than once on the same topic.
 - f. Comments shall be directed to the Board, not to an individual Board member, and questions will not be entertained, and no discussion will ensue.
 - ~~g. Statements shall not be abusive or argumentative, and persons making statements shall not debate statements made by other persons.~~
 - g. The President may invite a member of the public to comment or make a presentation to the Board on any matter under consideration.
5. The President of the Board, or the President's designee, shall enforce these rules and may take actions necessary to maintain order at the Board meeting. Such actions may include, but are not limited to:

- a. interrupting a person making a statement if the statement is too lengthy, unduly repetitive or otherwise violates this policy; ~~and~~
- b. limiting the total amount of time devoted to public statements based on the number of persons wishing to make statements and the length of the Board's agenda; and
- b. providing additional time up to ten minutes and designating one spokesperson to speak for multiple individuals upon consensus where multiple requests are made to speak on similar positions

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DRAFT

EXECUTIVE SUMMARY

Issue:	Presentation and discussion regarding updates on an AOI School Accountability Plan for 2016-2017
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Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-241 (H) states that subject to final adoption by the State Board of Education, the Department of Education shall use achievement profiles to appropriately assess the educational impact of schools that participate in Arizona online instruction (AOI) pursuant to section 15-808.

At its February 27, 2017, meeting, the Arizona State Board of Education voted to extend the approval date of an accountability plan for AOI and alternative schools until August 2017.

At its August 4, 2017, meeting, the AOI Accountability Advisory Group, in collaboration with ADE's Accountability and Research, presented a draft plan similar to the Alternative Education School Accountability Plan. Board members encouraged that the draft plan be reconsidered along the traditional plan framework with revisions as appropriate.

An update will be presented at the Board meeting.

Recommendation to the Board

Information item only. No action is requested.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: ESSA English Language (EL) Long-Term Goal and Measures of Interim Progress
--

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

The Every Student Succeeds Act of 2015 (ESSA) requires that states set long-term goals and measures of interim progress (MIPs) for statewide achievement on the English language arts and mathematics assessments, proficiency rates for English language learners, and graduation rates for all students. These proposed goals and interim measures must be included as part of the state's ESSA plan. For all three areas, Arizona proposes setting long-term goals that are ambitious and attainable for schools. Additionally, the planning teams are making every effort to ensure that these goals align with other state-wide improvement efforts to create one coherent and strategic system of goals for the state.

At the May State Board Meeting, the Long-term goals and MIPs for academic achievement and graduation rates were approved. The EL Advisory Council met on May 18th to review the preliminary plan and the initial survey data and requested additional data to review. The EL Advisory group met again at the end of May, June and July. The supporting documentation provided outlines their work and Arizona's proposed Long-term goals and MIPs for English language proficiency.

Recommendation to the Board

The State Board of Education approves the ESSA EL long-term goal and measures of interim progress as proposed in the supporting documentation.

Contact Information:

Kate Wright, Deputy Associate Superintendent, Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent, High Academic Standards for Students

ESSA EL Long Term Goal and Measures of Interim Progress



Diane Douglas
Superintendent of Public Instruction

**State Board Meeting
Presentation
August 28, 2017**

Introduction

ESSA requires states to set a Long Term Goal and determine Measures of Interim Progress (MIPs) for its English learners.

- **Arizona proposes setting a Long Term Goal and MIPs that reflect both a student's age and initial proficiency level as determined by AZELLA, Arizona's English language proficiency assessment.**



Introduction

Arizona set the Long Term EL Goal and MIPs by:

- **reviewing current research related to growth in proficiency among English learners**
- **reviewing trend data from the AZELLA assessment**
- **establishing and meeting with an EL Advisory Group**
- **participating in an EL COP with 10 other states**



Introduction

EL Advisory Group

Tolleson Elementary School District
Paradise Valley Unified School District
Sunnyside Unified School District
Dysart Unified School District
Phoenix Union High School District
Glendale Union High School District
Amphitheater Unified School District
Flagstaff Unified School District
Yuma Elementary School District
Espiritu Schools
Friendly House Academia del Pueblo
AZELLA- ADE
Accountability- ADE
HASS- ADE
OELAS- ADE



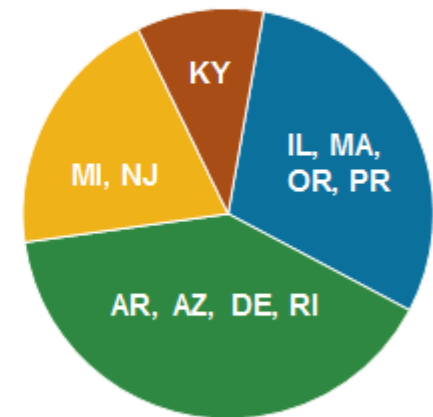
Introduction

EL Community of Practice (EL CoP)

Size of EL population in ELP CoP states: AZ, AR, DE, IL, KY, MA, MI, NJ, OR, PR, RI

State*	Number (%) of ELs Statewide
DE	7,927 (6.6%)
RI	8,562 (6.8%)
KY	19,594 (2.9%)
AR	35,814 (7.5%)
OR	49,543 (8.8%)
NJ	60,655 (4.5%)
AZ	63,242 (6.7%)
MI	63,322 (4.6%)
MA	66,640 (8.5%)
IL	191,057 (9.3%)
U.S.	4,460,956 (9.5%)

Number of ELP CoP States with Varying Sizes of EL Populations Statewide



- 8.5% or more ELs (n = 4)
- 5.9% and <8.5% ELs (n = 4)
- >=3.3.% and <5.9% (n = 2)
- <3.3% ELs (n = 1)

Source: National Center for Education Statistics (2013–14)



Introduction

Similar to the ELA and mathematics goals, it has been of central importance to assure that goals for ELs are both ambitious and attainable.

- **The student-level targets which are ultimately approved must aggressively improve outcomes for English learners while remaining attainable for schools.**
- **Thus, these goals must be accompanied by strategies and support which accelerate students toward outcomes.**



Definitions

Student-Level Targets:

- **The Student-Level Targets measure individual progress towards English language proficiency.**
- **When determining growth towards proficiency, ESSA allows SEAs to take into account individual student's age and initial proficiency.**



Definitions

Grade Bands:

- Grade bands were determined by grouping students with similar rates of expected growth.
- Research supports combining the first two and final two AZELLA Stages, as students in these grades have a comparable trajectory towards proficiency.
 - K-3
 - 4-6
 - 7-12



Definitions

Performance Levels:

- Performance levels indicate a range of English language proficiency.
- Pre-Emergent
- Emergent
- Basic
- Intermediate
- High Intermediate
- Proficient



Definitions

AZELLA Proficiency Scale and Cut Scores

AZELLA Stage	Grade(s)	Overall Proficiency Level Pre-Emergent/ Emergent	Overall Proficiency Level Basic	Overall Proficiency Level Intermediate	Overall Proficiency Level Proficient
KG Placement Test	KG	100-205	206-256	206-256	257-300
I Reassessment Test	KG	2000-2240	2241-2282	2283-2326	2327-3000
II	01	2000-2294	2295-2338	2339-2384	2385-3000
II	02	2000-2337	2338-2382	2383-2427	2428-3000
III	03	2000-2369	2370-2413	2414-2473	2474-3000
III	04	2000-2390	2391-2433	2434-2498	2499-3000
III	05	2000-2400	2401-2441	2442-2522	2523-3000
IV	06	2000-2403	2404-2442	2443-2529	2530-3000
IV	07	2000-2403	2404-2442	2443-2534	2535-3000
IV	08	2000-2403	2404-2442	2443-2539	2540-3000
V	09-12	2000-2425	2426-2467	2468-2549	2550-3000



EL Student-Level Targets

Grade Band	Initial Proficiency	Predicted Expected Growth	Measure of Interim Progress*
1-3	Pre-Emergent	Basic, Intermediate, High-Intermediate, or Proficient	1-at least 295 pts 2-at least 338 pts 3-at least 370 pts
1-3	Emergent	Basic, Intermediate, High-Intermediate, or Proficient	1-at least 95 pts 2-at least 88 pts 3-at least 120 pts
1-3	Basic	Intermediate, High-Intermediate, or Proficient	1-at least 98 pts 2-at least 88 pts 3-at least 76 pts
1-3	Intermediate	High-Intermediate or Proficient	1-at least 79 pts 2-at least 67 pts 3-at least 62 pts
1-3	High-Intermediate	Proficient	1-at least 79 pts 2-at least 66 pts 3-at least 68 pts

*Students must make minimal annual point gain **AND/OR** grow by one proficiency level.



EL Student-Level Targets

Grade Band	Initial Proficiency	Predicted Expected Growth	Measure of Interim Progress*
4-6	Pre-Emergent	Basic, Intermediate, High Intermediate, or Proficient	4-at least 391 pts 5-at least 401 pts 6-at least 404 pts
4-6	Emergent	Basic, Intermediate, High-Intermediate, or Proficient	4-at least 141 pts 5-at least 151 pts 6-at least 154 pts
4-6	Basic	Intermediate, High-Intermediate, or Proficient	4-at least 64 pts 5-at least 51 pts 6-at least 42 pts
4-6	Intermediate	High-Intermediate or Proficient	4-at least 53 pts 5-at least 49 pts 6-at least 45 pts
4-6	High-Intermediate	Proficient	4-at least 54 pts 5-at least 56 pts 6-at least 47 pts

*Students must make minimal annual point gain **AND/OR** grow by one proficiency level.



EL Student-Level Targets

Grade Band	Initial Proficiency	Predicted Expected Growth	Measure of Interim Progress*
7-12	Pre-Emergent	Basic, Intermediate, High-Intermediate, or Proficient	7-at least 404 pts 8-at least 404 pts 9-12-at least 426 pts
7-12	Emergent	Basic, Intermediate, High-Intermediate, or Proficient	7-at least 154 pts 8-at least 154 pts 9-12-at least 176 pts
7-12	Basic	Intermediate, High-Intermediate, or Proficient	7-at least 39 pts 8-at least 39 pts 9-12-at least 64 pts
7-12	Intermediate	High-Intermediate or Proficient	7-at least 46 pts 8-at least 49 pts 9-12-at least 66 pts
7-12	High-Intermediate	Proficient	7-at least 48 pts 8-at least 51 pts 9-12-at least 58 pts

*Students must make minimal annual point gain **AND/OR** grow by one proficiency level.



EL Long Term Goal

Proposed Long Term Goal:

- **Arizona will increase the percent of students making progress towards English language proficiency by 3% annually over 10 years, from 40% in 2017 to reach 70% making progress towards proficiency in 2028.**



Conclusion

Arizona will review AZELLA data annually to determine if the EL Measures of Interim Progress and the EL Long Term Goal are both attainable and ambitious.

OELAS will also work with LEAs to develop strategies and support which accelerate students toward outcomes.



4E: This item has been removed

EXECUTIVE SUMMARY

Issue: Update regarding the Arizona Career and Technical Education Commissioners

Action/Discussion Item

Information Item

Background and Discussion

History of the Commission –

On August 26, 2013 the Arizona State Board for Vocational and Technical Education unanimously voted to discontinue the Career and Technical Education Advisory Committee to the Board, and to rename and restructure the Arizona Skills Standards commission to the Arizona Career and Technical Education Quality Commission.

Purpose of the Commission –

Original purpose:

1. The Commission will continue to engage Arizona business and industry employers and to work with existing community, state and national organizations in support of high-quality, relevant CTE programs.
2. The commission will validate CTE program technical skill standards, students' skills attainment through end-of-program assessments, certificates and transcripts-leading, where possible, to national certification and/or state licensure, and other documentation essential to students' education and career success.

Change in purpose: Validate the A-F College and Career Ready Rubric Industry certification list.

Membership on the Commission – There is an effort to increase statewide membership representing all industry pathways in Arizona

Attachments:

1. Arizona Career and Technical Education Quality Commission membership list
2. Resolution to Reaffirm Support of the Arizona CTE Skills Standards Assessment System and the Awarding of Certificate and Documenting Students Skill Attainment
3. Letter to Student from Quality Commission
4. Copy of Certificate

Recommendation to the Board

This is an information item. No action is required.

Contact Information:

Cathie Raymond, Deputy Associate Superintendent, Career and Technical Education
Carol Lippert, Associate Superintendent, High Academic Standards for Students



Arizona Department of Education
Arizona Career & Technical Education Quality Commission
2017 – 2018

Co-Chairs: Diane Douglas, Arizona Superintendent of Public Instruction
Carolyn Warner, Chairman, Corporate // Education Consulting, Inc.

Don Adams - Bashas'

Director, Human Resources
Chandler, AZ 85224

Brandon Ames - Ani Cell Biotech

CEO
Chandler, AZ 85226

Jesse Ary - HomeSmart, Inc.

Realtor
Phoenix, AZ 85016

Mary Anne Berens - ACTEAZ Premier Programs Series

Coordinator
Peoria, AZ 85382

Rosalyn Boxer – State of Arizona

Vice President, Workforce Development
AZ Office of Econ. Opportunity
Phoenix, AZ 85007

Art Brooks - Arizona Broadcasters Association

President & CEO
Phoenix, AZ 85008

Edward Carroll - Boeing Co.

Sr. Engineering Mgr, Attack Helicopter Prog, (retired)

Lt. Col. David Clukey - US Army

Commander, US Army Recruiting Battalion
Phoenix, AZ 85004

Richard Condit – Economic Independence, LLC

Sundt Construction, Senior Vice President (retired)
Tempe AZ 85282

Rebecca Darling - Resolution Copper

Manager, Regional & Economic Development
Superior, AZ 85173

Mark Dobbins - SUMCO Phoenix Corp

Senior Vice President//Corporate Secretary (Ret.)

Steve Dockray - Valley Academy for CTE

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Cottonwood, AZ 86326

Greg Donovan - Western Maricopa Educ Center (West-Mec)

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Glendale, AZ 85305

Diane Douglas – Arizona Department of Education

AZ State Superintendent of Public Instruction
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Tina Drews – Salt River Project

Director of Talent Management
Tempe, AZ 85281

Eric Eilertsen – Experience Matters

CEO
Phoenix, AZ 85004

Pam Ferguson - Association of CTE AZ

Executive Director
Peoria, AZ 85382

Dante O. Fierros - Nichols Precision

President; Chairman, Arizona Manufacturing Partnership
Tempe, AZ 85282

Dick Foreman - Arizona Business & Education Coalition

President/CEO
Phoenix, AZ 85012

Connie Fraijo - Arizona Department of Economic Security

Employment & Rehab Services
Field Operations Supervisor
Phoenix, AZ 85007

Dr. Sybil Francis - Center For the Future of Arizona

Executive Director
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Glen Galster - Arizona Bioindustry Association

Prudent Group, LLC
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Harry Garewal - Trin and Associates

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Assoc. Clinical Professor, Early Childhood Prog Coord

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Glenn Hamer - Arizona Chamber of Commerce & Industry

President & CEO
Phoenix, AZ 85012

Dr. Maria Harper-Marinick - Maricopa Community Colleges

Chancellor
Tempe, AZ 85281

William C. Harris - Science Foundation Arizona
President & CEO
(Caroline Vaningen-Dunn - Designee)
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John Hatfield - Arizona Public Service
Vice-President Communications
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Prescott Resort & Conference Center
Scottsdale, AZ 85251

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President & CEO
Phoenix, AZ 85013

Shawn Hutchinson – Phx. Chapter Electrical Train. Alliance/ AFL-CIO
Apprenticeship. & Training Dir.,
Phoenix, AZ 85014

Maxine M. Jones - Aimco Precision
Former Owner

Kara Kalkbrenner – Phoenix Fire Dept
Fire Chief

Randall Kimmens - Maricopa Community Colleges
Associate Vice Chancellor of Workforce Development
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Don Lively - Arizona Summit Law School
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Jack W. Lunsford - The Lunsford Group
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T. J. Martin – Phoenix Police Department
Assistant Chief
(Lt. Anthony Lopez)
Strategic and Tactical Services Division

Mike McAfee - Arizona Auto Dealers Association
AZ AYES Director
Phoenix, AZ 85016

Derek McCann – Loews Ventana Canyon Resort
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Charles McCollum - Tucson Unified School District
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Julie Pastrick - Greater Flagstaff Chamber of Commerce
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Linda Polito - Polito Associates
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Dr. Michael Roberts - Northern AZ University, College of Education
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Hank Rowe – Catalina Brewing Company
NBCT, Lead Brewer
Tucson, AZ

Omar Sayed - Technology Consultant

Aron Schmidt - ACOVA
President - Director HS Instruction & CTE
Vail, AZ

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Senior Policy Director (retired)

Joe Sigg - Arizona Farm Bureau Federation
Chief Administrative Officer
(Liz Foster - Designee)

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Richard Terbush - School Facilities Construction
Consultant

Dr. Robert Torres - University of Arizona
Agriculture Education, Department Head
Tucson, AZ

The Honorable Thomas Tyree - Yuma County School Superintendent
Former President, Arizona State Board of Education
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Steve Zylstra - Arizona Technology Council
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ARIZONA CAREER AND TECHNICAL EDUCATION QUALITY COMMISSION

RESOLUTION TO REAFFIRM SUPPORT OF THE ARIZONA CAREER AND TECHNICAL EDUCATION SKILL STANDARDS ASSESSMENT SYSTEM AND THE AWARDING OF CERTIFICATES AND TRANSCRIPTS DOCUMENTING STUDENTS' SKILL ATTAINMENT

Approved by the Commission:

May 24, 2017

- On June 21, 2006, Governor Janet Napolitano signed HB 2700 leading to the establishment of the Arizona Skill Standards Commission for the purpose of supporting the Arizona Career and Technical Education Skills Standards Assessment System and awarding certificates and transcripts to those students passing industry-validated end-of-program assessments and, therefore, fostering a culture of more engaged and responsible learners.
- In response to HB2700 and similar federal legislation requiring students to pass industry-validated end-of-program assessments leading to an industry-recognized credential, postsecondary education, and/or employment, the Arizona Department of Education Career and Technical Education created, in 2006, the Arizona Career and Technical Education Skill Standards Assessment System. The Arizona Skill Standards Commission was the validating entity for the end-of-program assessments.
- On August 26, 2013, the Arizona State Board for Vocational and Technical Education unanimously voted to discontinue the Career and Technical Education Advisory Committee to the Board, and to rename and restructure the Arizona Skill Standards Commission to the Arizona Career and Technical Education Quality Commission.

Reaffirming its role as advocates for accountability and excellence in Career and Technical Education in Arizona, the Arizona Career and Technical Education Quality Commission resolves: (1) to continue to engage Arizona business and industry employers and to work with existing community, state, and national organizations in support of high-quality, relevant CTE programs; and (2) to validate students' skill attainment through end-of-program assessments, certificates and transcripts – leading, where possible, to national certification and/or state licensure, and other documentation essential to students' education and career success.



ARIZONA CAREER AND TECHNICAL EDUCATION QUALITY COMMISSION

**ARIZONA STATE
DEPARTMENT OF EDUCATION**
CAREER AND TECHNICAL EDUCATION

DIANE M. DOUGLAS
Superintendent of Public Instruction

CAROLYN WARNER, Chair
Chairman, Corporate//Education Consulting, Inc.

DON ADAMS
Director, Human Resources
Bashas'

BRANDON AMES
CEO
Ani Cell Biotech

JESSE ARY
Realtor
HomeSmart, Inc

MARY ANNE BERENS
Coordinator
ACTEAZ Premier Program Series

ROSALYN BOXER
Vice President, Workforce Development
Arizona Commerce Authority

ART BROOKS
President & CEO
Arizona Broadcasters Association

EDWARD CARROLL
Senior Engineering Manager (Ret.)
Boeing

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Sundt Construction

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MARK DOBBINS
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SUMCO Phoenix Corp

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DICK FOREMAN
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Field Operations Supervisor
Arizona Department of Economic Security

SYBIL FRANCIS
Executive Director
Center for the Future of Arizona

REBEKAH FRIEND
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Chairman
Arizona Bioindustry Association

HARRY GAREWAL
MBA, CEO
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ERNEST GARFIELD
Interstate Bank Developers, Inc.

MARYANN GUERRA
CEO
BioAccel

GLENN HAMER
President & CEO
Arizona Chamber of Commerce & Industry

MARIA HARPER-MARINICK
Chancellor
Maricopa Community Colleges

WILLIAM HARRIS
President & CEO
Science Foundation Arizona

JOHN HATFIELD
Vice President, Communications
Arizona Public Services

December 2, 2016

Congratulations!

You have passed the Arizona Career and Technical Education Quality Commission's Spring 2016 end-of-program assessment based on industry skill standards in your selected career field.

We encourage you to continue your education in your desired career pathway. It is our intent that the enclosed certificate and transcript will enable you to provide an employer with specific information about the industry skills you possessed upon completion of your program.

Should you have a need for an additional transcript in the next four years, you may contact Career and Technical Education at the Arizona Department of Education.

Best wishes for your future success.

Diane M. Douglas

Superintendent of Public Instruction
Arizona Department of Education

Carolyn Warner, Chair

Chairman
Arizona CTE Quality Commission
Corporate//Education Consulting

DON LIVELY
President
Arizona Summit Law School

MIKE MCAFFEE
Director of Education
Valley Auto Dealer Association

SHERRY MCFADDEN
Director, Tempe Operations Center
State Farm Insurance Company

DERRICK MELLON
Owner/Operator
McDonald's Restaurants

ROBERT MEYER
President & CEO
Phoenix Children's Hospital

JULIE PASTRICK
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STEVE PURVES
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OMAR SAYED
Technology Consultant

JOSEPH SHELLEY
Commander
Mesa Police Department

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Resolution Copper

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School Facilities Construction

ROBERT TORRES
Department Head, Agricultural Education
University of Arizona

THOMAS TYREE
Past President, State Board of Education
Superintendent, Yuma County Schools

MATT WEBER
Superintendent
NAVIT

MARYANNE WEISS
President
Gustare Ltd.

JAMES ZAHARIS
Vice President for Education
Greater Phoenix Leadership, Inc

NANCY ZISMANN
Chief Clinical Services Officer
Banner Medical Group

STEVE ZYLSTRA
President & CEO
Arizona Technology Council

SHERRY HENRY
Director of Sales
Grace Hospitality

LINDA HUNT
President & CEO
Dignity Health Arizona

MAXINE M. JONES
Former Owner
Aimco Precision, Inc.

JIM KLINKER
Chief Administrative Officer
Arizona Farm Bureau Federation

RANDALL KIMMENS
Assoc Vice Chancellor, Workforce Development
Maricopa Community Colleges

JACK W. LUNSFORD
President
The Lunsford Group

Certificate of Arizona Technical Skills Standards
Arizona Career and Technical Education Quality Commission

certifies that

Student Name

Student School


has passed the

ASSESSMENT PROGRAM NAME (i.e., Automotive Technologies)

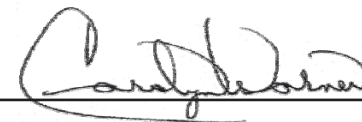
Test Cycle (i.e., Fall 2016)

Technical Skills Assessment

Arizona Department of Education Career and Technical Education



Diane M. Douglas
Superintendent of Public Instruction
Arizona Department of Education



Carolyn Warner, Chair
Arizona Career and Technical
Education Quality Commission

EXECUTIVE SUMMARY

Issue:	Approve process for the approval of industry-based credentials and certifications related to the A-F accountability models
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 Action/Discussion Item Information Item**Background and Discussion**

The State Board of Education (SBE) approved an accountability plan which included industry certifications and credentials within the College and Career Ready Index (CCRI). Industry based certificates provide evidence that a student has successfully demonstrated skills and competencies that have been recognized as essential to that industry. These certificates let employers know that the student possesses skills which would make them better qualified for a position than those applicants without the certification. As such, it is vital that the SBE select certificates which are widely recognized by industry, align to Career and Technical Education standards for that program, and reflect jobs and occupations which are in demand. The draft process outlined in the supporting documentation ensures that certifications approved by the SBE for the purposes of A-F/CCRI meet these criteria. Career and Technical Education is researching other states to determine best practices in identifying and ranking the credentials.

The process we propose includes industry advisory committees meeting to verify relevancy of the proposed credential. They will review the proposed credential as well as those currently on the A-F list. A rubric will be developed to determine the rank of a credential on the A-F list as suggested by the State Board of Education. Those found relevant and meet the determined criteria will be forwarded on to the Arizona Career and Technical Quality Commission. After review by the Quality Commission the approved credentials will be sent to the State Board for approval to be added to the list.

As other states have experienced, we have been inundated with vendors marketing certificates that they claim are industry accepted. We want to be assured Arizona industries will accept any of these certificates.

The draft process was present to the Career and Technical Education Administrators July 16, 2017, Quality Commission July 16, ACOVA (state organization for CTE Administrators).

Attachments:

Draft Application Process

Contact Information:

Cathie Raymond, Deputy Associate Superintendent, Career and Technical Education

Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

Recommendation to the Board

The State Board of Education accepts the approval process for industry-based credentials and certifications for the purposes of A-F accountability.



**INDUSTRY-BASED CERTIFICATION APPLICATION
For Inclusion on the Arizona State A-F School Rating List**

Instructions: Please complete each question of the application. Incomplete applications will not be considered. Completed applications and all supporting documentation should be submitted to:

Date: _____

1) Submitting Organization:

2) Credential Title:

3) Geographic Area of Credential:

State Multi-state National International

4) Explanation of workforce demand for credential:

5) Occupations with jobs accepting this credential:

Occupation	Anticipated Annual Statewide Demand	Wage Range

NOTE: Add additional rows to this chart if needed to document other occupational need.

INDUSTRY-BASED CREDENTIAL APPLICATION

- 6) Listing of Arizona employers recommending the approval of this certification. Letters of support from each supporting entity must be attached and include information on workplace experiences for students and preferences for hiring graduates with this credential.

Name of Employer, Industry Association	Address	Contact Person	Phone No.

NOTE: Add additional rows to this chart if needed to document other employers or industry associations supporting this IBC.

- 7) Certifying/Accrediting Agency with contact information:

Name of Certifying Agency or Accreditation Group	Address	Contact Person	Phone No.

- 8) Brief Program Description to include, but not limited to:

a. Age student can receive credential: _____

b. Curriculum to be used for training purposes:

c. Is the curriculum or training materials duplicated in another training field? If so, please explain the need to use different training materials:

d. Facilities currently offering training or where training could be implemented:

e. Upon completion of training and certification, what is the next step in continuing training/education in this field?

f. What is the minimum length of time required to complete the training?

INDUSTRY-BASED CREDENTIAL APPLICATION

g. What type of credential testing and/or assessment is included with the training?

h. Which of the following does the assessment include: written exams, hands-on applications, and/or performance measures?

h. Is the credential based upon classroom training only, or does work experience qualify?

i. Explain career advancement upon completion of training and obtaining certification by the students of this credentials:

j. Additional training opportunities

k. Continuing education, dual enrollment, articulated credit, and career ladder possibilities:

l. What is the cost for the training and certification? What resources do employers provide in support?

m. What is the recertification process for an individual's credentials to remain current/active?

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel – request to present recommendations for the proposed special education rules package R7-2-401

Action/Discussion Item

Information Item

Background and Discussion

The Individuals with Disabilities Education Act (IDEA) and Arizona Revised Statutes require states to maintain an advisory panel to provide the SEA with policy guidance relating to special education for children with a disability (34 CFR 300.167 – 300.169 & ARS 15-235F&G). Membership on the Special Education Advisory Panel (SEAP) is composed of individuals involved in or concerned with the education of children with disabilities and enumerates individuals who can fulfill the required roles (34 CFR 300.168). Additionally, IDEA specifically requires that a majority of the members of the panel must be individuals with disabilities or parents of children with disabilities. Several of our members fulfill a specific role on the panel and are a parent of a child with a disability to meet the majority requirement.

The duties of the panel include advising the SEA about the unmet educational needs of children with a disability, commenting on rules and regulations, advising the SEA on evaluations and reporting data to the US Department of Education (34 CFR 300.169). SEAP Co-Chair, Ms. Nancy Williams and a SEAP panel member representing parents of children with disabilities, Ms. Kristina Blackledge, will be present to clarify and establish concise information brought forth by the SEAP panel to the State Board of Education meeting on August 28, 2017.

Review and Recommendation of State Board Committee

The SEAP Co-Chairs, Vice Chair, and State Deputy Associate Superintendent of Special Education, Alissa Trollinger, have reviewed all submitted information from the panel, made on August 21, 2017 regarding the proposed special education rules package R7-2-401. The Special Education Advisory Panel recommends to the State Board of Education that the following recommendations be considered.

Recommendation to the Board

It is recommended that the State Board of Education take into consideration the guidelines presented by the Special Education Advisory Panel regarding the special education rules package R7-2-401.

[Support documentation will be attached after the August 21, 2017 SEAP meeting]

Contact Information: Nancy Williams, Co-Chair Special Education Advisory Panel, Kristina Blackledge, Member Special Education Advisory Panel

ITEM 4H SUPPORTING MATERIALS

1 ARTICLE 4. SPECIAL EDUCATION

2 R7-2-401. Special Education Standards for Public Agencies Providing Educational Services

3 A. For the purposes of this Article, the Individuals with Disabilities Education Improvement Act
4 (IDEA), 20 U.S.C. 1400 et seq. and its implementing regulations, 34 CFR 300.1 et seq., are incorporated
5 herein by reference. Copies of the incorporated material can be obtained from the U.S. Government
6 Printing Office, <https://bookstore.gpo.gov/catalog/laws-regulations> Attn: New Orders, P.O. Box 979050,
7 St. Louis, MO 63197-9000 or the Arizona Department of Education, Exceptional Student Services, 1535
8 West Jefferson Street, Phoenix, Arizona 85007.

9 B. Definitions. All terms defined in the IDEA, its implementing regulations and A.R.S. § 15-761 are
10 applicable, with the following additions:

11 1. "Accommodations" means the provisions made to allow a student to access the general
12 education curriculum and demonstrate learning. Accommodations do not substantially change the
13 instructional level, ~~the content or the performance criteria~~, but are made in order to provide a student
14 equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall
15 not alter the content of the curriculum or a test, or provide inappropriate assistance to the student
16 within the context of the test.

17 ~~2. "Adaptations" means changes made to the environment, curriculum, and instruction or~~
18 ~~assessment practices in order for a student to be a successful learner. Adaptations include~~
19 ~~accommodations and modifications. Adaptations are based on an individual student's strengths and~~
20 ~~needs.~~

21 ~~2. 3.~~ "Administrator" means the chief administrative official or designee authorized to act on behalf
22 (responsible for special education services) of a public education agency.

23 ~~3. 4.~~ "Audiologist" means a person who specializes in the identification and prevention of hearing
24 problems and in the non-medical rehabilitation of those who have hearing impairments, and who is
25 licensed to practice audiology according to A.R.S. Title 36, Chapter 17, Article 4.

26 ~~4. 5.~~ "Boundaries of responsibility" means for:

27 a. A school district, the geographical area within ~~the~~ its legally designated boundaries.

28 b. A charter school, the population of students enrolled in the charter school.

29 ~~c. 6.~~ A public education agency other than a school district or charter school, the population of
30 students enrolled in a charter school or receiving educational services from a the public education
31 agency.

32 ~~6. "Certificate in speech and language therapy" means a speech language patho logist or speech-~~
33 ~~language technician certificate awarded by the State Board of Education.~~

34 ~~5. 7.~~ "Certified school psychologist" means a person holding a certificate from the Arizona State
35 Board of Education issued pursuant to 7 A.A.C. 2, Article 6, in the area of school psychology.

36 ~~6. 8.~~ "Certified speech-language therapist" means a person holding a speech-language pathologist or
37 speech-language technician certificate from the Arizona State Board of Education issued pursuant to 7

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1 A.A.C. 2, Article 6, and a license from the Arizona Department of Health Services as a speech-language
2 pathologist in accordance with A.R.S. Title 36, Chapter 17, Article 4.

3 ~~7. “Child with a disability,” as defined by A.R.S. § 15-761(2), is a child that has been evaluated pursuant~~
4 ~~to A.R.S. § 15-766 and has been determined to have a qualifying disability and who, by reason thereof,~~
5 ~~needs special education and related services.~~

6 ~~8-9-7.~~ “Department” means the Arizona Department of Education.

7 ~~9-10-8.~~ “Doctor of medicine” means a person holding a license to practice medicine pursuant to A.R.S.
8 Title 32, Chapter 13 state law as a (medical doctor) or Chapter 17 (doctor of osteopathy) licensed to
9 practice medicine pursuant to A.R.S. Title 32, Chapter 13 or Chapter 17, or similar laws from another
10 state.

11 ~~10-11-9.~~ “Exceptional Student Services Division” or “ESS” means the Exceptional Student Services
12 Division of the Arizona Department of Education.

13 ~~11-12-10.~~ “Evaluator” means a qualified person trained and knowledgeable in a field relevant to the
14 child’s disability who administers specific and individualized assessment for the purpose of special
15 education evaluation and placement.

16 ~~12-13-11.~~ “Full and individual evaluation” means procedures used in accordance with the IDEA to
17 determine whether a child has a disability and the nature and extent of the special education and
18 related services that the child needs. This evaluation includes:

- 19 a. A review of existing information about the child;
- 20 b. A decision regarding the need for additional information;
- 21 c. If necessary, the collection of additional information; and
- 22 d. A review of all information about the child and a determination of eligibility for special
23 education services and needs of the child.

24 ~~13-14-12.~~ “Independent educational evaluation” means an evaluation conducted by a qualified an
25 evaluator examiner who is not employed by the public education agency responsible for the education
26 of the child in question.

27 ~~14-13.~~ “Informed written consent” means a person has been fully informed of all information relevant
28 to the activity for which consent is sought, in the person’s native language or through another mode of
29 communication; the person understands and agrees in writing to the carrying out of the activity for
30 which consent is sought; and the person understands that the granting of consent is voluntary and may
31 be revoked at any time.

32

33 ~~15-14.~~ “Interpreter” means a person trained to translate orally or in sign language in matters pertaining
34 to special education identification, evaluation, placement, the provision of free appropriate public
35 education (FAPE), or assurance of procedural safeguards for parents and students who converse in a
36 language other than spoken English. Each student’s IEP team determines the level of interpreter skill
37 necessary for the provision of FAPE.

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1 16. “Language in which the student is proficient” means all languages including sign language
2 systems.

3 ~~16- 17.~~ 15. “Licensed psychologist” means a person holding a ~~psychologist~~ license to practice
4 psychology ~~from the a state licensing body, of Arizona Board of Psychologist examiners in accordance~~
5 ~~with.~~ pursuant to A.R.S. Title 32, Chapter 19.1, Article 2, or a similar law from another state.

6 ~~17- 16.~~ “Multidisciplinary Evaluation Team” means a team of persons including individuals described as
7 the individualized education program team and other qualified professionals who shall determine
8 whether a child is eligible for special education and related services. has the same meaning prescribed in
9 A.R.S. § 15-761.

10 ~~18- 17.~~ “Modifications” means substantial changes in what a student is expected to learn and to
11 demonstrate. Changes may be made in the instructional level, the content or the performance criteria.
12 Such changes are made to provide a student with meaningful and productive learning experiences,
13 environments, and assessments based on individual needs and abilities.

14 19. “Paraeducator” means a person employed to assist with the education of students but who is
15 not certified to teach by the Arizona Department of Education. Alternate terms may include
16 paraprofessional, teacher aide, instructional assistant or other similar titles.

17 ~~19- 20.~~ 18. “Private school” means any nonpublic educational institution where academic instruction is
18 provided, including nonsectarian and parochial schools, that are not under the jurisdiction of the state
19 or a public education agency.

20 ~~20- 21.~~ 19. “Private special education school” means a ~~private school that is established to serve~~
21 ~~primarily~~ nonpublic educational institution where instruction is provided primarily to students with
22 disabilities. The school may also serve students without disabilities.

23 ~~21- 22.~~ 20. “Psychiatrist” means a ~~doctor of medicine who specializes in the study, diagnosis, treatment~~
24 ~~and prevention of mental disorders~~ licensed physician who has completed three years of graduate
25 training in psychiatry in a program approved by the American medical association or the American
26 osteopathic association.

27 ~~22- 21.~~ 21. “Public education agency” or “PEA” means a school district, charter school, accommodation
28 school, state supported institution, or other political subdivision of the state that is responsible for
29 providing education to children with disabilities.

30 ~~23- 22.~~ 22. “Qualified professionals” means individuals who have met state approved or recognized
31 degree, certification, licensure, registration or other requirements that apply in the areas in which the
32 individuals are providing services such as screening, identification, evaluation, general education, special
33 education or related services, including supplemental aids and services.

34 ~~24- 23.~~ “Screening” means an informal or formal process of determining the status of a child with
35 respect to appropriate developmental and academic norms. Screening may include observations, family
36 interviews, review of medical, developmental, or education records, or the administration of specific
37 instruments identified by the test publisher as appropriate for use as screening tools. means a process

Commented [CB1]: Subsection B (page 1, lines 9 and 10) states that all of the definitions from 15-761 are included in this Article so this definition can be deleted from rule. See comment #2 on attached document.

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1 of determining appropriate instructional strategies for curriculum implementation. Screening may not
2 be considered to be an evaluation for eligibility for special education and related services.

3 ~~25-24. 24.~~ "Specially designed instruction" means ~~adapting, as appropriate to the needs of an eligible~~
4 ~~child the content, methodology, or delivery of instruction to address the unique needs of the child that~~
5 ~~result from the child's disability; and to ensure access of the child to the general curriculum, so that the~~
6 ~~child can meet the educational standards within the jurisdiction of the PEA that apply to all children.~~ has
7 the same meaning prescribed in A.R.S. 15-761.

8
9 ~~25. 26. 25.~~ "Special education teacher" means a teacher holding a special education certificate
10 from the Arizona Department of Education.

11 ~~26. 27. 26.~~ "Suspension" means the temporary withdrawal of the privilege of attending a school for a
12 specified period of time. ~~a disciplinary removal from a child's current placement that results in a failure~~
13 ~~to provide services to the extent necessary to enable the child to progress appropriately in the general~~
14 ~~curriculum and advance toward achieving the goals set out in the child's IEP. The term does not include~~
15 ~~disciplinary actions or changes in placement through the IEP process if the child continues to receive the~~
16 ~~services described above. The term does include actions such as "in-school" and "going home for the~~
17 ~~rest of the day" removals if the child does not receive the services described above.~~

18 C. Public Awareness.

19 1. Each public education agency shall inform the general public and all parents, within the public
20 education agency's boundaries of responsibility, of the availability of special education services for
21 students aged 3 through 21 years and how to access those services. This includes information regarding
22 early intervention services for children aged birth through 2 years.

23 ~~2- Each public education agency is responsible for public awareness within the boundaries of~~
24 ~~responsibility their enrolled population (including the families of enrolled students).~~

25 ~~3- 2.~~ School districts are responsible for public awareness in private schools located within their
26 geographical boundaries of responsibility.

27 D. Child Identification and Referral.

28 1. All children with disabilities residing in the state, including children with disabilities who are
29 homeless or are wards of the state, including children with disabilities who attend private schools,
30 regardless of the severity of their disability, and who are in need of special education and related
31 services ~~must shall~~ be identified, located, and evaluated. Child find ~~must shall~~ include children who are
32 suspected of being a child with a disability in need of special education and related services, including
33 children who are advancing from grade to grade, and children who are highly mobile, including migrant
34 children.

35 2. Each public education agency ~~must shall~~ develop and implement a practical method to identify,
36 locate, and evaluate children with disabilities who are in need of, but are not currently receiving special
37 education and related services. ~~Procedures for child identification and referral shall meet the~~
38 requirements of the IDEA and regulations, A.R.S. Title 15, Chapter 7, Article 4 and these rules.

Commented [CB4]: Board staff recieved concerns regarding the new Child Find requirements and would like additional discussion. See comment #5 on attached document.

Commented [CB5]: Questions related to how "practical" is defined and how ADE determines if a PEA's method is practical.

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1 ~~1-3.~~ Each public education agency shall establish, implement, and ~~disseminate~~ make available,
2 ~~(either in writing or electronically),~~ to its school-based personnel and all parents, within the public
3 education agency its boundaries of responsibility; written procedures to identify, locate and evaluate for
4 ~~the identification and referral of~~ all children with disabilities, aged birth through 21, including children
5 with disabilities attending private schools and home schools, regardless of the severity of their disability.

6 ~~2-4.~~ Each public education agency ~~will~~ shall require all school-based ~~staff personnel who are~~
7 employed or contracted by the school to review the written procedures related to child identification
8 and referral on an annual basis. The public education agency shall maintain documentation of staff
9 school-based personnel-review.

Commented [CB6]: Public comment suggests requiring all school school-based personnel is overbroad. See comment #6 on attached document.

Commented [CB7]: Public comment seeks to remove this documentation requirement. See comment #6 on attached document.

10 ~~3-~~ Procedures for child identification and referral shall meet the requirements of the IDEA and
11 regulations, A.R.S. Title 15, Chapter 7, Article 4 and these rules.

12 ~~4-5.~~ Each The public education agency is responsible for child identification activities is in the school
13 district in which the parents reside unless:

14 a. The student is enrolled in a charter school or public education agency that is not a school
15 district. In that event, the charter school or public education agency is responsible for child identification
16 activities;

17 b. The student is enrolled in a non-profit private school. In that event, the school district within
18 whose boundaries the private school is located is responsible for child identification activities.

19 ~~5-6.~~ Identification (screening for possible disabilities) shall be completed within 45-60 calendar days
20 after:

21 a. Entry of each preschool or kindergarten student and any student enrolling without appropriate
22 records of screening, evaluation, and progress in school; ~~or~~

23 b. A student transfers into a school and the student's enrollment documentation indicates a
24 history of special education for a student not currently eligible, or sustained and unexplained poor
25 progress in school; or

26 ~~b-c.~~ Written Notification notification by parents of concerns to the public education agency by
27 parents of concerns regarding developmental or educational progress by their child aged 3 years
28 through 21 years.

29 ~~6-7.~~ Screening procedures shall include vision and hearing status and consideration of the following
30 areas: cognitive or academic, communication, motor, social or behavioral, and adaptive development.
31 Screening does not include a full and individual evaluation detailed individualized comprehensive
32 evaluation procedures.

33 ~~7-8.~~ Within 60 days, For for a student transferring into a school; the public education agency shall
34 review enrollment data and educational performance in the prior school. If there is a history of special
35 education for a student not currently eligible for special education, or poor progress, the name of the
36 student shall be submitted to the administrator for consideration of the need for a referral for a full and
37 individual evaluation or other services.

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1 ~~7- 8- 9.~~ If, on the basis of the screening, the public education agency reasonably suspects that the child's
2 performance might be the result of a disability that has not yet been identified, the public education
3 agency ~~must shall~~ refer the child for a full and individual evaluation.

4 ~~8- 9- 10.~~ If a concern about a student is identified through screening procedures or through
5 review of records that does not rise to the level of suspecting the child is a child with a disability in need
6 of special education and related services, the public education agency shall notify the parents of the
7 student in writing of the concern within ~~10~~ within a reasonable amount of time but not to exceed 15
8 school days and inform them of the public education agency procedures to follow-up on the student's
9 needs which may include specific general education supports and/or interventions that will be put in
10 place to address the concerns, including who will provide the supports and/or interventions, in what
11 setting, and how the parent will be notified of the progress the child is making with those supports
12 and/or interventions. ~~Local education agencies may implement general education interventions~~
13 ~~concurrently or before initiating a referral for evaluation in an effort to resolve areas of concern.~~

14 ~~9- 10 11.~~ If, after a reasonable amount of time not to exceed one school semester, the student's
15 teacher or an administrator, in consultation with the student's parent, determines that the general
16 education supports and/or interventions have not resolved the concerns identified in the screening and
17 as a result, there is suspicion that the student may be a child with a disability in need of special
18 education and related services, the public education agency shall refer the student for a full and
19 individual evaluation.

- 20 a. Implementation of general education supports and/or interventions shall not be put in place in
21 order to delay or deny the student an evaluation.
22 b. At any time during the implementation of general education supports and/or interventions, the
23 parent may request an evaluation in writing to determine if the child is a child with a disability in
24 need of special education and related services.

25 ~~8. If a concern about a student is identified through screening procedures or through review of~~
26 ~~records, the public education agency shall notify the parents of the student of the concern within 10~~
27 ~~school days and inform them of the public education agency procedures to follow up on the student's~~
28 ~~needs.~~

29 ~~9-11-12.~~ Each public education agency shall maintain documentation of the identification procedures
30 utilized, the dates of entry into school or notification by parents made pursuant to subsection (D)(5),
31 and the dates of screening. The results shall be maintained in the student's permanent records in a
32 location designated by the administrator. In the case of a student not enrolled, the results shall be
33 maintained in a location designated by the administrator.

34 ~~10. If the identification process indicates a possible disability, the name of the student shall be~~
35 ~~submitted to the administrator for consideration of the need for a referral for a full and individual~~
36 ~~evaluation or other services. A parent or a student may request an evaluation of the student. For~~
37 ~~parentally placed private school students, the school district within whose boundaries the non-profit~~
38 ~~private school is located is responsible for such evaluation.~~

Commented [CB8]: Concerns that a 15 day notification timeline is beyond federal requirements and suggested limiting to "within a reasonable time." See comment #8 on attached document.

Commented [CB9]: Public comments prefer these provisions and the provisions in 11 be included in guidance rather than rule. See comment #8 on attached document.

Commented [CB10]: Concerns with "school semester." Suggested replacement language includes "half a school year" or "90 days". See comment #9 on attached document.

Commented [CB11]: There was general confusion concerning 11 however there was support for 11 (a) and (b) on lines 20-24.

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1 11. If, after consultation with the parent, the responsible public education agency determines that a
2 full and individual evaluation is not warranted, the public education agency shall provide prior written
3 notice and procedural safeguards notice to the parent in a timely manner.

4 E. Evaluation/re-evaluation.

5 1. Each public education agency shall establish, implement, disseminate and make available to its
6 school-based personnel, and make available to parents within its boundaries of responsibility, written
7 procedures for the initial full and individual evaluation of students suspected of having a disability, and
8 for the re-evaluation of students previously identified as being eligible for special education.

9 2. Procedures for the initial full and individual evaluation of children suspected of having a
10 disability and for the re-evaluation of students with disabilities shall meet the requirements of IDEA and
11 its regulations, and state statutes and State Board of Education rules.

12 3. The initial evaluation of a child being considered for special education, or the re-evaluation per a
13 parental request of a student already receiving special education services, shall be conducted within
14 completed as soon as possible, but shall not exceed 60 calendar days from the public education agency's
15 receipt of the parent's informed written consent request for an evaluation. If the public education
16 agency initiates the evaluation, the 60-day period shall commence with the date of receipt of the
17 parent's informed written consent and shall conclude with the date of the Multidisciplinary Evaluation
18 Team (MET) determination of eligibility. If the parent requests the evaluation and the MET concurs, the
19 60-day period shall commence with the date that the written parental request was received by the
20 public education agency and shall conclude with the date of the MET determination of eligibility, the
21 PEA must shall, within a reasonable amount of time not to exceed 15 school days from the date it
22 receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing
23 data, or provide prior written notice refusing to conduct the requested evaluation.

24 4. The 60-day evaluation period may be extended for an additional 30 days, provided it is in the
25 best interest of the child, and the parents and PEA agree in writing to such an extension. Neither the 60-
26 day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-
27 evaluation within three years of the previous evaluation.

28 5. The public education agency may accept current information about the student from another
29 state, public agency, public education agency, or through an independent educational evaluation
30 evaluator. In such instances, the individualized education program (IEP) team and other qualified
31 professionals within their scope of knowledge and training the Multidisciplinary Evaluation Team shall
32 be responsible for reviewing and approving or supplementing an evaluation to meet the requirements
33 identified in subsections (E)(1) through (7).

34 6. For the following disabilities, the full and individual initial evaluation shall include:

35 a. Emotional disability: verification of a disorder by a psychiatrist, licensed psychologist, or a
36 certified school psychologist.

37 b. Hearing impairment:

38 i. An audiological evaluation by an audiologist, and

Commented [CB12]: Public comment found this confusing. However, the addition of "informed written request for an evaluation" should allay some concerns. See comment #10 on attached document.

- 1 ii. An evaluation of communication/language proficiency.
- 2 c. Other health impairment: verification of a health impairment by a doctor of medicine, licensed
3 psychologist, licensed nurse practitioner or physician's assistant as appropriate.
- 4 d. Specific learning disability: a determination of whether the child exhibits a pattern of strengths
5 and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level
6 standards, or intellectual development that meets the public education agency criteria through one of
7 the following methods:
 - 8 i. A discrepancy between achievement and ability;
 - 9 ii. The child's response to scientific, research-based interventions; or
 - 10 iii. Other alternative research-based procedures.
- 11 e. Orthopedic impairment: verification of the physical disability by a doctor of medicine, or
12 physical therapist licensed pursuant to ARS Title 32, Chapter 19.
- 13 f. Speech/language impairment: an evaluation by a certified speech-language therapist.
- 14 g. For students whose speech impairments appear to be limited to articulation, voice, or fluency
15 problems, the written evaluation may be limited to:
 - 16 i. An audiometric screening within the past calendar year,
 - 17 ii. A review of academic history and classroom functioning,
 - 18 iii. An assessment of the speech problem by a speech therapist, or
 - 19 iv. An assessment of the student's functional communication skills.
- 20 h. Traumatic brain injury: verification of the injury by a doctor of medicine.
- 21 i. Visual impairment: verification of a visual impairment by an ophthalmologist a licensed doctor
22 of medicine practicing in the specialty of ophthalmology or a licensed optometrist.
- 23 7. The Multidisciplinary Evaluation Team shall determine, in accordance with the IDEA and
24 regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a student's
25 re-evaluation.
- 26 8. The public education agency shall conduct a full and individual evaluation of a child with a
27 disability before determining that the child is no longer a child with a disability, unless the child's
28 eligibility is being terminated due to graduation from secondary school with a ~~regular~~ high school
29 diploma or a general equivalency diploma or because the child is no longer eligible to receive a free and
30 appropriate public education due to age requirements under A.R.S. §15-764(a)(1).
- 31 F. Parental Consent.
 - 32 1. A public education agency shall obtain informed written consent from the parent of the child
33 with a disability before the initial provision of special education and related services to the child.

Commented [CB13]: There were concerns of adequately capturing each profession and its scope of practice which changes over time. Proposal is to reduce the list to a more general provision. See comment #11 on attached document.

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- 1 2. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial
2 provision of special education and related services, the public education agency may not use mediation
3 or due process procedures in order to obtain agreement or a ruling that the services may be provided to
4 the child.
- 5 3. If the parent of the child refuses to consent to the initial provision of special education and
6 related services, or the parent fails to respond to a request to provide consent for the initial provision of
7 special education and related services, the public education agency:
- 8 a. Will not be considered to be in violation of the requirement to make available FAPE to the child
9 because of the failure to provide the child with the special education and related services for which the
10 parent refuses to or fails to provide consent, and
- 11 b. Is not required to convene an IEP Team meeting or develop an IEP in accordance with these
12 rules.
- 13 4. If, at any time subsequent to the initial provision of special education and related services, the
14 parent of a child revokes consent in writing for the continued provision of special education and related
15 services, the public education agency:
- 16 a. May not continue to provide special education and related services to the child, but shall
17 provide prior written notice before ceasing the provision of special education and related services;
- 18 b. May not use the mediation procedures or the due process procedures in order to obtain
19 agreement or a ruling that the services may be provided to the child;
- 20 c. Will not be considered to be in violation of the requirement to make FAPE available to the child
21 because of the failure to provide the child with further special education and related services; and
- 22 d. Is not required to convene an IEP Team meeting or develop an IEP for the child for further
23 provision of special education and related services.
- 24 5. If a parent revokes consent in writing for their child's receipt of special education services after
25 the child is initially provided special education and related services, the public agency is not required to
26 amend the child's education records to remove any references to the child's receipt of special education
27 and related services because of the revocation of consent.
- 28 G. Individualized Education Program (IEP).
- 29 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
30 school-based personnel, and ~~make available to parents,~~ written procedures for the development,
31 implementation, review, and revision of IEPs.
- 32 2. Procedures for IEPs shall meet the requirements of the IDEA and its regulations, ~~and~~ state
33 statutes and State Board of Education rules.
- 34 3. Procedures shall include the incorporation of Arizona ~~Academic Standards~~ as adopted by the
35 State Board of Education into the development of each IEP and address grade-level expectations and
36 grade-level content instruction. ~~IEP goals aligned with the Arizona Academic Standards shall identify the~~
37 ~~specific level within the standard that is being addressed.~~

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1 4. Each IEP of a student with a disability, developed with the opportunity for parent participation, shall
2 stipulate include a statement of the special education and related services that will be provided to
3 enable to child to advance appropriately toward attaining his or her annual goals and to be involved in
4 and make progress in the general education curriculum. Each child's IEP ~~must shall~~ include the projected
5 date for the beginning of the services and modifications; the anticipated frequency, duration, and
6 location of those services; and a description of the instructional or support services, including a
7 designation of the types of qualified professionals and other providers that will provide those
8 instructional or support services to the student. If appropriate to meet to meet the needs of a student
9 and to ensure access to the general curriculum, an IEP team may include specially designed instruction
10 in the IEP that may be delivered in a variety of educational settings by a general education teacher or
11 other certificated personnel provided that certificated special education personnel are involved in the
12 planning, progress monitoring and when appropriate, the delivery of the specially designed instruction.
13 the provision of instructional or support services by a special education teacher, certified speech-
14 language therapist, and/or ancillary service provider(s), as appropriate.

15
16 ~~4. Each IEP of a student with a disability shall stipulate the provision of instructional or support~~
17 ~~services by a special education teacher, certified speech language therapist, and/or ancillary service~~
18 ~~provider(s), as appropriate.~~

19
20 5. Each student with a disability who has an IEP shall participate in the state assessment system.
21 Students with disabilities can test with or without ~~standard~~ accommodations or modifications as
22 indicated in the student's IEP. Students who are determined to have a significant cognitive disability
23 based on the established eligibility criteria will be assessed with the state's alternate assessment as
24 determined by the IEP team.

25 6. A meeting of the whole IEP team shall be conducted to review and revise each student's IEP at
26 least annually or more frequently if the student's progress substantially deviates from what was
27 anticipated. The public education agency shall provide written notice of the meeting to the parents of
28 the student to ensure that parents have the opportunity to participate in the meeting. After the annual
29 review, the public education agency and parent may agree not to convene an IEP team meeting for the
30 purposes of making changes, and instead may develop a written document to amend or modify the
31 student's current IEP.

32
33 7. A parent or public education agency may request in writing a review of the IEP, and shall identify
34 the basis for requesting review. Such review shall take place within ~~30~~ 15 school days of the receipt of
35 the request or at a mutually agreed upon date and time but not to exceed 30 school.

36 H. Least Restrictive Environment.

37 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
38 school-based personnel, ~~and make available to~~ parents, written procedures to ensure the delivery of
39 special education services in the least restrictive environment as identified by IDEA and its regulations,
40 ~~and~~ state statutes and State Board of Education rules.

41 2. A continuum of services and supports for students with disabilities shall be available through
42 each public education agency.

43 I. Procedural Safeguards.

Commented [CB14]: Public comment indicated this is too prescriptive. Noted that this be moved into guidance or use the federal definition of IEP. See comment #12 on attached document.

Commented [CB15]: Comments seek to allow LEAs to deny a request for review and allow parents mediation or to file a complaint. Public comment also seek to require the requests to identify the basis for the reevaluation. See comment #13 on attached document.

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1 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
2 school-based personnel and parents of students with disabilities written procedures to ensure children
3 with disabilities and their parents are afforded the procedural safeguards required by federal statute
4 and regulation and state statute. These procedures shall include dissemination to parents information
5 about the public education agency's and state's dispute resolution options.

6 2. In accordance with the ~~prior written notice~~ requirements of IDEA, prior written notice ~~must~~ shall
7 be provided to the parents of a child within a reasonable time after the ~~a timely manner following a~~
8 ~~decision by a PEA to propose to initiate or change, or refuses to initiate or change, the identification,~~
9 evaluation, educational placement or the provision of FAPE to the child, but before the decision is
10 implemented.

11 J. Confidentiality.

12 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
13 personnel, ~~and make available to parents,~~ written policies and procedures to ensure the confidentiality
14 of records and information in accordance with the IDEA and its regulations, the Family Educational
15 Rights and Privacy Act (FERPA) and its regulations, and state statutes.

16 2. Parents shall be fully informed about the requirements of the IDEA and regulations, including an
17 annual notice of the policies and procedures that the PEA ~~must~~ shall follow regarding storage, disclosure
18 to a third party, retention, and destruction of personally identifiable information.

19 3. The rights of parents regarding education records are transferred to the student at age 18,
20 unless the student has been ~~declared legally incompetent~~ adjudicated incapacitated, or the student has
21 executed a delegation of rights to make educational decisions pursuant to A.R.S. § 15-773.

22 4. Upon receiving a written request, each public education agency shall forward special education
23 records to any other public education agency in which a student has enrolled or is seeking ~~is attempting~~
24 to enroll. Records shall be forwarded within the time-frame specified in A.R.S. § 15-828(F). The public
25 education agency shall also forward records to any other person or agency for which the parents have
26 given signed consent.

27 K. Preschool Programs. Each public education agency responsible for serving preschool children
28 with disabilities shall establish, implement, and ~~disseminate~~ make available to its personnel, and ~~make~~
29 ~~available to parents,~~ written procedures for:

30 1. The operation of the preschool program, in accordance with federal statute and regulation, and
31 state statute, that provides a continuum of placements to students;

32 2. The smooth and effective transition from the Arizona Early Intervention Program (~~AzEIP~~) to a
33 public school preschool program in accordance with the agreement between the Department of
34 Economic Security and the Department; and

35 3. The provision of a minimum of 360 minutes per week of instruction in a program that meets at
36 least two hundred sixteen hours over the minimum number of days ~~that operates at least three days a~~
37 ~~week.~~

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- 1 L. Children in Private Schools. Each ~~public~~ education agency shall establish, implement, and
2 ~~disseminate~~ make available to ~~its~~ personnel; and ~~make available to~~ parents; written procedures
3 regarding the access to special education services to students enrolled in private schools by their
4 parents as identified by the IDEA and its regulations, ~~and~~ state statutes and State Board of Education
5 rules.
- 6 M. ~~State Education Agency~~ Department Responsible for General Supervision and Obligations
7 Related to and Methods of Ensuring Services.
- 8 1. The Department is responsible for the general supervision of services to children with disabilities
9 aged 3 through 21 served through a public education agency.
- 10 2. The Department shall ensure through fund allocation, monitoring, dispute resolution, and
11 technical assistance that all eligible students receive ~~a free appropriate public education~~ FAPE in
12 conformance with the IDEA and its regulations, A.R.S. Title 15, Chapter 7, Article 4, and these rules.
- 13 3. In exercising its general supervision responsibilities, the Department shall ensure that when it
14 identifies noncompliance with the requirements of the IDEA Part B, the noncompliance is corrected as
15 soon as possible, and in no case later than one year after the Department's written notification to the
16 PEA of its identification of the noncompliance.
- 17 N. Procedural Requirements Relating to Public Education Agency Eligibility.
- 18 1. Each public education agency shall establish eligibility for funding with the ~~Arizona~~ Department
19 in accordance with the IDEA and its regulations, ~~and~~ state statutes and with schedules and methods
20 prescribed by the Department.
- 21 2. In the event the Department determines that a public education agency does not meet eligibility
22 for funding requirements, the public education agency has a right to a hearing before such funding is
23 withheld.
- 24 3. The Department may ~~temporarily interrupt~~ suspend payments during any time period when a
25 public education agency has not corrected deficiencies in eligibility for federal funds as a result of fiscal
26 requirements of monitoring, auditing, complaint and due process findings.
- 27 4. Each public education agency shall, on an annual basis, determine the number of children within
28 each disability category who have been identified, located, evaluated, and/or receiving special
29 education services. This includes children residing within the boundaries of responsibility of the public
30 education agency who have been placed by their parents in private schools or who are home schooled.
- 31 O. Public Participation.
- 32 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to ~~its~~
33 personnel; and ~~make available to~~ parents; written procedures to ensure that, prior to the adoption of
34 any policies and procedures needed to comply with federal and state statutes and regulations, there
35 are:
- 36 a. Public hearings;
- 37 b. Notice of the hearings; and

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- 1 c. An opportunity for comment available to the general public, including individuals with
2 disabilities and parents of children with disabilities.
- 3 2. This requirement does not pertain to day-to-day operating procedures.
- 4 P. Suspension and Expulsion.
- 5 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to ~~its~~
6 ~~personnel, and make available to parents,~~ written procedures for the suspension and expulsion of
7 students with disabilities.
- 8 2. Each public education agency shall require all school-based staff involved in the disciplinary
9 process to review the policies and procedures related to suspension and expulsion on an annual basis.
10 The public education agency shall maintain documentation of staff review.
- 11 3. Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its
12 regulations, and state statutes.

DRAFT

To: Arizona State Board of Education

From: Arizona Special Education Advisory Panel

Subject: Letter of advisement regarding proposed changes to Arizona Administrative Code R7-2-401

Date: August 25, 2017

In our role as an advisory panel, the Arizona Special Education Advisory Panel would like to provide comment on proposed rule changes to Arizona Administrative Code R7-2-401. The Arizona Special Education Advisory Panel is made up of 22 members including: parents of students with disabilities, individuals with disabilities, teachers, special education administrators and other various professionals who work with students with disabilities.

In review of the proposed rule changes on August 21st, 2017, the Panel used a collaborative process to come to consensus on items for advisement to the Arizona State Board of Education. It is important to note that the Panel did not have the opportunity to complete its work in the review of the proposed rule changes in their entirety. The panel plans to finalize its review at our next meeting, scheduled for September 26, 2017 on the rest of section D through section O.

We would like to thank the State Board of Education for valuing the role of the Arizona Special Education Advisory Panel to publicly comment on any proposed changes to rules or regulations regarding the education of children with disabilities. Please see the one-page attachment of panel comments for Article 4, R7-2-401, Sections B, C and parts of D.

Respectfully,



Nancy Williams



Christopher Tiffany

Co-Chairs, Arizona Special Education Advisory Panel

R7-2-401

Section A

- The panel had no comment on section A changes

Section B, Definitions

- The panel came to consensus on avoiding duplicating regulations in IDEA if no further definition details are needed as in definition #13 'informed written consent' as it is defined in IDEA Section 300.9, defined as 'consent'.
- The panel recommends using definition #22 of 'qualified professionals' prior to definitions #10 'evaluator'.
- The term 'qualified professional' should be used in definition #10 instead of the word 'person', and in definition #12 instead of the word 'examiner'.
- The panel agrees with the strike-out in definition #24 and referencing the ARS 15-761
- The panel came to consensus on the following advised re-wording of definition #23 'screening':
 - *Screening means a process of determining the status of a child with respect to appropriate developmental and academic norms. Screening may not be considered to be an evaluation for eligibility for special education and related services.*

Section C, Public Awareness

- The panel had no comment on section C changes

Section D, Child Identification and Referral

- Item D1: the panel came to consensus on simply stating, rather than listing specific sub-categories, that Child Identification and Referral applies to all children living in the state as stated in IDEA Section 300.111
- Item D2: the panel agreed that the strike-out in the last sentence should be un-stricken but remain stricken where later stated in previously numbered item D3.
- Item D3: the panel agreed with the change from 'disseminate' to 'make available'
- Item D6: the panel came to consensus on the following advisement:
 - Strike the word 'Identification'
 - Keep 45 calendar days rather than changing to 60 calendar days
 - Sentence to state: 'Screening for possible disabilities shall be completed within 45 calendar days.'

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to Board rule R7-2-618 regarding Certification fees.
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Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-531 authorizes the Board to fix and collect fees for the issuance and evaluation of educator certificates, endorsements, renewals, name changes, duplicates, or changes of coding to existing files and certificates.

Current Board rules establish the following fees for Certification services:

- Evaluation for qualification for a certificate or endorsement: \$30
- Issuance of a certificate, endorsement, or letter of non-qualification: \$30
- Renewal of a certificate: \$20
- Name change, duplicate copy or changes of coding to existing files or certificates: \$20

House Bill 2620, which was signed into law in May, 2016, authorizes the Board to fix an additional service charge of not less than ten dollars and not more than twenty dollars for the evaluation for qualification for renewal of a certificate. The Department is proposing establishing a fee of \$20 for the evaluation for renewal of a certificate. If approved by the Board, the new fee for renewal of a certificate will be \$40. The proposed renewal fee is significantly lower than the fees charged by other Arizona professional licensure agencies and out-of-state educator licensure offices.

Under current Board rules, Standard certificates are issued for six years or eight years and renewed for eight years. Due to the passage of Senate Bill 1042, effective August 9, 2017 Standard certificates will be issued and renewed for twelve years. The increased timeframe of Standard certificates will substantially reduce the revenue collected by the Department. Because the Certification and Investigative Units are funded through the collection of Certification service fees, the additional \$20 evaluation fee is needed to help ensure adequate staffing to process Certification applications and investigate complaints against educators in a timely manner.

The Department's Certification Unit began accepting credit card payments in March, 2014. A technical change is recommended to indicate that fees may be paid by credit or debit card.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for the proposed amendments to R7-2-618.

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

EXECUTIVE SUMMARY

R7-2-618. Fees

- A.** The Superintendent of Public Instruction or the Superintendent's designee shall collect proper fees for certification services and shall transmit the fees to the state Treasurer. The following fees are established for certification services:
1. Evaluation of qualification for a certificate: \$30.
 2. Evaluation of qualification for an endorsement: \$30.
 3. Issuance of a certificate, endorsement, or letter of non-qualification: \$30.
 4. Evaluation of qualification for renewal of a certificate: \$20.
 - ~~4.~~ 5. Renewal of a certificate or letter of non-qualification: \$20.
 - ~~5.~~ 6. Name change, duplicate copy, or changes of coding to existing files or certificates: \$20.
- B.** Fees shall be paid by credit or debit card, money order, cashier's check, certified check, business check, or personal check and shall be made payable to the order of the Arizona Department of Education. If a check offered in payment for services is not cleared by the financial institution, the applicant shall be notified to pay the fees by money order or certified check. If a certificate has been issued or renewed and payment is not received within two weeks of notification to the applicant, the Board shall file a statement of complaint pursuant to R7-2-1302. If a certificate or renewal has not been issued, no certificate or renewal shall be issued until the fees are paid by cashier's check or money order.
- C.** Fees paid pursuant to this Section are not refundable.

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent – Title II and Certification

Arizona Educator Certification Fees and Other State's Educator Certification Fees

Arizona Educator Certification

Initial \$60

Renewal \$20

Length of Renewal: 8 years. Effective August 9, 2017, Arizona Standard certificates will be issued and renewed for **12 years**.

California Commission on Teacher Credentialing

Initial: \$100

Renewal: \$100

Length of Renewal: 5 years

Colorado Educator Licensing

Initial \$90

Renewal \$90

Length of Renewal: 5 years

Nevada Educator License

Initial \$161

Renewal \$131

Length of Renewal: 5 years

New Mexico

Initial \$125

Renewal \$95

Length of Renewal: 9 years

Arizona Educator Certification Fees and Other Arizona Professional Licensure Fees

Arizona Educator Certification

Initial Issuance: \$60

Renewal: \$20

Length of Renewal: 8 years

Arizona Cosmetology License

Initial Issuance: \$70

Renewal: \$60

Length of Renewal: 2 years

Arizona Barber License

Initial Issuance: \$40-\$175

Renewal: \$80

Length of Renewal: 2 years

Real Estate

Initial Issuance: \$60-\$145

Renewal: \$75-\$250

Length of Renewal: 2 years

Nursing

Initial Issuance: \$75-\$150

Renewal: \$50-165

Length of Renewal: 2-6 years

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

Medical Doctor

Initial Issuance: \$1000 (\$500 Application Fee, \$500 Issuance Fee)

Renewal: \$500

Length of Renewal: 2 years

Practice of Law

State Bar of Arizona Annual Membership Fee: \$705

Out-of-State Educator Licensure Fee Schedules**California Commission on Teacher Credentialing**

https://www.ctc.ca.gov/docs/default-source/leaflets/cl659.pdf?sfvrsn=48637d4b_2

Colorado Educator Licensing:

https://www.cde.state.co.us/cdeprof/app_fee_valid_period

Nevada Educator Licensure

http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/Applications_Forms/Application2017.pdf

New Mexico Educator Licensing

<http://www.ped.state.nm.us/ped/LicensureDocs/Fees%20Schedule%2020141209.pdf>

Arizona Professional Licensure Fee Schedules**Arizona Cosmetology License**

<https://boc.az.gov/fees>

Arizona Barber License

<https://barberboard.az.gov/rules-statutes>

Arizona Real Estate License

http://www.re.state.az.us/Publicinfo/Documents/Fee_Schedule.pdf

Arizona Nursing License

<https://www.azbn.gov/resources/agency-fee-structure>

Arizona Medical Board

<https://www.azmd.gov/Licensure/Licensure#>

State Bar of Arizona

<http://www.azbar.org/Membership/FeesDeadlines>

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to create the Alternative Educator Preparation Application Review Committee.

Action/Discussion Item

Information Item

Background and Discussion

At its August 4, 2017 meeting, the Board adopted rules regarding the approval of alternative preparation programs. Pursuant to those rules, the Board is required to appoint a review team to review applications for alternative preparation programs and to make recommendations to the Board.

Under the adopted Board rule, the review team consists of the following:

- A currently certified professional educator that is a graduate of an alternative certification program;
- A currently certified professional administrator;
- A member of the business community;
- Two members of the Certification Advisory Committee; and
- A representative from the Department of Education.

In addition, the review team is charged with:

- Examining the application;
- Determining whether to recommend that the Board grant its approval based on the requirements outlined in rule; and
- Submitting its recommendation to the Board within 60 days of receipt of the application.

Fiscal Impact

None.

Recommendation to the Board

It is recommended that the Board create the Alternative Educator Preparation Application Review Committee.

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

ALTERNATIVE EDUCATOR PREPARATION APPLICATION REVIEW COMMITTEE

Consistent with R7-2-604.03 (B), the Board is charged with appointing a review team to review the applications of alternative educator preparation programs.

Mission Statement

The mission of the Alternative Educator Preparation Application Review Committee is to review applications for alternative educator preparation programs pursuant to state law and Board rule and to make recommendations for the approval or denial of alternative educator preparation programs to the Board.

Policy Statement

The purpose of the Alternative Educator Preparation Application Review Committee is to utilize expertise in the field to review applications for alternative educator preparation programs through a transparent, public and streamlined process. Committee meetings are held open to the public. Applicants will be reviewed based on the requirements outlined in R7-2-604.03.

Rationale

The Board does not have an advisory group to consider and make recommendations regarding the approval or denial of alternative educator preparation programs. Traditional preparation programs are similarly reviewed by a review committee consisting of experts in the field. The creation of the Alternative Educator Preparation Application Review Committee will make recommendations to the Board for the approval or denial of applications for alternative educator preparation programs.

Review Team Structure

The Committee consists of the following six members:

- A currently certified professional educator that is a graduate of an alternative certification program;
- A currently certified professional administrator;
- A member of the business community;
- Two members of the Certification Advisory Committee; and
- A representative from the Department of Education.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Board's FY 19 budget.
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Action/Discussion Item

Information Item

Background and Discussion

A presentation will be made to the Board regarding the Board's FY 2019 budget.

Recommendation to the Board

It is recommended that the Board approve the FY 2019 budget.

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education

EXECUTIVE SUMMARY

Issue: Review and approval of a vendor for the Kindergarten Developmental Inventory and K-3 Formative Assessment

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education's Early Childhood Unit, in accordance with A.R.S. § 41-2534, solicited competitive, sealed proposals pursuant to a Request for Proposal (RFP No. ADED17-00007144) to enter into a contract with a qualified vendor to develop Arizona's tools for a Kindergarten Developmental Inventory and kindergarten through third grade on-going progress monitoring (KDI and K-3 Formative Assessment). Utilization of the KDI and K-3 Formative Assessment tool will be completely voluntary, and will be a decision made at the district level.

The Arizona Department of Education (ADE) developed a scope of work for the RFP to help the state develop a formative, valid and reliable, Kindergarten Developmental Inventory tool and K-3 on-going progress monitoring tool. The KDI tool will assess all the essential domains of a child's school readiness. Those domains are:

1. Language and literacy development
2. Cognition and general knowledge
3. Approaches towards learning
4. Physical well-being and development
5. Social and emotional development

In 2013, Arizona joined a multi-state consortium led by North Carolina to develop and implement a valid and reliable Kindergarten Developmental Inventory and kindergarten through third grade on-going progress monitoring (KDI and K-3 Formative Assessment). An enhanced part of Arizona's participation in the Consortium is Arizona's partnership with SRI International, BUILD, and Child Trends to do three main things: validate, and revise as needed, the assessment to establish a reliable, valid, and instructionally useful assessment tool; help develop and implement comprehensive professional development for the assessment; and work to develop a long-term, individualized K-3 assessment implementation plan. During its participation in the North Carolina consortium, Arizona conducted cognitive labs, pilot phases, and one a field test with Arizona teachers to inform this work.

In 2015, Arizona conducted K-3 cognitive labs to gain insight on the usefulness in Arizona classrooms, of the domains and constructs identified by North Carolina participants. Arizona teachers were engaged from across the state to participate in the cognitive labs by using the materials in their classrooms with students, and provide feedback to the research partners.

Contact Information:

Nicol Russell, Deputy Associate Superintendent, Early Childhood Education
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

In 2016, ADE conducted full K-3 Assessment Pilots to gain insight into implementation, manageability and usability of the assessment, as well as the quality of the technology and the professional development. Arizona K-3 teachers used the complete assessment at various stages of the school year and professional development activities were launched.

In the 2016-17 school year ADE conducted a full K-3 Assessment Field Test. The purpose of the field test was to examine the validity and reliability of the assessment, the quality of the supporting materials, and the quality of the professional development and technology. Arizona teachers from across the state implemented the tool in their classroom for the entirety of the school year.

To further support the implementation of the Kindergarten Developmental Inventory and kindergarten through third grade on-going progress monitoring (KDI and K-3 Formative Assessment) a professional development series entitled The Kindergarten Experience was created. The professional development is a collaborative effort between the Arizona Department of Education and Alesi Group, supported by the Virginia G. Piper Charitable Foundation, and is a series of dynamic professional development trainings, workshops and opportunities that offer a comprehensive lens for evidence-based practices to support the whole child. These identified practices are the foundation for the effective and successful implementation of the Kindergarten Developmental Inventory and K-3 Formative Assessment.

Timeline

- The RFP was released on March 7, 2017.
- 1125 vendors were obtained from the ProcureAZ bid list.
- Pre-offer conference was held on March 16, 2017.
- The RFP closed on April 4, 2017 and 3 responses were received.
- The RFP was evaluated by the Evaluation Committee on April 17, 2017. Three proposals were evaluated according to the criteria set forth in the RFP, and was decided by the committee to continue with the solicitation process with two vendors.
- Negotiation conference calls were held on May 16, 2017 and May 18, 2017.
- Demonstrations were held on June 1, 2017 from 2 Offeror's.
- Best and Final offers were due on June 14, 2017.
- Final consensus meeting was on June 19, 2017.
- A decision was made to award the contract to _____.

Recommendation to the Board

It is recommended that the Board approve _____ as the vendor for the Kindergarten Developmental Inventory and K-3 Formative Assessment tool.

EXECUTIVE SUMMARY

Issue: Review and Approve the Recommended Vendor for Arizona Educator Proficiency Assessments RFP ADED17-00007146

Action/Discussion Item

Information Item

Background and Discussion

In November 1997, the State Board of Education adopted new rules regarding the evaluation of teachers and administrators applying for state certification. Arizona Revised Statute § 15-533(A) requires teacher assessments to measure both the professional knowledge and subject knowledge of applicants and rule language requires administrator assessments to measure the professional knowledge of applicants. The previous Contract No. ADED16-000003 expired and the service had to be resolicited.

This RFP requested a proposal for assessments and study guides for four (4) professional knowledge assessments for teachers, forty-one (41) subject knowledge assessments for teachers, and three (3) administrator assessments.

Offerors needed to demonstrate experience in the development and administration of such assessments, study guides, and practice tests.

Offers were based on an anticipated volume of 10,000 applicants, who may take one (1) or more of the assessments.

Most examinees are:

- Students enrolled in professional preparation programs
- Certificated teachers adding approved areas to existing certificates
- Teachers with three years or more of experience who have completed an educational administration program, master's degree or more advanced degree
- Educators with out-of-state certifications
- Teachers seeking an AZ Adult Education Teaching Certificate

Timeline

- On March 7, 2017, RFP ADED17-00007146 was released to the public.
- 391 vendors were obtained from the ProcureAZ bid list.
- The RFP closed on April 6, 2017 and one (1) response was received.
- On May 31, 2017 the RFP was evaluated by the Evaluation Committee. One proposal was evaluated according to the criteria set forth in the RFP, and the committee decided to continue with the solicitation process with the one vendor.
- Negotiation conference calls were held on June 6, 2017.
- Best and Final offers were due on June 13, 2017.
- Final consensus meeting was held on July 12, 2017.
- A decision was made to award the contract to _____.

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent – Title II and Certification

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board approve the contract award for the Arizona Educator Proficiency Assessments RFP ADED17-00007146 to _____.

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to approve the American Board for Certification of Teacher Excellence as an alternative preparation program provider

Action/Discussion Item

Information Item

Background and Discussion

At its April 30, 2014 meeting, the Board's Certification Advisory Committee approved proposed amendments to R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04 regarding professional preparation programs. The amendments allow for inclusion, consistency, clarity, and transparency of processes and criteria for professional preparation program review and Board approval. The proposed amendments to the Board rules governing the Alternative Professional Educator Preparation Program Approval Process were adopted on October 27, 2014.

Consistent with these changes to the approval process adopted in 2014, the Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

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

Educator preparation programs that meet the requirements established by the Board may offer programs and are not required to be affiliated with a university.

The American Board for Certification of Teacher Excellence ("American Board") sought re-approval of its elementary education program in September 2016. Both the initial submission and the submission in response to deficiencies did not meet the minimum criteria for approval. Pursuant to the grading process for reviewing educator preparation program providers, American Board received a 1.16 out of 4.0 as the final score average on the components described above. Based on the recommendation of ADE, the State Board denied re-approval at the October 2016 meeting.

Contact Information:

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

EXECUTIVE SUMMARY

During the 2017 legislative session, SB1042 included a provision allowing for an alternative preparation provider that is a nonprofit organization under § 501(c)(3) of the Internal Revenue Code, operating in at least five states and operating for at least ten years to be approved for at least five years without any additional requirements.

American Board meets these requirements and pursuant to this legislation shall be approved in not more than sixty days after the effective date of the legislation, August 9, 2017. In addition, American Board may be re-evaluated and renewed based only on its ability to prepare and place teachers.

Recommendation to the Board

It is recommended that the Board approve American Board to operate as an alternative educator preparation program provider effective August 28, 2017 until August 28, 2022.

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate(s) for Kirk Myrold
Case No. C-2016-523, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Kirk Myrold held a Substitute certificate, which expired on August 27, 2010.

On January 12, 2017, Mr. Myrold was convicted of one count for Sexual Abuse in the Second Degree, a Class C Felony, in the Circuit Court of the State of Oregon. This conviction stems from an alleged inappropriate sexual relationship with a minor female student.

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

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director- Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Danielle Davis
Case No. C-2016-450

Action/Discussion Item

Information Item

Background and Discussion

Danielle Davis holds a Substitute certificate valid until July 7, 2019.

The investigative unit received a notification from the Department of Public Safety that Ms. Davis' Fingerprint Clearance Card had been suspended due to an arrest in Kingman, Arizona, by the Mohave County Sheriff's Office on charges of Misdemeanor Criminal Damage-Deface and Misdemeanor Disorderly Conduct- Fighting, both involving Domestic Violence.

Ms. Davis was contacted by the investigative unit and surrendered her Arizona teaching certificate(s) on June 1, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Peter Kim
Case No. C-2016-157

Action/Discussion Item

Information Item

Background and Discussion

Peter Kim holds a Substitute certificate, valid until November 12, 2020.

The investigative unit received a report from the local news media in regard to Mr. Kim engaging in unprofessional behavior toward an autistic student.

Mr. Kim was contacted by the investigative unit and surrendered his Arizona teaching certificate(s) on July 20, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Egan McAlear
Case No. C-2017-136

Action/Discussion Item

Information Item

Background and Discussion

Egan McAlear held a Substitute certificate, which expired on May 23, 2017, and a Provisional Elementary Education certificate, which expired on April 23, 2017.

The investigative unit received a notification from the Department of Public Safety that Mr. McAlear's Fingerprint Clearance Card had been suspended due to an arrest by the Phoenix Police Department for Felony Sexual Abuse of a Minor.

Mr. McAlear was contacted by the investigative unit and surrendered his Arizona teaching certificate(s) on June 30, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Jovanna Natale
Case No. C-2017-309

Action/Discussion Item

Information Item

Background and Discussion

Jovanna Natale holds a Substitute certificate valid until May 13, 2019.

The investigative unit received a notification from the Department of Public Safety that Ms. Natale's Fingerprint Clearance Card had been suspended due to an arrest for Criminal Trespassing and DUI.

Ms. Natale was contacted by the investigative unit and surrendered her Arizona teaching certificate(s) on June 23, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Andre Perrault
Case No. C-2016-524

Action/Discussion Item

Information Item

Background and Discussion

Andre Perrault holds a Provisional Secondary Education (6-12) certificate, valid until June 25, 2018.

The investigative unit received a report from the Marana Unified School District regarding Mr. Perrault.

Mr. Perrault, through his attorney, was contacted by the Attorney General's Office and surrendered his Arizona teaching certificate(s) on July 26, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Richard Ruffell
Case No. C-2016-053

Action/Discussion Item

Information Item

Background and Discussion

Richard Ruffell holds a Substitute certificate, valid until January 12, 2018.

The investigative unit received a report from the news media regarding Mr. Ruffell.

Mr. Ruffell was contacted by the investigative unit and surrendered his Arizona teaching certificate(s) on June 27, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Joshua Schroder
Case No. C-2017-138

Action/Discussion Item

Information Item

Background and Discussion

Joshua Schroder holds a Standard Elementary Education (1-8) certificate, valid until October 29, 2020.

The investigative unit received a Fingerprint Clearance Card suspension notice from the Department of Public Safety regarding the arrest of Mr. Schroder by the Goodyear Police Department for having a sexual relationship with a minor female.

Mr. Schroder's attorney was contacted by the Attorney General's Office and Mr. Schroder surrendered his Arizona teaching certificate on June 15, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for John Shea
Case No. C-2017-185

Action/Discussion Item

Information Item

Background and Discussion

John Shea holds a Standard Secondary Education (6-12) certificate, valid until May 4, 2022.

The investigative unit received a report from a public member regarding an inappropriate relationship and communications between Mr. Shea and a minor female student.

Mr. Shea was contacted by the investigative unit and surrendered his Arizona teaching certificate(s) on June 6, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Richard Soos
Case No. C-2017-439

Action/Discussion Item

Information Item

Background and Discussion

Richard Soos holds a Principal certificate, valid until May 10, 2018.

The investigative unit received a NASDTEC report regarding allegations that Mr. Soos did not properly restrain a Pre-K student.

Mr. Soos was contacted by the investigative unit and surrendered his Arizona teaching certificate(s) on August 1, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Valerie Taylor
Case No. C-2016-012

Action/Discussion Item

Information Item

Background and Discussion

Valerie Taylor holds a Substitute certificate, valid until July 1, 2099.

The investigative unit received a Fingerprint Clearance Card Notification of Denial from the Department of Public Safety due to Ms. Taylor's arrest in 1985 for Possession of Marijuana.

Ms. Taylor was contacted by the investigative unit and surrendered her Arizona teaching certificate(s) on May 1, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate(s) Surrender for Benjamin Yazzie
Case No. C-2016-712

Action/Discussion Item

Information Item

Background and Discussion

Benjamin Yazzie holds a Standard Cross Categorical Special Education certificate and a Standard Elementary Education (1-8) certificate, both of which are valid until October 14, 2020.

The investigative unit received a Fingerprint Clearance Card Notification of Denial from the Department of Public Safety due to Mr. Yazzie's arrest by the Flagstaff Police Department for Assault/Domestic Violence and Disorderly Conduct/Domestic Violence.

Mr. Yazzie was contacted by the investigative unit and surrendered his Arizona teaching certificate(s) on July 5, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Update on the Professional Practices Advisory Committee

Action/Discussion Item

Information Item

Background and Discussion

The Arizona State Board of Education (Board) is responsible for the supervision and control of educators in Arizona's public school districts. The Board appoints the Professional Practices Advisory Committee (PPAC), which advises the Board on certification matters related to immoral or unprofessional conduct; unfitness to teach; revocation, suspension, or surrender of certificates; and formal letters of censure.

New committee members were appointed to the PPAC on August 4, 2017. These new members received an introductory training prior to the August 15, 2017 PPAC meeting.

An intensive training of new and current PPAC members occurred during four training sessions on August 24 and August 25, 2017.

Prior to the August 15, 2017 PPAC meeting, Board staff and the Chief Investigator from the Arizona Department of Education met with a hearing officer to explain the process of PPAC.

Additional Information will be provided verbally at the State Board of Education meeting.

Fiscal Impact

There is no fiscal impact to the Board.

Recommendation to the Board

This is for information only.

Contact Information:

Alicia Williams, Deputy Director of Policy and Initiatives, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Alissa Asch, C-2014-134

Action/Discussion Item Information Item

Background and Discussion

Alissa Asch holds a Guidance Counselor (Pre K-12) certificate which expires on August 9, 2019.

On April 16, 2015, Ms. Asch entered a plea agreement to plead guilty to one count of Conspiracy to Possess for Sale and/or Sell a Narcotic Drug, a Class 2 Felony.

Pursuant to the plea agreement, on June 2, 2015, the Court in Pima County Superior Court Case No. CR2013-3752-003 found Ms. Asch guilty of one count of Conspiracy to Possess for Sale and/or Sell a Narcotic Drug, a Class 2 Felony. The Court sentenced Ms. Asch to: (1) serve two years of probation, (2) pay \$3,978 in court fees, (3) submit to mandatory drug testing, and (4) participate in an evaluation by a substance abuse counselor.

Ms. Asch subsequently paid all of the court fees and passed every drug test. Additionally, the substance abuse counsellor confirmed that Ms. Asch did not abuse any legal or illegal substances.

In or around July of 2016, Ms. Asch petitioned the Court for an early discharge from probation. On July 25, 2016, the Court granted that petition and ordered Ms. Asch discharged from probation nearly one year early for "good cause."

Ms. Asch subsequently filed a motion to set aside the conviction pursuant to A.R.S. § 13-907, and on September 16, 2016, the Court granted that motion. In its Order, the Court held that Ms. Asch's motion to set aside the conviction was "granted pursuant to A.R.S. § 13-907 and all penalties and disabilities resulting from this conviction are set aside and the charges are dismissed."

Settlement Agreement

Ms. Asch, through her attorney, has agreed to a suspension of Ms. Asch's certificate, through the expiration of her certificate, which is August 9, 2019.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for suspension of Alissa Asch's certificate through expiration.

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Latasha Brock, C-2017-325

Action/Discussion Item Information Item

Background and Discussion

Latasha Brock holds a Standard Elementary Education (1-8) certificate and a Principal certificate, both of which expire on January 6, 2020.

In October 2016, a Direct Complaint was filed against Ms. Brock in Maricopa County Superior Court Case No. CR2016-000752-001 charging Ms. Brock with 27 felony counts for the crimes of False Statement (25 counts); Fraudulent Schemes and Practices (1 count); and Theft (1 count). These charges arose from Ms. Brock's failure to report her earnings from U-Haul when she filed her claims for Unemployment Insurance benefits each of the 25 weeks between May 4, 2014 and the week ending October 25, 2014.

Ms. Brock retained counsel to represent her in the criminal case, and she was able to negotiate a plea agreement in the case.

As a result of the plea agreement, on April 7, 2017, Ms. Brock entered a plea of guilty and was found guilty of one amended count of False Statement (Unemployment Compensation), a Class 1 Misdemeanor. As a result of that criminal conviction, Ms. Brock received court fines and assessments in the total amount of \$399, which she paid. Pursuant to the plea agreement, the other 26 counts that had been filed against Ms. Brock were dismissed. Additionally, Ms. Brock's counsel made an oral motion to the Court to Set Aside Judgment of Guilt pursuant to A.R.S. § 13-907, and the Court granted the motion.

Ms. Brock has approximately 15 years of teaching experience, and there is no record of any complaints being filed against Ms. Brock with the Board or with the Investigative Unit of the Arizona Department of Education regarding Ms. Brock's behavior while working at a school.

Settlement Agreement

Ms. Brock has agreed to a suspension of her certificate for one year.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for Latasha Brock.

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Richard Winger, C-2017-238

Action/Discussion Item Information Item

Background and Discussion

Richard Winger holds a Standard Secondary Education (6-12) certificate, which expires on March 6, 2022, and a Substitute certificate, which expires on July 1, 2099.

Mr. Winger accompanied a group of approximately 22 high school students from the Phoenix Union High School District (“PUHSD”) to Europe on March 10, 2017 through March 20, 2017.

On March 10, 2017, Mr. Winger consumed alcohol before boarding the plane in Phoenix, in route to Philadelphia. He was seated next to a student and also consumed alcohol while on the flight. Mr. Winger needed assistance, due to his intoxication, onto the connecting flight from Philadelphia to Europe.

On March 20, 2017, Mr. Winger was placed on paid administrative leave from PUHSD. On March 24, 2017, PUHSD and Mr. Winger entered into a settlement agreement, wherein Mr. Winger agreed to resign from his position on May 26, 2017, and PUHSD agreed to place Mr. Winger on paid administrative leave until that time.

On April 11, 2017, Mr. Winger voluntarily entered a licensed residential treatment facility in California to participate in a 30-day inpatient rehabilitation program to address his alcohol problem. He successfully completed that program and was discharged from the facility on May 10, 2017.

Additionally, Mr. Winger has been following the Alcoholics Anonymous (“AA”) program and has had an AA sponsor since April of 2017. Mr. Winger is on track to complete the AA requirement of attending 90 meetings in 90 days by mid-August.

Settlement Agreement

Mr. Winger has agreed to a suspension of his certificate for one year, with conditions. He has also agreed that all of his certificates will expire on the date this agreement is approved and adopted by the Board.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for Richard Winger.

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification for David Contreras, C-2016-715R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Contreras is applying for certification through an Institutional Recommendation (“IR”) in the area of K-12 Art Education.

Mr. Contreras was arrested in June of 2008 for Extreme DUI.

Mr. Contreras was cited in December of 2013 for open alcohol containers in a vehicle. Mr. Contreras pled guilty to an Open Container Alcohol: passenger area, a Class 2 Misdemeanor.

Mr. Contreras was arrested for Possession of Narcotics and Drug Paraphernalia in December of 2014. On April 17, 2015, Mr. Contreras was found guilty of one count of Solicitation to Unlawfully Possess a Narcotic Drug: Cocaine and one count of Unlawful Possession of Drug Paraphernalia. Both counts were Class 6 Undesignated Felonies. On July 11, 2016, both counts were designated as Class 1 Misdemeanors.

Mr. Contreras only reported the 2008 arrest on his application for certification.

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its April 11, 2017 meeting, recommended by a vote of 5 to 0, that the Board grant Mr. Contreras’ application for certification despite evidence showing that Mr. Contreras engaged in unprofessional conduct.

Board Action

At the May, 22, 2017, State Board meeting, the Board voted to table Mr. Contreas’ application until the August 28, 2017 meeting, in order to have more options available to them, due to the enactment of law allowing the Board to deny an application *up to five years*.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of David Contreras.

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification, with conditions, for Matthew Gehrman C-2016-415-2R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Gehrman is applying for renewal of his Principal and Standard Secondary Education (6-12) certificates.

On April 21, 2012, Mr. Gehrman was arrested for a DUI. His blood alcohol content ("BAC") was measured between .121 and .147. Mr. Gehrman pled guilty to DUI. He disclosed this arrest and subsequent conviction on his renewal application for certification.

On June 15, 2015, Mr. Gehrman was arrested for an extreme DUI. His BAC measured at .190. After a jury trial, Mr. Gehrman was convicted of a DUI. He subsequently disclosed this arrest and conviction on his renewal application for certification.

Recommendation of the Professional Practices Advisory Committee ("PPAC")

The PPAC, at its July 18, 2017 meeting, recommended by a vote of 3 to 1, that the Board grant Mr. Gehrman's application for certification despite evidence showing that the Mr. Gehrman engaged in unprofessional conduct, **with the condition that any certificate issued is subject to immediate revocation in the event of the arrest and conviction of an alcohol-related matter through the life of the certificate.**

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application, with conditions, of Matthew Gehrman.

Contact Information:

Alicia Williams
Deputy Director- Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification, with conditions, for Jesse Peterson C-2017-089R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Peterson is applying for a Substitute certificate.

On September 12, 1989, Mr. Peterson was arrested for theft. He pled no contest and was sentenced to probation. He disclosed this arrest in his application for certification.

On June 30, 1995, Mr. Peterson was arrested on suspicion of burglary from a vehicle. No complaint was filed. There is no record in his application of disclosing this arrest.

On November 3, 2012, he was cited for shoplifting. Mr. Peterson pled guilty to a misdemeanor and was fined \$500.

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its July 18, 2017 meeting, recommended by a vote of 5 to 0, that the Board grant Mr. Peterson’s application for certification despite evidence showing that the Mr. Peterson engaged in unprofessional conduct, **with the condition that, should Mr. Peterson apply for any other certificate in addition to his substitute certificate, he should come back before the PPAC committee and the State Board of Education.**

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application, with conditions, of Jesse Peterson.

Contact Information:

Alicia Williams
Deputy Director- Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification for Amy Rodas, C-2016-436R

Action/Discussion Item

Information Item

Background and Discussion

Ms. Rodas is applying for a renewal of her Standard Secondary Education (6-12) certificate.

On or about January 27, 2016, the Tolleson Union High School District (“TUHSD”) received information indicating that Ms. Rodas had possibly violated A.R.S. §13-3620 and TUHSD policies by failing to report physical abuse of a student. After an investigation into the matter, the TUHSD administration recommended terminating Ms. Rodas’ employment.

On May 17, 2016 and May 19, 2016, Ms. Rodas and TUHSD participated in an evidentiary hearing before a Hearing Officer regarding TUHSD’s recommendation to terminate Ms. Rodas.

On June 1, 2016, the Hearing Officer issued findings of fact, conclusions of law, and a recommendation that the TUHSD Governing Board terminate Ms. Rodas. Subsequently, Ms. Rodas and TUHSD entered a Settlement Agreement wherein Ms. Rodas agreed to resign from TUHSD and TUHSD agreed to issue a Letter of Reprimand to Ms. Rodas in lieu of requesting that the TUHSD Governing Board adopt the Hearing Officer’s recommendation to terminate Ms. Rodas’ employment.

In an unrelated incident, on March 30, 2016, Ms. Rodas pled guilty to Shoplifting, a class 1 Misdemeanor, for a December 2015 incident, and agreed to participate in a diversion program in order to have the charges subsequently dismissed.

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its July 18, 2017 meeting, recommended by a vote of 3 to 2, that the Board grant Ms. Rodas’ application for certification despite evidence showing that the Ms. Rodas engaged in unprofessional conduct.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application of Amy Rodas.

Contact Information:

Alicia Williams
Deputy Director- Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve Application for Certification, with conditions, for Rene Rodriguez C-2016-270R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Rodriguez is applying for an Elementary Education (1-8) certificate and for renewal of his Substitute certificate.

On July 14, 1990, Mr. Rodriguez was arrested for assault. He pled guilty to Assault, a misdemeanor.

On June 17, 2000, Mr. Rodriguez was arrested for DUI. He was found guilty of this offense.

On August 28, 2005, Mr. Rodriguez was arrested for DUI. His Blood Alcohol Content ("BAC") was measured at .136 and .133. He was found guilty of this offense.

On April 12, 2008, Mr. Rodriguez was arrested for DUI. His BAC was measured at .173. He was found guilty of this offense.

On June 20, 2008, Mr. Rodriguez was arrested for possession of marijuana. The charges were later dismissed by the court after he successfully completed a drug diversion program.

On December 3, 2011, Mr. Rodriguez was arrested for DUI. His BAC was measured at .212. In 2013, he was found guilty of Aggravated DUI, a Class 4 Felony.

Mr. Rodriguez disclosed each of these arrests on his applications for certification.

Recommendation of the Professional Practices Advisory Committee ("PPAC")

The PPAC, at its July 18, 2017 meeting, recommended by a vote of 5 to 0, that the Board grant Mr. Rodriguez's application for certification despite evidence showing that the Mr. Rodriguez engaged in unprofessional conduct, **with the conditions that Mr. Rodriguez submit evidence of participation in an ongoing substance abuse aversion program, complete said program within one year of certification, provide documentation to Board offices on the completion of the program and any arrest and conviction for a DUI or drug-related charge will result in immediate revocation of all certificates. All aversion programs are at the cost of Mr. Rodriguez.**

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the application, with conditions, of Rene Rodriguez.

Contact Information:

Alicia Williams
Deputy Director- Policy and Initiatives, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve Applications for Certification for Roland Youngling, C-2017-069R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Youngling is applying for a Substitute teaching certificate and a Provisional Secondary Education (6-12) certificate.

On January 6, 2013, Mr. Youngling was arrested for Marijuana Possession, Possession of Drug Paraphernalia, and DUI. He was subsequently convicted of Extreme DUI.

On October 25, 2014, Mr. Youngling was arrested for Felony Possession of Narcotic Drug (Cocaine) and Felony Possession of Marijuana. He was subsequently convicted of one count of Solicitation to Unlawfully Possess a Narcotic Drug and one count of Unlawful Possession of Drug Paraphernalia. Both counts were Class 6 Undesignated Felonies.

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its April 11, 2017 meeting, recommended by a vote of 6 to 0, that the Board grant Mr. Youngling’s applications for certification despite evidence showing that Mr. Youngling engaged in unprofessional conduct.

Board Action

At the May, 22, 2017, State Board meeting, the Board voted to table Mr. Youngling’s application until the August 28, 2017 meeting, in order to have more options available to them, due to the enactment of law allowing the Board to deny an application *up to five years*.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the applications of Roland Youngling.

Contact Information:

Alicia Williams
Deputy Director- Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation for Certificate Suspension, through certificate expiration, of Jeffrey Canto, Case No. C-2016-624

Action/Discussion Item

Information Item

Background and Discussion

Mr. Canto holds a valid Standard Secondary Education (6-12) certificate and a Substitute certificate, both of which expire on February 3, 2022.

On June 4, 2007, Mr. Canto was arrested for a domestic violence incident involving his wife.

On October 1, 2007, Mr. Canto pled guilty to the crime of Assault, a Class 1 Misdemeanor, in Kingman Municipal Court. Mr. Canto was ordered to participate in domestic violence counseling, which included anger management counseling, and six months of unsupervised probation.

On April 1, 2008, the charge of domestic violence by assault was dismissed due to Mr. Canto completing the terms listed above.

On August 29, 2016, Maricopa County Sheriff officers responded to a call involving Mr. Canto and his girlfriend. Mr. Canto was arrested on charges of Assault/Domestic Violence for the incident that occurred.

On November 10, 2016, Mr. Canto pled guilty to the crime of Assault, a Class 3 Misdemeanor, and was placed on one year of supervised probation and ordered to complete anger management classes as directed by the court.

On the Judgment and Sentence Order that Mr. Canto signed on November 10, 2016, there is a box next to the statement "I am a teacher certified to teach by the Board of Education or I am teaching in a community college district or a charter school". Mr. Canto failed to check the box which sits directly above his signature on the page.

At the April 24, 2017 State Board of Education meeting, the Board members voted to reject the proposed Negotiated Settlement Agreement ("NSA"). The Board packet for Mr. Canto, including the NSA, is attached to the Complaint as Exhibit 10. This action of rejecting the NSA sent Mr. Canto through the discipline hearing process.

Recommendation of the Professional Practices Advisory Committee ("PPAC")

The PPAC, at its July 18, 2017 meeting, recommended, by a vote of 5 to 0, that the

Contact Information:

Alicia Williams
Deputy Director of Policy and Initiatives
State Board of Education

EXECUTIVE SUMMARY

State Board of Education suspend any and all certificates held by Jeffrey Canto through the expiration of his certificate(s), which is February 3, 2022.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and suspend any and all certificates held by Jeffrey Canto, through the expiration of his certificate(s), and that all states and territories be so notified.

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education