



Arizona State Board of Education

Amended Agenda

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, February 26, 2018, at 9:00 A.M. at the Arizona Department of Education, Room 122, 1535 W. Jefferson, Phoenix, AZ 85007**. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice concerning any item on this agenda.

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

DATED AND POSTED this 22nd day of February 2018.

Arizona State Board of Education

By: _____


Alicia Williams
Executive Director
(602) 542-5057

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AMENDED AGENDA

Monday, February 26, 2018

9:00 AM

Arizona Department of Education, Room 122

1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, NATIONAL ANTHEM, PRAYER AND ROLL CALL

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

A. President's Report

1. Welcome of new State Board Member

B. Superintendent's Report

1. Update regarding Department activities

2. Update on the Murphy Elementary School District

C. Executive Director's Report

1. Update on MOWR Alternative Assessments

2. Update on Board Member Orientation

2. CALL TO THE PUBLIC: This is the time for the public to comment on non-agendized and consent agenda items. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.

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

A. Acceptance of the Special Education Advisory Panel Annual Report for FY 2016-2017

B. Dismissal of Patrice Robinson from the Special Education Advisory Panel

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- C. Acceptance of the report on Arizona Education Learning and Accountability System (AELAS) development and implementation
- D. Approval of additional degrees to the Subject Matter Expert degree matrix
- E. Approval of Small School Districts to receive 2018 state aid and budget capacity for the Capital Transportation Adjustment pursuant to A.R.S. § 15-963
- F. Approval of the Structured English Immersion (SEI) Course Training Program(s) offered by:
 - 1. Dysart Unified School District
 - 2. Shauna Graham
- G. Approval of Alhambra Elementary School District to assume accounting responsibility for the fiscal year beginning July 1, 2018, pursuant to A.R.S. § 15-914.01
- H. Approval to accept monies for the federally funded National Technical Assistance Center (TIES)
- I. Approval of appointments to the WestEd Board of Directors
- J. Approval of appointments to the Certification Advisory Committee
- K. Approval of appointments to the School Safety Program Oversight Committee
- L. Approval of a school district application of the Arizona On-Line Instruction Program, pursuant to A.R.S. § 15-808 for Humboldt Unified School District

4. GENERAL SESSION

AA. CALL TO THE PUBLIC: This is the time for the public to comment on general session and certification enforcement action items. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.

~~A. Presentation, discussion and possible action on the 2016-2017 A-F~~

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Accountability System including:

1. Presentation and discussion on the modeling of changes from the December 4, 2017 and January 29, 2018 State Board of Education meetings
2. Presentation, discussion and possible action to set out scores on the 2016-2017 A-F Accountability System

A. Update on the implementation process of revisions to the 2016-2017 A-F Accountability System

B. Presentation, discussion and possible action on the 2017-2018 and 2018-2019 A-F Accountability Systems including:

1. Changes to future iterations of the A-F Accountability System pursuant to federal law
2. Direction to Board staff to collect modeling on additional items or changes
3. Presentation and adoption of a timeline for completion of the 2017-2018 A-F letter grades

C. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals

D. Presentation, discussion and possible action regarding Menu of Locally Procured Achievement Assessments to measure pupil achievement of the state academic standards:

1. Updating the Menu of Assessments policy
2. Presentation and adoption of a Menu of Assessments' timeline for the 2018-2019 school year for grades 9-12
3. Adopting a list of assessments for the Menu of Assessments for the 2018-2019 school year for grades 9-12

E. Presentation, discussion and possible action to close rulemaking procedures for R7-2-302 regarding Minimum Course of Study and Competency Requirements for Graduation from High School

F. Presentation, discussion and possible action to close rulemaking procedures for:

1. R7-2-612 regarding Career and Technical Education Certificates
2. R7-2-612.01 regarding Standard Specialized Career and

Technical Education Certificates

- G. Presentation, discussion and possible action on the Guidance Document for Career and Technical Education Teacher Certification
 - H. Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to R7-2-606 regarding Proficiency Assessments for educator certification
 - I. Update on proposed amendments to the following rules:
 - 1. R7-2-611 regarding Special Education Teaching Certificates
 - 2. R7-2-609.01 regarding Middle Grades Teaching Certificate
5. **CONSENT AGENDA – CERTIFICATION ENFORCEMENT ACTIONS:**
All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.
- A. Approval of the voluntary surrender of the educator certificates held by:
 - 1. Brian Keith, C-2016-238
 - 2. Ronald Mathis, C-2017-799
 - 3. David Rastoviski, C-2017-073
 - 4. Gregory Rothwell, C-2016-028
 - B. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by Kara Loofborough, C-2017-313
6. **GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS**
- A. Presentation, discussion and possible action to approve the Negotiated Settlement Agreements for:
 - 1. Vanessa Apache, C-2017-635
 - 2. Jesse Peterson, C-2017-089R
 - B. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the revocation of certificates held by:
 - 1. Jennifer Leis, C-2017-147

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2. Laura Belton, C-2015-079
- C. Presentation, discussion and possible action on the motion for rehearing under Board rule R7-2-709 submitted by educator Rafael Danam, C-2016-585
7. **SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS.** The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel (SEAP) Annual Report FY 2016-2017

Action/Discussion Item

Information Item

Background and Discussion

Summary of SEAP activities July 1, 2016 – June 30, 2017.

Information was pulled from meeting minutes.

Attached: SEAP Annual Report FY2016-17 Final

Recommendation to the Board

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

Contact Information:

Alissa Trollinger, Deputy Associate Superintendent
Mike Mannelly, Associate Superintendent

Special Education Advisory Panel

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The Special Education Advisory Panel (SEAP) duties:

- i. advise the State educational agency of unmet needs within the State in the education of children with disabilities;
- ii. comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- iii. advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;
- iv. advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part;
- v. advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities; and
- vi. review and comment on completed due process hearing findings.

During the 2016-2017 SEAP year, the Panel held five public meetings with a quorum. This Annual Report briefly summarizes key points from the meetings. Further details about any topic can be found in the meeting minutes posted at <http://www.azed.gov/specialeducation/seap/>.

Meeting Summaries

September 20, 2016

- Maura Yildrum, Director of Rules and Procedures in Certification, provided an overview of **certification changes** to Senate Bill 1208: Structured English Immersion (SEI) Endorsement, Renewal Requirements, Constitutional Requirements and impact on special education to Every Student Succeeds Act (ESSA) teacher qualifications. Overview information was also provided on Individual Language and Learning Plan (ILLP), ELLP and ESL Engagement.
- Suzanne Perry, Director of Early Childhood Special Education, Arizona Department of Education (ADE), Arizona Head Start State Collaboration Office (HSSCO), provided an overview on Preschool Development Grant (PDG) and Arizona State Autism Project (AzSAP). The Arizona Department of Education, Early Childhood Education (ECE) unit has partnered with high-need communities (HNC) to increase the number of children

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who receive high quality early care and education services. Projected slots for 2015-16 were 2,222 of which 1,940 were filled within 21 high-need communities. The opportunity continues to garner more students and programs that are able to take advantage of the financial and programmatic opportunities each year. Online resources were provided regarding PDG, including PowerPoints, manuals and abstracts of the program.

- Alissa Trollinger, Director of Special Projects, ADE, Exceptional Student Services and the ESS Secondary Transition provided a presentation overview provided for the ADE/ESS Statewide Transition Plan which included Indicator 13 Components, Supports for Schools & Post Schools Success, Supports for Students/Families, Connections with other Agencies, and data.
- Irene Hunting, Deputy Associate Superintendent (DAS), Assessment and Rebecca Bolnick, DAS, Research and Development and the Chief Data Office gave presentations about AzMERIT and MSAA results for students with disabilities, accessibility guidelines, and testing and tools available for accommodations.
- Karol Basel, DAS, ADE/ESS, provided current program overview and initiatives including changes in the Department, SSIP progress updates, SPP/APR updates and outreach, training, conferences and secondary transition. Additional updates were provided by each ESS Unit Director.
- The panel discussed Emergency Certification requirements and approved a motion to advise adjustment of HQ requirements for Emergency Certification.

November 16, 2016

- New SEAP members were welcomed to the panel.
- John Copenhaver, Director for Technical Assistance for Excellence in Special Education (TAESE), shared his perspective of the “Ten Emerging National Hot Topics in Special Education”.
 - Recruitment and Retention of Qualified Staff
 - Dyslexia
 - Mental Health
 - Accountability at All Levels
 - Some Current OSEP Priorities
 - Youth Incarcerated in Juvenile and Adult Facilities – Self Assessment

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- Dispute Resolution – Self Assessment
 - Differentiated Monitoring
 - IDEA Re-Authorization
 - Individualized Education Program (IEP); Individual Family Service Plan (IFSP)
 - Virtual Education and the IEP
 - MTSS/RTI
 - Cradle to College/Career
- Shannon Chavez, Director of Compliance and Training, Arizona Department of Education, Dispute Resolution (ADE/DR), provided Dispute Resolution Data for SY 2015-2016:

Written, Signed Complaints:

103 written signed complaints
61 issued investigation reports
40 had at least 1 finding of noncompliance
42 complaints were withdrawn or dismissed

In 2014-2015 complaints against charter schools were up to 48 percent of the complaints for which investigation reports were issued. The percentage of complaints against charter schools dropped back down to 20 percent of the complaints that were fully completed in the 2015-2016 school year. While, historically, there are more complaints against districts than charter schools, the early complaints of the 2016-2017 school year had charter school complaints running close to 40 percent of the total.

Mediation –This is an option for dispute resolution. This option is most successful at helping to maintain a relationship between schools and families.

70 requests
46 mediations were held
19 were held as part of a due process
14 resulted in a mediation agreement
27 were not related to a due process
22 resulted in a mediation agreement
2 mediations still pending on June 30, 2015
22 mediations were withdrawn

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Due Process Complaints –Due process complaints are more often filed by parents than schools. Due process complaints are filed with ADE and then sent to the Office of Administrative Hearings (OAH) for a hearing before an Administrative Law Judge (ALJ). ADE/DR staff do not have the authority to dismiss due process complaints for any reason and must forward them to OAH.

68 requests

22 opted to go through the resolution session process

13 were resolved with a resolution agreement

1 went through a fully adjudicated hearing

13 pending as of June 30

54 complaints were withdrawn or dismissed

Expedited Due Process Hearing (specific to discipline)

3 requests

2 expedited resolution meetings

1 went through a fully adjudicated hearing

2 withdrawn or dismissed

There have been a couple of new ALJs added to the list of judges who can hear these cases. There are now four ALJs who can work on the Due Process complaints.

- Amy Dill, Facilitated IEP Specialist, ADE/DR, travels around the State of Arizona teaching school districts about Individualized Education Program (IEP) Facilitation. The statewide program was introduced in July 2016. In 2014, Arizona committed to build statewide capacity-building trainings. In July 2016, the data showed that 826 people from 120 charters and districts across the state participated in these trainings. The data pulled in July 2017 should look very different as ADE is offering a lot of different training options. Facilitated IEP trainings teach participants to assist the IEP team in developing an IEP to provide a Free and Appropriate Public Education (FAPE) and to take care of decision making and conflicts during the meeting. This program is a mind-shift on how to run an IEP meeting. This process improves relationships between parents and schools. It also keeps the meeting focused on the student. There is no cost to the school or the parent. The previous trainings for Facilitated IEP meetings were two days. While districts appreciated the training, they weren't able to send a lot of staff. ADE is now offering the

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training in one day where Ms. Dill can go to a school and train more staff at one time. The trainings are also free to the school.

- On July 1, 2016, a statewide facilitated IEP system was established. ADE staff cannot attend an IEP meeting. However, there is now an option through ADE/DR to request a facilitator for IEP teams experiencing conflict or communication difficulties. This option is available, through an application process, for both parents of children with disabilities and public education agencies (PEAs). As of the November SEAP meeting Dispute Resolution had received 7 parent requests, with 1 withdrawal, and 4 PEA requests, with 1 withdrawal since the program was started on July 1. This number will most likely increase as more individuals learn about the program. There are currently only three IEP Facilitators on contract with ADE/DR.
- Jeff Morton, Director of State Initiatives, and Chris Lane, ED and Approved Private Day Schools Specialist, ADE/ESS reviewed the steps private day schools need to take in order to be approved by the State of Arizona. Approval by the ADE isn't an endorsement; it's an approval for the contract between the public school and the private school. A student goes to a Private Day School when his/her needs are significant enough that they can't be serviced by the local education agency (LEA). Mr. Morton covered the 16 points that a public day school has to meet to be approved by the State of Arizona.
- Aanya Rispoli, Secure Care Specialist, and Celeste Nameth, Multi-Tier Behavior Support Specialist, ADE/ESS shared information regarding Trauma Informed Practices. There are two categories of ACEs: Abuse or Neglect and Household Neglect. Effects of trauma on brain development:
 - Early Childhood – Hippocampus is developing: affects learning and memory
 - Adolescence – Prefrontal Cortex is developing: Thoughts and attention

Neurological imaging has shown that the brain can actually shrink in response to trauma experiences. Physical, mental, and behavioral outcomes of ACEs include: alcoholism or alcohol abuse, depression and suicide attempts.

How schools can break the cycle:

- Staff Training

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- Self-esteem Support
- No Failure Attitude
- Alternative Discipline

Current practices addressing trauma include Positive Behavior Interventions and Support (PBIS), restorative justice, restitution programs, and peer jury/peer mediators.

- Carol Lippert, Associate Superintendent, High Academic Standards, updated the Panel on administrative staff changes in ESS. Ms. Lippert is filling in as the Associate Superintendent over ESS until the new Associate Superintendent begins. ADE is working on the state's Every Student Succeeds Act (ESSA). Ms. Lippert asked the Panel to look at the draft and take the survey and provide feedback. ADE is looking at restructuring school report cards. She would like feedback. What kinds of things would be helpful to have on report card?
- Letter of recommendation to ADE from SEAP regarding Appropriately Certified Special Education Teachers was read and submitted.
- Jeff Morton and Susan Smith, Program Specialist, briefly reviewed the State Systemic Improvement Plan (SSIP). Phase I of the SSIP is to review data. The change in state testing showed testing scores decreasing: AIMS scores 33.4% to AZMerit scores 12.1%. This is typically the nature of instituting a new test. Mr. Morton and his staff reviewed the original goals set for the FFY 2014 cohort. The goal was revised and set for May 2018. Feedback was requested. Mr. Morton and Ms. Smith fielded questions from the Panel. Mr. Morton explained how the state will determine the needs of the school in the SSIP. ESS needs to look at original infrastructure to move from Phase II to Phase III.
- Panel elections resulted in Mr. Edward O'Neill continuing as Co-Chair and Ms. Leanne Murrillo as Vice Chair.

January 24, 2017

- The Panel welcomed new ADE/ESS Associate Superintendent, Mike Mannelly, and DAS, Alissa Trollinger. Both greeted the Panel, with Mr. Mannelly stating that the Panel needs to be a sounding board for how ADE can better provide assistance to students with disabilities.

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- Shannon Chavez, Director of Compliance and Training, and Kacey Gregson, Deputy Director of Legal Services, Dispute Resolution brought more detailed data to the Panel regarding complaints and findings. Three Due Process hearings were reviewed.
- Suzanne Perry, Director of Early Childhood Special Education, provided information about the inclusion task force, inclusion summit, and monitoring activities. First Things First and Read On Arizona programs were explained. The MAPLIT website was shown with all of the components.
- Tracey Sridharan, Director of Professional Learning & Development, ESS, asked the Panel for high priority areas for PD. The panel responded:
 - Train staff on how to connect parents to services (in and outside of school)
 - Trauma informed schools
 - Create a data base/list serve of PD for teachers
 - Training in EBP to deliver SDI
 - PD for general education teachers
 - Distribute PD, e.g. Legal information to specific staff to reduce burdens
 - Data collection, system, analysis; group's focus
 - Transition planning WIOA
 - SDI for teacher prep
 - Assessment and data analysis
 - Recruitment/Retention cross training
 - MSAA training
 - Classroom Management Skills
 - Effective MTSS systems
 - Available community services
 - Train Staff and Community Resources, i.e. Dial-a-Ride
 - Teachers learn how to teach Disability Awareness, self-advocacy skills

A handout was provided showing recruitment and retention rates in special education.

There is an attrition survey collected annually as a part of the required data submission.

- Panel members' reports from the field topics included ESA, Edupoint student management systems, state RFP, WIOA lack of information, vacancies in special education positions, open enrollment, differentiated instruction in general education, AzEDS reporting, timelines followed with homeless students, facilitated IEP for parents, training in specially designed instruction, community resources, importance of PD for staff retention, behavioral health staff participating in meetings, lack of nurses for students, teacher preparation in standards, and transition.

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- Christy Ellison, DAS, Grants Management, provided information about the ESA (Empowerment Scholarship Account). History, eligibility, and application were reviewed.
- Mike Mannelly and Angela Odom, Director of Program Support and Monitoring, ADE/ESS, presented information regarding the monitoring system. Monitoring in a 6-year cycle by year and type was defined. The current system of support, highlights of feedback from stakeholders, and the balance of compliance and RDA (Results Driven Accountability) were reviewed. The risk analysis tool for LEAs has been revised with more outcome related targets phrased in positive language. Graduation and dropout rates were aligned with the federal definition, MOE was removed, preschool information was added, and there is closer alignment to the SPP/APR.
- Election of new co-chair due to Mr. O'Neill moving out of state. Panel elected Mr. Chris Tiffany.
- The panel passed a motion to recommend to Early Childhood Special Education that a representative attend each RCF meeting and report back to the panel with updates.

March 7, 2017

- Dr. Lauren Zbyszinski, Director, Early Childhood Special Education presented information on serving young children with disabilities and the K-3 Formative Assessment Consortium activities.
 - Vision: 4 Key Points
 - Purpose to examine the validity and reliability of the assessment
 - Structure
- Suzanne Perry, Director and Elizabeth Hamilton presented information on Early Childhood Special Education Child outcome summary data— Part C
 - Teaching Strategies Gold
 - Drive program improvement: how children are progressing
 - Indicator 7: Preschool outcomes
 - Trajectories
- Mary Wennersten, Panel member, presented information and resources on Dyslexia.
 - What is dyslexia?

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- Why define dyslexia?
- Move on When Reading: Some characteristics of dyslexia
- What We Know from Research
- Dyslexia Defined
- Subtypes of Reading Disability
- Dyslexia
- Dyslexia and Literacy
- Key Components of Reading
- Elements of Effective Instructional Practice
- Research on Intervention Critical Variable
- Literacy
- Literacy in Schools
 - 80-85% of students with an identified specific learning disability have a primary problem with reading and/or language
 - 10-20%, or 1 out of every 5-10 students, has symptoms of dyslexia

Visit <http://www.azed.gov/mowr/dyslexia/> for more information.

- Cathy Sproul, Director of Federal Initiatives, ADE/ESS, presented information on the State Performance Plan, Annual Performance Report (SPP/APR).

IDEA states that each state is required to submit annually the SPP/APR, which evaluates the State's efforts to implement the requirements represented in the indicators and describe how the State will improve such implementation.

- Organization of the SPP/APR
 - Section 1: Introduction (narrative)
 - Section 2: Indicators 1-16: Results vs. Compliance
 - Section 3: Indicator 17: SSIP
 - Intra-indicator Layout
- Alissa Trollinger, DAS, ADE/ESS, made the following announcements to the Panel:
 - Retirement of Federal Fiscal Funding Director: Connie Hill
 - Transition of Funding and Grants Management team
 - Director of Special Projects has been filled by James Rivera
 - In process of hiring Director of Operations

House Bill (HB)/Senate Bill (SB) 1317: Specially Designed Instruction (SDI) – moved through the House to the Senate, ADE has remained neutral, the Office of Special Education Programs (OSEP) has contacted ADE with concerns that the bill violates IDEA federal regulations. They will review the information packet and provide feedback.

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- Tracey Sridharan, Director of Professional Learning & Sustainability, ADE/ESS

Capacity building plan: To develop a plan for strategic learning with the goals of helping students and helping our youth.

- ESS Strategic Planning: Where are we at? What is currently being offered? What are the needs? What are the outcomes as a result of the effects?
 - Environmental Scan
 - Current Offerings
 - Trends/Needs: Agencies that could provide helpful resources

Ms. Sridharan and the Panel discussed other agencies/individuals that could provide services and/or resources.

- Trends/Needs
- Solidify the Vision

Ms. Sridharan and the Panel discussed Collaboration.

June 20, 2017

- Debra Sterling, Attorney General's Office presented on Arizona Open Meeting Law (OML).
 - Policy of the Open Meeting Law
 - Who Does OML Apply to?
 - The Presentation is Targeted
 - Targeted Presentation
 - Meetings
 - Agenda
 - Quorum
 - Pubic Sessions
 - Executive Sessions
 - E-mail/Phone
 - One Way E-mail Communication
 - Staff may send e-mails, including one way e-mail communication
 - Serial Communications
 - Circumvention
 - Legal Actions Not Properly Taken
 - Enforcing the Open Meeting Law
 - Additional Information
 - The Arizona Ombudsman-Citizen's Aid handbook – www.azoca.gov

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- The Arizona Agency Handbook – www.azag.gov/outreach/publications.
- Related Issues
 - Conflict of Interest – A.R.S. §§ 38-501-511
 - Public Records – A.R.S. §§ 39-101-221
- Access to Grade Level Content

Patricia Reynolds, Assessment Specialist, and Audra Ahumada, DAS, ADE/Assessment, presented to the Panel and led a discussion about Practices and Accommodations that enable students with disabilities to show what they know and can do.

- UDL-ATF Work to Date
 - SEAP feedback regarding how to address
 - Large scale adoption of UDL practices
 - Increased use of technology options in providing access to grade level content
 - 2017 Teacher Survey
 - Nearly 1,000 teachers responded
 - Accessing Grade Level Content
 - Tools and Strategies
 - Setting and Time Options
 - Options for Engagement
 - Disability-Specific Accommodations
 - These accommodations provide access to grade level content for students with visual and hearing disabilities, those with disabilities affecting motor functions, and students with disabilities who are also English language learners
 - Deeper Access to Grade Level Content
 - AzMERIT Item Development
- ADE State Initiatives: Ms. Trollinger and Ms. Sproul provided information on Indicators 4B, 9, and 10: Terms Defined, Statistics Analyzed, Methodology Pondered.
 - IDEA section 618(d) requires states to collect and examine data to determine if significant disproportionality—that is, when districts identify, place in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers—is occurring in the PEAs.
 - However, IDEA does not define the methodology for “significant disproportionality.” Instead, it requires states to develop their own standard methodologies.

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- SEAP will have input regarding Arizona's new definition of significant disproportionality.
- Indicator 4B: percent of PEAs that have a significant discrepancy by race/ethnicity of expulsions or out-of-school suspensions greater than 10 days
- Indicator 9: percent of PEAs with disproportionate representation of racial/ethnic groups in special education that is the result of inappropriate identification
- Indicator 10: percent of PEAs with disproportionate representation of racial ethnic groups in specific disability categories that is the result of inappropriate identification
- Mary Wennersten, Panel member, presented "What Every Educator Needs to Know about Literacy Instruction"
 - Goals:
 - Investigate what research says about teaching reading
 - Identify the elements of effective reading instruction
 - Discuss and plan next steps to improve reading instruction
 - Language Comprehension
 - Word Recognition
 - Skilled Reading
 - Data Based Decisions
 - Data-based Decisions Contain
 - Progress Monitoring Questions/Guidance Document
 - Subtypes of Reading Disability
 - Phonemic Awareness Continuum
 - Morphology
 - Defining Fluency
 - Understanding the Text
 - Vocabulary
 - Essential Components
 - Comprehension
 - Questions by Grade Level
 - Universal Screening Questions
 - Diagnostic Questions
 - A Shift in Thinking
 - BUT - "What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the student will learn?"
 - The shift alters everything else. – Ken Howel

-- End of Annual Report --

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel: Dismissal of a Member

Action/Discussion Item

Information Item

Background and Discussion

Special Education Advisory Panel member Patrice Robinson, who represents Parents of Children with Disabilities, has accrued three or more absences in one fiscal year. According to Section 4 of the By-Laws, the requirement for establishing a quorum means that high absenteeism can be grounds for dismissal from the Panel.

Attached: SEAP Dismissal Letter - AZ State Board of Education Patrice Robinson

Recommendation to the Board

It is recommended that the Board dismisses Patrice Robinson from the current term on the Special Education Advisory Panel.

Contact Information:

Alissa Trollinger, Deputy Associate Superintendent
Mike Mannelly, Associate Superintendent

Special Education Advisory Panel

December 18, 2017

Dear Arizona State Board of Education,

The Special Education Advisory Panel is recommending dismissal of Patrice Robinson as a panel member of Parents of Children with Disabilities due to three or more absences at meetings. This decision was based on the members of the Executive Committee who reviewed attendance by-laws for the Special Education Advisory Panel.

The reason for Patrice Robinson dismissal is due to the following:

SECTION 4 of the By-Laws—Absentees—Due to the requirement for establishing a quorum to conduct Panel business, it is necessary that members strive to be in attendance. Members who are absent from three meetings during a fiscal year may be subject to dismissal. The Executive Committee of the Panel will contact members who are frequently absent to determine their continued commitment and interest. Recommendations may be made to the Arizona State Board of Education for removal of a member due to high absenteeism.

Thank you for reviewing this letter of dismissal of Special Education Advisory Panel.

Sincerely,

Leanne Murrillo
Vice Chair of SEAP

Special Education Advisory Panel

December 5, 2017

Dear Patrice,

We are contacting you today to inform you that your membership on the Arizona State Board of Education Special Education Advisory Panel will be recommended for dismissal on December 15, 2017 due to three or more absences at meetings. This decision is coming from the members of the Executive Committee who reviewed attendance by-laws for the Special Education Advisory Panel.

The reason of your dismissal is due to the following:

SECTION 4of the By-Laws—Absentees—Due to the requirement for establishing a quorum to conduct Panel business, it is necessary that members strive to be in attendance. Members who are absent from three meetings during a fiscal year may be subject to dismissal. The Executive Committee of the Panel will contact members who are frequently absent to determine their continued commitment and interest. Recommendations may be made to the Arizona State Board of Education for removal of a member due to high absenteeism.

Should you decide to resign from the Special Education Advisory Panel rather than the formal dismissal of your membership by the Arizona State Board of Education, please provide written notification to the current Special Education Advisory Panel Vice Chair and/or to the Administrative Assistant to the Special Education Advisory Panel.

We do hope that you would humbly accept this decision and for your continued success in advocating for children of special needs in the State of Arizona. Thank you very much for your service.

Sincerely,

Leanne Murrillo
Vice Chair of SEAP

EXECUTIVE SUMMARY

Issue: Update on AELAS Development and Implementation

Action/Discussion Item

Information Item

Background and Discussion

At the December 4, 2017, State Board of Education meeting, Boardmember Mak requested the Department provide a status update on the overall progress and future of the Arizona Education Learning and Accountability System (AELAS) project. The key component of this project is to replace the outdated and unsupported Student Accountability and Information System (SAIS). In its sixth year of development, AELAS has had significant accomplishments in not only replacing a portion of the data system but also creating a stable, best-in-class IT organization able to adapt to changes in both legislation and technology.

SAIS Replacement

The existing student accountability system was on the verge of catastrophic failure. It was in such disrepair that LEAs were unable to access the system 26 weeks out of the year, and millions of submissions contained errors that needed correcting by LEAs. In 2011 then-Governor Brewer provided \$1,700,000 in State Fiscal Stabilization Funds for basic system stabilization, and subsequent AELAS funding was used to reverse engineer the existing system, gather requirements for its replacement and completely redesign the way student data for state aid payments was collected. Arizona Education Data Standards (AzEDS) is the replacement for the student data portion of the educational data system. ADE partnered with the Ed-Fi Alliance to adopt a standardized data dictionary and framework to collect, store and manage student-level data. These changes required 13 student information vendors to reconfigure their systems. LEAs also needed to change the way they transmitted student-level data to the state.

In July 2016, AzEDS replaced SAIS as the student data system of record. Whereas SAIS took weeks to process data, AzEDS offers daily data processing to give LEAs an estimated student count almost immediately. This allows LEAs to better configure their budgets and make more informed financial decisions.

The other component of SAIS is the School Finance payment calculations. ADE staff currently uses 48 separate applications to complete the dozens of state aid payments to districts and charters. These payment functions are labor intensive and were developed with 1990's technology. Worse yet, billions of dollars in state aid payments are calculated on systems with 1990's-level security measures. The risk of catastrophic failure has not been eliminated. The IT team has approached this replacement incrementally, choosing to tackle smaller, ancillary processes before beginning work on replacing the main payment functions of APOR (state apportionment for districts) and

Contact Information:

Lisa Blyler, Deputy Associate Superintendent
(Satish Pattisapu, CIO/Associate Superintendent)

EXECUTIVE SUMMARY

CHAR (charter school payments). These two payment calculations comprise of multiple applications and hours of manual work.

ADE has yet to receive sufficient funding to begin work developing its replacement; however in FY18, funds have been programmed to document the system requirements in order to begin development as funding becomes available. The next phase of the data system replacement is to completely replace the outdated, unsupportable software responsible for processing these state aid payments. ADE extended its existing monitoring and oversight contract with WestEd to assist with documenting the requirements needed for this system replacement. In the first phase of this project, WestEd delivered a comprehensive school finance policy review brief that included the identification and organization of all relevant Arizona school finance statutes in Title 15 as well as related statutes, propositions and adopted regulations. This process identified any law or regulation that impacts the calculation and amount of money distributed to local education agencies (LEAs) in Arizona. The organization phase created a series of process maps that identified how various statutes in Title 15 worked with one another to generate the funding amounts for LEAs.

This completed review brief is being used to construct a draft set of business rules that serve as a blueprint for the rules-based system that incorporates into this updated technology system. Work on this project is occurring in phases, with the first phase being a comprehensive documentation of all formal and informal business rules governing the activities of school finance to meet statutory obligations within APOR and CHAR. The WestEd team will use that documentation to drive a stakeholder review process as well as to serve as a blueprint for a modeling project. These efforts ensure ADE is appropriately identifying the elements needed to complete final replacement of Arizona's educational data system. Final report delivery is expected in April 2018.

Other program advancements

In 2012, the IT team embarked on a year-long research project surveying educators and administrators throughout the state. The key findings were to replace SAIS (the existing student accountability system); reduce data collection and eliminate redundant data requests; develop actionable dashboards for educators and administrators; and create teaching and learning tools to impact student performance in the classroom.

Reduce and eliminate redundant data collections

Because ADE fundamentally changed the way student-level data was collected, stored and managed, it has allowed the Department to begin to change the way data is used for reporting as well. Other existing state and federally-mandated reports can use the new centralized data storage infrastructure (Organizational Data Store or ODS). As more and more program area reports are modernized, the separate data collection requests can be eliminated.

Actionable dashboards for educators and administrators

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In 2013, ADE was awarded a federal grant to pilot interactive reports that provided teachers opportunities to see, at a glance, how students are performing on standardized tests, their attendance and other demographic information. Administrators had the ability to compare the performance of schools within a district to each other as well as to the state averages. The pilot was well received, and in FY15 ADE was provided AELAS funding to enable access to all districts and charters in Arizona. Branded as AZDash, these dashboards have met the requirement to provide a longitudinal data system as described in ARS 15-249.

AZDash is currently being maintained, but LEA interest has waned over the years. AELAS funds have not been approved to create updates to the existing dashboards, making them less impactful over time. That said, important advancements to AELAS came from this project. The development of a secure one-click access to ADE's data applications was initially funded and designed as part of the initial federal grant. Additionally, this project allowed ADE to create links between students, teachers and courses that have practical applications across program areas.

Create teaching and learning tools to impact student performance in the classroom

While the AELAS Business Case found this was an area of interest for educators, there has been little support to include this as part of the AELAS project. The focus of the legislature has been to first complete SAIS replacement, but the funding has not kept pace with the ability to develop its replacement.

Also of note was the inclusion of the State Student Information System (SSIS) program. ADE began the SSIS program in 2014 with the primary goals of reducing costs and increasing value for school districts and charter schools by providing a comprehensive SIS and streamlined data reporting functions. LEAs could opt-in to the SSIS program to achieve significant economies of scale, making the solution affordable to LEAs of all sizes. The conclusion to the SSIS program will be complete this fiscal year because the primary goals have been successfully achieved. Edupoint Educational Services, ADE's vendor partner, will migrate existing SSIS customers to direct support while maintaining the services and prices outlined in the contract with the state.

FY19 Funding Request

In its FY19 budget submission, ADE is requesting \$10.3 million which is essential to continue development and corresponding maintenance and operations of AELAS. AELAS hosts the data, reporting and information for an exhaustive list of diverse programs and services offered, including Special Education, Career and Technical Education, Health and Nutrition, Assessment, Accountability, School Finance and many more. The AELAS system acts as an auditable technology data system to satisfy state and federal reporting requirements.

Development

EXECUTIVE SUMMARY

In FY18, \$2 million of the total \$7.3 million AELAS appropriation was designated for the continued development of system components. This year, the Department is requesting a total of \$5 million for ongoing development. This total would include a continuance of the \$2 million investment made last year and an additional \$3 million to allow development on APOR and CHAR and the final integration of AzEDS. Since the Department is remarkably close to finishing this vital work for the Arizona education community, the requested development funds are instrumental in completing all of the innovative work in AELAS that will bring forth real transformational change in education, as well as a return on its investment for the state.

AELAS Development Project	Amount	Description
AzEDS	\$1,700,000	Finalize database structure to allow existing web-based services to connect to AELAS and create reporting tools that eliminate redundant data collections.
School Finance	\$2,200,000	Begin development work needed to replace manual tools currently used for APOR, CHAR and Annual Budget calculations.
Cloud First Strategy/Storage	\$1,100,000	Complete work needed to meet state data security initiatives
Total	\$5,000,000	

Maintenance and Operations

\$5.3 million is requested annually, in the baseline, to be used for maintenance and operations of the many active programs and functions within AELAS (chart below). Although it is often neglected, an operational budget ensures that technology investments, like those made in AELAS, continue to run smoothly and remain technologically up-to-date. Improper maintenance of an IT system of this size and complexity could ultimately cost tens of millions of dollars in the future if a full-system overhaul must be conducted. With a sustainable maintenance and operations budget, the AELAS lifespan will be extended and the Department will be able to meet the data needs of the state for years to come. Additionally, the maintenance and operations funds ensure the state’s investment continues to yield savings and efficiencies only available because of the commitment to sound business technology.

Maintenance/Operations Activity	Amount
Hardware/Software needs	\$1,275,000
AzEDS Support	\$ 775,000
Program Support Office	\$ 750,000
AZDash	\$ 150,000

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AELAS Network Operations	\$ 730,000
ADE Connect	\$ 400,000
ADE Support Center	\$ 325,000
AELAS Strategic Oversight	\$ 115,000
School Finance Support	\$ 200,000
Data and State Aid Payments Support	\$ 125,167
ADE Federal Reporting Application	\$ 100,000
Database Migrations	\$ 383,000
Total	\$5,328,167

Ongoing concerns

In the early years of AELAS development, there was no need for maintenance and operations funds because at the time there were no new functioning systems. As new systems are now available, the Department has included requests for maintenance to ensure newly developed tools remain available and functioning for schools and educators. The request for an operations budget, in the baseline, protects the state's investment in this world-class IT system. Maintenance on everyday technologies works the same way for a massive system like AELAS. Investing in maintenance will increase the system's lifespan and will save the state money at all levels. This money saved will, in turn, allow the Legislature and schools to fund other important education needs.

As noted in the quarterly WestEd monitoring report issued October 2017, the non-recurring funding of the project threatens its future sustainability. They noted that AELAS appears to be falling into the same pattern as its predecessor, SAIS. SAIS funding was reduced over time such that the system was kept as-is, rather than continuously upgraded and enhanced to keep it current and reliable, making SAIS the obsolete, unsupported system it is now. This approach makes support costs rise.

Summary

The AELAS initiatives that have already been completed, and the additional development projects the Department has requested, are all proposals that have been either requested or thoroughly vetted by the education community. The AELAS system is important to fulfil the multitude of mandated local, state and federal reporting requirements for all areas of education, such as special education, free and reduced lunch, academic achievement, school report cards and many more.

When the Legislature appropriates funds for AELAS, any expenditure requires strict and careful oversight and approval from a diverse group of state-level decision makers, including the State Board of Education. The AELAS funding approval process is extensive, passing through five statutory boards and committees and undergoing quarterly monitoring and review of activities by WestEd/CELT. The ability to even begin a project is thoroughly evaluated at the state level, and oftentimes can take several

EXECUTIVE SUMMARY

months for final approval. This extensive approval process helps ensure accountability of taxpayer dollars for AELAS projects.

Arizona's Education Transformation



Presented to:

State Board of Education

February 26, 2018

Satish K Pattisapu

Chief Information Officer

2012 AELAS Business Case

- Year-long research project surveying educators and administrators throughout state
 1. Replace SAIS
 2. Reduce data collections and redundancy
 3. Develop actionable dashboards for educators and administrators
 4. Create teaching and learning tools available by state

SAIS replacement

- Catastrophic failure inevitable on out-of-support technology
 - \$1,700,000 for basic system stabilization
 - \$1,500,000 to complete reverse engineering
 - \$ 650,000 for Enterprise-level architecture
 - \$ 500,000 for functional user requirements
- Stabilization efforts led to high-level design of 2 components of SAIS replacement
 - Student (AzEDS)
 - School Finance (APOR, CHAR, IIF, CSF, Data Push)

AzEDS development

- Ed-Fi Alliance framework for data transmission and storage
 - ADE has customized to meet Arizona needs but is still a sharable standard across states
- 13 student information system vendors had to reconfigure their systems to meet new standards
 - Estimated a 6-12 month process but took 18 months to execute
- Required changes in way LEAs collect and transmit student-level data

School Finance refactoring

- Smaller payment streams have been automated
 - Automated and decommissioned 29 of 48 manual calculations
 - Processing times reduced from days to minutes
- Incremental approach to allow perfect and test technology before impacting major systems
- Funding commitment needed to begin work on remaining large payment streams
 - Focus on stand alone projects to ensure system continuity
- \$4,500,000,000 in state aid payments processed on 1990s technology
 - Remains a significant risk for catastrophic failure with no support

AZDash development and implementation

- Longitudinal data system required by AELAS legislation
- Leveraged federal grants to create connection to existing data warehouse and user-friendly visual reports
 - 11 pilot LEAs developed reports and visualizations
- Federated single-sign on security system
- Funding provided in FY 2015 to deploy statewide
- No new funding to incorporate new reports or user enhancements

Ongoing maintenance and operation

- Never accounted for in AELAS Business Case
- ADE has no baseline technology funding like other state agencies
- Systems that process millions of daily transactions with no technical support identified

Differences between AELAS Business Case and implementation

- System maintenance was not accounted for
 - Yearly deferring that created SAIS' problems
- Overestimated ability of LEAs to take on new systems/processes
 - Changes have been rolled out more slowly than estimated
- Software vendors unable to keep pace with ADE's timelines
 - ADE and LEAs had to maintain 2 systems during AzEDS transition
- Teaching and learning tools were not supported by Legislature
 - Limited time and resources have been dedicated to the top need identified

AELAS funding history

Original Spending Plan for AELAS: Approved Funding

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Total
AzEDS	Budget	\$1,700,000	\$2,000,000	\$2,200,000	\$2,000,000	\$3,120,000	\$1,500,000	XXXXX	XXXXX	\$12,520,000
ADEConnect	Budget	\$800,000	\$500,000	\$0	\$0	\$0	\$450,000	XXXXX	XXXXX	\$1,750,000
AZDash	Budget	\$0	\$1,500,000	\$1,900,000	\$0	\$0	\$750,000	XXXXX	XXXXX	\$4,150,000
SSIS	Budget	\$0	\$450,000	\$800,000	\$1,400,000	\$180,000	\$0	XXXXX	XXXXX	\$2,830,000
LMS	Budget	\$0	\$0	\$450,000	\$0	\$0	\$0	XXXXX	XXXXX	\$450,000
School Finance	Budget	\$0	\$800,000	\$1,500,000	\$1,700,000	\$740,000	\$500,000	XXXXX	XXXXX	\$5,240,000
Other	Budget	\$2,200,000	\$1,750,000	\$2,950,000	\$750,000	\$700,000	\$500,000	XXXXX	XXXXX	\$8,850,000
Maintenance/Support	Budget	\$300,000	\$0	\$2,200,000	\$1,150,000	\$2,560,000	\$3,600,000	XXXXX	XXXXX	\$9,810,000
Total		\$6,200,000	\$5,000,000	\$7,000,000	\$12,000,000	\$7,000,000	\$7,300,000	\$0	\$0	\$45,600,000

Actual spending/current projection to complete AELAS (assuming full funding in FY19 and beyond):

Projected/Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Projected	Projected	Projected	Total
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	
AzEDS	\$2,265,633	\$710,551	\$1,111,793	\$2,316,307	\$2,289,438	\$3,120,000	\$1,500,000	XXXXX	XXXXX	\$13,313,722
ADEConnect	\$557,447	\$1,282,133	\$672,728	\$291,705		\$274,492	\$450,000	\$0	\$0	\$3,528,505
AZDash	\$333,235	\$12,412	\$1,376,486	\$1,884,614		\$246,153	\$750,000	\$0	\$0	\$4,602,900
SSIS	\$0	\$49,964	\$179,746	\$808,782	\$942,586	\$190,311	\$0	\$0	\$0	\$2,171,389
LMS	\$0	\$267,499	\$522,043	\$611,982	\$78,621		\$0	\$0	\$0	\$1,480,145
School Finance	\$0	\$577,632	\$771,427	\$1,222,344	\$1,717,821	\$740,000	\$500,000	XXXXX	XXXXX	\$5,529,224
Other	\$662,231	\$2,082,664	\$1,249,001	\$2,650,473	\$847,051	\$559,294	\$500,000	\$750,000	\$750,000	\$10,050,714
Maintenance/Support	\$301,554	\$1,771,965	\$1,032,051	\$1,940,079	\$3,247,600	\$2,039,355	\$3,600,000	\$5,100,000	\$5,100,000	\$24,132,604
Total	\$4,120,100	\$6,754,820	\$6,915,275	\$11,726,286	\$9,123,117	\$7,169,605	\$7,300,000	\$5,850,000	\$5,850,000	\$64,809,203

AELAS completion challenges

- System design created technology interdependencies that funding has not kept pace with
- Introduction of Current Year Funding payment process without funding or work plan
- Incomplete funding pushes back work year over year
- Lack of maintenance funding takes away ability to continue development at same pace/level
 - Further adds to timeline delays
- Dashboards become obsolete as educators become more data savvy

Thank You



Contact

Satish K Pattisapu

Chief Information Officer

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Satish.Pattisapu@AZED.gov

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to approve additional degrees be added to the degree matrix to meet the Subject Matter Expert certificate degree requirement and subject knowledge exam waiver.

Action/Discussion Item

Information Item

Background and Discussion

Senate Bill 1042, which became law on August 9, 2017, created a Subject Matter Expert Certificate. The new law provides issuance of the certificate to persons who have expertise in a content area or subject matter. An applicant may qualify for the certificate with a baccalaureate degree, a master's degree, or a doctoral degree in a specific subject area that is directly relevant to a content area or subject matter taught in public schools.

Senate Bill 1042 also allows applicants applying for a standard certificate or any other certificate adopted by the State Board of Education to demonstrate subject knowledge proficiency instead of taking the subject knowledge test by having a baccalaureate degree, a master's degree, or a doctoral degree in a subject area that is relevant to a content area or subject matter taught in public schools.

The Arizona Department of Education (ADE) worked with ADE content experts to develop a matrix that identifies which baccalaureate, master's and doctoral degrees are directly relevant or relevant to a content area or subject matter taught in public schools. In some cases, it is recommended the applicant have 24 semester hours of coursework for the degree to qualify for the Subject Matter Expert certificate or subject knowledge exam waiver.

The matrix was developed for math, English language arts, science, social studies, physical education, and arts. Since the State Board of Education's approval of the foundational matrix, applicants have submitted degrees not listed on the matrix. Using the process described above, the ADE has identified additional degrees that are directly relevant or relevant to a content area or subject matter taught in public schools.

Recommendation to the Board

It is recommended that the Board approve the following degrees be added to the matrix to meet the Subject Matter Expert certificate degree requirement and subject knowledge exam waiver.

Contact Information:

Keith Snyder, Deputy Associate Superintendent of Educator Excellence

Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence Division

Content Areas SME/SK Exam Waiver by Degree

Subject Matter Expert (SME) certificate: May qualify with a Bachelors, Masters, or Doctoral degree in a “specific subject area that is **directly relevant** to a content area or subject matter taught in public schools”.

Subject Knowledge (SK) exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

Social Studies		Approved degree with specified coursework (i.e. 24 cr hrs)?		
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Science, Technology and Society	No	No	Yes	Too specialized. No evidence of geography, civics, government, history, and economics content.
Criminal Justice	No	No	Yes	Too specialized. No evidence of geography, history, or economics. Degree may cover small portion of civics/government content.

History		Approved degree with specified coursework (i.e. 24 cr hrs)?		
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Military History	No	No	Yes	Too specialized, needs other history courses.

Content Areas SME/SK Exam Waiver by Degree

Political Science / American Government				
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Government and International Studies	Yes	Yes	N/A	
Criminal Justice	Yes	Yes	N/A	
Juris Doctorate	Yes	Yes	N/A	

Business				
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Accounting	Yes	Yes	N/A	
Advertising	Yes	Yes	N/A	
Business Management	Yes	Yes	N/A	
E-Commerce	Yes	Yes	N/A	
Entrepreneurship	Yes	Yes	N/A	

Content Areas SME/SK Exam Waiver by Degree

Business			Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?		
Finance	Yes	Yes	N/A	
General Business Administration	Yes	Yes	N/A	
Healthcare Management	Yes	Yes	N/A	
Hospitality Management	Yes	Yes	N/A	
Human Resources	Yes	Yes	N/A	
International Business	Yes	Yes	N/A	
International Management	Yes	Yes	N/A	
Internet Marketing / e-Marketing	Yes	Yes	N/A	
Marketing	Yes	Yes	N/A	
Operations Management	Yes	Yes	N/A	
Organizational Leadership	Yes	Yes	N/A	
Project Management	Yes	Yes	N/A	
Public Administration	Yes	Yes	N/A	

Content Areas SME/SK Exam Waiver by Degree

Business				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
Public Relations	Yes	Yes	N/A		
Sales	Yes	Yes	N/A		
Statistics	Yes	Yes	N/A		
Supply Chain Management	Yes	Yes	N/A		

General Science				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
Physics	No	No	Yes	Physics degrees do not require chemistry, life sciences, or earth/space sciences, which are all required knowledge on the General Science assessment. Applicant would need 24 credit hours that include courses in all 4 areas: earth/space science + life science + chemistry + physics.	
Environmental Science	Yes	Yes	N/A	This degree typically requires coursework in life science, chemistry, physics, and earth/space science.	

Biology				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	

Content Areas SME/SK Exam Waiver by Degree

Biology		Approved degree with specified coursework (i.e. 24 cr hrs)?		
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Interdisciplinary Studies - Applied Biological Sciences / Applied Psychology	No	No	No	Requirements for this degree are too variable and do not mandate sufficient biology coursework or supporting chemistry/physics coursework required for biology degrees.

Health		Approved degree with specified coursework (i.e. 24 cr hrs)?		
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Global Public Health	No	No	Yes	This is a public health degree which is very broad in scope of coursework and may not include core content in areas of individual-level health education, health behavior, change in school environments and general school health knowledge. Degree may be lacking nutrition education, fitness and kinesiology, and knowledge of adolescent healthy living strategies and practices coursework.
Health Promotion	Yes	Yes	N/A	
Public Health	No	No	Yes	This is a public health degree which is very broad in scope of coursework and may not include core content in areas of individual-level health education, health behavior, change in school environments and general school health knowledge. Degree may be lacking nutrition education, fitness and kinesiology, and knowledge of adolescent healthy living strategies and practices coursework.

Content Areas SME/SK Exam Waiver by Degree

Mathematics			Approved degree with specified coursework (i.e. 24 cr hrs)?	
Degree Major	Approved for SME?	Approved for SK Waiver?		Rationale/Comments
Business Administration	No	No	Yes	This degree, depending on the minor, does not have a strong emphasis in mathematics. If the minor, hence the coursework requirement, was in mathematics, it would then meet the content knowledge requirements.
Economics	No	No	Yes	This degree, depending on the minor, does not have a strong emphasis in mathematics. If the minor, hence the coursework requirement, was in mathematics, it would then meet the content knowledge requirements.

EXECUTIVE SUMMARY

Issue: Approval for the attached Small School Districts to receive the indicated 2018 state aid and budget capacity due to the Capital Transportation Adjustment for Small School Districts pursuant to 15-963

Action/Discussion Item

Information Item

Background and Discussion

In accordance with A.R.S. 15-963 school district may apply to the state board of education for a capital transportation adjustment for the purchase of a transportation vehicle if the district meets all of the following requirements:

1. Has a student count of fewer than six hundred in kindergarten programs and grades one through twelve.
2. Transports as eligible students at least one third of the total student count of the school district.
3. Has an approved daily route mileage per eligible student transported of more than 1.0, computed as prescribed in section 15 945, subsection A, paragraph 4.

Once approved, district is authorized to increase their District Additional Assistance by this SBE approved dollar amount. School finance has verified that the districts included in the attached have applied for this Transportation adjustment, the dollar amounts are calculated based on allocation formulas previously approved by the SBE, and do not exceed 20% of the total amount which a county may budget for that fiscal year in all small district service program funds as provided in section 15-365, subsection F.

Recommendation to the Board

It is recommended that the Board approve the attached adjustments for the Capital Transportation adjustment pursuant to A.R.S. 15-963. School Finance Unit staff has reviewed all requests and has verified that this multiple District request does meet state requirements.

Contact Information:

Lyle Friesen, Deputy Associate Superintendent of School Finance
Shari Zara, Deputy Superintendent of Operations

The Small School Transportation (SST) formula is as follows:

$$\text{SST Award} = (0.2 * \text{County Total Small School Payment}) * (0.5 * ((\text{LEA TAD}/\text{County Total TAD}) + (0.5 * (\text{LEA TES}/\text{County Total TES})))$$

Example:

County	Entity ID	CTDS	District	SST Requested	SST Need	County Small School Pmt	Allowable 20%	TAD	TES	% of County	Award
Maricopa	4251	07375000	Morristown Elem Dist	\$100,000	72 passenger bus	\$109,656.75	\$21,931.35	344	83	34.78%	\$7,628.79
	4275	070449000	Palo Verde Elem Dist	\$30,000	84-90 passenger bus	\$109,656.75	\$21,931.35	383	290	65.22%	\$14,302.56
								727	373		\$21,931.35

$$\text{Palo Verde} = (0.2 * 109,656.75) * (0.5 * ((344/727) + (0.5 * (83/373)))) = \$7,628.79$$

LEA TAD= Local Education Agency Total Average Daily Miles

LEA TES= Local Education Agency Total Eligible Students

The County Small School Payment is calculated Pursuant to:

ARS §15-365(E), a county school superintendent may establish special small district service programs designed to meet the special needs of a school district with a total student count of few than 600 for administrative assistance and specialized services.

1. A county with 7 or more school districts with a student count of fewer than 600, the small district service program may serve 1 or more counties.
2. A county with fewer than 7 school districts with a student count of fewer than 600, the small district service program shall serve 2 or more counties as determined by the superintendent of public instruction.
3. If the program was established before 1987-88, the program may continue to operate as a single county program if it contains fewer than 7 but more than 4 school districts with a student count of fewer than 600.
4. If a school district exceeds the maximum student count, but participated in the program in the prior year, they may continue to participate for the current year and one additional year. The small district service program fund for each program shall consist of a base amount plus a per district amount for each school district in the county or counties served which has a student count of fewer than 600 or is eligible based on paragraph 4 of this section. The county school superintendent must submit claims for payments to the state superintendent of public instruction. For a program that serves 2 or more counties a county of jurisdiction shall be selected by the superintendent of public instruction and payment shall be made to the county of jurisdiction. See instructions for more information.

County	Entity ID	CTDS	District	Small School Transportation Need	Sm. School Transp. Amt Requested	County Sm. School Pmt Total	Allowable 20%	Total Ave Daily Miles	Total Ave Transp. Students	% of County	FY 2018 Award
Apache	4160	010306000	Concho Elementary District	10 passenger transit van	\$33,301.35	\$60,920.42	\$12,184.08	1932	253	100.00%	\$12,184.08
											\$12,184.08
Cochise	4172	020218000	San Simon Unified District	60 passenger bus	\$85,000.00	\$136,918.10	\$27,383.62	322	93	30.01%	\$8,218.88
	4181	020355000	McNeal Elementary District	bus	\$125,645.74	\$136,918.10	\$27,383.62	230	51	18.81%	\$5,152.11
	4186	020422000	Pearce Elementary District	2013 Thomas bus	\$25,000.00	\$136,918.10	\$27,383.62	136	55	15.35%	\$4,203.44
	4190	020522000	Valley Union High School District	2017 bluebird passenger bus	\$170,000.00	\$136,918.10	\$27,383.62	362	46	23.78%	\$6,513.01
	4188	20364000	Pomerene Eleementary School District	Mini van	\$25,000.00	\$136,918.10	\$27,383.62	84	49	12.04%	\$3,296.18
											\$27,383.62
Coconino	4199	030310000	Maine Consolidated School District	bus	\$90,000.00	\$69,065.41	\$13,813.08	377	110	100.00%	\$13,813.08
											\$13,813.08
Maricopa	4251	070375000	Morristown Elementary District	72 passenger bus	\$100,000.00	\$109,656.75	\$21,931.35	344	83	34.78%	\$7,628.79
	4275	070449000	Palo Verde Elementary District	84-90 passenger bus	\$30,000.00	\$109,656.75	\$21,931.35	383	290	65.22%	\$14,302.56
											\$21,931.35
Mohave	4374	080209000	Littlefield Unified District	pay off bus	\$79,945.31	\$104,204.48	\$20,840.90	368	271	100.00%	\$20,840.90
											\$20,840.90
Pinal	4435	110100000	Mary C O'Brien Accommodation District	air conditioned 84 passenger bus	\$100,000.00	\$109,656.75	\$21,931.35	845	218	31.68%	\$6,947.67
	4444	110302000	Oracle Elementary District	bus	\$136,000.00	\$109,656.75	\$21,931.35	1001	345	42.48%	\$9,317.53
	4440	110215000	Superior Unified School District	small bus or large van	\$60,000.00	\$109,656.75	\$21,931.35	153	126	10.68%	\$2,342.36
	4452	110433000	Picacho Elementary District	12-15 passenger van	\$35,000.00	\$109,656.75	\$21,931.35	199	186	15.16%	\$3,323.79
											\$21,931.35
Santa Cruz	4461	120425000	Sonoita Elementary District	14 passenger activity bus	\$65,000.00	\$48,736.33	\$9,747.27	331	47	100.00%	\$9,747.27
											\$9,747.27
Yavapai	4471	130231000	Ash Fork Joint Unified District	vans	\$150,000.00	\$142,370.37	\$28,474.07	357	140	26.94%	\$7,672.15
	4473	130243000	Mayer Unified School District	5th payment on a purchase	\$25,792.87	\$142,370.37	\$28,474.07	728	335	59.65%	\$16,985.24
	4480	130323000	Kirkland Elementary District	bus	\$27,000.00	\$142,370.37	\$28,474.07	224	51	13.40%	\$3,816.68
											\$28,474.07
											\$781,528.61
							\$156,305.72				\$156,305.72

EXECUTIVE SUMMARY

Issue: SEI Course Approval

Action/Discussion Item

Information Item

Background and Discussion

STRUCTURED ENGLISH IMMERSION (SEI) TRAINING TO COMPLETE THE FULL AND PROVISIONAL SEI ENDORSEMENT

A.R.S.§15-756.09 requires the Board to determine the qualifications necessary for a provisional and full structured English immersion endorsement. The statute permits the Board to approve various entities which have met specified criteria to provide the training required for the endorsements. In 2005, 2007, and 2017 the Board adopted curricular frameworks for SEI trainings.

Arizona State Board Rule R7-2-615(L) states that a Provisional or full Structured English Immersion (SEI) endorsement, or an English as a Second Language or Bilingual endorsement, shall be required of a teacher who is instructing students in a sheltered English immersion or structured English immersion model.

The Office of English Language Acquisition Services (OELAS) is responsible for ensuring that a Local Education Agency (LEA), institution of higher education, or independent consultant requesting approval to deliver the required training has met the Board approved SEI curricular Framework.

OELAS has verified that the training proposed by Dysart Unified School District and Shauna Graham have met the Board approved SEI Curricular Frameworks, and recommends program approval.

Recommendation to the Board

It is recommended that the Board approve the following training programs:

45-hour Completion Course

- Local Education Agencies
 - Dysart Unified School District
- Individual Trainers
 - Shauna Graham

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration to approve the participation of Alhambra Elementary School District in the accounting responsibility program, pursuant to A.R.S. § 15-914.01

Action/Discussion Item

Information Item

Background and Discussion

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

A school district applying to the State Board of Education to assume accounting responsibility shall develop and file with the Arizona Department of Education an accounting responsibility plan. Alhambra Elementary School District has done so.

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

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

To assume accounting responsibility, a school district shall notify the County Treasurer and the County School Superintendent of its intention before March 1 of the fiscal year preceding the fiscal year of implementation. The Alhambra Unified School District has done so.

Recommendation to the Board

Approve Alhambra Elementary School District to assume accounting responsibility for the fiscal year beginning July 1, 2018.

Contact Information:

Shari Zara, Deputy Superintendent, Arizona Department of Education



State of Arizona
Department of Education



February 3, 2018

Dear Superintendent Douglas:

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

The statute requires that the school district making the application must "develop and file with the department of education an accounting responsibility plan and document in the plan:

1. Administrative and internal accounting controls designed to achieve compliance with the uniform system of financial records and the objectives of this section, including:

- (a) Procedures for approving, preparing and signing vouchers and warrants.
- (b) Procedures to ensure verification of administrators' and teachers' certification records with the department of education for all classroom and administrative personnel required to hold a certificate by the state board of education pursuant to section 15-203 before issuing warrants for their services.
- (c) Procedures to account for all revenues, including allocation of certain revenues to funds.
- (d) Procedures for reconciling the accounting records monthly to the county treasurer.

2. A compilation of resources required to implement accounting responsibility, including, at a minimum, personnel, training and equipment, and a comprehensive analysis of the budgetary implications of accounting responsibility for the school district and the county treasurer."

The Department of Education reviewed Alhambra Elementary School District Plan of Accounting Responsibility and also contacted the Maricopa County Superintendent's office to seek their input. The Alhambra Elementary School District of Accounting Responsibility does seem to be in compliance with the Uniform System of Financial Records for Arizona School Districts (USFR) and the Maricopa County Superintendent's office acknowledged they do not have any concerns with the current staff of Alhambra Elementary School District to assume accounting responsibility as permitted by ARS 15-914.01.

Sincerely,

Shari Zara
Deputy Superintendent

EXECUTIVE SUMMARY

Issue: Consideration to accept the monies designated as a sub-contractor for the federally funded National Technical Assistance Center – TIES (duration of five year grant).

Action/Discussion Item Information Item

Background and Discussion:

On October 1, 2017, the U.S. Department of Education, Office of Special Education Programs (OSEP) awarded the competitive National Technical Assistance Center Grant (CFDA # 84.326Y) to University of Minnesota - National Center of Educational Outcomes (NCEO) for the TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities. In its proposal, NCEO identified Arizona as a sub-contractor to support the work to enhance the National Center and State Collaborative (NCSC) online instructional supports and resources for students with significant cognitive disabilities.

Purpose:

Arizona's subcontract will include support of the enhancement to the web-based NCSC supports and resources which is currently maintained by Arizona as the fiscal agent for the Multi-State Alternate Assessment (MSAA). These NCSC supports and resources are free and available for public use. 10% of an FTE has been designated to support this work.

The goals and outcomes of the TIES Center grant are to develop a sustainable for model of inclusive practices for students with significant cognitive disabilities. The TIES Center will provide technical assistance to selected SEAs that are working with schools. The enhancement to the web-based supports and resources are currently utilized by states and will become a major part of a holistic model of inclusive practices.

Contract Amount:

The sub-contract award for Arizona is \$12,548 for five years

Source of Funds:

Federal Grant (CFDA # 84.326Y) through the University of Minnesota

Responsible Unit at Department of Education:

Assessment Section, Alternate Assessment
Program Section Director: Bethany Zimmerman
Deputy Associate Superintendent: Audra Ahumada

Dates of Subgrant Project Year:

Year 1: October 1, 2017 – September 30, 2018

Recommendation to the Board

It is recommended that the Board approve to accept the monies designated for the TIES Center grant to Arizona as a sub-contractor.

Contact Information:

Audra Ahumada, Deputy Associate Superintendent, Assessment Unit
Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence Division

FDP Cost Reimbursement Research Subaward Agreement

UMN CON #: 68457

Federal Awarding Agency: U.S. Department of Education

Pass-Through Entity (PTE): Regents of the University of Minnesota	Subrecipient: Arizona Department of Education
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PTE PI: Dr. Sheryl Lazarus	Sub PI: Hansley Mussotte
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PTE Federal Award No: H326Y170004	Subaward No: A006557007
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Project Title: The TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities

Subaward Period of Performance (Budget Period): Start: 10/01/2017 End: 09/30/2018	Amount Funded This Action (USD): \$ 12,548.00
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Estimated Project Period (if incrementally funded): Start: 10/01/2017 End: 09/30/2022	Incrementally Estimated Total (USD): \$ 62,740.00
--	--

Terms and Conditions

1. PTE hereby awards a cost reimbursable subaward, as described above, to Subrecipient. The Statement of Work and budget for this Subaward are as shown in Attachment 5. In its performance of Subaward work, Subrecipient shall be an independent entity and not an employee or agent of PTE.
2. Subrecipient shall submit invoices not more often than monthly and not less frequently than quarterly for allowable costs incurred. Upon the receipt of proper invoices, the PTE agrees to process payments in accordance with this Subaward and 2 CFR 200.305. All invoices shall be submitted using Subrecipient's standard invoice, but at a minimum shall include current and cumulative costs (including cost sharing), Subaward number, and certification, as required in 2 CFR 200.415 (a). Invoices that do not reference PTE Subaward number shall be returned to Subrecipient. Invoices and questions concerning invoice receipt or payments shall be directed to the party's Financial Contact, shown in Attachment 3A.
3. A final statement of cumulative costs incurred, including cost sharing, marked "FINAL" must be submitted to PTE's Financial Contact, as shown in Attachment 3A, not later than 60 days after the Project Period end date. The final statement of costs shall constitute Subrecipient's final financial report.
4. All payments shall be considered provisional and are subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Subrecipient.
5. Matters concerning the technical performance of this Subaward shall be directed to the appropriate party's Principal Investigator as shown in Attachments 3A and 3B. Technical reports are required as shown in Attachment 4.
6. Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this Subaward, and any changes requiring prior approval, shall be directed to each party's Administrative Contact, as shown in Attachments 3A and 3B. Any such change made to this Subaward requires the written approval of each party's Authorized Official, as shown in Attachments 3A and 3B.
7. The PTE may issue non-substantive changes to the Period of Performance and budget Unilaterally. Unilateral modification shall be considered valid 14 days after receipt unless otherwise indicated by Subrecipient when sent to Subrecipient's Administrative Contact, as shown in Attachment 3B.
8. Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.
9. Either party may terminate this Subaward with 30 days written notice to the appropriate party's Administrative Contact, as shown in Attachments 3A and 3B. PTE shall pay Subrecipient for termination costs as allowable under Uniform Guidance, 2 CFR 200, or 45 CFR Part 75 Appendix IX, as applicable.
10. By signing this Subaward, including the attachments hereto which are hereby incorporated by reference, Subrecipient certifies that it will perform the Statement of Work in accordance with the terms and conditions of this Subaward and the applicable terms of the Federal Award, including the appropriate Research Terms and Conditions ("RTCs") of the Federal Awarding Agency, as referenced in Attachment 2. The parties further agree that they intend this Subaward to comply with all applicable laws, regulations and requirements.

By an Authorized Official of Pass-through Entity: _____ Name: _____ Date: _____ Title: _____	By an Authorized Official of Subrecipient: _____ Name: _____ Date: _____ Title: _____
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Attachment 1
Certifications and Assurances

Subaward Number:

A006557007

Certification Regarding Lobbying (2 CFR 200.450)

By signing this Subaward, the Subrecipient Authorized Official certifies, to the best of his/her knowledge and belief, that no Federal appropriated funds have been paid or will be paid, by or on behalf of the Subrecipient, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement in accordance with 2 CFR 200.450.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Subrecipient shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to the PTE.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Debarment, Suspension, and Other Responsibility Matters (2 CFR 200.213 and 2 CFR 180)

By signing this Subaward, the Subrecipient Authorized Official certifies, to the best of his/her knowledge and belief that neither the Subrecipient nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency, in accordance with 2 CFR 200.213 and 2 CFR 180.

Audit and Access to Records

Per 2 CFR 200.501- 200.521, Subrecipient certifies that it will provide notice of any adverse findings which impact this Subaward and will provide access to records as required by parts 2 CFR 200.336, 200.337, and 200.201 as applicable. If Subrecipient is not subject to the Single Audit Act, then Subrecipient will provide notice of the completion of any required audits and provide access to such audits upon request.

Program for Enhancement of Contractor Employee Protections (41 U.S.C 4712)

Subrecipient is hereby notified that they are required to: inform their employees working on any federal award that they are subject to the whistleblower rights and remedies of the pilot program; inform their employees in writing of employee whistleblower protections under 41 U.S.C §4712 in the predominant native language of the workforce; and include such requirements in any agreement made with a subcontractor or subgrantee.

The Subrecipient shall require that the language of the certifications above in this Attachment 1 be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

Use of Name

Neither party shall use the other party's name, trademarks, or other logos in any publicity, advertising, or news release without the prior written approval of an authorized representative of that party. The parties agree that each party may use factual information regarding the existence and purpose of the relationship that is the subject of this Subaward for legitimate business purposes, to satisfy any reporting and funding obligations, or as required by applicable law or regulation without written permission from the other party. In any such statement, the relationship of the parties shall be accurately and appropriately described.

Attachment 2
Federal Award Terms and Conditions

Subaward Number
A006557007

Required Data Elements

The data elements required by Uniform
Guidance are incorporated **in the attached Federal Award.**

Federal Award Issue Date	FAIN	CFDA No.
09/11/17	H326Y170004	84.326Y

This Subaward Is:

- Research & Development Subject to FFATA

CFDA Title
National Technical Assistance Center for Inclusive Practices and Policies
Key Personnel Per NOA
N/A

General Terms and Conditions

By signing this Subaward, Subrecipient agrees to the following:

1. To abide by the conditions on activities and restrictions on expenditure of federal funds in appropriations acts that are applicable to this Subaward to the extent those restrictions are pertinent. This includes any recent legislation noted on the Federal Awarding Agency's website:

<https://www.ed.gov/>

2. 2 CFR 200 and 45 CFR Part 75.

3. The Federal Awarding Agency's grants policy guidance, including addenda in effect as of the beginning date of the period of performance or as amended found at:

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

4. Research Terms and Conditions, including any Federal Awarding Agency's Specific Requirements found at:

<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html> except for the following :

- a. No-cost extensions require the written approval of the PTE. Any requests for a no-cost extension shall be directed to the Administrative Contact shown in Attachment 3A, not less than 30 days prior to the desired effective date of the requested change.
- b. Any payment mechanisms and financial reporting requirements described in the applicable Federal Awarding Agency Terms and Conditions and Agency-Specific Requirements are replaced with Terms and Conditions (1) through (4) of this Subaward; and
- c. Any prior approvals are to be sought from the PTE and not the Federal Awarding Agency.
- d. Title to equipment as defined in 2 CFR 200.33 that is purchased or fabricated with research funds or Subrecipient cost sharing funds, as direct costs of the project or program, shall vest in the Subrecipient subject to the conditions specified in 2 CFR 200.313.
- e. Prior approval must be sought for a change in Subrecipient PI or change in Key Personnel (defined as listed on the NOA).

5. Treatment of program income: **Additive**

This section intentionally left blank

Special Terms and Conditions:

Copyrights:

Subrecipient Grants to PTE an irrevocable, royalty-free, non-transferable, non-exclusive right and license to use, reproduce, make derivative works, display, and perform publicly any copyrights or copyrighted material (including any computer software and its documentation and/or databases) first developed and delivered under this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to the Federal Government under its PTE Federal Award.

Subrecipient grants to PTE the right to use any written progress reports and deliverables created under this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to the Federal Government under its Federal Award.

Data Rights:

Subrecipient grants to PTE the right to use data created in the performance of this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to the Federal Government under its PTE Federal Award.

Data Sharing and Access (Check if applicable):

- Subrecipient agrees to comply with the Federal Awarding Agency's data sharing and access requirements as reflected in the NOA (or in the special terms below) and the Data Management/Sharing Plan submitted to the Federal Awarding Agency and attached.

Promoting Objectivity in Research (COI):

Subrecipient must designate herein which entity's Financial Conflicts of Interest policy (COI) will apply:

If applying its own COI policy, by execution of this Subaward, Subrecipient certifies that its policy complies with the requirements of the relevant Federal Awarding Agency as identified herein:

Subrecipient shall report any financial conflict of interest to PTE's Administrative Representative or COI contact, as designated on Attachment 3A. Any financial conflicts of interest identified shall, when applicable, subsequently be reported to Federal Awarding Agency. Such report shall be made before expenditure of funds authorized in this Subaward and within 45 days of any subsequently identified COI.

Work Involving Human or Vertebrate Animals (Select Applicable Options)

No Human or Vertebrate Animals

This section left intentionally blank.

Human Subjects Data (Select One)

This section left intentionally blank

Additional Terms

Attachment 3A
Pass-Through Entity (PTE) Contacts

Subaward Number:

A006557007

PTE Information

Entity Name: Regents of the University of Minnesota

Legal Address: Office of Sponsored Projects Administration
450 McNamara Alumni Center
200 Oak Street SE
Minneapolis, MN 55455-2070

Website: <https://research.umn.edu/units/spa>

PTE Contacts

Central Email: awards@umn.edu

Principal Investigator Name: Dr. Sheryl Lazarus

Email: laza0019@umn.edu Telephone Number: 612-625-6032

Administrative Contact Name: Nicolas Allyn

Email: nic@umn.edu Telephone Number: 612-625-7054

COI Contact email (if different to above):

Financial Contact Name: Same as Administrative Contact

Email: Telephone Number:

Email invoices? Yes No Invoice email (if different): sub-inv@umn.edu

Authorized Official Name: Pamela Webb, Kevin McKoskey, Andrea Marshall, David Hagen, April Coon

Email: awards@umn.edu Telephone Number: 612-624-5599

PI Address:

Inst on Community Integration/NCEO
Room 215B PtH
150 Pillsbury Dr S E
Minneapolis, MN 55455

Administrative Address:

Office of Sponsored Projects Administration
450 McNamara Alumni Center
200 Oak Street SE
Minneapolis, MN 55455-2070

Invoice Address:

Invoices shall reference the subaward number as shown on the face page of this agreement, current and cumulative costs (including cost sharing), and signed certification statement and be submitted in electronic format to sub-inv@umn.edu. Final invoice must be marked "Final."

Attachment 3B
Subrecipient Contacts

Subaward Number:
A006557007

Subrecipient Information for FFATA reporting

Entity's DUNS Name:

EIN No.: Institution Type:

DUNS: Currently registered in SAM.gov: Yes No

Parent DUNS: Exempt from reporting executive compensation: Yes No (if no, complete 3Bpg2)

Place of Performance Address **This section for U.S. Entities:** Zip Code Look-up

Congressional District: Zip Code+4:

Subrecipient Contacts

Central Email:

Website:

Principal Investigator Name:

Email: Telephone Number:

Administrative Contact Name:

Email: Telephone Number:

Financial Contact Name:

Email: Telephone Number:

Invoice/Payment Email:

Authorized Official Name:

Email: Telephone Number:

Legal Address:

Administrative Address:

Payment Address:

Attachment 3B-2
Highest Compensated Officers

Subaward Number:

A006557007

Subrecipient:

Institution Name: Arizona Department of Education

PI Name: Hansley Mussotte

Highest Compensated Officers

The names and total compensation of the five most highly compensated officers of the entity(ies) must be listed if the entity in the preceding fiscal year received 80 percent or more of its annual gross revenues in Federal awards; and \$25,000,000 or more in annual gross revenues from Federal awards; and the public does not have access to this information about the compensation of the senior executives of the entity through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. §§ 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. See FFATA § 2(b)(1) Internal Revenue Code of 1986.

Officer 1 Name:

Officer 1 Compensation:

Officer 2 Name:

Officer 2 Compensation:

Officer 3 Name:

Officer 3 Compensation:

Officer 4 Name:

Officer 4 Compensation:

Officer 5 Name:

Officer 5 Compensation:

Attachment 4
Reporting and Prior Approval Terms

Subaward Number:
A006557007

Subrecipient agrees to submit the following reports (PTE contacts are identified in Attachment 3A):

Technical Reports:

- Monthly technical/progress reports will be submitted to the PTE's Administrative Contact within 15 days of the end of the month.
- Quarterly technical/progress reports will be submitted within 30 days after the end of each project quarter to the PTE's Administrative Contact
- Annual technical / progress reports will be submitted within 60 days prior to the end of each budget period to the PTE's Administrative Contact. Such report shall also include a detailed budget for the next Budget Period, updated other support for key personnel, certification of appropriate education in the conduct of human subject research of any new key personnel, and annual IRB or IACUC approval, if applicable.
- A Final technical/progress report will be submitted to the PTE's Principal Investigator within 60 days of the end of the Project Period or after termination of this award, whichever comes first.
- Technical/progress reports on the project as may be required by PTE's Administrative Contact in order for the PTE to satisfy its reporting obligations to the Federal Awarding Agency.

Prior Approvals:

Carryover:
Carryover is automatic

Other Reports:

- In accordance with 37 CFR 401.14, Subrecipient agrees to notify PTE's Administrative Contact within 60 days after Subrecipient's inventor discloses invention(s) in writing to Subrecipient's personnel responsible for patent matters. The Subrecipient will submit a final invention report using Federal Awarding Agency specific forms to the PTE's Administrative Contact within 60 days of the end of the Project Period to be included as part of the PTE's final invention report to the Federal Awarding Agency.
A negative report is required:
- Property Inventory Report (only when required by Federal Awarding Agency), specific requirements below.

Other Special Reporting Requirements:

Attachment 5
Statement of Work, Cost Sharing, Indirects & Budget

Subaward Number:
A006557007

Statement of Work

Below Attached, pages

If award is FFATA eligible and SOW exceeds 4000 characters, include a *Subrecipient Federal Award Project Description*

Budget Information

Indirect Information Indirect Cost Rate (IDC) Applied <input type="text" value="51"/> %	Cost Sharing <input type="text" value="No"/>
Rate Type: <input type="text" value="Modified Total Direct Costs"/> <input type="text"/>	If Yes, include Amount: \$ <input type="text"/>

Budget Details Below Attached, pages

Budget Totals

Direct Costs	\$	<input type="text" value="11,204.00"/>
Indirect Costs	\$	<input type="text" value="1,344.00"/>
Total Costs	\$	<input type="text" value="12,548.00"/>

All amounts are in United States Dollars

Attachment 6

Notice of Award (NOA) and any additional documents

- The following pages include the NOA and if applicable any additional documentation referenced throughout this Subaward.
- Not incorporating the NOA or any additional documentation to this Subaward.

Arizona Department of Education
Assessment Section- Alternate Assessment Unit
TIES Center Scope of Work

Scope of Work Statement:

Hansley Mussotte (.15 FTE) will work coordinate activities between PI and targeted states selected to participate in the TIES Center. Hansley will also coordinate activities associated with enhancing the NCSC Wiki which will enable collaboration between the research partners and the ADE related to the enhancement of the NCSC Wiki. It also included adequate support for coordination between the states.

Arizona Department of Education

Assessment Section- Alternate Assessment Unit

(Budget Years 1-5)

A. Other Personnel: Hansley Mussotte

	<u>% of EFFORT</u>	<u>AMOUNT</u>	<u>FRINGE</u>	<u>IDC</u>	<u>TOTAL</u>
Year 1	.15 FTE	\$8,250	\$2,954	\$1,344	\$12,548
Year 2	.15 FTE	\$8,250	\$2,954	\$1,344	\$12,548
Year 3	.15 FTE	\$8,250	\$2,954	\$1,344	\$12,548
Year 4	.15 FTE	\$8,250	\$2,954	\$1,344	\$12,548
Year 5	.15 FTE	\$8,250	\$2,954	\$1,344	\$12,548

Budget Justification:

Hansley Mussotte (.15 FTE) will coordinate activities between PI and targeted states selected to participate in the TIES Center. Hansley will also coordinate activities associated with enhancing the NCSC Wiki. Fringe benefits have been calculated at 35.8%.

We will charge IDC at the negotiated rate for 2017-2018. Current rate is 12.0%



**US Department of Education
Washington, D.C. 20202**

H326Y170004

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Regents of the University of Minnesota 200 Oak Street SE Suite 450 McNamara Alumni Center Minneapolis, MN 55455 - 2070	2	AWARD INFORMATION <table style="width:100%;"> <tr> <td>PR/AWARD NUMBER</td> <td>H326Y170004</td> </tr> <tr> <td>ACTION NUMBER</td> <td>1</td> </tr> <tr> <td>ACTION TYPE</td> <td>New</td> </tr> <tr> <td>AWARD TYPE</td> <td>Discretionary</td> </tr> </table>	PR/AWARD NUMBER	H326Y170004	ACTION NUMBER	1	ACTION TYPE	New	AWARD TYPE	Discretionary											
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ACTION TYPE	New																					
AWARD TYPE	Discretionary																					
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Sheryl Lazarus (612) 625-6032 laza0019@umn.edu EDUCATION PROGRAM CONTACT Susan C Weigert (202) 245-6522 susan.weigert@ed.gov EDUCATION PAYMENT HOTLINE GS PAYEE 888-336-8930 HELPDESK edcaps_user@ed.gov	4	PROJECT TITLE 84.326Y Project TIES: Increasing Time, Instructional Effectiveness, Engagement, and School Support for Inclusive Practices for Students with Significant Cognitive Disabilities																			
5	KEY PERSONNEL <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align:left;"><u>NAME</u></th> <th style="text-align:left;"><u>TITLE</u></th> <th style="text-align:right;"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Sheryl Lazarus</td> <td>Project Director</td> <td style="text-align:right;">37 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Sheryl Lazarus	Project Director	37 %													
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US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION

CFDA/SUBPROGRAM NO: 84.326Y

Table with 10 columns: FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, CATEGORY, LIMITATION, ACTIVITY, CFDA, OBJECT CLASS, AMOUNT. Row 1: 0300A, 2017, 2017, EH000000, B, K04, 000, 326, 4101C, \$1,999,962.00

10

PR/AWARD NUMBER: H326Y170004
RECIPIENT NAME: Regents of the University of Minnesota
GRANTEE NAME: REGENTS OF THE UNIVERSITY OF MINNESOTA
200 OAK ST SE # 224,
MINNEAPOLIS, MN 55455 - 2009
PROGRAM INDIRECT COST TYPE: Unrestricted
PROJECT INDIRECT COST RATE: 33%

TERMS AND CONDITIONS

(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:

- 1) THE RECIPIENT'S APPLICATION (BLOCK 2);
2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS: 2 CFR PART 180, NONPROCUREMENT DEBARMENT AND SUSPENSION AS ADOPTED AT 2 CFR PART 3485; 2 CFR PART 200 AS ADOPTED AT 2 CFR 3474 (BLOCK 8), AND 34 CFR PARTS 75, 77, 79, 81, 82, 84, 86, 97, 98, 99; AND THE PROGRAM REGULATIONS SPECIFIED IN BLOCK 8; AND
3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS IN BLOCK 8 ON THE INITIAL AWARD APPLY UNTIL CHANGED.

THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75 253, THE SECRETARY CONSIDERS, AMONG OTHER THINGS, CONTINUED FUNDING IF:

- 1) CONGRESS HAS APPROPRIATED SUFFICIENT FUNDS UNDER THE PROGRAM,
2) THE DEPARTMENT DETERMINES THAT CONTINUING THE PROJECT WOULD BE IN THE BEST INTEREST OF THE GOVERNMENT,
3) THE GRANTEE HAS MADE SUBSTANTIAL PROGRESS TOWARD MEETING THE GOALS AND OBJECTIVES OF THE PROJECT,
4) THE SECRETARY ESTABLISHED PERFORMANCE MEASUREMENT REQUIREMENTS FOR THE GRANT IN THE APPLICATION NOTICE, THE PERFORMANCE TARGETS IN THE GRANTEE'S APPROVED APPLICATION,
5) THE RECIPIENT HAS SUBMITTED REPORTS OF PROJECT PERFORMANCE AND BUDGET EXPENDITURES THAT MEET THE REPORTING REQUIREMENTS FOUND AT 34 CFR 75.118, 2 CFR 200.327 AND 200 328, AND ANY OTHER REPORTING REQUIREMENTS ESTABLISHED BY THE SECRETARY,
6) THE GRANTEE HAS MAINTAINED FINANCIAL AND ADMINISTRATIVE MANAGEMENT SYSTEMS THAT MEET THE REQUIREMENTS IN 2 CFR 200 302, FINANCIAL MANAGEMENT, AND 2 CFR 200.303, INTERNAL CONTROLS.

IN ACCORDANCE WITH 2 CFR 200.308(c)(2) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.



**US Department of Education
Washington, D.C. 20202**

H326Y170004

GRANT AWARD NOTIFICATION

- (2) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN

If subawards are permitted under this grant, and you choose to make subawards, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").
 3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract
- (3) Unless this grant solely funds research, you must comply with new regulations regarding awards to faith-based organizations (FBOs) that provide beneficiary services under this grant or under a contract you award to provide beneficiary services under this grant. These new regulations clarify the rights of FBOs and impose certain duties on FBOs regarding the referral of beneficiaries they serve. See 34 CFR 75.52, 75.712-75.714, appendix A to part 75, and 2 CFR 3474.15. The Department has established a web page that provides guidance on the new regulations, including FAQs and other implementation tools, which is available at <http://www2.ed.gov/policy/fund/reg/fbci-reg.html>. If you have any questions about these regulations, please contact the Education Program Contact identified in Block 3 of this GAN.
- (4) Reimbursement of indirect costs is subject to the availability of funds and statutory and regulatory restrictions. The negotiated indirect cost rate agreement authorizes a non-Federal entity to draw down indirect costs from the grant awards. The following conditions apply to the below entities.

A. All entities (other than institutions of higher education (IHE))

The GAN for this grant award shows the indirect cost rate that applies on the date of the initial grant for this project. However, after the initial grant date, when a new indirect cost rate agreement is negotiated, the newly approved indirect cost rate supersedes the indirect cost rate shown on the GAN for the initial grant. This new indirect cost rate should be applied according to the period specified in the indirect cost rate agreement, unless expressly limited under EDGAR or program regulations. Any grant award with an approved budget can amend the budget to account for a change in the indirect cost rate. However, for a discretionary grant award any material changes to the budget which may impact the scope or objectives of the grant must be discussed with the program officer at the Department. See 34 CFR 75.560 (d)(3) (ii) (part 75 of EDGAR).

B. Institutions of higher education (IHE)

Under 2.CFR part 200, Appendix III, Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), the Department must apply the negotiated indirect cost rate in effect on the date of the initial grant award to every budget period of the project, including all continuation grants made for this project. See 2 CFR Part 200, Appendix III, paragraph C.7. Therefore, the GAN for each continuation grant will show the original indirect cost rate and it applies to the entire period of performance of this project. If the indirect cost rate agreement that is applicable to this grant does not extend to the end of the grant's project period, the indirect cost rate set at the start of the project period must still be applied to the end of project period regardless of the fact that the rate has otherwise expired.

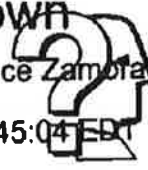


**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

Validity unknown

Digitally signed by Grace Zamora Duran

Date: Mon Sep 11 15:45:04 EDT 2017



AUTHORIZING OFFICIAL

DATE

Ver. 1

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

- 1. RECIPIENT NAME** - The legal name of the recipient or name of the primary organizational unit that was identified in the application, state plan or other documents required to be submitted for funding by the grant program.
- 2. AWARD INFORMATION** - Unique items of information that identify this notification
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number." The PR/Award Number is also known as the Federal Award Identifying Number, or FAIN.
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK. If this award was made under a Research and Development grant program, the terms RESEARCH AND DEVELOPMENT will appear under DISCRETIONARY, FORMULA OR BLOCK
- 3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - *RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
- 4. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
- 5.* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
- 6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below.
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods
 - *FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
- 7. AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - *THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - *BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date
 - *PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date
 - RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.
- 8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - Title 2 of the Code of Federal Regulations(CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG. CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grants Management System (G5) to track obligations by award

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***PARTICIPANT NUMBER** - The number of eligible participants the grantee is required to serve during the budget year.

***GRANTEE NAME** - The entity name and address registered in the System for Award Management (SAM). This name and address is tied to the DUNS number registered in SAM under the name and address appearing in this field. This name, address and the associated DUNS is what is displayed in the SAM Public Search.

***PROGRAM INDIRECT COST TYPE** - The type of indirect cost permitted under the program (i.e. Restricted, Unrestricted, or Training).

***PROJECT INDIRECT COST RATE** - The indirect cost rate applicable to this grant.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

EXECUTIVE SUMMARY

Issue: Approval of appointments to the WestEd Board of Directors

Action/Discussion Item

Information Item

Background and Discussion

The Arizona State Board of Education is a signatory of the WestEd Board of Directors and has the authority within the WestEd bi-laws to appointment members to the board.

Members that the State Board of Education appoints:

- 1- Director “who is an Arizona local school administrator, who shall represent local school educators of Arizona”
- 1- Director “representing Arizona school districts”
- 1- Director “who is a local school district board member, who shall represent local school district constituents of Arizona”
- 1- Director “who is a lay member of the Arizona State Board of Education, who shall represent the citizens of Arizona”

Candidate	Position	Term Begins	Term Expires
Beverly Hurley <i>(reappointment)</i>	Arizona local school administrator	5/31/2018	5/31/2021
Wade McLean <i>(reappointment)</i>	Arizona school districts	5/31/2018	5/31/2021
Linda Lyon	Arizona school district board member	2/26/2018	5/31/2021
Luke Narducci	Lay Member of the Arizona State Board of Education	2/26/2018	5/31/2021

Recommendation to the Board

It is recommended that the Board appoint the listed candidates to the WestEd Board of Directors

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Approval of appointments to the Certification Advisory Committee

Action/Discussion Item Information Item

Background and Discussion

On April 24, 2006, the Board approved the creation of the Certification Advisory Committee (CAC) under Board rule R7-2-401. The CAC is charged with making recommendations to the Board regarding the certification of education professionals.

The Review Committee consists of the following members:

- One elementary teacher;
- One secondary teacher;
- One special education teacher;
- One career and technical education teacher;
- One principal;
- One superintendent;
- One human resources director;
- One local governing board member;
- One county schools superintendent;
- One charter school representative;
- Two representatives from higher education; and
- One public member who is not certified.

It is recommended the Board reappoint the following members:

Candidate	Position	Term Begins	Term Expires
Betsy Fera <i>(reappointment)</i>	Charter School Representative	2/27/2018	2/23/2022
Risha VanderWey	County School Superintendent	2/27/2018	12/31/2022
Frank Hendricsen	Principal	2/27/2018	12/31/2022

Recommendation to the Board

It is recommended that the Board appoint the listed candidates to the Certification Advisory Committee.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Approval of appointments to the School Safety Program Oversight Committee

Action/Discussion Item Information Item

Background and Discussion

At the October 23, 2017 meeting, the Board established the School Safety Program Oversight Committee (Oversight Committee) to provide the programmatic and fiduciary oversight to the School Safety Program.

The Oversight Committee is composed of the following six members:

- Two public school administrators with law-related education or school safety responsibilities;
- One School Resource Officer (SRO) or Juvenile Probation Officer (JPO);
- One parent of public school child;
- One public school teacher; and
- One State Board of Education Member.

On January 29, 2018, the Board appointed members to the Oversight Committee. The positions described below remain unfilled.

Below is the staff recommended candidates who applied for appointment to the Oversight Committee. Applications and resumes are attached.

Candidate	School System	Position	Term Begins	Term Expires
Maria Torres	N/A	Parent	2/27/2018	2/26/2020
Janice Mak	N/A	Board Member	2/27/2018	2/26/2019
<i>Christine Burton</i>	<i>N/A</i>	<i>Board Member (Alternate)</i>	<i>2/27/2018</i>	<i>2/26/2019</i>

Recommendation to the Board

It is recommended that the Board appoint the listed candidates to the School Safety Program Oversight Committee.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
 Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Approval of school district application for the Arizona Online Instruction Program, pursuant to A.R.S. § 15-808 for Humboldt Unified School District

Action/Discussion Item

Information Item

Background and Discussion

In 2009, the legislature established the Arizona Online Instruction (AOI) Program. Similar to the previously created Technology Assisted Project Based Instruction (TAPBI) program, AOI allows the State Board of Education and the State Board for Charter Schools to select schools to provide online instruction to Arizona students. Unlike TAPBI there is no statutory limit on the number of AOI schools each board can approve.

In 2010, the Board approved the application and evaluation criteria for interested school districts. In September of 2017, staff opened the application process for the 2018-2019 school year.

During this round, the Board received three applications from school districts throughout the State. On February 1, 2018, one of the applications was scored by evaluators from Rio Salado College and then asked to perform a demonstration of the AOI program. Based on the results of the evaluation, staff recommends that the AOI application for the following district be approved:

Humboldt Unified School District
Bradshaw Mountain Online Academy
Grades K-8

Recommendation to the Board

It is recommended that the Board approve the application of Humboldt Unified School District to participate in the Arizona Online Instruction program.

Contact Information:

Soyica White, Director of Special Projects

Arizona Online Instruction (AOI) Application Scoring Rubric

School Name:	Bradshaw Mountain Online Academy (Humboldt USD, K-8 approval)
Contact email:	daniel.streeter@humboldtunified.com
Contact name/Title:	Dan Streeter
Reviewer Name:	Monica Castellano, Beth Hoffman, Virginia Krauss, Angela Stratton, Wanda Wilson

Part 1 - Cover sheet

Part 1 - Cover sheet	Do not score if not included and complete	No Score
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Part 2: Introduction (limit 4 pages) - maximum 7 points

Criteria	Criterion	Not Present	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given.)
Criteria 1	Needs Analysis: Provides an explanation of the need or interest for the proposed school's model for the selected community/population to be served. Include a description of the community, or the target population, and explain how the selected community/target population will benefit from the school.	0	0.5	1	1	
Criteria 2	Educational Philosophy: Identify and describe the principles or concepts fundamental to the proposed school's instructional strategies.	0	0.5	1	1	
Criteria 3	Summary of Instructional Program: Describes the design of courses, delivery methods, and inclusion of core requirements (based on Arizona K-12 Teaching Standards) and course offerings beyond those that are required. (e.g., matrix, not a course catalog)	0	0.5	1	1	GVC is mentioned. An overview of the instructional program is included, but few details are provided about the actual design of courses. During the in-person demonstration, Humboldt, presented how their courses are designed and delivered within their LMS based on AZ K-12 Standards. This earned them a maximum score on this indicator.
Criteria 4	Implementation: Describes how the AOI School/Program will be integrated within the current school system. (Physically and through course offerings).	0	0.5	1	1	
Criteria 5	Governance and Leadership: Identify specifically, those in a leadership role, within the AOI school/program. Describe their experience in education, and their specific leadership role. Explain how they oversee the development, implementation, assessment, and accountability of the program.	0	0.5	1	1	The educational experience of only one leader is provided. In addition, the narrative does not address how the leaders will participate in the development and assessment of the program. During the in-person demonstration, Humboldt identified and described the leadership team responsible for the K-8 AOI program. This earned them a maximum score on this indicator.
Criteria 6	Accessibility: Describes the accessibility of AOI courses and any limitations in access for your target population. Specify the technology requirements students will need to access the AOI program.	0	0.5	1	1	
Criteria 7	Enrollment: Describes what measures will be taken to ensure all enrolled students reside in Arizona. Explain the current or projected system for ensuring a shared apportionment of no more than 1.0. (Include who is or who will be responsible for monitoring student enrollment.)	0	0.5	1	1	
Subtotal for Part 2					7	

Part 3: Depth and Breadth of Curriculum Choices - maximum 8 points					
	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given)
Criteria 8	0	1	2		N/A
Criteria 9	0	1	2	2	
Criteria 10	0	1	2		N/A
Criteria 11	0	1	2		N/A
Subtotal for Part 3			SUB-TOTAL	2	
Part 4: Describe the variety of educational methodologies employed by the school and the means of addressing the unique needs and learning styles of targeted pupil populations.- maximum 12 points					
Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given)
Criteria 12	0	1	2	2	
Criteria 13	0	1	2	2	
Criteria 14	0	1	2	2	Narrative didn't mention how and who can modify content. Only assessment are mentioned that can be changed. During the in-person demonstration, Humboldt identified and presented the process for making customized changes/modifications to content delivery within specific courses. This earned them a maximum score on this indicator.
Criteria 15	0	1	2	2	
Criteria 16	0	1	2	2	
Criteria 17	0	1	2	2	
Subtotal for Part 4:			SUB-TOTAL	12	

Part 5: Describe the availability of an intranet or private network to safeguard pupils against predatory and pornographic elements of the internet.- maximum 6 points						
	Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given.)
Criteria 18	The extent to which the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	0	1	2	2	
Criteria 19	The extent to which the type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection. (Include specific criteria for evaluating external links and/or content.)	0	1	2	2	
Criteria 20	The extent to which the system incorporates a means for students to identify and report problems with external links.	0	1	2	2	
Subtotal for Part 5				SUB-TOTAL	6	
Part 6: Describe the availability of filtered research access to the Internet. - maximum 4 points						
	Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score column	Comments (Must provide comments if less than full points are given.)
Criteria 21	The extent to which the AOI school/program identifies safe research practices for the student.	0	1	2	2	
Criteria 22	The extent to which the AOI school/program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	0	1	2	2	Narrative doesn't clearly show the support to students for research requirements. During the in-person demonstration, Humboldt clearly identified the extent to which avenues to support student research have been put in place. This earned them a maximum score on this indicator.
Subtotal for Part 6				SUB-TOTAL	4	

Part 7: Describe the availability of private individual electronic mail between pupils, teachers, administrators and parents in order to protect the confidentiality of pupil records and information. - maximum 4 points

	Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score Column	Comments (Must provide comments if less than full points are given.)
Criteria 23	The extent to which the AOI school/program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	0	1	2	2	
Criteria 24	The extent to which any communications between staff, student, and parents is logged and secure.	0	1	2	2	
Subtotal for Part 7					4	

Part 8: Describe the selection and training for online teachers. - maximum 6 points

	Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score Column	Comments (Must provide comments if less than full points are given.)
Criteria 25	The extent to which the AOI School/Program has established, or plans to establish a system of <i>initial</i> and <i>ongoing</i> professional development and monitoring for teachers in an online environment.	0	1	2	2	
Criteria 26	The extent to which faculty members are, or will be required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	0	1	2	2	
Criteria 27	The extent to which instructors will be appropriately certified as defined by Arizona certification rules.	0	1	2	2	
Subtotal for Part 8					6	

Part 9: Describe the school's current partnerships with universities, community colleges and private businesses. - maximum 6 points

	Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score Column	Comments (Must provide comments if less than full points are given.)
Criteria 28	The extent to which the AOI school/program has or will establish community partnerships that encompass the goals of post-secondary transition (e.g.: partnerships with universities, community colleges, and vocational/technical schools.) (Secondary Schools only)	0	1	2		N/A
Criteria 29	The extent to which the AOI school/program has or will establish community partnerships that enhance the school experience for AOI students. (e.g.: private business, career track organizations, community organizations, etc.)	0	1	2	2	
Criteria 30	The extent to which the above partnerships do or will enhance the school experience for AOI students.	0	1	2	2	How will these experiences specifically enhance the student's learning experience <i>at the school</i> ? During the in-person demonstration, Humboldt identified and described how current and future partnerships within the community will enhance the school experience for AOI students and families. This earned them a maximum score on this indicator.
Subtotal for Part 9					4	

Part 10: Describe the services offered to students with disabilities as defined by IDEA - maximum 6 points

	Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score Column	Comments (Must provide comments if less than full points are given.)
Criteria 31	The extent to which the AOI school/program will identify students with exceptionalities accordance with the requirements of IDEA - 2004.	0	1	2	2	
Criteria 32	The extent to which the content and the content delivery system can be adapted to meet the accommodation and modification requirements for students with exceptionalities.	0	1	2	2	Specific accommodations and/ or modifications are not identified in this section. We are looking for examples of how IEP accommodations and modifications are supported within the LMS. During the in-person demonstration, Humboldt identified and clearly described how the LMS and AOI team can adapt the system to meet the individual needs of students with IEPs. This earned them a maximum score on this indicator.

Criteria 33

The extent to which students with exceptionalities will receive onsite/in-person support when the need is identified. (e.g. related services, tutoring, testing accommodations, etc.)					Specific reference to how related services would be provided to students with disabilities within the online program were not identified. Will they be provided in-person services? If so, where and how? During the in-person demonstration, Humboldt described how a student needing related services would be provided those services either within the brick-and-mortar school or through home visits. This earned them a maximum score on this indicator.
	0	1	2	2	
Subtotal for Part 10				6	

Part 11: Describe the policies and procedures to ensure the academic integrity of the AOI School/Program.- maximum 8 points

Criterion	Not present or minimal	Present but vague and unclear	Clear, concise, compelling, logical	Score Column	Comments (Must provide comments if less than full points are given)
Criteria 34 The extent to which a process is in place for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI school/program. (Include a step-by-step process, with person(s) responsible for implementing the process.)	0	1	2	2	Attendance policy was identified, but no policy for a struggling student who is attending regularly is identified. Specific process/steps for support was not provided. Plans will be developed, but no timeframe, or person responsible for monitoring the plan. During the in-person demonstration, Humboldt identified and described a detailed plan for continual monitoring of a student's declining academic achievement, the implementation of the Individualized Learning Plan, and the team members responsible for this process. This earned them a maximum score on this indicator.
Criteria 35 The extent to which the AOI school/program will ensure/monitor student progress for at least one year's growth annually. (Include a step-by-step process, with person(s) responsible for implementing the process.)	0	1	2	2	No mention of plan or person responsible for monitoring student progress. During the in-person demonstration, Humboldt identified and described a detailed plan for monitoring a student's progress for one year's growth. The team responsible for monitoring this, was identified. This earned them a maximum score on this indicator.
Criteria 36 The extent to which courses offered exhibit a variety of formative and summative assessments of student competency.	0	1	2	2	Summative assessments mentioned, but no mention of formative assessments was provided. During the in-person demonstration, Humboldt demonstrated where formative assessments were placed within a unit of study in the LMS This earned them a maximum score on this indicator.
Criteria 37 The extent to which the AOI school/program will ensure that course/grade outcomes are monitored for academic integrity. (e.g.: testing issues, plagiarism, etc.)	0	1	2	2	How is academic integrity monitored? Is it built into the LMS? During the in-person demonstration, Humboldt identified and described how academic integrity on course assignments and assessments were monitored using Turn-It-In. This earned them a maximum score on this indicator.
Subtotal for Part 11				8	

Part 12 - Statement of Assurances

Assurances are present	Yes	No	No Score
Circle correct response			

GRAND TOTAL				59	
Passing Criteria					
	Points Awarded	Points Total			Percent Needed for Passing

AOI Demonstration Rubric
 School/District: Bradshaw Mountain K-8 Application/Humboldt

Demonstration 1 - Learning Management System	Not Present	Present but vague and unclear	Clear Concise Compelling an logical	Score column	Comments (Must provide comments if less than full points are given)
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual of on-site), and technology help desk process.	0		1	1	
The School is able to demonstrate selected items from the Curriculum Planning Document.(interactive lectures, socratic seminars, labs, etc...)	0	1	2	2	
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.			1	1	
The School demonstrated both synchronous and asynchronous methods available to support AOI students.	0		1	1	
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	0		1	1	

Demonstration 2 - Safe Research	Not Present	Present but vague and unclear	Clear Concise Compelling an logical	Score column	Comments (Must provide comments if less than full points are given)
The School demonstrated and explained the process by which students will be taught Internet Safety.	0		1	1	
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	0		1	1	

TOTALS					
				8/8	Bradshaw Mountain Online Academy team thoroughly demonstrated their knowledge and design of the current LMS system they are using (Edgenuity) as well as the planning, implementation, and monitoring of their future K-8 online school.

EXECUTIVE SUMMARY

Issue:	Update on the implementation process of revisions to the 2016-2017 A-F Accountability System
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Action/Discussion Item

Information Item

Background and Discussion

Based upon the December 4, 2017 and January 29, 2018 State Board of Education meetings, Board staff has been working with the Department of Education on the following changes for the 2016-2017 A-F Accountability System:

- Award points for "Exceeds Target" to students that have a Student Growth to Target (SGT) score of 89 points or above;
- Adopt the hybrid model for non-typical school configurations;
- Address issues identified in the data and coding validation period;
- Reopen the window to submit College and Career Readiness Indicators (CCRI) only for those schools identified through the data and coding validation period;
- Award bonus points after the cut score has been set;
- Round points at the final calculation of points earned prior to calculating the percentage earned;
- Cap CCRI points at 20 points and 2 bonus points;
- Incorporating the Student Growth to Target (SGT) score for accelerating math students in the 8th grade.

At this time, changes to the code have been made and the Department is working on updating the ADEConnect portal.

Modeling and cut scores will be presented at a future State Board of Education meeting.

Recommendation to the Board

This is an information only item.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action on the 2017-2018 and 2018-2019 A-F Accountability Systems including changes to future iterations of the A-F Accountability System pursuant to federal law
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Action/Discussion Item

Information Item

Background and Discussion

Several items require the Board's attention, or have been tabled, for future iterations of the A-F Accountability System. Regarding these items, either: 1) action is recommended; 2) the Board has already taken action; or 3) further study and/or modeling is necessary before action can be considered.

Action Taken Pursuant to Federal Law

At the August 18, 2017 meeting, the Board approved the following items for the 2017-2018 school year Accountability System pursuant to federal law and Arizona's ESSA state plan:

1. Remove the science assessment from the Proficiency calculation;
2. Include in the denominator the greater of 95 percent of all students or the number of students participating in the assessments in the Academic Achievement Indicator (proficiency calculation);
3. Include all seniors, not just graduating seniors, in the 9-12 College and Career Readiness Indicator.

Further Study and/or Modeling Necessary

Because public comment and previous Board action has indicated a preference to retain the science assessment in the A-F Accountability System, further study and modeling in this area would be necessary to determine where in the A-F Accountability System the science assessment should be placed.

Recommendation to the Board

It is recommended that the Board direct staff to study and model options for how to retain the science assessment in the A-F Accountability System for the 2017-2018 and 2018-2019 school year, including moving science into the College and Career Readiness Indicator and the K-8 Acceleration/Readiness Indicator.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action on the 2017-2018 and 2018-2019 A-F Accountability Systems including direction to Board staff to collect modeling on additional items or changes.

Action/Discussion Item

Information Item

Background and Discussion

Several items require the Board's attention, or have been tabled, for future iterations of the A-F Accountability System. Regarding these items, either: 1) action is recommended; 2) the Board has already taken action; or 3) further study and/or modeling is necessary before action can be considered.

Revisions and Refinements for Studying and/or Modelling

Based on public input, the Board may consider studying and/or modelling the following for the 2017-2018 and 2018-2019 school year:

1. Weights for growth and proficiency; both within the indicators and within the A-F Accountability System as a whole.
2. Modifying the accountability system to accommodate the Menu of Assessments.
3. Lowering the n-count.
4. Business rule change to 8th grade Math in the growth calculation to reduce the incentive for schools to double test.
5. Business rule change for rounding points to the tenth place rather than to the thousandth within indicators.
6. Reviewing cut scores for assessments in the CCRI and adding WritePlacer to the ACCUPLACER category.

9-12 College and Career Readiness Indicator (CCRI)

1. Currently, CCRI accounts for 20% of a 9-12 school's letter grade. The spreadsheet for schools to input their CCRI data however, is out of 15 points and is scaled to 20.
2. On the spreadsheet, school level bonus points are not submitted separately.

Recommended Action: To simplify the CCRI calculation for the 2017-2018 school year Accountability System and to ensure points are calculated accurately, it is recommended the Board modify the CCRI spreadsheet to increase the total points

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

possible to 20 to align to the framework's weighting and to have school level bonus points be submitted separately.

Chronic Absenteeism

Kindergarten students and students with chronic health problems are included in the chronic absenteeism calculation. Additionally, chronic absenteeism points are "all or nothing" and awarded if a school reduces its chronic absenteeism by less than 1 percent.

Recommended Action: For the 2018-2019 school year, it is recommended the Board exclude students with chronic health problems from the chronic absenteeism calculation.

Further Study and/or Modeling Needed: It is recommended Board staff provide modelling and impact data for removing kindergartners from the chronic absenteeism calculation.

Further Study and/or Modeling Needed: It is recommended the Board consider a confidence interval for awarding chronic absenteeism points.

Statutory Powers and Duties

A.R.S. § 15-241 requires appropriate achievement profiles for the following:

1. Local education agencies (LEAs);
2. Alternative schools;
3. Joint Technical Education Districts (in progress); and
4. Extremely small schools.

A.R.S. § 15-241 allows for achievement profiles for the following:

5. Schools that participate in the Board examination system (Move on When Ready schools);
6. Arizona online instruction (AOI); and
7. Other exceptions as prescribed by the Board. Historically, this included K-2/K-3 schools and small schools.

Recommended Action: It is recommended that the Board prioritize those models required by statute and those that the Board has already made progress towards completing and direct Board staff to bring back information on these models to the Board at a future meeting date.

EXECUTIVE SUMMARY

“Parking Lot” Items

In the development of the 2016-2017 letter grades, the A-F Ad Hoc Committee and the Board placed several items into the “Parking Lot” and indicated a willingness to return to these items for future iterations of the A-F Accountability System. These items include the following:

1. Community Service/Service Learning;
2. On Track to Graduate;
3. PE/Health Education;
4. Mentored Capstone Project; and
5. Emotional Learning.

Further Study and/or Modeling Needed: It is recommended Board staff investigate how these items could be incorporated into the A-F Accountability System and the impact the “Parking Lot” items would have on outcomes.

Recommendation to the Board

It is recommended the Board take the actions listed above labeled “Recommended Action” and direct staff to further study and/or model the actions listed above labeled “Further Study and/or Modeling Needed” and bring those items back to a future Board meeting.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action on the adoption of a timeline for completion of the 2017-2018 A-F letter grades
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Action/Discussion Item

Information Item

Background and Discussion

State Board of Education staff met with the Department of Education (ADE) staff to go over a timeline for the release of 2017-2018 A-F letter grades. Below is the result of that meeting:

Timeline for 2017-2018 A-F Letter Grades

Week of March 5th: Review the revisions presented in Item 4B2 and begin drafting code

March 26, 2018: State Board of Education meeting- update on revisions

April 23, 2018: State Board of Education meeting- update on revisions

End of April: Open the CCRI window for schools that serve grade 12 to submit data in spreadsheet

May 21, 2018: State Board of Education meeting- approval of all revisions and final plan based upon impact data

June: ADE releases data to schools in the ADEConnect portal (schools have until June 30th to check data and fix any issues)

Mid July: ADE runs impact data on all changes and prepares the cut score presentation for the Board's August meeting

August 27, 2018: State Board of Education meeting- cut scores are set

Month of September: A-F Letter Grade appeals are submitted to Board staff and the State Board Appeal's committee meets to hear appeals

September 24, 2018: State Board of Education meeting- Appeals go before the Board and if changes are granted, ADE reruns the data

Recommendation to the Board

That the State Board of Education adopt the timeline for the 2017-2018 A-F letter grades and direct staff to provide updates to the Board at future meetings on the completion of the timeline

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

**PLACE HOLDER
ITEM #4C**

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding Menu of Locally Procured Achievement Assessments:
1) Updating the Menu of Assessments Policy;
2) Presentation and Adoption of a Menu of Assessments' Timeline for the 2018-2019 school year for grades 9-12; and
3) Adopting a list of assessments for the Menu of Assessments for the 2018-2019 school year for grades 9-12

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-741.02, the Board is required to adopt a menu of locally procured achievement assessments (Menu of Assessments) that may be utilized by eligible local education agencies (LEAs) for assessing high school students in lieu of the statewide assessment in the 2018-2019 school year. A similar provision applies for assessing students in grades 3-8 beginning in the 2019-2020 school year.

Assessment providers must submit evidence to the Board that the assessment:

- Is high quality;
- Meets or exceeds the level of rigor of the state academic standards; and
- Scores can be scaled for state accountability programs including establishing comparable student performance levels for achievement profiles and letter grade classifications.

In order to comply with A.R.S. § 15-741.02 the Board should consider adopting the following:

- 1) An updated Menu of Assessments Policy;
- 2) A timeline for the 2018-2019 school year; and
- 3) A list of assessments for the Menu of Assessments beginning in the 2018-2019 school year for grades 9-12.

The items are attached and below is a summary:

Item 4D1 - Menu of Assessments Policy

The Board adopted a Menu of Assessments policy in February 2017. The policy was subsequently revised in December 2017 to comply with statutory changes. Below is a summary of additional changes:

- Require LEAs to notify the Board and ADE by July 1 of the assessment(s) the LEA is selecting to administer in lieu of the statewide assessment and school(s) that will administer the assessment.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

- Require the assessment provider to inform the LEA of when assessment scores are expected to be submitted.
- Require schools to administer the selected assessment for three consecutive academic years, with the option to opt out as determined by the Board. Schools that opt out are still required to administer either the statewide assessment or another assessment from the Menu.

Item 4D2 - Timeline

The proposed timeline was developed to adhere to statutory deadlines and to provide LEAs with sufficient time to select and administer an assessment from the Menu. The timeline is attached.

Item 4D3 - Eligible Assessments for Addition to the Menu

Statute establishes the following criteria for assessments that the Board is required to add by March 1, 2018:

1. Early College Credit Examinations Adopted by the Arizona Board of Regents (A.R.S. § 15-249.06)
2. Nationally Recognized Examinations (*defined as an assessment that is accepted by universities for the purposes of college credit or admissions*); and
3. Assessments Approved for the Grand Canyon Diploma (A.R.S. § 15-792.03)

The assessments listed on the attachment meet the statutory criteria described above.

For school years after the 2018-2019 school year, the Board will work with the Department and the Legislature on the statewide procurement and/or payment of assessments on the Menu.

Recommendation to the Board

That the Board approve the amended Menu of Assessments Policy, Menu of Assessments' Timeline for the 2018-2019 school year and the list of assessments for the Menu of Assessments for the 2018-2019 school year.

Attachment 4D1

MENU OF ASSESSMENTS POLICY
(A.R.S. 15-741.02)
REVISED DECEMBER 4, 2017
Proposed Revisions February 26, 2018

A. Definitions.

In this Section, the following definitions apply:

1. "Board" means the Arizona State Board of Education.
2. "Department" means the Arizona Department of Education.
3. "Menu of Assessments" means a list of locally procured, nationally recognized high school assessments that may be selected by a local education agency to meet the requirements prescribed in A.R.S. § 15-741.02.
4. "Nationally recognized high school assessment" means an assessment that is accepted by universities for the purposes of awarding college credit or admissions.

B. Procedures.

1. The Board ~~will~~ shall establish and maintain a Menu of Assessments for high school testing to measure pupil achievement of Arizona's ~~ELA and mathematics~~ academic standards that includes nationally recognized high school assessments which meet the requirements of this policy as set forth below.
2. Notwithstanding any other procedure of this policy, a local education agency that is using a nationally recognized assessment, an early college credit examination adopted pursuant to A.R.S. § 15-249.06 or an assessment adopted pursuant to A.R.S. § 15-792.03 that is not on the Menu of Assessments by March 1, 2018 may request that the assessment be added to the Menu of Assessments and the Board shall approve the assessment.
3. The Board, in cooperation with the Department, ~~will~~ shall annually evaluate locally procured assessments for consideration of their inclusion on the Menu of Assessments and shall notify local education agencies by May 1 of the results of the evaluation.
4. An assessment may be considered for inclusion on the Menu of Assessments upon a showing by the assessment provider the following criteria have been met through a narrative explanation:
 - a. Provides evidence that the assessment is a high quality assessment;
 - b. Demonstrates that the assessment meets or exceeds the level of rigor of the Board's adopted academic standards; and

- 1 c. Demonstrates that the assessment scores can be scaled for state
2 accountability programs.
3
- 4 5. Providers shall submit an evaluation from an independent third party approved by
5 the Board that shows the assessment meets the requirements prescribed in
6 paragraph B(4). All costs of the independent third-party evaluators shall be paid
7 by the assessment provider.
8
- 9 6. If a third-party evaluation establishes that the proposed assessment sufficiently
10 meets the criteria, the Department shall submit the proposed assessment to the
11 Secretary of Education in accordance with the requirements for peer review
12 under section 1111(a)(4) of ESSA demonstrating that any such assessment
13 meets the requirements of section 1111(b)(2)(B) of ESSA.
14
- 15 7. If a third-party evaluation establishes that the proposed assessment sufficiently
16 meets the criteria, the Board shall consider the assessment for approval.
17
- 18 8. Upon Board approval, a proposed assessment shall be included on the Menu of
19 Assessments.
20
- 21 9. Prior to administering an assessment pursuant to this policy, a local education
22 agency shall submit annual notification to the Board and the Department by July
23 1. The local education agency shall submit the notification to
24 inbox@azsbe.az.gov and testing@azed.gov. The notification shall:
25 a. Indicate the school and the assessment the local education agency will
26 administer in the upcoming school year pursuant to this policy;
27 b. Indicate when the assessment provider expects to provide assessment
28 scores to the local education agency. If the assessment provider has not
29 informed the local education agency of when assessment scores are
30 expected to be provided, the assessment provider shall notify the local
31 education agency and the Department as soon as practicable; and
32 c. Be signed by the superintendent or designee of the local education
33 agency.
34
- 35 ~~9.~~ 10. Local education agencies that adopt a locally procured assessment pursuant
36 to this policy shall provide the necessary reasonable accommodations for a student
37 who is an English language learner and the necessary accommodations and
38 modifications for a student as required by the student's individualized education
39 program team.
40
- 41 ~~10.~~ 11. The assessment provider for any assessment included on the Menu of
42 Assessments shall provide a copy of the assessment scores to the Department
43 when scores are provided to its partnering local education agency and shall notify

1 the local education agency of when the assessment scores are expected to be
2 provided.

3
4 12. A local education agency that selects an assessment from the Menu of
5 Assessments pursuant to this policy shall administer the selected assessment at
6 the school identified in the notification prescribed in paragraph 9 for at least three
7 consecutive academic years. Upon request by a local education agency, the
8 Board may allow a local education agency to opt out of the requirement of this
9 paragraph. A local education agency that is permitted to opt out pursuant to this
10 paragraph shall administer another assessment from the Menu of Assessments
11 or the statewide assessment.

DRAFT

Attachment 4D2
Proposed Menu of Assessments Timeline for the 2018-2019 School Year

February 26 Board Meeting:

- Board adopts revised Menu of Assessments policy
- Board approves Menu of Assessments Timeline
- Board adds assessments to the Menu that meet statutory criteria
- Board distributes communications on Policy, Timeline and Assessment List

March 1, 2018: *Statutory Deadline.* The Board is required to add assessments to the Menu if the assessments are in use, meet statutory criteria and are not on the Menu.

April 9: For assessments that are not on the Menu, applications must be submitted by this date for the Board's consideration.

April 23 Board Meeting:

- If necessary and based on the outcomes of the evaluations, the Board approves additional assessments for the Menu
- The Board notifies Local Education Agencies (LEAs) of assessments on the Menu

May 1: *Statutory Deadline.* The Board shall notify LEAs of assessments on the Menu

July 1: LEAs notify the Board/ADE of which assessment(s) the LEA will be administering in the 2018-2019 school year

2018-2019 School Year: Schools that selected an assessment from the Menu and notified the Board/ADE by July 1 may administer assessments from the Menu in lieu of the statewide assessment

Attachment 4D3
Proposed List of Assessments for the 2018-2019 School Year for Grades 9-12

Early College Credit Examinations Adopted by the Arizona Board of Regents (15-249.06)

- a. Advanced Placement (AP)
 - Biology
 - Calculus AB
 - Calculus BC
 - Chemistry
 - Computer Science
 - English Language and Composition
 - English Literature
 - Environmental Science
 - Physics 1 Mechanics Only
 - Physics 2 E & M Only
 - Physics C
 - Statistics
- b. Cambridge International Exam (CIE)
 - English Language – A Level
 - Biology – A Level
 - Biology – AS Level
 - Chemistry – A Level
 - Chemistry – AS Level
 - Mathematics – A Level
 - Mathematics – Further – A- Level
- c. International Baccalaureate (IB)
 - Biology
 - Chemistry
 - Mathematics
 - Physics

Nationally Recognized Examinations (defined as an assessment that is accepted by universities for the purposes of college credit or admissions)

- ACT
- SAT

Grand Canyon Diploma (15-792.03)

- IGCSE English First Language (Extended)
- IGCSE English Literature
- IGCSE Mathematics (Extended)
- IGCSE Biology
- IGCSE Chemistry
- IGCSE Physics
- IGCSE Coordinated Science

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to close rulemaking procedures for proposed changes to R7-2-302 "Minimum Course of Study and Competency Requirements for Graduation from High School"
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Action/Discussion Item Information Item

Background and Discussion

Attached are draft recommendations for changes to R7-2-302 "Minimum Course of Study and Competency Requirements for Graduation from High School." These drafts were created by the Arizona Department of Education (ADE) with input from various stakeholders.

Following the opening of the rules, ADE continued to consult with advisory groups on the rule changes. Additionally, the Board public hearings on the proposed rules on November 14, 2017 and January 3, 2018 and reached out to organizations representing school administrators, school boards, charter schools and rural schools.

At the January 29th meeting, the Board requested staff at the Board and ADE to review the wording of the science credits and a reference to "competency test." Based on this review, staff at the Board and ADE recommend the following:

- Removing all of the proposed language regarding the science credits and retaining the current language. The proposed language was added to address a cross reference from certification rules. Board staff will work with ADE to address this cross reference as part of rulemaking on certification rules.
- Page 3, line 29, strike "competency test" insert references to the statewide assessment and the Menu of Assessments.

Below is a summary of the changes to the rule:

R7-2-302

1. Update descriptive language in English Language Arts and Mathematics to match the State Board of Education approved academic standards.
2. Remove the requirement for a separate one-half credit for principles of speech and debate because this requirement is now included in the State Board of Education approved Arizona English Language Arts Academic Standards.
3. Clarify language for mathematics requirements.
4. Add a statutory reference for competency requirements.
5. Add civics to clarify that social studies must include civics instruction.

Contact Information:

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

6. Add computer science as an option for mathematics credit as required by A.R.S. §15-701.01 (B)(2).
7. Modify the reference to "competency test" to clarify this applies to the statewide assessment and assessments on the Menu of Assessments.
8. Remove a requirement that special education courses be notated on a student's transcript as this is in direct violation of student privacy rights under IDEA.

The Board received approximately 12 public comments which are summarized below:

- Two comments provided additional clarifying language. These changes were made.
- Some comments disagreed with removing the foreign language requirement from K-8.
- Two comments requested the addition two years of foreign language as a high school graduation requirement.
- Other comments sought additional clarification on terms and/or suggested additional technical and clarifying changes.

Recommendation to the Board

It is recommended that the Board close rulemaking procedures regarding proposed changes to R7-2-302 "Minimum Course of Study and Competency Requirements for Graduation from High School."

1 **R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from**
2 **High School**

3
4 The Board prescribes the minimum course of study and competency requirements as outlined in
5 subsections (1) through (5) and, beginning with the graduating class of 2017, receipt of a passing
6 score of sixty correct answers out of one hundred questions on a civics test identical to the civics
7 portion of the naturalization test used by the United States Citizenship and Immigration Services
8 as prescribed in A.R.S. § 15-701.01(A)(2).

9 1. Subject area course requirements. The Board establishes 22 credits as the minimum
10 number of credits necessary for high school graduation. Students shall obtain credits for
11 required subject areas as specified in subsections (1)(a) through (e) based on completion of
12 subject area course requirements or competency requirements. At the discretion of the local
13 school district governing board or charter school, credits may be awarded for completion of
14 elective subjects specified in subsection (1)(f) based on completion of subject area course
15 requirements or competency requirements. The awarding of a credit toward the completion
16 of high school graduation requirements shall be based on successful completion of the
17 subject area requirements prescribed by the State Board and local school district governing
18 board or charter school as follows:

19 a. Four credits of English or English as a Second Language, which shall include but
20 not be limited to the following: ~~grammar, writing, and reading skills, advanced grammar,~~
21 ~~composition, American literature, advanced composition, research methods and skills and~~
22 ~~literature~~ reading literature, reading informational text, writing, research methods, speaking
23 and listening skills, grammar, and vocabulary. ~~One-half credit of the English requirement~~
24 ~~shall include the principles of speech and debate but not be limited to those principles.~~

25 b. Three credits in social studies to minimally include the following:

- 26 i. One credit of American history, including Arizona history;
27 ii. One credit of world history/geography;
28 iii. One-half credit of American government, including civics and Arizona
29 government; and
30 iv. One-half credit in economics.

31 c. Four credits of mathematics to minimally include:

32 i. ~~Two-Three~~ credits containing course content ~~covering the following areas~~ in
33 preparation for proficiency at the high school level on the statewide assessment
34 and aligned to the Arizona Mathematics Standards for Algebra I, Geometry, and
35 Algebra II : ~~Number Sense and Operations; Data Analysis, Probability and~~
36 ~~Discrete Mathematics; Patterns, Algebra and Functions; Geometry and~~
37 ~~Measurement; and Structure and Logic.~~ These three credits shall be taken
38 consecutively beginning with the ninth grade unless a student meets these
39 requirements prior to the ninth grade pursuant to subsection (1)(c)~~(iv)~~(iii). The
40 requirement for the third credit covering Algebra II, may be met by, but is not
41 limited to the following: a math course comparable to Algebra II course content;
42 computer science, career and technical education and vocational education,
43 economics, science and arts courses as determined by the local school district
44 governing board or charter school.

45 ii. ~~One credit, covering Algebra II or course content equivalent to Algebra~~
46 ~~II. Courses meeting this requirement may include, but are not limited to,~~
47 ~~career and technical education and vocational education, economics, science,~~

1 ~~and arts courses as determined by the local school district governing board or~~
2 ~~charter school.~~

3 ~~iii.~~ ii. ~~One~~ A fourth credit that includes significant mathematics content as
4 determined by the local school district governing board or charter school.

5 ~~iv.~~ iii. Courses successfully completed prior to the ninth grade that meet the
6 high school mathematics credit requirements may be applied toward
7 satisfying those requirements.

8 ~~v.~~ iv. The mathematics requirements may be modified for students using a
9 ~~personal curriculum~~ Personal Curriculum pursuant to R7-2-302.03.

10 d. Three credits of science in preparation for proficiency at the high school level on the
11 statewide assessment to minimally include standards in the following:

12 ~~i.~~ i. Earth/Space sciences;

13 ~~ii.~~ ii. Life sciences; and

14 ~~iii.~~ iii. Physical sciences such as which may include chemistry or physics.

15 e. One credit of ~~fine arts~~ the Arts or career and technical education and vocational
16 education.

17 f. Seven credits of additional courses prescribed by the local school district governing
18 board or charter school.

19 g. A credit or partial credit may apply toward more than one subject area but shall
20 count only as one credit or partial credit toward satisfying the 22 required credits.

21
22 2. Credits earned through correspondence courses to meet graduation requirements shall be
23 taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be
24 limited to four, and only one credit may be earned in each of the following subject areas:

25 a. English as described in subsection (1)(a) of this Section,

26 b. Social Studies,

27 c. Mathematics, and

28 d. Science.

29
30 3. Online and distance education courses may be offered by the local governing board or
31 charter school if the course is provided through an Arizona Online Instruction Program
32 established pursuant to A.R.S. § 15-808.

33 4. Local school district governing boards or charter schools may grant to career and technical
34 education and vocational education program completers a maximum of 5 ½ credits to be used
35 toward the Board English, mathematics, science, and economics credit requirements for
36 graduation, subject to the following restrictions:

37 a. The Board has approved the career and technical education and vocational education
38 program for equivalent credit to be used toward the Board English, mathematics,
39 science, and economics credit requirements for graduation.

40 b. A credit or partial credit may apply toward more than one subject area but shall count
41 only as one credit or partial credit toward satisfying the 22 required credits.

1 c. A student who satisfies any part of the Board English, mathematics, science, and
2 economics requirements through the completion of a career and technical education and
3 vocational education program shall still be required to earn 22 total credits to meet the
4 graduation requirements prescribed in this Section.

5
6 5. Competency requirements.

7 a. The awarding of a credit toward the completion of high school graduation requirements
8 shall be based on [the requirements outlined in A.R.S. § 15-701.01](#) and the successful
9 completion of State Board- adopted academic standards for subject areas listed in
10 subsections (1)(a) through (1)(e) and the successful completion of the competency
11 requirements for the elective subjects specified in subsection (1)(f). Competency
12 requirements for elective subjects as specified in subsection (1)(f) shall be the academic
13 standards adopted by the State Board. If there are no adopted academic standards for an
14 elective subject, the local school district governing board or charter school shall be
15 responsible for developing and adopting competency requirements for the successful
16 completion of the elective subject. The school district governing board or charter school
17 shall be responsible for developing and adopting the method and manner in which to
18 administer a test that is identical to the civics portion of the naturalization test used by the
19 ~~united states citizenship and immigration services~~ [United States Citizenship and](#)
20 [Immigration Services](#), and a pupil who does not obtain a passing score on the test may
21 retake the test until the pupil obtains a passing score.

22 b. The determination and verification of student accomplishment and performance
23 shall be the responsibility of the subject area teacher.

24 c. Upon request of the student, the local school district governing board or charter school
25 shall provide the opportunity for the student to demonstrate competency in the subject
26 areas listed in subsections (1)(a) through (1)(f) of this Section above in lieu of classroom
27 time. In appropriate courses, a school district governing board or charter school shall
28 include as a mechanism to demonstrate competency a score determined by the State Board
29 as college and career ready on the ~~competency test~~ [appropriate assessment](#) adopted by the
30 State Board [pursuant to A.R.S. §§ 15-741 or 15-741.01](#).

31
32 6. The local school district governing board or charter school shall be responsible for
33 developing a course of study and graduation requirements for all students placed in special
34 education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-
35 2-401 et seq. Students placed in special education classes, grades 9-12, are eligible to receive
36 a high school diploma upon completion of graduation requirements, ~~but reference to special~~
37 ~~education placement may be placed on the student's transcript or permanent file.~~

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking procedures for R7-2-612 regarding Career and Technical Education Certificates.

Action/Discussion Item

Information Item

Background and Discussion

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-612 regarding Career and Technical Education Certificates. The CAC recommended the attached amendments to R7-2-612 on October 6, 2017 and the Board opened rulemaking at the December 4, 2017 Board meeting. The Board held a public hearing on January 3, 2018 and did not receive public comments.

Below is a summary of the changes:

Definitions

- Replaces specific definitions of each CTE Program with a reference to a guidance document that will define the Programs. The guidance document is subject to Board approval.
- Removes previously defined terms.

Option A – Bachelor’s degree in the specified CTE field of study

- Reduces the required amount of professional knowledge from 18 semester hours to 15 semester hours to align to Option C.
- Modifies the areas eligible to obtain professional knowledge to align to other educator certificates.

Option B

- The Board previously adopted rules that collapsed rules regarding provisional and standard CTE certificates. The proposed draft clarifies requirements for professional knowledge and subject knowledge for Option B that are currently unclear and redundant.

Option C – Business and industry professional

- Modifies the areas to obtain professional knowledge to align to other educator certificates.

Option D – Bachelor’s degree in the specified CTE field of study teacher preparation program

- Clarifies the topics that teacher preparation programs are required to address to align to other certificate requirements.
- Removes the professional knowledge deficiency for Option D.

Recommendation to the Board

It is recommended the Board close rulemaking of R7-2-612 regarding Career and Technical Education Certificates.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-612. Career and Technical Education Teaching Certificates**

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

4 B. For purposes of this rule, the following definitions apply:

5 ~~1. “Agriculture” means agriculture, agriculture operations, and related sciences; natural~~
6 ~~resources and conservation; environmental design; landscape architecture; agricultural biological~~
7 ~~engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure~~
8 ~~facilities management; geological and earth sciences/geosciences; veterinary/animal health~~
9 ~~technician/veterinary assistant; environmental health; and veterinary medicine as described in~~
10 ~~Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of~~
11 ~~Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006;~~
12 ~~U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference~~
13 ~~and on file with the Arizona Department of Education and the Office of the Secretary of State.~~
14 ~~This incorporation by reference contains no future editions or amendments. Copies of the~~
15 ~~incorporated materials are available for review at the Arizona Department of Education located at~~
16 ~~1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of~~
17 ~~Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.~~

18 ~~2. “Business and Marketing” means computer and information sciences and support services;~~
19 ~~accounting and computer information services; business/commerce, general; business~~
20 ~~administration, management and operations; accounting; business operations support and assistant~~
21 ~~services; business/corporate communications; business/managerial economics; entrepreneurial~~
22 ~~and small business operations; finance and financial management services; hospitality~~
23 ~~administration/management; human resources management and services; international business;~~
24 ~~management information systems and services; management sciences and quantitative methods;~~
25 ~~marketing; real estate; taxation; insurance; general sales, merchandising and related marketing~~
26 ~~operations; specialized sales, merchandising and marketing operations; and business,~~
27 ~~management, marketing and related support services, other as described in Classification of~~
28 ~~Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National~~
29 ~~Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006; U.S. Government~~
30 ~~Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the~~
31 ~~Arizona Department of Education and the Office of the Secretary of State. This incorporation by~~
32 ~~reference contains no future editions or amendments. Copies of the incorporated materials are~~
33 ~~available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street,~~
34 ~~Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O.~~
35 ~~Box 1398, Jessup, MD 20794-1398.~~

36 ~~3. 1. “Career and Technical Education Field of Study” or “CTE Field of Study” means a field of~~
37 ~~study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to~~
38 ~~Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial~~
39 ~~and Emerging Technologies or Education and Training. area relating to a CTE program approved~~
40 ~~by the Arizona Department of Education as described in the Guidance on CTE Teacher~~
41 ~~Certification, which is on file with the Arizona Department of Education.~~

42 ~~4. “Education and Training” means all occupational areas of secondary education and teaching;~~
43 ~~junior high/intermediate/middle school education and teaching; elementary education and~~

1 ~~teaching; kindergarten/preschool education and teaching; early childhood education and teaching;~~
2 ~~adult education and teaching; and special education as described in Classification of Instructional~~
3 ~~Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for~~
4 ~~Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing~~
5 ~~Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona~~
6 ~~Department of Education and the Office of the Secretary of State. This incorporation by reference~~
7 ~~contains no future editions or amendments. Copies of the incorporated materials are available for~~
8 ~~review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ~~
9 ~~85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup,~~
10 ~~MD 20794-1398.~~

11 ~~5. “Family and Consumer Sciences” means culinary arts; kindergarten/preschool education and~~
12 ~~teaching; early childhood education and teaching; family and consumer sciences/human sciences;~~
13 ~~nutrition sciences; interior design; hospitality administration/management; fashion merchandising;~~
14 ~~fashion modeling; apparel and accessories marketing operations; tourism and travel services~~
15 ~~marketing operations; tourism promotion operations; and hospitality and recreation marketing~~
16 ~~operations as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-~~
17 ~~165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW,~~
18 ~~Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is~~
19 ~~incorporated by reference and on file with the Arizona Department of Education and the Office of~~
20 ~~the Secretary of State. This incorporation by reference contains no future editions or amendments.~~
21 ~~Copies of the incorporated materials are available for review at the Arizona Department of~~
22 ~~Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the~~
23 ~~U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.~~

24 ~~6. “Health Careers” means exercise physiology; kinesiology and exercise science;~~
25 ~~medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant;~~
26 ~~medical radiologic technology/science radiation therapist; radiologic technology/science-~~
27 ~~radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician;~~
28 ~~clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine;~~
29 ~~nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist;~~
30 ~~and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000~~
31 ~~Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education~~
32 ~~Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April~~
33 ~~2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department~~
34 ~~of Education and the Office of the Secretary of State. This incorporation by reference contains no~~
35 ~~future editions or amendments. Copies of the incorporated materials are available for review at the~~
36 ~~Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may~~
37 ~~be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-~~
38 ~~1398.~~

39 ~~7. “Industrial and Emerging Technologies” means audiovisual communications~~
40 ~~technologies/technicians; graphic communications; cosmetology and personal grooming services;~~
41 ~~electrical engineering technologies/technicians; electromechanical instrumentation and~~
42 ~~maintenance technologies/technicians; environmental control technologies/technicians; industrial~~
43 ~~production technologies/technicians; quality control and safety technologies/technicians;~~

1 ~~mechanical—engineering—related—technologies/technicians;—mining—and—petroleum~~
2 ~~technologies/technicians;—construction—engineering—technologies;—engineering-related~~
3 ~~technologies;—computer—engineering—technologies/technicians;—drafting/design—engineering~~
4 ~~technologies/technicians; security and protective services; mason/masonry; carpenters; electrical~~
5 ~~and power transmission installers; building/construction finishing, management and inspection;~~
6 ~~electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and~~
7 ~~refrigeration—maintenance—technology/technician;—heavy/industrial—equipment—maintenance~~
8 ~~technologies; precision systems maintenance and repair technologies; vehicle maintenance and~~
9 ~~repair—technologies;—precision—metal—working;—construction/heavy—equipment/earthmoving~~
10 ~~equipment operation; design and visual communications, general; commercial and advertising art;~~
11 ~~industrial—design;—commercial—photography;—and—visual—performing—arts—as—described—in~~
12 ~~Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of~~
13 ~~Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006;~~
14 ~~U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and~~
15 ~~50, which is incorporated by reference and on file with the Arizona Department of Education and~~
16 ~~the Office of the Secretary of State. This incorporation by reference contains no future editions or~~
17 ~~amendments. Copies of the incorporated materials are available for review at the Arizona~~
18 ~~Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be~~
19 ~~ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-~~
20 ~~1398.~~

21 ~~8. 2. “Occupational Area” means employment in any of the areas identified in subsections B(1),~~
22 ~~B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Education and~~
23 ~~Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging~~
24 ~~Technologies. area relating to a CTE program approved by the Department as described in the~~
25 ~~Guidance on CTE Teacher Certification, which is on file with the Arizona Department of~~
26 ~~Education.~~

27 ~~9. “Professional Knowledge” means the art of teaching including the knowledge and skills~~
28 ~~necessary for instructional planning, delivery and evaluation in a career and technical education~~
29 ~~setting.~~

30 ~~10. “Subject Knowledge” means the information, understanding and skills specific to the broad~~
31 ~~occupational area.~~

32 ~~11. 3. “Verified Work Experience” means written documentation from a current or former~~
33 ~~supervisor for paid or unpaid work, a current school superintendent, or the Department of~~
34 ~~Education Career and Technical Education Programmatic State Supervisor indicating that an~~
35 ~~applicant for a career and technical education certificate performed work in a business or industry~~
36 ~~setting related to the program to be taught as identified in subsections B(1), B(2), B(4), B(5), B(6)~~
37 ~~and B(7) an approved CTE program occupational area.~~

38 C. Standard Career and Technical Education (CTE) Certificate –CTE Field of Study – grades K
39 through 12

40 1. The requirements include all of the following:

41 a. Within three years, obtain a passing score on the professional knowledge portion of the
42 Arizona Teacher Proficiency Assessment **for secondary teachers** or qualification for a waiver of
43 this assessment.

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

2 c. At least one of the following options:

3 i. Option A – Bachelor’s degree in the specified CTE field of study – requirements
4 include all of the following:

5 (1) A bachelor’s or more advanced degree in the specified CTE field of study
6 from an accredited institution.

7 (2) Thirty semester hours of courses in the specified CTE field of study.

8 (3) Two hundred forty clock hours of verified work experience in the specified
9 CTE occupational area. Hours may have been accumulated before obtaining a certification.

10 (4) Within three years, complete ~~18~~ fifteen semester hours of courses in
11 professional knowledge in career and technical education, to include any of the following areas:
12 principles/philosophy of career and technical education, ~~operation of a career and technical student~~
13 ~~organization, methods of teaching career and technical education~~ developmentally appropriate
14 instructional delivery, facilitation and methodologies, curriculum—design/development,
15 instructional technology, educational philosophy, instructional design/methodology and lesson
16 planning, including modifications and accommodations, assessment/evaluation—assessing,
17 monitoring and reporting progress, or the learning environment, including classroom management,
18 teaching students with exceptionalities, or professional responsibility and ethical conduct. Hours
19 may be obtained prior to issuance of the standard career and technical education certificate in the
20 specified CTE field of study. ~~Eighteen~~ Fifteen semester hours may be obtained through
21 Department or Board-CTE approved professional development. Fifteen clock hours equals one
22 semester hour.

23 ii. Option B – Valid non-CTE Arizona Provisional or Standard teaching certificate
24 or an Arizona CTE teaching certificate in another CTE field of study– requirements include all of
25 the following:

26 (1) A valid Arizona provisional or standard teaching certificate for teachers in
27 Birth through grade 12 issued pursuant to this Article.

28 (2) One year of the most recent teacher evaluation(s) approved by a certificated
29 administrator, or the administrator’s designee, in a PreK-12 school setting and issued during the
30 term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom.

31 (3) Three semester hours of courses in ~~career and technical education methods~~
32 ~~or content in the specified CTE field of study~~ professional knowledge in career and technical
33 education to include any of the following areas: principles/philosophy of career and technical
34 education, developmentally appropriate instructional delivery, facilitation and methodologies for
35 career and technical education, or instructional technology. Three semester hours may be obtained
36 through Department or Board approved -CTE approved professional development. Fifteen clock
37 hours equals one semester hour.

38 (4) Two hundred forty clock hours of verified work experience in the specified
39 CTE occupational area. Hours may have been accumulated before obtaining a certification.

40 (5) Within three years, complete ~~12~~ nine semester hours of subject
41 knowledge courses in ~~professional knowledge to include: the CTE field of study;~~

42 ~~(a) Nine semester hours of subject knowledge courses in in the CTE field~~
43 ~~of study; and~~

1 ~~(b) Three semester hours of courses in professional knowledge to include~~
2 ~~any of the following areas: principles/philosophy of career and technical education, operation of a~~
3 ~~career and technical student organization, methods of teaching career and technical education,~~
4 ~~curriculum design/development, instructional technology, educational philosophy, instructional~~
5 ~~design/methodology, assessment/evaluation, or classroom management. Hours may be obtained~~
6 ~~prior to issuance of the standard career and technical education certificate in the specified CTE~~
7 ~~field of study. Twelve semester hours may be obtained through Department CTE approved~~
8 ~~professional development. Fifteen clock hours equals one semester hour; and~~

9 iii. Option C – Business and industry professional - requirements include six
10 thousand clock hours of verified work experience in an occupational area.

11 (1) Within three years, complete ~~15~~ fifteen semester hours of courses in
12 professional knowledge in career and technical education to include any of the following
13 areas: principles/philosophy of career and technical education, ~~operation of a career and~~
14 ~~technical student organization, methods of teaching career and technical~~
15 ~~education,~~ developmentally appropriate instructional delivery, facilitation and
16 methodologies, ~~curriculum design/development,~~ instructional design/methodology and
17 lesson planning, including modifications and accommodations, ~~assessment/evaluation,~~
18 assessing, monitoring and reporting progress, instructional technology, ~~educational~~
19 ~~philosophy, or the learning environment, including~~ classroom management, teaching
20 students with exceptionalities, or professional responsibility and ethical conduct. Fifteen
21 semester hours may be obtained through Department or Board approved-CTE approved
22 professional development. Fifteen clock hours equals one semester hour; and

23 iv. Option D – Bachelor’s degree in the specified CTE field of study teacher
24 preparation program – requirements include both of the following:

25 (1) A bachelor’s or more advanced degree that included completion of a Board
26 approved teacher preparation program in the CTE field of study or from an accredited
27 institution offering substantially similar training, addressing the following topics in career
28 and technical education and any others as required by law:

- 29 i. Principles/philosophy of career and technical education,
- 30 ii. Instructional design and lesson planning, including modifications
31 and accommodations;
- 32 iii. The learning environment, including classroom management;
- 33 iv. Developmentally appropriate instructional delivery, facilitation and
34 methodologies;
- 35 v. Assessing, monitoring and reporting progress;
- 36 vi. Teaching students with exceptionalities;
- 37 vii. Professional responsibility and ethical conduct; ⁷ and

38 (2) Two hundred forty clock hours of verified work experience in the specified
39 occupational area. Hours shall have been accumulated before obtaining a certification.

40 ~~(3) Within three years, complete 18 semester hours of courses in professional~~
41 ~~knowledge, to include any of the following areas: principles/philosophy of career and technical~~
42 ~~education, operation of a career and technical student organization, methods of teaching career and~~
43 ~~technical education, curriculum design/development, instructional technology, educational~~
44 ~~philosophy, instructional design/methodology, assessment/evaluation, or classroom management.~~

1 ~~Hours may be obtained prior to issuance of the standard career and technical education certificate~~
2 ~~in the specified CTE field of study. Eighteen semester hours may be obtained through Department-~~
3 ~~CTE approved professional development. Fifteen clock hours equals one semester hour.~~

4 2. If an applicant fails to meet these requirements within the prescribed time period, the
5 Department of Education or the Board shall temporarily suspend the standard certificate, but the
6 suspension is not considered a disciplinary action and the individual shall be allowed to correct
7 the deficiency within the remaining time of the standard certification.

DRAFT

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking procedures for R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates.

Action/Discussion Item

Information Item

Background and Discussion

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates.

Attached is a draft of amendments to R7-2-612.01 as recommended by CAC on October 6, 2017 and opened by the Board at the December 4, 2017 meeting.

A public hearing was held on January 3, 2018 and no public comments were submitted.

Below is a summary of the changes:

Subsection B

- To conform to statute, issues the Standard Specialized Career and Technical Education Certificate for 12 years, rather than 8 years.
- Replaces references to specific CTE Programs with a guidance document that defines the CTE Programs. The guidance document is subject to Board approval.

Subsection C

- To align to other certificates, includes an additional pathway for applicants to demonstrate subject knowledge through postsecondary teaching experience.
- To conform to statute, exempts applicants from the U.S. and Arizona Constitution competency requirements, the professional knowledge and subject knowledge portions of the Arizona Teacher Proficiency Assessments and structured English immersion requirements.

Recommendation to the Board

It is recommended the Board close rulemaking of R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-612.01. Standard Specialized Career and Technical Education (CTE) Certificates –**
2 **grades K-12**

3 **A.** Standard Specialized CTE certificates are subject to the general certification provisions in R7-
4 2-607 and the renewal requirements in R7-2-619.

5 ~~**B.** The certificate is valid for eight years.~~

6 ~~i. **B.** The holder is qualified to teach CTE Agriculture, CTE Business and Marketing, CTE~~
7 ~~Education and Training, CTE Family and Consumer Sciences, CTE Health Careers, or~~
8 ~~CTE Industrial and Emerging Technologies as specified on the certificate in an area that is~~
9 ~~specified on the certificate relating to a CTE program approved by the Arizona Department~~
10 ~~of Education as described in Guidance on CTE Teacher Certification which is on file with~~
11 ~~the Arizona Department of Education.~~

12 ~~2. **C.** The requirements are:~~

13 ~~i. **1.** A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

14 ~~ii. **2.** Demonstration of expertise in the specified CTE area through one of the following:~~

15 ~~i. **a.** A Bachelor's ~~or more advanced degree~~, master's or doctoral degree in the specified~~
16 ~~CTE area; or~~

17 ~~ii. **b.** A Bachelor's or more advanced degree and completion of twenty-four semester~~
18 ~~hours of coursework in the specified CTE area; or~~

19 ~~iii. **c.** An Associate's degree in the specified CTE area; or~~

20 ~~iv. **d.** An industry certification, license, or credential in the specified CTE area approved~~
21 ~~by the appropriate Department of Education Career and Technical Education~~
22 ~~Program Specialist or Career and Technical Education Program Services Director; ;~~
23 ~~or~~

24 ~~e. Verified teaching experience for the last two consecutive years, and for a total of~~
25 ~~at least three years at one or more accredited postsecondary institutions in a subject~~
26 ~~that is specific to the CTE course being taught.~~

27 ~~e. **3.** Verification of five years of work experience in the specified CTE occupational area.~~

28 ~~4. An individual who meets the requirements of this section is exempt from the competency~~
29 ~~requirements of the United States and Arizona Constitutions, the professional~~
30 ~~knowledge and subject knowledge portions of the Arizona Teacher Proficiency~~
31 ~~Assessments, and structured English immersion endorsement requirements.~~

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to adopt a certification guidance document for Career and Technical Education Teacher Certification.

Action/Discussion Item

Information Item

Background and Discussion

After receiving feedback from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including rules regarding Career and Technical Education (CTE) Certificates and Standard Specialized Career and Technical Education Certificates.

To provide guidance in the certification process to individuals interested in obtaining these certificates, Board staff developed, in collaboration with the Arizona Department of Education, the attached guidance document. The Guidance Document outlines the requirements and multiple pathways to CTE certification. The Guidance Document also defines each CTE program based on rule.

CAC recommended the adoption of the Guidance Document at its October 6, 2017 meeting and the Board reviewed the document at the December 4, 2017 Board meeting.

Recommendation to the Board

It is recommended that the Board adopt the attached Guidance Document and permit the Department to make technical and conforming changes when necessary.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education



GUIDANCE ON CAREER AND TECHNICAL EDUCATION TEACHER CERTIFICATION

Approved by the State Board of Education on _____

Introduction

The State Board of Education has adopted rules regarding the certification of individuals as career and technical education teachers. The relevant provisions can be found in R7-2-612 and R7-2-612.01 Career and Technical Education Teaching Certificates. Rules are posted on the State Board of Education website at <https://azsbe.az.gov/rules>

Pathways to CTE Teacher Certification

Under current Board rules, numerous pathways are recognized for CTE teacher certification as highlighted below:

Standard Career and Technical Education (CTE) Certificates			
R7-2-612			
A valid fingerprint clearance card issued by the Arizona Department of Public Safety.			
AND			
Option A	Option B	Option C	Option D
(1) A bachelor's or more advanced degree in the specified CTE field of study from an accredited institution. (2) Thirty semester hours of courses in the specified CTE field of study. (3) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 (2) One year of the most recent teacher evaluation(s) exhibiting satisfactory performance in the classroom. (3) Three semester hours of courses in professional knowledge in career and technical education (4) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) Six thousand clock hours of verified work experience in an occupational area.	(1) A bachelor's or more advanced degree that included completion of a Board approved teacher preparation program in the CTE field of study or from an accredited institution offering substantially similar training (2) Two hundred forty clock hours of verified work experience in the specified occupational area.
ADDITIONAL REQUIREMENTS – AT TIME OF CERTIFICATION OR WITHIN THREE YEARS*			
1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher	1) Within three years, complete nine semester hours of subject knowledge courses in the CTE field of study 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or	1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher	1) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a

Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	waiver of this assessment 2) U.S. and Arizona Constitution requirements
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**Standard Specialized Career and Technical Education (CTE) Certificates
R7-2-612.01**

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

AND

Verification of five years of work experience in the specified CTE occupational area

AND

Demonstration of expertise in the specified CTE area through one of the following FIVE options:

Option One	Option Two	Option Three	Option Four	Option Five
A Bachelor's master's or doctoral degree in the specified CTE area	A Bachelor's or more advanced degree and completion of twenty-four semester hours of coursework in the specified CTE area;	An Associate's degree in the specified CTE area	An industry certification, license, or credential in the specified CTE area approved by the appropriate Department of Education	Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in a subject that is specific to the CTE course being taught

***Professional Knowledge Coursework Requirements**

Regarding additional professional knowledge coursework requirements, hours may be obtained prior to issuance of the standard career and technical education certificate in the specified CTE field of study. Fifteen clock hours equals one semester hour. Hours may also be obtained through Department or Board-CTE approved professional development. Courses in career and technical education professional knowledge include any of the following areas: principles/philosophy of career and technical education, developmentally appropriate instructional delivery, facilitation and methodologies, instructional technology, instructional design and lesson planning, including modifications and accommodations, assessing, monitoring and reporting progress, the learning environment, including classroom management, teaching students with exceptionalities, or professional responsibility and ethical conduct.

Definitions

For purposes of this document, the following definitions apply:

1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural resources and conservation; environmental design; landscape architecture; agricultural biological engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure facilities management; geological and earth sciences/geosciences; veterinary/animal health technician/veterinary assistant; environmental health; and veterinary medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
2. "Business and Marketing" means computer and information sciences and support services; accounting and computer information services; business/commerce, general; business administration, management and operations; accounting; business operations support and assistant services; business/corporate communications; business/managerial economics; entrepreneurial and small business operations; finance and financial management services; hospitality administration/management; human resources management and services; international business; management information systems and services; management sciences and quantitative methods; marketing; real estate; taxation; insurance; general sales, merchandising and related marketing operations; specialized sales, merchandising and marketing operations; and business, management, marketing and related support services, other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
3. "Career and Technical Education Field of Study" or "CTE Field of Study" means a field of study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies or Education and Training.

4. "Education and Training" means all occupational areas of secondary education and teaching; junior high/intermediate/middle school education and teaching; elementary education and teaching; kindergarten/preschool education and teaching; early childhood education and teaching; adult education and teaching; and special education as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
5. "Family and Consumer Sciences" means culinary arts; kindergarten/preschool education and teaching; early childhood education and teaching; family and consumer sciences/human sciences; nutrition sciences; interior design; hospitality administration/management; fashion merchandising; fashion modeling; apparel and accessories marketing operations; tourism and travel services marketing operations; tourism promotion operations; and hospitality and recreation marketing operations as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
6. "Health Careers" means exercise physiology; kinesiology and exercise science; medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant; medical radiologic technology/science-radiation therapist; radiologic technology/science-radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician; clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine; nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of

the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

7. "Industrial and Emerging Technologies" means audiovisual communications technologies/technicians; graphic communications; cosmetology and personal grooming services; electrical engineering technologies/technicians; electromechanical instrumentation and maintenance technologies/technicians; environmental control technologies/technicians; industrial production technologies/technicians; quality control and safety technologies/technicians; mechanical engineering related technologies/technicians; mining and petroleum technologies/technicians; construction engineering technologies; engineering-related technologies; computer engineering technologies/technicians; drafting/design engineering technologies/technicians; security and protective services; mason/masonry; carpenters; electrical and power transmission installers; building/construction finishing, management and inspection; electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment maintenance technologies; precision systems maintenance and repair technologies; vehicle maintenance and repair technologies; precision metal working; construction/heavy equipment/earthmoving equipment operation; design and visual communications, general; commercial and advertising art; industrial design; commercial photography; and visual performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006; U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.
8. "Occupational Area" means employment in any of the areas identified in these definitions relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.
9. "Professional Knowledge" means the art of teaching including the knowledge and skills necessary for instructional planning, delivery and evaluation in a career and technical education setting.
10. "Subject Knowledge" means the information, understanding and skills specific to the broad occupational area.

11. “Verified Work Experience” means work experience identified in the submission of a resume verified by a hiring superintendent or personnel director at the public school or the Department of Education which demonstrates knowledge or skill relevant to an approved CTE program occupational area relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.

Further Information

For further information on CTE Teacher Certification, please contact the ADE Certification Unit at certification@azed.gov or (602) 542-4367

DRAFT

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to R7-2-606 regarding Proficiency Assessments for educator certification

Action/Discussion Item

Information Item

Background and Discussion

The Certification Advisory Committee (CAC) met on February 6, 2018 to discuss technical and conforming changes regarding educator certification. The CAC discussed potential amendments to R7-2-606 to streamline assessment requirements and to conform to statutory requirements.

Below is a summary of the changes recommended by the CAC:

- Strike references to specific proficiency assessments. This will provide flexibility to the Board by allowing it to approve assessments as necessary. The current structure of the rule requires frequent changes and leaves unclear references when not amended.
- Strike references to the performance assessment portion of the Proficiency Assessment. The performance assessment is not currently in effect as statute restricts the proficiency assessment to only a professional knowledge and subject knowledge portion (A.R.S. 15-533).
- Remove requirements on the administration of the proficiency assessment.
- Strike rules for provisional certificates.

The Board will hold a public hearing on the rules and provide an update at the March 26, 2018 Board Meeting.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for proposed amendments to R7-2-606 regarding Proficiency Assessments for educator certification.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-606. Proficiency Assessments**

- 2
- 3 A. The Arizona Teacher Proficiency Assessment is adopted as the proficiency assessment for
- 4 applicants for teaching certificates. The Arizona Administrator Proficiency Assessment is
- 5 adopted as the proficiency assessment for applicants for administrative certificates.
- 6 B. The subject knowledge portion of the Arizona Teacher Proficiency Assessment shall assess
- 7 proficiency as described in R7-2-602(H) ~~as a requirement for certification of elementary and~~
- 8 ~~secondary teachers and in R7-2-602(H) and (J) as a requirement for certification of special~~
- 9 ~~education teachers~~ related to the teacher's knowledge of the certification subject area or areas.
- 10 C. The professional knowledge portion of the Arizona Teacher Proficiency Assessment shall
- 11 assess proficiency as described in R7-2-602(H) ~~as a requirement for certification of elementary,~~
- 12 ~~secondary, special education, and CTE teachers~~ related to the teacher's pedagogical
- 13 knowledge.
- 14 D. ~~The performance assessment portion of the Arizona Teacher Proficiency Assessment shall~~
- 15 ~~assess proficiency as described in R7-2-602(B), (C), (D), (E), (F), and (G) as a requirement for~~
- 16 ~~certification of elementary, secondary, and special education teachers. In lieu of a passing score~~
- 17 ~~on the performance portion of the Arizona Teacher Proficiency Assessment, a teacher who~~
- 18 ~~holds a provisional teaching certificate may convert such certificate within two months prior~~
- 19 ~~to its expiration to a standard elementary, secondary, or special education teaching certificate~~
- 20 ~~pursuant to subsection (H) until the Board adopts the performance assessment portion of the~~
- 21 ~~Arizona Teacher Proficiency Assessment. The Board shall adopt the performance assessment~~
- 22 ~~portion of the Arizona Teacher Proficiency Assessment, or make a decision that a performance~~
- 23 ~~assessment will no longer be required as part of the Arizona Teacher Proficiency Assessment.~~
- 24 E. The Arizona Administrator Proficiency Assessment shall assess professional knowledge as
- 25 described in R7-2-603 as a requirement for certification of administrators, supervisors,
- 26 principals, and superintendents.
- 27 ~~F.~~ E. The passing score for each assessment shall be determined by the Board using the results
- 28 of validity and reliability studies. The passing score for each assessment shall be reviewed by
- 29 the Board at least every three years.
- 30 G. ~~F.~~ The proficiency assessments for professional knowledge and subject knowledge ~~shall~~
- 31 ~~be administered at least six times each calendar year, at times and places determined by the~~
- 32 ~~Department. for a certificate, endorsement, or approved area shall be approved by the Board.~~
- 33 H. ~~The provisional elementary, secondary, or special education certificate allows the beginning~~
- 34 ~~teacher up to four semesters or two school years of teaching experience before completing the~~
- 35 ~~performance assessment portion of the Arizona Teacher Proficiency Assessment.~~
- 36 1. ~~If the Board has adopted the performance assessment portion of the Arizona Teacher~~
- 37 ~~Proficiency Assessment but the teacher does not have full-time teaching experience for~~
- 38 ~~four semesters or two school years, the certificate shall, upon the written request of the~~
- 39 ~~holder, be extended once for the equivalent of the time the teacher was not employed during~~
- 40 ~~the provisional certification period.~~
- 41 2. ~~If the Board has adopted the performance assessment portion of the Arizona Teacher~~
- 42 ~~Proficiency Assessment and the teacher has been employed for four semesters or two~~
- 43 ~~school years and has taken but not passed the performance assessment, the certificate shall~~
- 44 ~~be extended once, for one year, upon the written request of the holder.~~
- 45 3. ~~If the teacher has been employed full-time for four semesters or two school years in a~~
- 46 ~~private school, public school, charter school, or parochial school or any Department of~~

1 ~~Defense dependent school or in a closely related education field and the Board has not yet~~
2 ~~adopted the performance portion of the Arizona Teacher Proficiency Assessment, the~~
3 ~~provisional certificate shall be converted within two months prior to its expiration to a~~
4 ~~standard teaching certificate upon verification by the teacher to the Department that the~~
5 ~~teacher has had four semesters or two school years of teaching experience or experience in~~
6 ~~a closely related education field. "Closely related education field" means employment~~
7 ~~involving the presentation of instruction to K through 12 students whether self-employed~~
8 ~~or employed by a private, parochial, public, or charter school.~~

9 ~~4. If the teacher has not been employed full time for four semesters or two school years in a~~
10 ~~private school, public school, charter school, or parochial school or any Department of~~
11 ~~Defense dependent school or in a closely related education field, and the Board has not yet~~
12 ~~adopted the performance assessment portion of the Arizona Teacher Proficiency~~
13 ~~Assessment, the provisional certificate shall be extended once for three years, upon written~~
14 ~~request of the holder to the Department. "Closely related education field" means~~
15 ~~employment involving the presentation of instruction to K through 12 students whether~~
16 ~~self-employed or employed by a private, parochial, public, or charter school.~~

17 ~~5. If the performance assessment portion of the Arizona Teacher Proficiency Assessment is~~
18 ~~adopted by the Board prior to the expiration of a teacher's provisional certificate, the~~
19 ~~provisional certificate shall be extended once for two years, upon written request of the~~
20 ~~holder to the Department, to allow the teacher additional time in which to take the~~
21 ~~performance portion of the assessment.~~

22 ~~I. If the provisionally certified teacher has taken but not passed the performance assessment by~~
23 ~~the expiration date on the extended certificate pursuant to subsection (H)(1) or (2) of this~~
24 ~~Section, the individual may reapply for a provisional certificate after one year, upon~~
25 ~~verification of the following:~~

- 26 ~~1. Efforts to remediate deficiencies identified in the performance assessment;~~
- 27 ~~2. Passing score on the professional knowledge portion of the Arizona Teacher Proficiency~~
28 ~~Assessment, and~~
- 29 ~~3. Completion of the requirements for the provisional certificate which are in effect at the~~
30 ~~time of reapplication.~~

EXECUTIVE SUMMARY

Issue: Update on proposed amendments to R7-2-611 regarding Special Education Teaching Certificates

Action/Discussion Item

Information Item

Background and Discussion

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-611 regarding Special Education Teaching Certificates.

Attached is a draft of amendments to R7-2-611 as recommended by CAC on October 6, 2017 and opened by the Board at the December 4, 2017 meeting. A public hearing was held on January 3, 2018.

CAC met on February 6, 2018 and provided additional proposed technical and conforming changes to the rule. The CAC also recommended educator preparation programs verify the necessary information regarding the capstone experience exemption for paraprofessionals, rather than the applicant and the school. Revisions to the attached rule are highlighted in yellow.

Technical and Conforming Changes

- Remove references to reciprocity as there is a separate rule that addresses reciprocity for all certificates
- Modify rule structure to go four levels deep to conform to rulemaking guidelines
- Strike references to specific proficiency examinations to reference directly to the proficiency examination rule
- For the mild-to-moderate special education certificate, strike the reference to subject knowledge examination, as there is one examination that covers both the subject knowledge and professional knowledge portions for this certificate.
- Striking antiquated language referencing old certificates

Capstone Experience Exemption for Paraprofessionals

Currently, paraprofessionals seeking dual certification in a special education certification and an elementary, middle school or secondary education certification are required to complete capstone experiences in both the special education and the elementary, middle school or secondary education field.

The rule proposal recommends the following:

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

- Exempt paraprofessionals seeking dual certification from the mild-to-moderate and early childhood special education capstone experience if the educator preparation program that the paraprofessional is enrolled in verifies the following:
 - The student was employed continuously as a paraprofessional whose primary assignment was working with students in the appropriate special education classroom for two years;
 - The student received evaluations, in each of the two preceding years, indicating effectiveness in performance;
 - The student completes a capstone experience in elementary, middle school or secondary education; and
 - The student demonstrates competencies as outlined.

The CAC will review the rule again at its March meeting and another public hearing will be held on the proposed changes. Staff will bring a recommendation to close rulemaking at the March 26, 2018 Board meeting.

Recommendation to the Board

This item is for information only and no action is requested at this time.

1 **R7-2-611. Special Education Teaching Certificates**

2 A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607
3 and the renewal requirements in R7-2-619. An Early Childhood Special Education certificate as
4 described in this Section is not required for individuals who hold the Early Childhood endorsement
5 as described in R7-2-615 in combination with an Arizona cross-categorical, specialized special
6 education, or moderate to severe disabilities teaching certificate as described in this Section. An
7 Early Childhood Special Education certificate as described in this Section is not required for
8 individuals who hold the Early Childhood Teaching Certificate as described in R7-2-608 in
9 combination with an Arizona cross-categorical, specialized special education, or moderate to
10 severe disabilities teaching certificate as described in this Section.

11 B. Terms used in this Section are defined in A.R.S. § 15-761.

12 C. ~~Standard Professional Cross-Categorical Special Education Certificate — grades K~~
13 ~~through 12 for applications received through December 31, 2015, and~~ Standard Professional
14 Mild-Moderate Disabilities Special Education Certificate — grades K through 12 ~~for applications~~
15 ~~received on and after January 1, 2016.~~

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

18 2. The holder is qualified to teach students with mild to moderate autism, intellectual disabilities,
19 traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments
20 and/or other health impairments.

21 3. 2. The requirements are:

22 a. A bachelor's degree,

23 b. One of the following:

24 i. Completion of a teacher preparation program in special education from an accredited
25 institution which included courses in the instruction and behavior management of students with
26 mild-moderate disabilities; or

27 ii. ~~A valid mild-moderate special education certificate from another state; or~~

28 iii. ~~Semester hours of education courses as follows:~~

29 ~~(1) For applications received through December 31, 2015: Forty-five semester hours of~~
30 ~~education courses which teach the standards described in R7-2-602, including 21 semester~~
31 ~~hours of special education courses and eight semester hours of practicum with students~~
32 ~~representing at least three of the five disability areas. Special education courses shall include~~
33 ~~survey of exceptional students; teaching methodologies and strategies for students with~~
34 ~~disabilities; foundations course in mild to moderate mental retardation intellectual~~
35 ~~disabilities, learning disability, emotional disabilities, and physical/health impairment; and~~
36 ~~diagnosis and assessment of mild disabilities. Two years of verified teaching experience in~~
37 ~~special education in grades K through 12 may substitute for the eight semester hours of~~
38 ~~practicum; or~~

39 ~~(2) For applications received on and after January 1, 2016:~~ Forty-five semester hours of
40 education courses which teach the standards described in R7-2-602, including a minimum of 37
41 semester hours of special education courses ~~with shall include:~~ and eight semester hours of
42 practicum with students with mild-moderate disabilities. Special education courses shall
43 include foundations of special education, legal aspects, effective collaboration and
44 communication practices, research-based instruction in mathematics, research-based
45 instruction in English language arts, classroom management and behavior analysis,

1 assessment and eligibility, language development and disorders, and electives. Two years of
2 verified teaching experience in mild-moderate special education, grades K through 12 may
3 substitute for the eight semester hours of practicum.

4 ~~(a) Foundations of special education;~~

5 ~~(b) Legal aspects;~~

6 ~~(c) Effective collaboration and communication practices;~~

7 ~~(d) Research-based instruction in math;~~

8 ~~(e) Research-based instruction in English language arts;~~

9 ~~(f) Classroom management and behavior analysis;~~

10 ~~(g) Assessment and eligibility;~~

11 ~~(h) Language development and disorders;~~

12 ~~(i) Electives; and a minimum of eight semester hours of practicum with students with mild-~~
13 ~~moderate disabilities. Two years of verified teaching experience in mild-moderate special~~
14 ~~education in grades K through 12 may substitute for the eight semester hours of practicum.~~

15 c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency
16 Assessment,

17 d. A passing score on the **special education subject knowledge** portion of the Arizona Teacher
18 Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in mild
19 to moderate special education or otherwise qualifies for a waiver of the subject knowledge
20 examination, and

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

22 **D.** Standard Professional Mild-Moderate Disabilities Special Education Certificate grades
23 kindergarten through twelve for applications received on or after August 1, 2018.

24 1. The holder is qualified to teach students with mild to moderate autism, intellectual
25 disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic
26 impairments and/or other health impairments.

27 2. The requirements include all of the following:

28 a. A bachelor's degree;

29 b. Completion of a teacher preparation program in special education from a
30 Board-approved educator preparation program or from an accredited institution offering
31 substantially similar training addressing the following topics and any others as required by law:

32 i. Research-based systematic phonics;

33 ii. Research-based instructional strategies for delivering differentiated
34 reading instruction, assessment, intervention and remediation to support readers of varying ages
35 and ability levels, including students with dyslexia;

36 iii. Instructional design and lesson planning, including specially
37 designed instruction;

38 iv. The learning environment, including classroom and behavioral
39 management;

40 v. Instructional delivery, facilitation and methodologies;

41 vi. Legal aspects of special education, including individualized
42 education programs and transition planning;

43 vii. Effective collaboration and communication practices, including
44 modifications and accommodations;

45 viii. Research-based instruction in math;

- 1 ix. Research-based instruction in English language arts;
2 x. Assessment and eligibility, including monitoring and reporting
3 requirements;
4 xi. Language development and disorders;
5 xii. Professional responsibility and ethical conduct;
6 xiii. Twelve weeks of capstone experience as described in R7-2-604 in
7 mild-moderate special education in grades kindergarten through twelve, which may be completed
8 during the valid period of a teaching intern certificate. One year of verified teaching experience in
9 mild-moderate special education in grades kindergarten through twelve may substitute for the
10 capstone experience requirement. ~~Two years of verified paraprofessional experience in mild-~~
11 ~~moderate special education in grades kindergarten through twelve may substitute for the capstone~~
12 ~~experience requirement together with a letter of recommendation from the employing~~
13 ~~administrator supporting the substitution of capstone experience and a current written evaluation~~
14 ~~of effectiveness.~~ For individuals seeking dual certification, any capstone experience requirements
15 may be met through separate eight-week capstone experiences in each of the certification areas
16 sought.
- 17 c. A passing score on the **special education** professional knowledge portion of the Arizona
18 Teacher Proficiency Assessment;
- 19 d. ~~A passing score on the special education subject knowledge portion of the Arizona~~
20 ~~Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral~~
21 ~~degree in mild to moderate special education or otherwise qualifies for a waiver of the subject~~
22 ~~knowledge examination; and~~
- 23 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 24 3. Applicants may meet the requirements in subsection (D)(2)(b) with the submission
25 of an application for the Standard Professional Mild-Moderate Disabilities Special Education
26 Certificate grades kindergarten through twelve that includes evidence of two years of verified full-
27 time teaching experience in mild to moderate disabilities special education in grades kindergarten
28 through twelve and Board-approved or accredited training or coursework which teaches the
29 knowledge and skills described in R7-2-602 and subsections (D)(2)(b)(i)-(xii). **One year of**
30 **verified full-time teaching experience in mild to moderate disabilities special education in**
31 **grades kindergarten through twelve may be substituted for the capstone experience.**
- 32 4. ~~Applicants seeking dual certification~~ **Board approved educator preparation**
33 **programs leading to the mild-moderate disabilities certificate and an elementary, middle**
34 **school, or secondary education certificate certification may be exempted from exempt**
35 **students from** the mild-to-moderate special education capstone experience upon the completion
36 of the following:
- 37 a. Verification ~~from a school district or charter school that for the two years~~
38 ~~preceding the application, the applicant that the student~~ was employed continuously as a
39 paraprofessional **whose primary responsibility was** working with students in mild-to-moderate
40 special education **classrooms for the two years preceding commencement of the capstone**
41 **experience in elementary, middle school, or secondary education; and**
- 42 b. Verification from the applicable district or charter school administrator that
43 ~~the applicant for certification student~~ received evaluations, in each of the preceding two years
44 of employment as a paraprofessional, indicating effectiveness in performance; and

1 ~~c. Verification from the education program provider that the applicant has~~
2 ~~successfully completed a Completion of the~~ capstone experience in elementary, middle school
3 ~~or secondary education and the applicant has demonstrated demonstration of all of the~~
4 ~~following~~ competencies during the dual certification ~~educator preparation program: education~~
5 ~~preparation program in all of the following:~~

- 6 i. Participation on a multi-disciplinary evaluation team;
7 ii. Participation in and drafting of an acceptable Individualized Education
8 Program; and
9 iii. Planning and delivery of specially designed instruction for a class of
10 students.

11
12 E. Provisional Specialized Special Education Certificate – grades K through 12.

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

15 2. No new applications for a Provisional Specialized Education Certificate will be accepted after
16 December 31, 2015.

17 3. The holder is qualified to teach students with intellectual disabilities, emotional disability,
18 specific learning disability, orthopedic impairments or other health impairments, as specified on
19 the certificate.

20 ~~4. The requirements are:~~

21 ~~a. A bachelor's degree,~~

22 ~~b. One of the following:~~

23 ~~i. Completion of a teacher preparation program in the specified area of special education~~
24 ~~from an accredited institution; or~~

25 ~~ii. Forty-five semester hours of education courses which teach the knowledge and skills~~
26 ~~described in R7-2-602, including 21 semester hours of special education courses and eight~~
27 ~~semester hours of practicum in the designated area of disability. Special education courses~~
28 ~~shall include survey of exceptional students, teaching methodologies for students with~~
29 ~~disabilities, foundations of instruction in the designated area of disability, and diagnosis and~~
30 ~~assessment of disabilities. Two years of verified teaching experience in the area of disability~~
31 ~~in grades K through 12 may be substituted for the eight semester hours of practicum; or~~

32 ~~iii. A valid special education certificate in the specified area from another state.~~

33 ~~c. A passing score on the professional knowledge portion of the Arizona Teacher~~
34 ~~Proficiency Assessment,~~

35 ~~d. A passing score on the specified disability special education portion of the Arizona~~
36 ~~Teacher Proficiency Assessment, and~~

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

38 F. Standard Professional Specialized Special Education Certificate – grades K through 12.

39 1. The certificate is valid for twelve years and may be renewed.

40 2. The holder is qualified to teach students with intellectual disabilities, emotional disability,
41 specific learning disability, orthopedic impairments or other health impairments, as specified on
42 the certificate.

43 3. The requirements are:

- 1 a. A **valid provisional Arizona Provisional Specialized** Special Education certificate, **or a**
2 **Provisional Specialized Special Education certificate which has not expired for more than**
3 **one year;**
- 4 ~~b. A passing score on the performance portion of the Arizona Teacher Proficiency~~
5 ~~Assessment; and~~
- 6 **e.** A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 7
- 8 **G.** Standard Professional Severely and Profoundly Disabled Certificate – grades K through 12.
- 9 1. The holder is qualified to teach students with severe and profound disabilities.
- 10 2. The requirements are:
- 11 a. A bachelor’s degree,
- 12 b. One of the following:
- 13 i. Completion of a teacher preparation program in severely and profoundly disabled education
14 from an accredited institution; or
- 15 ii. ~~A valid severe and profound special education certificate from another state; or~~
16 ~~iii. Semester hours of education courses as follows:~~
- 17 ~~(1) For applications received through December 31, 2015: Forty-five semester hours of~~
18 ~~education courses which teach the knowledge and skills described in R7-2-602, including 21~~
19 ~~semester hours of special education courses and eight semester hours of practicum. Special~~
20 ~~education courses shall include survey of exceptional students, teaching methodologies for~~
21 ~~students with severe and profound disabilities, foundations of instruction of students with~~
22 ~~severe and profound disabilities, and diagnostic and assessment procedures for students with~~
23 ~~severe and profound disabilities. Two years of verified teaching experience with students in~~
24 ~~grades PreK-12 who are severely and profoundly disabled may be substituted for the eight~~
25 ~~semester hours of practicum; or~~
- 26 ~~(2) For applications received on and after January 1, 2016:~~ Forty-five semester hours of
27 education courses which teach the standards described in R7-2-602, including 37 semester hours
28 of special education courses ~~with shall include:~~ and eight semester hours of practicum with
29 students with severe and profound disabilities. Special education courses shall include
30 foundations of low incidence disabilities, legal aspects, effective collaboration and
31 communication practices, adaptive communication, instructional strategies across the
32 curriculum, classroom management and behavior analysis, assessment and eligibility, and
33 electives. Two years of verified special education teaching experience in with students with
34 severe and profound disabilities, grades K through 12 may substitute for the eight semester
35 hours of practicum.
- 36 ~~(a) Foundations low incidence disabilities;~~
37 ~~(b) Legal aspects;~~
38 ~~(c) Effective collaboration and communication practices;~~
39 ~~(d) Adaptive communication;~~
40 ~~(e) Instructional strategies across the curriculum;~~
41 ~~(f) Classroom management and behavior analysis;~~
42 ~~(g) Assessment and eligibility;~~
43 ~~(h) Electives; and a minimum of eight semester hours of practicum with students with~~
44 ~~severe and profound disabilities. Two years of verified teaching experience in special~~

1 ~~education in grades K through 12 with students who have severe and profound disabilities~~
2 ~~may substitute for the eight semester hours of practicum.~~

3 c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency
4 Assessment,

5 d. A passing score on the ~~severely and profoundly disabled special education~~ subject
6 knowledge portion of the Arizona Teacher Proficiency Assessment, unless the applicant has a
7 bachelor's, master's or doctoral degree in severe to profound special education or otherwise
8 qualifies for a waiver of the subject knowledge examination, and

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

10
11 **H.** Standard Professional Moderate to Severe Disabilities Certificate – grades kindergarten
12 through twelve for applications received on or after August 1, 2018.

13 1. The holder is qualified to teach students with moderate to severe disabilities.

14 2. The requirements include all of the following:

15 a. A bachelor's degree;

16 b. Completion of a teacher preparation program in moderate to severe
17 disabilities education from a Board-approved educator preparation program or from an accredited
18 institution offering substantially similar training addressing the following topics and any others as
19 required by law:

20 i. Research-based systematic phonics;

21 ii. Research-based instructional strategies for delivering differentiated
22 reading instruction, assessment, intervention and remediation to support readers of varying ages
23 and ability levels, including students with dyslexia;

24 iii. Instructional design and lesson planning, including specially
25 designed instruction;

26 iv. The learning environment, including classroom and individual
27 behavioral management;

28 v. Instructional delivery, facilitation and methodologies for teaching
29 research-based instruction in math and English language arts;

30 vi. Legal aspects of special education, including individualized
31 education programs and transition planning;

32 vii. Effective collaboration and communication practices, including
33 modifications and accommodations;

34 viii. Adaptive communication, including language development and
35 disorders;

36 ix. Assessment and eligibility, including monitoring and reporting
37 requirements;

38 x. Professional responsibility and ethical conduct;

39 xi. Twelve weeks of capstone experience as described in R7-2-604 in
40 special education in moderate to severe disabilities grades K through 12, which may be completed
41 during the valid period of a teaching intern certificate. One year of verified full-time teaching
42 experience in special education in moderate to severe disabilities grades kindergarten through
43 twelve may substitute for the capstone experience requirement. For individuals seeking dual
44 certification, any capstone experience requirements may be met through separate eight-week
45 capstone experiences in each of the certification areas sought.

1 c. A passing score on the ~~moderate to severe or severe and profound~~
2 professional knowledge portion of the Arizona Teacher Proficiency Assessment,

3 d. A passing score on the ~~elementary education~~ subject knowledge portion
4 of the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or
5 doctoral degree in moderate to severe special education or otherwise qualifies for a waiver of the
6 subject knowledge examination, and

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

8 3. Applicants may meet the requirements in subsection (H)(2)(b) with the submission
9 of an application for the Standard Professional Moderate to Severe Disabilities Certificate grades
10 kindergarten through twelve that includes evidence of two years of verified full-time teaching
11 experience in moderate to severe disabilities special education in grades kindergarten through
12 twelve and Board-approved or accredited training or coursework which teaches the knowledge and
13 skills described in R7-2-602 and subsections (H)(2)(b)(i)-(x). ~~One year of verified full-time~~
14 ~~teaching experience in moderate to severe disabilities special education in grades~~
15 ~~kindergarten through twelve may be substituted for the capstone experience.~~

16
17 **I.** Standard Professional Hearing Impaired Certificate – birth through grade 12. The
18 requirements are:

19 1. A bachelor's degree,

20 2. One of the following:

21 a. Completion of a teacher preparation program in hearing impaired education from an accredited
22 institution; or

23 b. Forty-five semester hours of education courses which teach the knowledge and skills described
24 in R7-2-602, including 21 semester hours of special education courses for the hearing impaired
25 and eight semester hours of practicum. Special education courses shall include survey of
26 exceptional students, teaching methodologies for students with hearing impairment, foundations
27 of instruction of students with hearing impairment, and diagnostic and assessment procedures for
28 the hearing impaired. Two years of verified teaching experience in the area of hearing impaired in
29 grades PreK-12 may be substituted for the eight semester hours of practicum; or

30 ~~c. A valid hearing impaired certificate from another state.~~

31 3. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency
32 Assessment,

33 4. A passing score on the ~~hearing impaired special education subject knowledge~~ portion of
34 the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or
35 doctoral degree in hearing impaired special education or otherwise qualifies for a waiver of the
36 subject knowledge examination, and

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

38 **J.** Standard Professional Hearing Impaired Certificate – birth through grade twelve for
39 applications received on or after August 1, 2018.

40 1. The requirements include all of the following:

41 a. A bachelor's degree;

42 b. Completion of a teacher preparation program in hearing impaired education
43 from a Board-approved educator preparation program or from an accredited institution offering
44 substantially similar training addressing the following topics and any others as required by law:

45 i. Research-based systematic phonics;

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- 1 ii. Research-based instructional strategies for delivering differentiated
2 reading instruction, assessment, intervention and remediation to support readers of varying ages
3 and ability levels, including students with dyslexia;
- 4 iii. Survey of exceptional students;
- 5 iv. Teaching methodologies for students with hearing impairment;
- 6 v. Foundations of instruction of students with hearing impairment;
- 7 vi. Diagnostic and assessment procedures for the hearing impaired;
- 8 vii. Professional responsibility and ethical conduct;
- 9 viii. Twelve weeks of capstone experience as described in R7-2-604 in
10 hearing impaired special education birth through grade twelve, which may be completed during
11 the valid period of a teaching intern certificate. One year of verified full-time teaching experience
12 in the area of hearing impaired in birth through grade twelve may be substituted for the capstone
13 experience requirement. For individuals seeking dual certification, any capstone experience
14 requirements may be met through separate eight-week capstone experiences in each of the
15 certification areas sought.
- 16 c. A passing score on the professional knowledge portion of the Arizona
17 Teacher Proficiency Assessment;
- 18 d. A passing score on the ~~hearing impaired special education~~ **subject**
19 **knowledge** portion of the Arizona Teacher Proficiency Assessment unless the applicant has a
20 bachelor's, master's or doctoral degree in hearing impaired special education or otherwise qualifies
21 for a waiver of the subject knowledge examination; and
- 22 e. A valid fingerprint clearance card issued by the Arizona Department of
23 Public Safety.
- 24 2. Applicants may meet the requirements in subsection (J)(1)(b) with the submission
25 of an application for the Standard Professional Hearing Impaired Certificate – birth through grade
26 twelve that includes evidence of receipt of two years of verified full-time teaching experience in
27 hearing impaired special education birth through grade twelve and training or coursework which
28 teaches the knowledge and skills described in R7-2-602 and subsections (J)(1)(b)(i)-(vii). **One**
29 **year of verified full-time teaching experience in hearing impaired special education in birth**
30 **through grade twelve may be substituted for the capstone experience.**
- 31 **K. Standard Professional Visually Impaired Certificate – birth through grade 12.**
- 32 1. **The certificate is valid for three years and is not renewable but may be extended as set**
33 **forth in R7-2-606(H) or (I).**
- 34 2. The requirements are:
- 35 a. A bachelor's degree,
- 36 b. One of the following:
- 37 i. Completion of a teacher preparation program in visual impairment from an accredited
38 institution; or
- 39 ii. Forty-five semester hours of education courses which teach the knowledge and skills
40 described in R7-2-602, including 21 semester hours of special education courses for the visually
41 impaired and eight semester hours of practicum. Special education courses shall include survey of
42 exceptional students, teaching methodologies for students with visual impairment, foundations of
43 instruction of students with visual impairment, and diagnostic and assessment procedures for the
44 visually impaired. Two years of verified teaching experience in the area of visually impaired in
45 grades PreK-12 may be substituted for the eight semester hours of practicum; or

~~iii. A valid visually impaired special education certificate from another state.~~

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

d. A passing score on the ~~visually impaired special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, and

e. Demonstration of competency in Braille through one of the following:

i. A passing score on the original version of the National Library of Congress certification exam,
or

ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress,
or

iii. A passing score on a Braille exam administered by another state, or

iv. A passing score on the Braille exam developed and administered by the University of Arizona. Individuals who take this test and are not students at the University of Arizona may be assessed a fee.

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

L. Standard Professional Visually Impaired Certificate – birth through grade 12 for applications received on or after August 1, 2018.

1. The requirements include all of the following:

a. A bachelor's degree;

b. Completion of a teacher preparation program in visual impairment from a Board-approved educator preparation program or from an accredited institution offering substantially similar training addressing the following topics and any others as required by law:

i. Research-based systematic phonics;

ii. Research-based instructional strategies for delivering differentiated reading instruction, assessment, intervention and remediation to support readers of varying ages and ability levels, including students with dyslexia;

iii. Survey of exceptional students;

iv. Teaching methodologies for students with visual impairment;

v. Foundations of instruction of students with visual impairment;

vi. Diagnostic and assessment procedures for the visually impaired;

vii. Professional responsibility and ethical conduct;

viii. Twelve weeks of capstone experience as described in R7-2-604 in visually impaired special education birth through grade twelve, which may be completed during the valid period of a teaching intern certificate. One year of verified full-time teaching experience in the area of visually impaired in birth through grade twelve may be substituted for the capstone experience requirement. For individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought.

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

d. A passing score on the ~~visually impaired special education~~ subject knowledge portion of the Arizona Teacher Proficiency Assessment, **and**

e. Demonstration of competency in Braille through one of the following:

- 1 i. A passing score on the original version of the National Library of
2 Congress certification exam, or
- 3 ii. A valid certificate for a literary Braille transcriber issued by the
4 National Library of Congress, or
- 5 iii. A passing score on a Braille exam administered by another state, or
- 6 iv. A passing score on the Braille exam developed and administered by
7 the University of Arizona. Individuals who take this test and are not students at the University of
8 Arizona may be assessed a fee.
- 9 f. A valid fingerprint clearance card issued by the Arizona Department of
10 Public Safety.

11 2. Applicants may meet the requirements in subsection (L)(1)(b) with the submission
12 of an application for the Standard Professional Visually Impaired Certificate – birth through grade
13 twelve that includes evidence of two years of verified full-time teaching experience in visually
14 impaired special education birth through grade twelve and Board-approved or accredited training
15 or coursework which teaches the knowledge and skills described in R7-2-602 and subsections
16 (L)(1)(b)(i)-(vii). **One year of verified full-time teaching experience in visually impaired
17 special education in birth through grade twelve may be substituted for the capstone
18 experience.**

19
20 **M. Standard Professional Early Childhood Special Education Certificate – birth through 5**
21 **years for applications received through December 31, 2015, and birth Birth through age 8 or**
22 **grade 3 for applications received on and after January 1, 2016.**

- 23 1. The requirements are:
 - 24 a. A bachelor's degree,
 - 25 b. **One of the following:**
 - 26 **i. Completion of a teacher preparation program in early childhood special education from an**
27 **accredited institution; or**
 - 28 **ii. A valid early childhood special education certificate from another state; or**
 - 29 **iii. Early childhood education coursework and practicum experience which teaches the**
30 **knowledge and skills described in R7-2-602 and includes the following:**
 - 31 **(1) For applications received through December 31, 2015: Forty-five semester hours of**
32 **education courses which teach the standards described in R7-2-602, including child**
33 **development and learning, language development, social and emotional development,**
34 **curriculum development and implementation, and assessment and evaluation, early**
35 **childhood special education, and eight semester hours of practicum in early childhood**
36 **special education. Two years of verified teaching experience in the area of early childhood**
37 **special education may be substituted for the eight semester hours of practicum; or**
 - 38 **(2) For applications received on and after January 1, 2016:**
 - 39 **1. Thirty-seven semester hours of early childhood education courses which teach the**
40 **standards described in R7-2-602, to include all of the following areas of study:**
 - 41 **a. Foundations early childhood education and special education;**
 - 42 **b. Behavioral interventions for children with and without disabilities;**
 - 43 **c. Characteristics and quality practices for typical and atypical behaviors of young**
44 **children;**

1 ~~d. Typical and atypical child growth and development, including health, safety and~~
2 ~~nutrition with an emphasis on special health care needs for children birth through grade 3;~~

3 ~~e. Child, family, cultural and community relationships including community organizations~~
4 ~~that support and assist children with disabilities and their families;~~

5 ~~f. Developmentally appropriate instructional and inclusive methodologies for teaching~~
6 ~~social and emotional development, language arts, math, science, social studies, the arts and~~
7 ~~diagnosis and remediation of learning difficulties;~~

8 ~~g. Early language and literacy development including communication methods in early~~
9 ~~childhood education/special education;~~

10 ~~h. Assessment and evaluation for early childhood special education to include observing,~~
11 ~~assessing, monitoring and reporting on the progress of young children; and~~

12 **2. A minimum of eight semester hours of practicum, including:**

13 ~~a. A minimum of four semester hours in a supervised field experience, practicum,~~
14 ~~internship or student teaching setting serving children with identified special needs birth~~
15 ~~through preschool or one year of full-time teaching experience with children identified with~~
16 ~~special needs birth through preschool, and~~

17 ~~b. A minimum of four semester hours in a supervised student teaching setting serving~~
18 ~~children with identified special needs in kindergarten through grade 3 or one year of full~~
19 ~~time teaching experience with children identified with special needs kindergarten through~~
20 ~~grade 3.~~

21 c. A passing score on the **early childhood** subject knowledge portion of the Arizona Teacher
22 Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in early
23 childhood special education or otherwise qualifies for a waiver of the subject knowledge
24 examination,

25 d. A passing score on the **early childhood special education professional knowledge** portion
26 of the Arizona Teacher Proficiency Assessment, **and**.

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

28 **2. Applicants may meet the requirements in subsection (M)(1)(b) with completion of the**
29 **following:**

30 **a. Thirty-seven semester hours of early childhood education which teach the standards**
31 **described in R7-2-602 which include the following areas of study:**

32 **i. Foundations early childhood education and special education;**

33 **ii. Behavioral interventions for children with and without disabilities;**

34 **iii. Characteristics and quality practices for typical and atypical behaviors of young**
35 **children;**

36 **iv. Typical and atypical child growth and development, including health, safety and**
37 **nutrition with an emphasis on special health care needs for children birth through**
38 **grade 3;**

39 **v. Child, family, cultural and community relationships including community**
40 **organizations that support and assist children with disabilities and their families;**

41 **vi. Developmentally appropriate instructional and inclusive methodologies for**
42 **teaching social and emotional development, language arts, math, science, social**
43 **studies, and the arts;**

44 **vii. Diagnosis and remediation of learning difficulties;**

1 **viii. Early language and literacy development including communication methods in**
2 **early childhood education/special education;**

3 **ix. Assessment and evaluation for early childhood special education to include**
4 **observing, assessing, monitoring and reporting on the progress of young children;**

5 **x. A minimum of four semester hours in a supervised field experience, practicum,**
6 **internship or student teaching setting serving children with identified special**
7 **needs birth through preschool or one year of full-time teaching experience with**
8 **children identified with special needs birth through preschool;**

9 **xi. A minimum of four semester hours in a supervised student teaching setting serving**
10 **children with identified special needs in kindergarten through grade 3 or one year**
11 **of full time teaching experience with children identified with special needs**
12 **kindergarten through grade 3.**

13
14 **N.** Standard Professional Early Childhood Special Education Certificate – birth through age
15 eight or grade three for applications received on or after August 1, 2018.

16 1. The requirements include all of the following:

17 a. A bachelor's degree;

18 b. Completion of a teacher preparation program in early childhood special
19 education from a Board-approved educator preparation program or from an accredited institution
20 offering substantially similar training addressing the following topics and any others as required
21 by law:

22 i. Research-based systematic phonics;

23 ii. Research-based instructional strategies for delivering differentiated
24 reading instruction, assessment, intervention and remediation to support readers of varying ages
25 and ability levels, including students with dyslexia;

26 iii. Teaching students with exceptionalities;

27 iv. Characteristics and quality practices for typical and atypical
28 behaviors of young children, including behavioral interventions for children with and without
29 disabilities;

30 v. Typical and atypical child growth and development, including
31 health, safety and nutrition with an emphasis on special health care needs for children birth through
32 grade three;

33 vi. Child, family, cultural and community relationships including
34 community organizations that support and assist children with disabilities and their families;

35 vii. Developmentally appropriate instructional and inclusive
36 methodologies for teaching social and emotional development, language arts, math, science, social
37 studies, the arts and diagnosis and remediation of learning difficulties;

38 viii. Early language and literacy development including communication
39 methods in early childhood education/special education;

40 ix. Assessment and evaluation for early childhood special education to
41 include observing, assessing, monitoring and reporting on the progress of young children;

42 x. Substantial experience in practicum as described in R7-2-604
43 serving children with exceptionalities birth through preschool;

44 xi. Professional responsibility and ethical conduct; and

1 xii. Twelve weeks of capstone experience as described in R7-2-604
2 serving children with exceptionalities in kindergarten through grade three, which may be
3 completed during the valid period of a teaching intern certificate. For individuals seeking dual
4 certification, any capstone experience requirements may be met through separate eight-week
5 capstone experiences in each of the certification areas sought.

6 c. A passing score on the **early childhood special education professional**
7 **knowledge** portion of the Arizona Teacher Proficiency Assessment,

8 d. A passing score on the **early childhood** subject knowledge portion of the
9 Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or
10 doctoral degree in early childhood special education or otherwise qualifies for a waiver of the
11 subject knowledge examination, and

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

14 2. Applicants may meet the requirements in subsection (N)(1)(b) with the submission
15 of an application for the Standard Professional Early Childhood Special Education Certificate –
16 birth through age eight or grade three that includes two years of verified full-time teaching
17 experience in early childhood special education serving children birth through prekindergarten and
18 kindergarten through grade three and Board-approved or accredited training or coursework which
19 teaches the knowledge and skills described in R7-2-602 and subsections (N)(1)(b)(i)-(xi). **One**
20 **year of verified full-time teaching experience in early childhood special education serving**
21 **children birth through prekindergarten and children kindergarten through grade three may**
22 **be substituted for the capstone experience.**

23 3. **Applicants seeking dual certification who are completing a Board approved programs**
24 **leading to certification in early childhood special education and early childhood teaching**
25 **may be exempted from the exempt a student from the early childhood special education**
26 **capstone experience upon the completion of the following if the student meets the following**
27 **requirements:**

28 a. **Verification from a school district or charter school that for the two years preceding**
29 **the application, the applicant was that the student was** employed continuously as a
30 paraprofessional working with students in early childhood special education **for two years**
31 **preceding commencement of the early childhood teaching capstone experience:**

32 b. Verification from the applicable district or charter school administrator that
33 the **applicant for certification student** received evaluations, in each of the preceding two
34 years of employment as a paraprofessional, indicating effectiveness in performance; and

35 c. **Verification from the education program provider that the applicant has**
36 **successfully completed a Completion of the** capstone experience in early childhood
37 education and **the applicant has demonstrated competencies during the dual**
38 **certification education preparation program in all of the following demonstration of**
39 **all of the following competencies during the educator preparation program:**

- 40 i. Participation on a multi-disciplinary evaluation team;
41 ii. Participation in and drafting of an acceptable individualized education program;
42 and
43 iii. Planning and delivery of specially designed instruction for a class of students.
44

1 **O. Provisional Cross-Categorical Special Education Certificate – grades K through 12**

2 **1. No new applications for the Provisional Cross-Categorical Special Education**
3 **certificate are accepted as of December 31, 2015.**

4 **2. Individuals who hold a valid Provisional Cross-Categorical Special Education**
5 **certificate are qualified to teach students with mild to moderate autism, intellectual**
6 **disabilities, traumatic brain injury, emotional disability, specific learning disability,**
7 **orthopedic impairments and/or other health impairments.**

8 **3. The Provisional certificate may not be renewed or extended. Individuals who hold**
9 **a valid Provisional Cross-Categorical Special Education certificate, or a Provisional**
10 **Cross-Categorical certificate which has not expired for more than one year, may**
11 **apply for a Standard Professional Cross-Categorical Special Education certificate.**

12
13 **P. Standard Professional Cross-Categorical Special Education Certificate – grades K**
14 **through 12.**

15 **1. The Standard Professional Cross-Categorical is valid for 12 years and may be**
16 **renewed.**

17 **2. Individuals who hold a valid Standard Professional Cross-Categorical Special**
18 **Education certificate are qualified to teach students with mild to moderate autism,**
19 **intellectual disabilities, traumatic brain injury, emotional disability, specific learning**
20 **disability, orthopedic impairments and/or other health impairments.**

21 **3. The requirements are:**

22 **a. An Arizona Provisional Cross-Categorical Special Education Certificate**
23 **that is either valid or has not expired for more than one year.**

24 **b. A valid fingerprint clearance card issued by the Arizona Department of**
25 **Public Safety.**

EXECUTIVE SUMMARY

Issue: Update on proposed rules to R7-2-609.01 regarding the creation of a Middle Grades Teaching Certificate.

Action/Discussion Item

Information Item

Background and Discussion

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including the creation of a middle grades teaching certificate.

Attached is a draft of R7-2-609.01 as recommended by CAC on September 27, 2017 and opened by the Board at the December 4, 2017 meeting. A public hearing was held on January 3, 2018 and no public comments were submitted.

Below is a summary of the changes, including recommended technical changes since the rule was opened in December:

Middle Grades Teaching Certificate - Grades 5 - 9

- Creates a middle grades teaching certificate for grades five through nine.
- Requirements for the middle grades teaching certificate include the following:
 - A bachelor's degree;
 - Completion of a teacher preparation program in middle grades education that addresses outlined topics that align to other certificates;
 - A passing score on the professional knowledge and subject knowledge portions of the proficiency assessment unless the applicant meets already established exemption criteria; and
 - A valid fingerprint clearance card.

Additional Recommended Changes

- Remove the reference to the specific middle grades subject knowledge portion to ensure all references to the proficiency assessment are directed to the proficiency assessment rule.
- Remove confusing language regarding the capstone experience waiver.
 - Applicants that seek the certificate via the option under paragraph 2 may obtain the certificate with the appropriate training or coursework and two years of verified full-time teaching experience.
 - The two years of verified full time teaching experience also waives the capstone experience, therefore the language that waives the capstone experience with one year of verified full-time teaching experience is confusing and can be stricken.

The Board will hold another public hearing on the proposed changes and bring a recommendation to close rulemaking at the March Board meeting.

Recommendation to the Board

This item is for information only and no action is requested at this time.

Contact Information:

Alicia Williams, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-609.01. Middle Grades Teaching Certificate**

2 **A. Except as noted, all certificates are subject to the general certification provisions in R7-2-**
3 **607 and the renewal requirements in R7-2-619.**

4
5 **B. Standard Professional Middle Grades Certificate – grades five through nine**

6 **1. The requirements include all of the following:**

7 **a. A bachelor’s degree;**

8 **b. Completion of a teacher preparation program in middle grades education**
9 **from a Board-approved educator preparation program or from an accredited**
10 **institution offering substantially similar training, addressing the following topics**
11 **and any others as required by law:**

12 **i. Early adolescent psychology;**

13 **ii. Research-based instructional strategies for delivering differentiated**
14 **reading instruction, assessment, intervention and remediation to support**
15 **readers of varying ages and ability levels, including students with**
16 **dyslexia;**

17 **iii. Instructional design and lesson planning, including modifications**
18 **and accommodations;**

19 **iv. The learning environment, including classroom management;**

20 **v. Developmentally appropriate instructional delivery, facilitation and**
21 **methodologies;**

22 **vi. Assessing, monitoring and reporting progress;**

23 **vii. Teaching students with exceptionalities;**

24 **viii. Professional responsibility and ethical conduct; and**

25 **ix. Twelve weeks of capstone experience as described in R7-2-604 in**
26 **grades five through nine, which may be completed during the valid period**
27 **of a teaching intern or student teaching intern certificate. One year of**
28 **verified full-time teaching experience in grades five through nine may be**
29 **substituted for the capstone experience requirement. For individuals**
30 **seeking dual certification, any capstone experience requirements may be**
31 **met through separate eight-week capstone experiences in each of the**
32 **certification areas sought.**

33 **c. A passing score on the professional knowledge portion of the Arizona**
34 **Teacher Proficiency Assessment;**

35 **d. A passing score on ~~a middle grades education~~ at least one subject**
36 **knowledge portion of the Arizona Teacher Proficiency Assessment, unless the**
37 **applicant has a bachelor’s, master’s or doctoral degree in the relevant content area**
38 **or otherwise qualifies for a waiver of the subject knowledge assessment; and**

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

40 **2. Applicants may meet the requirements in subsection (B)(1)(b) with the submission**
41 **of an application for the Standard Professional Middle Grades certificate that includes**
42 **evidence of two years of verified full-time teaching experience in grades five through nine,**
43 **and Board-approved or accredited training or coursework which teaches the knowledge**
44 **and skills described in R7-2-602 and subsections (B)(1)(b)(i)-(viii). ~~One year of verified~~**
45 **full time teaching experience in grades five through nine may be substituted for the**
46 **capstone experience.**

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Voluntary Surrender for Brian Richard Keith, Case# C-2016-238.

Action/Discussion Item

Information Item

Background and Discussion

Brian Keith holds a Substitute certificate, which is valid until September 23, 2021.

The investigative unit received a report from the Department of Public Safety that Mr. Keith's fingerprint clearance card had been suspended. Keith embezzled \$6,706.49 from his employer and was arrested. On May 10, 2016, Keith pled guilty to one count of Theft, a Class 6 Undesignated Felony and Theft/ Class 4 Felony.

Mr. Keith was contacted by the Investigative Unit and surrendered his Arizona teaching certificate on December 21, 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 Brian Keith, and that all states and territories be so notified.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Voluntary Surrender for Ronald James Mathis, Case# C-2017-799.

Action/Discussion Item

Information Item

Background and Discussion

Ronald Mathis holds a Substitute certificate, which is valid until August 28, 2020, and a Subject Matter Expert Standard Teaching 6-12 certificate, which is valid until August 28, 2029.

The Investigative Unit received a report from the Department of Public Safety that Mr. Mathis' fingerprint clearance card had been suspended. On or about September 13, 2017, Mathis was arrested and charged with misdemeanor prostitution.

On December 4, 2017, Mathis entered into a plea agreement in which he plead to count one amended count of Attempt to Practice Chiropractic Without a License. As part of the plea agreement, he agreed to surrender his Arizona Teaching certificates.

Mr. Mathis was contacted by the Investigative Unit and surrendered his Arizona teaching certificate on December 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 Ronald Mathis, and that all states and territories be so notified.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Voluntary Surrender for David E. Rastovski, Case# C-2017-073.
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Action/Discussion Item

Information Item

Background and Discussion

David Rastovski holds a Standard Secondary Education 6-12 certificate, which is valid until March 15, 2022.

Rastovski was a physical education teacher at Coatimundi Middle School. On January 18, 2017, the Santa Cruz County Sheriff's Office responded to a report of an alleged assault on a student that took place at the school on January 13, 2017. The Sheriff's Office investigation found that Rastovski had touched a student's buttocks during a physical education class, which was witnessed by other students. As a result, he was charged with Aggravated Assault of a Minor.

Rastovski entered into a plea negotiation with the Santa Cruz County Attorney's Office, and as part of the plea, Rastovski was required to surrender his teaching certificate. On December 20, 2017, Rastovski pled guilty to Criminal Nuisance.

Rastovski voluntarily surrendered his Arizona teaching certificate on December 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 David Rastovski, and that all states and territories be so notified.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Voluntary Surrender for Gregory Rothwell, Case# C-2016-028.
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Action/Discussion Item

Information Item

Background and Discussion

Gregory Rothwell holds a Substitute certificate which is valid until January 16, 2021.

The Investigative Unit received a report from the Department of Public Safety that Rothwell's fingerprint clearance card was suspended as a result of an arrest on or about January 1, 2016, in Payson, Arizona for Felony Possession of Marijuana and Felony Possession of Drug Paraphernalia.

On January 1, 2016, Rothwell was a passenger in a vehicle with three other occupants. An Arizona DPS Officer initiated a traffic stop and it was later found that Rothwell was in possession of 11.4 grams of marijuana and a glass pipe used to smoke marijuana. Rothwell was arrested and charged with Felony Possession of Marijuana and Felony Possession of Drug Paraphernalia.

The Investigative Unit contacted Rothwell and he voluntarily surrendered his Arizona teaching certificate on January 2, 2018.

Recommendation to the Board

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

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate(s) for Kara Lynn Loofborough, Case# C-2017-313 Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Kara Loofborough held a Provisional Secondary Education, 6-12 certificate which expired on December 22, 2018. She currently holds a Substitute certificate which is valid until September 13, 2021.

On November 7, 2017, Loofborough was convicted of one count of Attempt to Commit Sexual Exploitation of a Minor, a Class 3 Felony and dangerous crime against children, and one count of Luring a Minor for Sexual Exploitation, also a Class 3 Felony and dangerous crime against children.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of her 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 Kara Lynn Loofborough, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Executive Director
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Vanessa Apachee, Case# C-2017-635.

Action/Discussion Item

Information Item

Background and Discussion

Apachee holds a Substitute certificate, which is valid until September 15, 2020.

Respondent worked continuously for Ganado Unified School District ("GUSD") from at least August 3, 2014 through December 20, 2014.

Between August 3, 2014, and the week ending December 20, 2014, Respondent filed 20 weekly claims for Unemployment Insurance ("UI") benefits with the Arizona Department of Economic Security ("ADES"). Respondent worked for, and earned wages from, GUSD each of those 20 weeks. However, when Respondent filed each of the 20 weekly claims for UI benefits noted above, she provided false information to ADES by failing to report that she had worked for, and earned wages from, GUSD each of the 20 weeks.

On March 25, 2015, ADES mailed a Determination of Overpayment Fraudulent ("Determination I") to Respondent notifying her that she had been overpaid UI benefits in the amount of \$1,710 during the 8-week time period from August 3, 2014 through September 27, 2014.

The Determination I also notified Respondent that the overpayment had been determined to be the result of fraud, and therefore a 15% penalty (\$256.50) would be added to the amount of the overpayment bringing the total amount owed by Respondent to ADES to \$1,966.50 for those 8 weeks.

On October 11, 2016, ADES mailed a Determination of Overpayment Fraudulent (Determination II") to Respondent notifying her that she had been overpaid UI benefits in the amount of \$2,631 during the 12-week time period from September 28, 2014 through December 20, 2014.

The Determination II also notified Respondent that the overpayment had been determined to be the result of fraud, and therefore a 15% penalty (\$394.65) would be added to the amount of the overpayment bringing the total amount owed by Respondent to ADES to \$3,025.65 for those 12 weeks.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

In December of 2016, a Direct Complaint was filed against Respondent in Maricopa County Superior Court Case No. CR2016-007077-001 charging Respondent with 20 felony counts for the crimes of False Statement (18 counts); Fraudulent Schemes and Practices (1 count); and Theft (1 count). These charges arose from Respondent's failure to report her earnings from GUSD when she filed her claims for UI benefits for 20 different weeks between August 3, 2014 and the week ending December 20, 2014.

Respondent retained counsel to represent her in the criminal case, and she was able to negotiate a plea agreement in the case. As a precondition of the plea agreement, Respondent paid \$4,788.99 to ADES as full restitution for all criminal counts filed against her.

Pursuant to the plea agreement on July 28, 2017, Respondent entered a plea of guilty to one amended count of 'False Statement (Unemployment Compensation), a Class 1 Misdemeanor. Pursuant to the plea agreement, the other 19 criminal counts that had been filed against Respondent were dismissed.

As a result of that criminal conviction for False Statement (Unemployment Compensation), Respondent received court fines and assessments in the total amount of \$401, which she paid in full. Additionally, Respondent'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 to Set Aside Judgment of Guilt.

Settlement Agreement

Apachee consents to a one-year suspension of any and all of her teaching certificates.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for Vanessa Apachee.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Jesse Peterson, Case# C-2017-089R.

Action/Discussion Item

Information Item

Background and Discussion

On or about January 27, 2017, Peterson filed an application for certification with the Arizona Department of Education for a Substitute certificate.

In September of 1989, Peterson was arrested by the Phoenix Police Department ("PPD") after he stole a VCR, a camera, a monitor, and a personal computer from a business. Peterson submitted a written statement with his application describing this arrest, which resulted in a Felony conviction.

On November 6, 1989, Peterson pled guilty in Maricopa County Superior Court to one count of Theft, a Class 6 Felony, as a result of the September 1989 arrest. Peterson was sentenced to three years of probation and ordered to pay restitution in the amount of \$645. On October 7, 1993, the Court issued an Order vacating that judgment of guilt, dismissing the charges against Peterson, and restoring Peterson's civil rights, after Peterson had successfully completed all of the terms of his probation.

On June 30, 1995, a PPD officer observed a vehicle in a parking lot with its door open and with Peterson inside the vehicle. When he exited the vehicle, he had a bank card and a withdrawal slip in his left hand. The vehicle did not belong to him; VC was the owner of the vehicle, but he was not present at the scene because earlier in the evening he had been taken to a police station. The PPD officer subsequently learned from VC that no one had been given permission to be in his vehicle. The PPD officer then arrested Peterson on charges of Burglary from a Vehicle, and Peterson was booked into the Madison Jail and fingerprinted.

Approximately three weeks after Peterson's arrest VC stopped contacting the PPD officer, and the PPD officer assumed that VC no longer desired prosecution of Peterson. Peterson was never convicted of any crimes stemming from his June 30, 1995 arrest. Peterson failed to disclose any information on his application regarding this arrest.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

On November 3, 2012, Peterson was detained by Costco Loss Prevention personnel at a Costco store after he was observed removing a camera from a display and concealing it on his person. The Avondale Police Department ("APD") was called to the Costco store, and an APD officer issued Peterson a citation in lieu of detention for Shoplifting by Concealment.

On November 14, 2012, Peterson pled no contest in Avondale City Court and was convicted of a Misdemeanor as a result of the November 3, 2012 shoplifting incident. Peterson was fine \$500, which he paid that day.

On July 18, 2017, Peterson appeared before the PPAC for an application review screening regarding his application for a Substitute certificate. At that review screening, the PPAC voted unanimously (5-0) to recommend that the Board grant Peterson's application for a Substitute certificate, despite its finding that Peterson had engaged in unprofessional conduct, "contingent upon, should Mr. Peterson apply for any other certificate in addition to his substitute certificate, he should come back before this Committee and the State Board of Education."

On August 28, 2017, the matter was presented to the Board for discussion and possible action regarding the July 18, 2017 PPAC recommendation to grant Peterson's application for a Substitute certificate. At that meeting, the Board voted 7-2 to reject the PPAC's recommendation and to deny Peterson's application for a Substitute certificate on the grounds that he had engaged in unprofessional conduct. The Board then voted unanimously (9-0) that Peterson be prohibited from submitting an application for certification for a period of 5 years.

Peterson subsequently filed a timely appeal and request for a hearing under A.R.S. § 41-1065.

On December 12, 2017, Peterson appeared before the PPAC for a hearing regarding his appeal of the Board's August 28, 2017 denial of his application for a Substitute certificate. At that appeal hearing, the PPAC voted by majority (5-1) to recommend that the Board grant Peterson's application for a Substitute certificate.

At a Board meeting on January 29, 2018, Board members discussed a willingness to consider granting Peterson's application for certification, with conditions that if Peterson was ever arrested for, or charged with, a criminal offense in the future he would waive his due process rights to a disciplinary administrative hearing and his certificate would be automatically revoked.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Peterson was present at the January 29, 2018 Board meeting, and he indicated that he was amenable to accepting those conditions. The Board then voted in favor of a motion to have a negotiated settlement agreement drafted and presented to the Board at a future meeting.

Settlement Agreement with Conditions

The State Board of Education will grant Mr. Peterson's application for certification with the conditions that if Peterson is arrested for, or charged with, any criminal offense at any time after the date this Agreement is approved and adopted by the Board, Peterson waives his due process rights to a disciplinary administrative hearing and will be subject to automatic revocation of any and all of his certificates, which is a disciplinary action that will be reported to the National Association of State Directors of Teacher Education and Certification ("NASDTEC") and will bar Peterson from applying for any certificate for five years.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, for Jesse Peterson.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to revoke any and all certificate(s) held by Jennifer R. Leis, Case# C-2017-147.

Action/Discussion Item

Information Item

Background and Discussion

Jennifer Lies held a State of Arizona Reciprocal Provisional Elementary 1-8 certificate which expired on October 20, 2017.

On or about October 28, 2003, a complaint was filed against Leis in McHenry County Illinois Circuit Court for Domestic Battery, a Class A Misdemeanor, allegedly ripping her fiancé's shirt, scratching him on the chest stabbing him in the back with a key. She was found not guilty of the charge.

During May 2007, Leis was arrested in Arlington Heights, Illinois, after she destroyed some property belonging to the father of her third child. Leis was convicted of Damage of Property and ordered to pay for any damages caused to his property.

On December 26, 2008, two complaints were filed against Leis in McHenry County Illinois Circuit Court for two incidences of Domestic Battery, a Class A Misdemeanor, for punching her sister in the face with a closed fist and cutting her mother on the arm causing bleeding.

On February 3, 2009, Leis entered into a plea agreement, pleading guilty to Attempted Domestic Battery, a Class B Misdemeanor. She was sentenced to six months supervision, assessed a \$150.00 fine and a \$50.00 public defender fee, and was ordered to receive an alcohol evaluation by an approved therapist within 60 days. She completed all of the terms of her sentencing.

On November 25, 2016, Leis was involved in a domestic disturbance with her boyfriend while five other children were present. Leis and boyfriend had been consuming alcohol and an argument broke out between the two. Leis grabbed his car keys and a knife and went outside and attempted to slash and punctured one of the tires on his vehicle. She then threw a folding chair at him, striking him in the right arm.

The boyfriend called the Police, and when Officers arrived she refused to come out of the house for two hours. After she opened the door, she was arrested and charged with DV Disorderly Conduct Fighting/Disruptive Behavior, and DV Assault per Domestic Violence, and Theft (for taking the keys to his vehicle).

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

On December 14, 2016, as a result of the November 25, 2016 arrest, Leis entered into a 12-month deferred prosecution agreement wherein she agreed to pay restitution of \$749.50 to her boyfriend, and commit no crimes (felony or misdemeanor).

On November 4, 2017, Leis was involved in a domestic disturbance with her at their home in Yuma, AZ while minor children were present. Leis and boyfriend had been consuming alcohol and an argument broke out between them with Leis throwing a beer bottle and a fruit bowl on the floor, breaking both items. Leis then threw eggs at the kitchen wall causing them to break. The boyfriend took the minor children to go to their bedroom so they wouldn't witness the altercation. He returned to the living room and observed Leis pouring soy sauce on a couch while yelling profanities towards him. He contacted the Yuma Police at this time.

The Police arrived and observed that Leis was intoxicated, unable to maintain her balance, swaying back and forth while she was standing. The Police arrested Leis and charged her with Domestic Violence Disorderly Conduct Fighting/Disruptive Behavior and Domestic Violence Criminal Damage. While in Police custody, she continued her disruptive behavior and was transported to the Yuma County Detention Center.

On December 1, 2017, Leis entered into a 12-month deferred prosecution agreement as a result of the November 4, 2017 arrest. As part of the agreement, she was ordered to (1) complete anger management counseling and alcohol counseling, (2) pay a \$500.00 administrative fee and (3) not to commit any crimes (felony or misdemeanor).

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its January 9, 2018 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by Jennifer Leis.

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 to revoke any and all of Jennifer Leis' teaching certificates and that all states and territories be notified.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to revoke any and all certificate(s) held by Laura Belton, Case# C-2015-079.

Action/Discussion Item

Information Item

Background and Discussion

Laura Belton holds a State of Arizona Standard Cross Categorical Special Education K-12 certificate, a Standard Elementary Education 1-8 certificate, and a Substitute certificate, all of which expire on April 20, 2020.

Belton was employed as a Special Education teacher at Trailside Point School in the Laveen Elementary School District from 2013-2015. On April 1, 2015, Trailside Principal Sarah Zembruski received allegations from staff that Belton had used inappropriate physical force with students and was taking pictures of students and posting them on social media websites.

The district immediately conducted an investigation and found that several witnesses had observed Belton using inappropriate physical force towards students including: yanking a student by the arm, twisting a student's arm backwards, grabbing a student's shoulder and putting the student in a corner, slamming students into the wall, dragging students to their desks, using non-Crisis Prevention Institute (CPI) holds on a student, not sending students to the nurse after using restraints and the district also learned that Belton screamed at and used profanity in the presence of students.

In addition, the investigation revealed that Belton had, in fact, taken pictures and videos of students, including images of students crying and in distress, and sent them to district staff members through social media websites.

On April 6, 2015, Belton sent an email to the district Human Resources Executive Director requesting to immediately resign. On April 9, 2015, the district Governing Board approved her request to resign.

Recommendation of the Professional Practices Advisory Committee ("PPAC")

The PPAC, at its January 9, 2018 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by Laura Belton.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

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 to revoke any and all of Laura Belton's teaching certificates and that all states and territories be notified.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding Motion for Rehearing filed by Rafael Danam, Case# C-2016-585.

Action/Discussion Item

Information Item

Background and Discussion

On October 23, 2017, the Board met to consider the recommended decision of the Professional Practices Advisory Committee in the Matter of Rafael Danam, Case No. C-2016-585. The Board then issued its Findings of Fact, Conclusions of Law, and Order revoking any and all teaching certificates held by Rafael Danam and that all states and territories be so notified. See *DANAM 0001-0021*.

On January 4, 2018, Mr. Danam filed a written motion for rehearing. See *DANAM 0022-0087*. (The motion for rehearing identifies 17 exhibits [*DANAM 0046*], but exhibits 5, 6, 7, 8, 16, and 17 were not served with the motion.) On January 19, 2018, the State of Arizona filed a written response to the motion. See *DANAM 0088-0092*.

On January 23, 2018, Mr. Danam filed exhibit 7. See *DANAM 0093-0094*. On January 30, 2018, Mr. Danam filed exhibit 8. See *DANAM 0095-0098*. Board rule R7-2-709 states that when a motion for rehearing is based upon affidavits, they must be served with the motion.

Board Consideration

Board Rule R7-2-709 allows a party in a contested case who is aggrieved by a decision rendered by the Board to file a written motion for rehearing specifying the particular grounds therefore. A motion for rehearing may be amended at any time before it is ruled upon by the Board. A response may be filed within 15 days after service of the motion. The Board may require the filing of written briefs on the issues raised in the motion or response and may provide for oral argument.

- B.** A rehearing of a decision by the Board may be granted for any of the following causes materially affecting the moving party's rights:
1. Irregularity in the administrative proceedings of the hearing body, or abuse of discretion, whereby the moving party was deprived of a fair hearing.
 2. Misconduct of the hearing body or the prevailing party.
 3. Accident or surprise which could not have been prevented by ordinary prudence.

Contact Information:

Soyica White
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

4. Newly discovered material evidence which could not with reasonable diligence have been discovered and produced at the hearing.
5. Excessive or insufficient penalties.
6. Error in the admission or rejection of evidence or other errors of law occurring at the administrative hearing.
7. That the decision is not justified by the evidence or is contrary to the law.

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

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

Board Options Include:

Option 1: The Board may affirm its decision and deny Rafael Danam's motion for rehearing by reason of his failure to establish any basis under Board rule R7-2-709(B) to merit a rehearing in the matter.

Option 2: The Board may grant Rafael Danam's motion for rehearing for the reason(s) that [moving Board member must identify the causes(s) in R7-2-709(B) under which it grants the motion] and grant a rehearing on [moving Board member must identify the issue or issues for rehearing and must specify with particularity the ground or grounds on which the rehearing is granted].

Contact Information:

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