



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, October 23, 2017, 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 reserve 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>

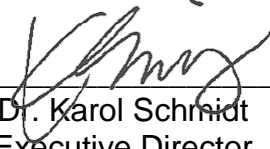
Pursuant to A.R.S. § 38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

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 with the Board's attorneys 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 19th day of October, 2017.
Arizona State Board of Education

By: _____


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

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Monday, October 23, 2017

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.

1. President's Report

2. Superintendent's Report

1. Update from the Superintendent

3. Executive Director's Report

1. Updates on upcoming Board policy issues

2. Designee for voting at NASBE

3. Introduction of new staff

~~4. STUDY SESSION~~

~~1. Methods for calculating letter grades for non-typical school configurations~~

~~2. Updates on public input regarding A-F preliminary letter grades~~

~~3. Options for schools that have not submitted MOWR plans~~

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

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. Approval of early childhood educator preparation programs leading to Arizona educator certification for:

1. Arizona State University, Master of Education in Early Childhood Education

2. Arizona State University, Bachelor of Arts in Early Childhood Education

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- B. Approval of early childhood education and early childhood special education educator preparation program leading to Arizona educator certification for Arizona State University, Bachelor of Arts in Early Childhood Education and Early Childhood Special Education
- C. Approval of physical education educator preparation program leading to Arizona educator certification for Grand Canyon University, Bachelor of Science in Physical Education (K-12)
- D. Approval of music education educator preparation program leading to Arizona educator certification for Grand Canyon University, Bachelor of Arts in Music Education (K-12)
- E. Approval of art education educator preparation program leading to Arizona educator certification for Northern Arizona University, Bachelor of Science in Education, Art Education
- F. Approval to accept grants from the U.S. Department of Agriculture – Food and Nutrition Service in the amount of \$494,887
- G. Approval to accept the Supplemental Federal Grant Funding of the U.S. Department of Education, for operation of the Arizona Migrant Education program (Migrant Basic Grant), in the amount of \$16,595
- H. Receipt of update regarding the creation of the Arizona Computer Science Standards
- I. Approval of the Move on When Reading literacy plans for the release of K-3 Reading Base Support Funds
- J. Approval of the Navajo Nation Seal of Bilingual Proficiency Assessment under the Seal of Biliteracy
- K. Approval of Structured English Immersion course trainers and training programs:
 - 1. ABLE Consulting
 - 2. Marcella Granillo
 - 3. Leslie Rychel
- L. Approval of Board revised complaint policies and procedures regarding discrimination or harassment
- M. Approval of the 2018 State Board of Education meeting schedule

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~~N. Approval of appointments to the Certification Advisory Committee~~

~~O. Approval of appointments to the Technical Advisory Committee~~

~~P. Adoption of a certification guidance document for Career and Technical Education Teacher Certification~~

Q. Approval of the Arizona Department of Education's interagency service agreement and receipt of monies from the Governor's Office of Education to support funding for the development of Computer Science Academic Standards in the amount of \$149,775

4. GENERAL SESSION

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

A. Presentation, discussion and possible action regarding A-F School Accountability Plan:

1. Preliminary letter grades for non-typical school configurations
2. The review and revision process
3. Modify structure, appoint members and provide guidance for the Technical Advisory Committee including on letter grades for non-typical school configurations
4. Updates on public input regarding A-F preliminary letter grades

~~B. Presentation, discussion and possible action on the school improvement process, solution teams and supplemental instruction under state and federal law.~~

C. Presentation, discussion and possible action regarding the adoption of the Joint Technical Education District A-F Accountability timeline

D. Presentation, discussion and possible action regarding the A-F Accountability Plans for K-8 and 9-12 Alternative Education schools for 2016-2017

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- E. Presentation, discussion and possible action regarding the A-F Accountability Plan for Arizona Online Instruction for 2016-2017
- F. Presentation and discussion of the Spring 2017 AzMERIT results
- G. Presentation, discussion and possible action regarding 2018 legislative priorities
- H. Presentation, discussion and possible action regarding the creation of the School Safety Program Oversight Committee
- I. Presentation, discussion and possible action to close rulemaking of R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services
- J. Presentation, discussion and possible action to initiate rulemaking procedures for:
 - 1. Proposed amendments to R7-2-301 and R7-2-302 regarding the Minimum Course of Study for common schools and high schools
 - 2. Proposed amendments to R7-2-612 regarding Career and Technical Education Certificates
 - 3. Proposed amendments to R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates
 - 4. Proposed amendments to R7-2-611 regarding Special Education Teaching Certificates
 - 5. Proposed amendments to R7-2-614 regarding Other Teaching Certificates
 - 6. Proposed Board rule R7-2-609.01 regarding a middle grades teaching certificate
 - 7. Proposed rule R7-2-315.02, R7-2-315.03, and R7-2-315.04 regarding the creation of a Dual Pathway Program, Dual Diploma and definitions
- K. Presentation, discussion and possible action to determine noncompliance by Bowie Unified School District #14 with the Uniform System of Financial Records ("USFR") and to withhold state funds pursuant to A.R.S. § 15-272(B)
- L. Presentation, discussion and possible action regarding the adoption of a policy related to presentations before the Board
- M. Presentation, discussion and possible action regarding timelines for a request for proposal for the statewide assessments

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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 with the Board's attorneys concerning any item on this agenda

N. Discussion and possible action regarding schools that have not submitted Move on When Reading literacy plans and the release of K-3 Reading Base Support Funds

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

1. Matthew Bentley
2. Ronnie Hudson
3. James Maloney
4. Brian Woolsey

6. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS

A. Presentation and discussion regarding the investigative unit and the status of enforcement actions, including current case load, categories of current cases, and backlog

B. Presentation, discussion and possible action to approve the Negotiated Settlement Agreements for:

1. Clint Corey
2. Jennifer Mayhew-Jones
3. Mark Nash
4. Christine VanDyke

C. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the suspension, with conditions, of certificate held by Jazz Dolan

D. 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 certificate(s) held by:

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1. David Curtiss
 2. Rafael Danam
-
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: Consideration of recommendation to approve or deny ASU's Master of Ed in Early Childhood Educator preparation program leading to Arizona educator certification.

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

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

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

EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through October 31, 2023:

- Arizona State University, MED in Early Childhood Education

Recommendation to the Board

It is recommended that the Board approve the Early Childhood educator preparation program listed above through October 31, 2023.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

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

Professional Preparation Institution	Arizona State University, Mary Lou Fulton Teachers College	
Educator Preparation Program	MED in Early Childhood	
Date submitted	April, 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Early Childhood Education	
		Initial Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.67
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.50
	Organizational Structures and Systems Domain Score	2.23
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	5.70
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	2.80
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.71
Technology Integration Component	Technology Integration Worksheet	3.00
	Technology Integration Matrix	2.00
	Instructional Impact Domain Score	2.92
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.60
Field Experience Component	Field Experience Worksheet	2.50
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.17
Capstone Component	Capstone Experience Worksheet	2.40
	Capstone Remediation Plan	3.00
	Clinical Practice & Partnerships Domain Score	2.44
		Program Score
		2.53

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
 Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

Issue: Consideration of recommendation to approve or deny ASU's Bachelor of Arts in Early Childhood educator preparation program leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

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

EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through October 31, 2023:

- Arizona State University, BAE in Early Childhood Education

Recommendation to the Board

It is recommended that the Board approve the Early Childhood educator preparation program listed above through October 31, 2023.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

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

Professional Preparation Institution	Arizona State University, Mary Lou Fulton Teachers College	
Educator Preparation Program	BAE in Early Childhood	
Date submitted	April, 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Early Childhood Education	
		Initial Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.67
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.50
Organizational Structures and Systems Domain Score		2.23
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	5.00
	Content Knowledge Worksheet	2.25
	Content Knowledge Matrix	2.80
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.71
Technology Integration Component	Technology Integration Worksheet	3.00
	Technology Integration Matrix	2.00
Instructional Impact Domain Score		2.82
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.60
Field Experience Component	Field Experience Worksheet	2.50
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.17
Capstone Component	Capstone Experience Worksheet	2.40
	Capstone Remediation Plan	3.00
Clinical Practice & Partnerships Domain Score		2.44
		Program Score
		2.50

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
 Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

Issue: Consideration of recommendation to approve or deny, ASU's BAE in Early Childhood and Early Childhood Special Education educator preparation program leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

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

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

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EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through October 31, 2023:

- Arizona State University, BAE in Early Childhood and Early Childhood Special Education

Recommendation to the Board

It is recommended that the Board approve the Early Childhood and Early Childhood Special Education educator preparation program listed above through October 31, 2023.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
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 - Domain scores are then averaged to determine the program score.
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Professional Preparation Institution	Arizona State University, Mary Lou Fulton Teachers College	
Educator Preparation Program	BAE in Early Childhood and Early Childhood Special Education	
Date submitted	April, 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Special Education - Early Childhood Special Education	
		Initial Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.67
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.50
Organizational Structures and Systems Domain Score		2.23
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	5.00
	Content Knowledge Worksheet	2.25
	Content Knowledge Matrix	2.80
Data Literacy Component	Data Literacy Worksheet	2.00
	Data Literacy Matrix	2.71
Technology Integration Component	Technology Integration Worksheet	3.00
	Technology Integration Matrix	2.00
Instructional Impact Domain Score		2.82
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.60
Field Experience Component	Field Experience Worksheet	2.50
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.17
Capstone Component	Capstone Experience Worksheet	2.40
	Capstone Remediation Plan	3.00
Clinical Practice & Partnerships Domain Score		2.44
		Program Score
		2.50

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
 Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

Issue: Consideration of recommendation to approve or deny Grand Canyon University Bachelor of Science in Physical Education K-12 educator preparation program leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

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

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
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R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

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

EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through October 31, 2023:

- Grand Canyon University, Bachelor of Science in Physical Education K-12

Recommendation to the Board

It is recommended that the Board approve the Bachelor of Science in Physical Education educator preparation program listed above through October 31, 2023.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

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

Professional Preparation Institution	Grand Canyon University	
Educator Preparation Program	Bachelor of Science Physical Education K-12	
Date submitted	March, 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Physical Education K-12	
		Initial Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2.0
	Program Entry Criteria Worksheet	2.0
	Statement of Assurance Memo and Form	2.0
	Institutional Recommendation Signature Worksheet	2.0
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	1.8
Organizational Structures and Systems Domain Score		2.0
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	3.3
	Content Knowledge Worksheet	2.0
	Content Knowledge Matrix	4.0
Data Literacy Component	Data Literacy Worksheet	2.0
	Data Literacy Matrix	2.1
Technology Integration Component	Technology Integration Worksheet	0.5
	Technology Integration Matrix	2.0
Instructional Impact Domain Score		2.3
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.0
Field Experience Component	Field Experience Worksheet	2.0
	Field Experience Matrix	2.0
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.0
Capstone Component	Capstone Experience Worksheet	1.8
	Capstone Remediation Plan	2.0
Clinical Practice & Partnerships Domain Score		2.0
		Program Score
		2.1

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
 Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

Issue: Consideration of recommendation to approve or deny Grand Canyon University Bachelor of Arts in Music Education K-12 educator preparation program leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

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

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
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3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

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

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

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

EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through October 31, 2023:

- Grand Canyon University, Bachelor of Arts in Music Education K-12

Recommendation to the Board

It is recommended that the Board approve the Bachelor of Arts in Music Education educator preparation program listed above through October 31, 2023.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

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

Professional Preparation Institution	Grand Canyon University	
Educator Preparation Program	Bachelor of Arts in Music Education K-12	
Date submitted	March, 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Arts Education - Music K-12	
		Initial Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2.0
	Program Entry Criteria Worksheet	2.0
	Statement of Assurance Memo and Form	2.0
	Institutional Recommendation Signature Worksheet	2.0
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.4
Organizational Structures and Systems Domain Score		2.1
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	4.5
	Content Knowledge Worksheet	2.8
	Content Knowledge Matrix	4.0
Data Literacy Component	Data Literacy Worksheet	2.0
	Data Literacy Matrix	2.0
Technology Integration Component	Technology Integration Worksheet	1.5
	Technology Integration Matrix	2.2
Instructional Impact Domain Score		2.7
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.2
Field Experience Component	Field Experience Worksheet	1.8
	Field Experience Matrix	2.0
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.3
Capstone Component	Capstone Experience Worksheet	2.3
	Capstone Remediation Plan	2.5
Clinical Practice & Partnerships Domain Score		2.2
Program Score		2.3

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
 Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

Issue: Consideration of recommendation to approve or deny NAU Art Education Bachelor of Science preparation program leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

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

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

EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through October 31, 2023:

- Northern Arizona University, Bachelor of Science in Education, Art Education

Recommendation to the Board

It is recommended that the Board approve the Bachelor of Science in Art Education educator preparation program listed above through October 31, 2023.

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

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

Professional Preparation Institution	Northern Arizona University	
Educator Preparation Program	BSED, Secondary Education, Art Education	
Date submitted	January, 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Secondary Education	
		Initial Score
Organizational Structures and Systems Domain		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.50
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.25
Organizational Structures and Systems Domain Total Score		2.15
Instructional Impact Domain		
Relevant Professional Standards Component	Relevant Standards Matrix	4.00
	Content Knowledge Worksheet	2.50
	Content Knowledge Matrix	2.25
Data Literacy Component	Data Literacy Worksheet	2.50
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	1.50
Instructional Impact Domain Total Score		2.39
Clinical Practice & Partnerships Domain		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.30
Field Experience Component	Field Experience Worksheet	2.00
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.00
Capstone Component	Capstone Experience Worksheet	2.50
	Capstone Remediation Plan	2.50
Clinical Practice & Partnerships Domain Total Score		2.22
Total Score		2.25

Contact Information:

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence
 Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

EXECUTIVE SUMMARY

Issue: Approval to accept grant funds from U.S. Department of Agriculture – Food and Nutrition Service

Action/Discussion Item

Information Item

Background and Discussion

Team Nutrition Training Grants are competitive three-year grants of up to \$500,000 per state awarded annually as part of United States Department of Agriculture (USDA) Team Nutrition initiative, which provides resources, training, and nutrition education lessons for schools and child care providers.

To support Local Education Agencies (LEAs) with training specific to menu planning, food preparation, nutrition education, and local school wellness policies, the USDA - Food and Nutrition Service offered the 2017 Team Nutrition Training Grant to State Agencies administering child nutrition programs. The Arizona Department of Education (ADE) has been selected as a grant recipient in the amount of \$494,887. Through a competitive process, the grant will be awarded to at least one LEA from each of the LEA category sizes (\$2,499 or less, \$2,500-\$9,999, and \$10,000+). At the minimum, three LEAs will be awarded and must have 4th and 5th grade classes. If the selected three LEAs request less than the maximum funds, it may be possible to award up to five LEAs. The funds are to be expended by 9/30/2020.

Recommendation to the Board

It is recommended that the Board approve the Department of Education's Health and Nutrition Services Division's expenditure of the awarded funding of \$494,887.

USDA – FNS Team Nutrition Training Grant 2017

Project Summary

With the \$494,887 Team Nutrition Grant through the Food and Nutrition Services of the U.S. Department of Agriculture, the Arizona Department of Education (ADE) will award at least three sub-grants to LEAs. With the sub awards, LEAs will designate or hire a Wellness Coordinator who will utilize the local school wellness policy and ADE's Activity and Assessment Tool as the framework for their efforts to:

- Offer appealing and nutritious school meals,
- Provide nutrition education, and
- Build a school environment that promotes healthy eating.

Overall the grant will support LEAs in implementing multilevel interventions to improve elementary students' (4th and 5th grade classes) nutrition knowledge and attitudes that shape behaviors and align with the 2015 Dietary Guidelines for Americans.

Contact Information:

Melissa Conner, Associate Superintendent, Health and Nutrition Services

EXECUTIVE SUMMARY

The ADE Health and Nutrition Services Division will provide training and on-going technical assistance to recipient LEAs as the LEAs translate policy to practice. Awarded LEAs will document their experiences and mentor other LEAs in how to replicate this work. The evaluation component will be administered by a social scientist. The work completed by recipient LEAs will serve as a model that informs future guidance around the Local Wellness Policy.

The Team Nutrition grant will be administered from October 1, 2017 to September 30, 2020.

Arizona Department of Education
 Grant Budget v. 3, Revision per USDA Clarification 8/10/17

	Total
A. Personnel	\$84,918.00
Team Nutrition Director (Emily Thege) 0.5 FTE x \$55,000 x 3 years	\$82,500.00
Team Nutrition Director (Emily Thege) ADE MIS Internal Chargeback's \$1,250/FTE x 0.5FTE x 3 years	\$1,875.00
Team Nutrition Director (Emily Thege) ADE Risk Management \$345/FTE x 0.5FTE x 3 years	\$519.00
Team Nutrition Director (Emily Thege) ADE Awards \$15/FTE x 0.5FTE x 3 years	\$24.00
B. Fringe Benefits	\$0.00
C. Travel	\$9,890.35
<i>In-state travel by Team Nutrition Director</i>	
SNAAZ Conference (Phoenix) \$0.445/mi x 30 miles (Strategy 1: Sept. 2017)	\$13.35
Monitoring/Support visits to awardees Est. 100 miles x maximum 5 LEAs x \$0.445/mi x 4 visits/year x 2 years	\$1,780.00
<i>Out of State Travel by Team Nutrition Director</i>	
Team Nutrition Meetings (Washington DC) \$1,902/year x 3	\$5,706.00
SNEB Conference (unknown city) \$1,886 + SNEB Registration fee of \$505	\$2,391.00
D. Equipment	\$0.00
E. Supplies	\$9,520.00
SNAAZ flyer regarding grant 200 copies/\$0.10 (Strategy 1: Sept. 2017)	\$20.00
One-day Training for Awardees Workbooks and handouts 10 sets/\$30.00 (Strategy 1: Feb. 2018)	\$300.00
Two-day Wellness Coordinator Training/LWP Training Workbooks and handouts 150 sets/\$60.00 (Strategy 1: July 2018)	\$9,000.00
SNEB Poster	\$200.00
F. Contractual	\$ 41,700.00
Social Scientist (Meg Bruening, Arizona State University) 300 hrs/year x \$40/hr x 3yrs	\$36,000
Wellness Coordinator Training Speaker (Rachel Hurshman) Remotely consulting: 6hrs x \$40/hr (\$240) Speaker fee for Wellness Coordinator Training: 16 hrs x \$40/hr (\$640) Out of state travel costs: \$900 (Strategy 1: Feb 2018/July 2018)	\$1,700.00
Culinary Trainings (Professional Chef) Speaker fee/food cost.travel: \$2,000/training x 2 trainings (Strategy 3: Fall 2018, Spring 2019)	\$4,000.00
G. Construction	\$0.00
H. Other	\$ 329,875.00
Sub-Grant Awards Maximum \$55,750 per year x 2 years x 3 LEAs	\$ 329,875.00

Arizona Department of Education
Grant Budget v. 3, Revision per USDA Clarification 8/11/17

Total Direct Charges (A-H)	\$480,608.35
Total Indirect Charges 13% x (A-G: \$ 146,028.35)	\$18,983.69
Totals	\$494,887.04

Leading Our School Wellness Sub-Grant 2017 – Review and Selection Process

Up to \$55,750 may be requested per LEA. The submission of an application does not guarantee funding. ADE will assemble a peer panel group that will include ADE staff and external stakeholders to review and determine technical merits of each application. The peer panel will evaluate the proposals based on how well they address the required application components. The peer panel members will recommend application for grant consideration for a grant award based on the evaluation scoring. ADE reserves the right to request additional information not clearly addressed in the initial application.

The following selection criteria will be used to evaluate applications under this competition. The maximum score is 100 points. Each criterion has a maximum score as indicated in parentheses. Points will be deducted if an application does not include all required information.

Budget (40 points)

Budget narrative describes how funds will be spent and by whom. Budget is detailed and sufficiently itemizes all costs associated with the listed grant activities. Budget includes all grant activities listed in this RFA. Anticipated hiring contracts are described.

The peer panel can clearly identify all required components of the following: budget and budget narrative.

Essay Questions (60)

- 1. Describe LEA's plan to designate the role of Wellness Coordinator and ensure commitment by Wellness Coordinator's supervisor that the Wellness Coordinator will be available and dedicated to grant activities. Note: The Wellness Coordinator does not have to be identified prior to applying for the grant.**

Please refer to the organization chart that indicates chain of command, Wellness Coordinator's resume, Wellness Coordinator supervisor's resume, and letters of commitment of Wellness Coordinator, Wellness Coordinator's supervisor, and principals at each participating site. (20 points)

- Response includes the following information if the position for Wellness Coordinator is currently vacant
 - 1) position title;
 - 2) a description of specific roles and duties on the project;
 - 3) an anticipated date of hire; and
 - 4) what arrangements will be made if the position is not filled in a timely manner.
- Time commitment for the grant clearly states Wellness Coordinator is 1.0 FTE.
- Response details how the Wellness Coordinator will be held accountable to project timelines and budget.
- Response clearly discusses and demonstrates that effective communication will exist among all school staff associated with the grant activities.
- Response includes an organization chart that clarifies chain of command.
- Letters of commitment are provided by Wellness Coordinator, Wellness Coordinator's supervisor, and key personnel including principals at participating sites.
- Peer panel is able to identify all required components of the following: key personnel, management plan and appropriate appendices (resumes, organization chart, letters of commitment).

2. Demonstrate why your LEA is ready do this work and goals for sustaining this work and/or position in your schools. (20 points)

- Response adequately describes LEAs goals specific to wellness policy and provides information about the LEA's progress with implementing their LWP.
- Response contains information about current and past wellness activities, not limited to health fairs, taste tests, staff education, parent education, and school nutrition training on appealing school meals.
- Response describes LEAs work to create or positively impact the health of school environments and how the LEA dealt with any challenges doing such work.
- Response confirms that the planned grant activities and position of Wellness Coordinator will be sustained once the grant ends.
- Peer panel can clearly identify all required components of the following: clear LWP goals and implementation, district support, sustainability and transferability.

3. Describe your plan to provide a minimum of six nutrition education lessons to 4th and 5th grade classrooms at participating sites over the course of two years. (10 points)

- Response identifies the number of classrooms that will be reached and an estimated number of students in each classroom.
- Response includes a description of how the Team Nutrition Serving Up My Plate Levels 2 and 3 will be used. Response includes adequate justification if a portion of the grant funds will be used to develop or purchase needed materials.
- Response demonstrates a comprehensive planning process.
- Letters of commitment are provided by the principal and/or the teachers of each 4th and 5th grade classroom that instruction will occur.
- Peer panel can clearly identify all required components of the following: key personnel, specific nutrition education plan, USDA Team Nutrition resources used and appropriate appendices (letters of commitment).

4. Review the Smarter Lunchroom strategies and identify at least ten that could potentially be implemented at participating schools. Describe how these will be implemented, why they were selected and how they will address the specific needs of the community and the impact to health of the school environment. Please reference the Smarter Lunchroom scorecard in your response. (10 points)

- Response identified 10 Smarter Lunchroom strategies.
- Response describes the cafeteria and meal service operation and how and when the Smarter Lunchroom strategies will be implemented.
- Response provides reasons for strategies selected and potential impact LEA believes the strategies will have on student behavior, food group selection and/or food group consumption.
- If the LEA is in contract with a Food Service Management Company (FSMC) or Caterer, essay response will need to address the expectations of this partnership and how both the contractor and the LEA will meet the Smarter Lunchroom requirements.
- Letter(s) of commitment are provided by the school nutrition staff (including caterers and/or FSMC staff) for adopting Smarter Lunchroom strategies.

Leading Our School Wellness Sub-Grant 2017 – Review and Selection Process

- Peer panel can clearly identify all required components of the following: Smarter Lunchroom strategies, clear understanding of serving area environment, implementation plan and appropriate appendices (letter(s) of commitment).

EXECUTIVE SUMMARY

Issue: Consideration to approve the Supplemental Federal Grant Funding from the US Department of Education for operation of the Arizona Migrant Education Program (Migrant Basic Grant). Pursuant to Arizona Revised Statutes (A.R.S.) §15-207

Action/Discussion Item

CONTRACT ABSTRACT

Background and Brief Explanation of Contract

Background: The Migrant Education Program (MEP) is a federally funded, state-operated program under Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965, that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers. In Arizona, the program delivers services primarily through local educational agencies (LEAs) that design programs to meet the unserved needs of children residing in their area. To facilitate broader services, some provisions are delivered through statewide models which, in particular, are designed to meet the credit accrual and informational needs for students.

Purpose of the Contract: With this Contract Abstract we seek authority to use the funding from this supplemental federal grant award to operate the Arizona Department of Education Migrant Education Program, and fund local education agencies (LEAs) throughout the state who meet the qualifications for operating a local Migrant Education Program.

Name of Contracting Party(ies)

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

Arizona Migrant Education Program

Contract Amount

\$16,595.00

Source of Funds

US Department of Education PR / Award Number: S011A160003-16A

Contact Information:

Mary Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent, OELAS/Migrant

EXECUTIVE SUMMARY

Authorizing Legislation/Statute

Title I, Part C of the Elementary and Secondary Education Act (ESEA) of 1965.

Responsible Unit at the Department of Education

Associate Superintendent:	Carol Lippert
Unit Deputy Associate Superintendent	Kate Wright
State Program Director	Mary Frances Haluska

Dates of Contract

The agreement shall take effect when approved by the Board and shall terminate on September 30, 2018.

Previous Contract History

Arizona State Board of Education approved Migrant Education Program to receive Federal Grant in order to operate our program at the August 28, 2017 Board Meeting.

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

All Migrant Education Program (MEP) staff, administration, students, and families in the State of Arizona (roughly 12,000 individuals).

Method of Determining Contract Amount(s)

The information below is directly from the United States Department of Education regarding this supplemental grant award:

We are pleased to notify you that the Department of Education has issued supplemental fiscal year (FY) 2016 MEP awards to our MEP grantees. Because the Department did not expend the full FY 2016 MEP appropriation of \$374,751,000, the remaining funds (\$929,795 total) are now being distributed to MEP grantees in the form of supplemental FY 2016 awards. These supplemental funds will be allocated by formula to State educational agencies (SEAs) under ESEA section 1303(a), as amended by No Child Left Behind Act (NCLB).

FY 2016 MEP awards are available for State obligation and expenditure through September 30, 2017. The General Education Provisions Act (GEPA) extends the initial

Contact Information:

Mary Haluska, State Migrant Director
Kate Wright, Deputy Associate Superintendent, OELAS/Migrant

EXECUTIVE SUMMARY

15-month period for which these funds are available for obligation and expenditure at the State and local levels, for an additional 12 months, to September 30, 2018.

Evaluation Plan

Compliance, monitoring, and accountability will be enforced per the non-regulatory guidance from the US Department of Education Office of Migrant Education (OME).

Recommendation to the Board

It is recommended that the Board accept the funding from the US Department of Education on behalf of the Arizona Migrant Education Program to operate the state MEP program.

Contact Information:

Mary Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent, OELAS/Migrant

EXECUTIVE SUMMARY

Issue: Update regarding the creation of Arizona Computer Science Standards.

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Department of Education (ADE), specifically the K-12 Academic Standards Section/High Academic Standards for Students Division, presented a formal process for the development of standards at the May 2014 State Board of Education meeting. That process was subsequently approved by the State Board in May 2014 and used for the development of the Foreign and Native Languages Standards (adopted 5/18/15), Arts Standards (adopted 5/18/15), and the Physical Education Standards (adopted 5/18/15).

The Governor's Office of Education was appropriated funds to support the development of computer science standards for K-12. The K-12 Academic Standards Section, in collaboration with the Governor's office, will convene educators, content experts, and other stakeholders from across Arizona to begin the standards development process for Computer Science Standards. Throughout the process, there will be opportunities for broad engagement by these groups, in addition to opportunities for public feedback.

Throughout the process, the State Board will be updated as requested and the general public would be encouraged to attend meetings to learn more about the process and the progress.

Recommendation to the Board

Information item only. No action is needed.

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

Issue: Consideration to approve the Move on When Reading (MOWR) LEA and charter school literacy plans for release of K-3 Reading Base Support Funds.

Action/Discussion Item

Information Item

Background and Discussion

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

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

MOWR Policy and Administration2017-2018 LEA and Charter School Submissions

Arizona Revised Statute § 15-211(A-B), requires LEAs and charter schools that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. All LEAs and Charter Schools that provide instruction in grades K-3 are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding. LEAs and charter schools that are assigned a letter grade of A or B pursuant to A.R.S. § 15-241 shall submit a comprehensive literacy plan only in odd-numbered years.

Literacy Plan Review and Approval**Contact Information:**

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards

Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

The MOWR Literacy Plans submitted by the LEAs and Charter Schools included with this Executive Summary were reviewed by the Director of English Language Arts and Humanities and the K-3 Early Literacy Specialist, both from the K-12 Academic Standards unit. If plans were found to have significant deficiencies, the K-12 Academic Standards Unit contacted them to provide resources and technical assistance. LEAs were given the date of October 1, 2017 to correct all delinquencies in their plan.

As of October 12, 2017, 358 of 464 (77%) of MOWR Literacy Plans have been submitted. All of the completed literacy plans submitted as of 10/12/17 have been reviewed and approved by the ADE MOWR team, which includes review of the plan and technical assistance to schools and districts. The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

<u>Entity ID</u>	<u>LEA or Charter School Name</u>
79457	A Center for Creative Education
4296	Academy of Excellence
79961	Academy of Mathematics and Science, Inc.
92768	Academy of Mathematics and Science, Inc.
90878	Academy of Mathematics and Science South, Inc.
78897	Academy of Tucson, Inc.
79437	Acorn Montessori Charter School
4249	Aguila Elementary District
4409	Ajo Unified District
5978	Akimel O Otham Pee Posh Charter School
78966	Akimel O'Otham Pee Posh Charter School, Inc.
4280	Alhambra Elementary District
79969	All Aboard Charter School
4347	Allen-Cochran Enterprises, Inc.
4418	Alter Valley Elementary District
79215	American Basic Schools, LLC

EXECUTIVE SUMMARY

6365	American Heritage Academy
4348	American Leadership Academy, Inc.
4406	Amphitheater Unified District
90532	Anthem Preparatory Academy
79426	Aprender Tucson
92312	Archway Classical Academy Arete
92314	Archway Classical Academy Cicero
91878	Archway Classical Academy Glendale
91758	Archway Classical Academy – North Phoenix
90857	Archway Classical Academy Scottsdale
92704	Archway Classical Academy Trivium East
90915	Archway Classical Academy Trivium West
90916	Archway Classical Academy Veritas
91958	Arizona Autism Charter School
79947	Arizona Community Development Corporation
87407	Arizona Connections Academy Charter Schools, Inc.
92566	Arizona Language Preparatory
85749	Arizona Montessori Charter School at Anthem
4187	Ash Creek Elementary
89949	ASU Preparatory Academy
91307	ASU Preparatory Academy
4272	Avondale Elementary District
4412	Baboquivari Unified School District #40
4468	Bagdad Unified District
4294	Ball Charter School

EXECUTIVE SUMMARY

79204	Ball Charter Schools (Dobson)
90885	Ball Charter School (Val Vista)
4268	Balsz Elementary District
6361	Basis Schools, Inc.
549803	Basis Schools, Inc.
90862	Basis Schools, Inc.
91949	Basis Schools, Inc.
92318	Basis Schools, Inc.
92320	Basis Schools, Inc.
92349	Basis Schools, Inc.
92736	Basis Charter School, Inc.
92863	Basis Schools, Inc.
92865	Basis Schools, Inc.
92997	Basis Schools, Inc.
273398	Basis Schools, Inc.
4481	Beaver Creek Elementary District
10972	Benchmark School Inc.
4355	Benjamin Franklin Charter School
79226	Benson Unified School District
4397	Blue Ridge Unified School District No. 32
4513	Bouse Elementary District
4305	Boys & Girls Club of the East Valley dba Mesa Arts Academy
4269	Buckeye Elementary District
4378	Bullhead City School District
79971	CAFA Inc, dba Learning Foundation Performing Arts School

EXECUTIVE SUMMARY

90327	CAFA Inc, dba Learning Foundation and Performing Arts Gilbert
90328	CAFA Inc, dba Learning Foundation and Performing Arts Alta Mesa
79055	Calibre Academy
78888	Cambridge Academy East, Inc.
91330	Camino Montessori
4470	Camp Verde Unified District
89758	Candeo Schools Inc.
79047	Career Success Schools
4282	Cartwright Elementary District
91934	CASA Academy
4446	Casa Grande Elementary District
4244	Cave Creek Unified District
4395	Cedar Unified District
4191	Center for Academic Success
6362	Challenge School Inc.
79886	Challenger Basic School, Inc.
4242	Chandler Unified School District #80
6355	The Charter Foundation, Inc.
4158	Chinle Unified District
5186	Cholla Academy
4486	Clarkdale-Jerome Elementary District
81027	Cochise Community Development Corp
4370	Colorado City Unified District
4160	Concho Elementary District
89556	Concordia Charter School Inc.

EXECUTIVE SUMMARY

4487	Cottonwood-Oak Creek Elementary District
79074	Country Gardens Charter School
4501	Crane Elementary District
92369	Create Academy
4263	Creighton Elementary District
79443	Crown Charter School
89917	Daisy Education Corp., dba Paragon Science Academy
79049	Daisy Education Corp., dba Sonoran Science Academy
89914	Daisy Education Corp., dba Sonoran Science Academy
90541	Daisy Education Corp., dba Sonoran Science Academy Peoria
4246	Deer Valley Unified District
81099	Desert Heights Charter Schools
88308	Desert Sky Community School, Inc.
10969	Desert Springs Academy
88321	Desert Star Community School
6258	Destiny School, Inc.
4174	Douglas Unified District
4243	Dysart Unified District
91170	Eagle College Prep Harmony, LLC
91938	Eagle College Prep Maryvale, LLC
91939	Eagle College Prep Mesa, LLC
89850	Eagle South Mountain Charter, Inc.
81045	Edkey Inc., Pathfinder Academy
81043	Edkey Inc., Redwood Academy
6446	Edkey Inc., Sequoia Charter School

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4329	Edkey Inc., Sequoia Choice Schools
92226	Edkey Inc., Sequoia Pathway Academy
81052	Edkey Inc., Sequoia Ranch School
79211	Edkey Inc., Sequoia Village School
81123	Educational Impact, Inc.
89412	Eduprize Schools LLC
91277	Empower College Prep
92250	Espiritu Community Development Corps.
92379	Ethos Academy – A Challenge Foundation Academy
79214	Excalibur Charter School
4205	Flagstaff Montessori LLC
4192	Flagstaff Unified School District
4437	Florence Unified School District
4405	Flowing Wells Unified School District
4167	Fort Huachuca Accommodation District
4221	Fort Thomas Unified District
4356	Fountain Hills Charter School
4247	Fountain Hills Unified District
4273	Fowler Elementary District
4195	Fredonia-Moccasin Unified District
89506	Freedom Academy Inc.
4157	Ganado Unified District
4238	Gila Bend Unified District
4239	Gilbert Unified District
4271	Glendale Elementary District

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4208	Globe Unified District
4194	Grand Canyon Unified District
79500	The Griffin Foundation, Inc.
90906	Happy Valley East
79081	Happy Valley School, Inc.
79501	Harvest Power Community Development Group, Inc.
89951	Haven Montessori Children's House, Inc.
81076	Heritage Elementary School
4426	Hermosa Montessori Charter School
79061	Highland Free School
4248	Higley Unified School District
4482	Hillside Elementary District
91275	Hirsch Academy - A Challenge Foundation
92620	Horizon Community Learning Center, Inc.
4469	Humboldt Unified District
89784	Imagine Avondale Elementary, Inc.
4259	Isaac Elementary District
5174	Integrity Education Incorporated
4445	J.O. Combs Unified School District
4388	Joseph City Unified District
79064	Juniper Tree Academy
91329	Kaizen Education Foundation dba Advance U
92989	Kaizen Education Foundation dba Colegio Petite Arizona
91328	Kaizen Education Foundation dba Discover U Elementary School

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90333	Kaizen Education Foundation dba Gilbert Arts Academy
90535	Kaizen Education Foundation dba Havasu Preparatory Academy
90334	Kaizen Education Foundation dba Liberty Arts Academy
79233	Kaizen Education Foundation dba South Pointe Elementary School
90330	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary
4396	Kayenta Unified School District
10878	Keystone Montessori Charter School, Inc.
79420	Khalsa Family Services
4383	Kingman Academy of Learning
79598	Kingman Unified School District
4267	Kyrene Elementary District
90900	La Tierra Community School
79967	LEAD Charter Schools
91174	LEAD Charter Schools dba Leading Edge Academy Queen Creek
90637	Leading Edge Academy Maricopa
4266	Liberty Elementary District
10968	Liberty Traditional Charter School
4281	Litchfield Elementary District
4374	Littlefield Unified District
4278	Littleton Elementary District
4270	Madison Elementary District
4199	Maine Consolidated School District
4439	Mammoth-San Manuel Unified District
4404	Marana Unified District

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4234	Maricopa County Regional District
4441	Maricopa Unified School District
4435	Mary C O'Brien Accommodation District
90861	Maryvale Preparatory Academy
79499	Masada Charter School
89852	Math and Sciences Success Academy
4181	McNeal Elementary District
4235	Mesa Unified District
4211	Miami Unified District
79994	Midtown Primary School
79207	Milestones Charter School
4493	Mingus Springs Charter School
85516	Mohave Accelerated Elementary School
4379	Mohave Valley Elementary District
80011	Montessori Academy Inc.
4359	Montessori Day Public Schools Chartered, Inc.
4363	Montessori Education Centre Charter School
4428	Montessori Schoolhouse of Tucson, Inc.
90192	Morrison Education Group, Inc.
4203	Mountain School, Inc.
4265	Murphy Elementary District
4176	Naco Elementary District
4252	Nadaburg Unified School District
78882	New World Educational Center
4457	Nogales Unified District

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79881	Nosotros Inc.
90287	The Odyssey Preparatory Academy, Inc.
4444	Oracle Elementary District
4373	Owens School District No. 6
6235	P.L.C. Charter Schools
4196	Page Unified District
91250	The Paideia Academies, Inc.
4255	Paloma School District
4180	Palominas Elementary District
79578	Pan-American Elementary Charter
4241	Paradise Valley Unified School District
5180	Paragon Management, Inc.
4510	Parker Unified School District
4460	Patagonia Elementary District
79069	Patagonia Montessori Elementary School
79024	Pathfinder Charter School Foundation
4209	Payson Unified District
4283	Pendergast Elementary District
4237	Peoria Unified School District
92716	Phoenix Collegiate Academy Elementary
4256	Phoenix Elementary District
4452	Picacho Elementary District
4214	Pine Strawberry Elementary District
4390	Pinon Unified District
90140	Pioneer Preparatory School

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79455	Pointe Educational Services
91053	PLC Arts Academy at Scottsdale, Inc.
87405	Portable Practical Educational Preparation Inc.
4466	Prescott Unified District
88317	Prescott Valley Charter School
4425	Presidio School
4511	Quartzsite Elementary District
4245	Queen Creek Unified District
4447	Red Rock Elementary District
90275	Research Based Education Corp.
4301	Ridgeline Academy, Inc.
4257	Riverside Elementary District
4279	Roosevelt Elementary District
87399	Rosefield Charter Elementary School
4449	Sacaton Elementary District
4218	Safford Unified District
89414	Sage Academy, Inc.
4172	San Simon Unified District
89798	San Tan Montessori School, Inc.
4459	Santa Cruz Elementary District
4458	Santa Cruz Valley Unified District
91110	Scottsdale Country Day School
4240	Scottsdale Unified District
4467	Sedona-Oak Creek JUSD #9
92381	Self Development Academy-Phoenix

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79072	Self Development Charter School
4472	Seligman Unified District
79131	The Shelby School
4393	Show Low Unified District
4175	Sierra Vista Unified District
4391	Snowflake Unified District
4500	Somerton Elementary District
89915	Sonoran Science Academy Broadway
91108	South Phoenix Academy, Inc.
79085	Southgate Academy, Inc.
4451	Stanfield Elementary District
4313	Step Up Schools
79453	Success School
4407	Sunnyside Unified District
4440	Superior Unified School District
92981	Synergy Public School, Inc.
4408	Tanque Verde Unified District
90142	Teleos Preparatory Academy
4219	Thatcher Unified District
92978	The Grande Innovation Academy
4264	Tolleson Elementary District
4450	Toltec School District
4168	Tombstone Unified District
4215	Tonto Basin Elementary District
4225	Triumphant Learning Center

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79979	Tucson International Academy
4403	Tucson Unified District
4310	Twenty-first Century Charter School, Inc. Bennett Academy
4413	Vail Unified School District
79957	Valley of the Sun Waldorf Education Association dba Desert Marigold School
90317	Vector School District
92985	Victory Collegiate Academy Corp.
4339	Villa Montessori Charter School
4260	Washington Elementary School District
4504	Wellton Elementary District
4512	Wenden Elementary District
90036	West Valley Arts and Technology Academy
79497	West Gilbert Charter Elementary School, Inc.
4236	Wickenburg Unified District
4170	Wilcox Unified District
4193	Williams Unified District
4261	Wilson Elementary District
4154	Window Rock Unified District
4387	Winslow Unified District
4213	Young Elementary District
4385	Young Scholars Academy
4377	Yucca Elementary District
4499	Yuma Elementary District

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Recommendation to the Board

It is recommended that the Board approve the Move On When Reading LEA literacy plans for release of K-3 Reading Base Support Funds, as listed in this item.

EXECUTIVE SUMMARY

Issue: Consideration to approve the Navajo Nation Seal of Bilingual Proficiency Assessment under the Seal of Biliteracy as a measure to demonstrate proficiency in the Navajo Language

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-258 details the requirements for the Arizona Seal of Biliteracy Program. The State Seal of Biliteracy Program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is affixed to the students diploma and noted on their transcripts. In addition to proficiency in English and another language, eligibility for the awarding of the State Seal of Biliteracy is also determined by;

- Successful completion of all English Language Arts (ELA) requirements for graduation with an overall grade point average of 2.0 or higher on a 4.0 scale.
- Successful completion of all ELA end of course examinations.
- If a student has a primary home language other than English, the student shall obtain a score of proficiency based on the AZELLA.

Proficiency Assessments

R7-2-317 of the Arizona Administrative Code requires the Board to adopt language proficiency assessments that will align with the Arizona World and Native Language Standards using researched based methodology to determine a student's proficiency in a language other than English. It also states that assessments may be added with approval of the Board. In October 2016, the Board approved the following Assessments with specified levels of proficiency:

- Advanced Placement Examinations (AP)
- International Baccalaureate Examinations (IB)
- ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
- Standards-Based Measurement of Proficiency (STAMP)
- ACTFL Oral Proficiency Interview (OPI)
- Diplomas of Spanish as a Foreign Language (DELE)
- Diploma in French Language Students (DELF)
- ACTFL Latin Interpretive Reading Assessment (ALIRA)
- American Sign Language Proficiency Interview (ASLPI)

In addition to the assessments listed above, R7-2-317 outlines the Alternative Evidence Method which may be used in the following specified circumstances:

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

- No standardized assessment exists for the targeted foreign language.
- Evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate.
- The standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening, and reading.

As it pertains to the Navajo Language, there is not a standardized assessment in existence.

Navajo Nation Seal of Bilingual Proficiency Assessment

The assessment is based on oral proficiency since the Navajo language is an oral language. The test was written by the Navajo Nation and is used in New Mexico as well as Arizona. It is culturally appropriate to the Navajo people and the language. The assessment includes;

- Appropriate introduction of self (clan, born for, maternal grandfathers, paternal grandfathers, where their mother's home area is, related clans, personal interests, hobbies, goals, etc....)
- Oral presentation on a given topic
- Answering a set of questions
- Summary and Analysis of a video clip on a cultural topic. The video clip is in Navajo Language

The entire assessment is performed in the Navajo Language. It is a secured test given at the Department of Dine Education. To meet the level of proficiency (intermediate mid) for the seal- students must score a 3 (reached) or 4 (goes beyond).

The Navajo Nation Assessment is aligned with the Arizona State World and Native Language Standards and asks students to demonstrate what an intermediate mid proficient student would be able to demonstrate. Intermediate Mid is the level of proficiency students must demonstrate to attain the seal in all other languages.

Arizona State World and Native Language Standards Intermediate-Mid Expectations**Interpersonal Communication (IC)**

Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions. The student can:

1. Participate in conversations on familiar topics by using a series of sentences and a few connecting words.
2. Manage short social interactions in everyday situations by asking and answering

EXECUTIVE SUMMARY

a variety of questions.

3. Communicate about events and experiences of daily activities and personal life.

Interpretive Listening (IL)

Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics. The student can:

1. Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interests, and studies.

Presentational Speaking (PS)

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers. The student can:

1. Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interests, and studies.

Cultures (CUL)

Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied. The student can:

1. Investigate and describe similarities and differences in practices, products, and perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking.
2. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).

Connections (CON)

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. The students can:

1. Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.

Communities (COM)

Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement. The student can:

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1. Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).
2. Use the target language to participate in activities for personal enjoyment and community involvement within the school setting (and beyond, as applicable).

Recommendation to the Board

It is recommended that the Board approve the addition of the Navajo Nation Seal of Bilingual Proficiency Assessment as a measure to demonstrate language proficiency for the Navajo Language under the Seal of Biliteracy.

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) requires all persons holding a valid Elementary, Secondary, Principal, Superintendent, Supervisor, Career and Technical, and Special Education Arizona State Certificate to obtain an SEI, ESL or BLE endorsement.

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 Michelle Covarrubias of ABLE Consulting, Marcella Granillo and Leslie Rychel 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

- Individual Trainers & Educational Service Agencies
 - ABLE Consulting
 - Marcella Granillo
 - Leslie Rychel

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: Approval of Board complaint policies and procedures regarding discrimination or harassment

Action/Discussion Item Information Item

Background and Discussion

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

Matters subject to the complaint system include:

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

ADOA rule outlines requirements for the complaint policy.

At its regular meeting on August 28th, the Board adopted a complaint policy and submitted the policy to ADOA for review. On August 29, 2017, ADOA provided a template for complaint policies and forms and requested agencies utilize the templates. ADOA rejected the Board adopted complaint policy and requested the Board utilize the templates that were provided.

Attached is an updated complaint policy and form that has been approved by ADOA.

Recommendation to the Board

It is recommended the Board update its complaint policies and procedures utilizing the attached documents that have been approved by ADOA.

Contact Information:

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

**The State Board of Education
POLICIES AND PROCEDURES**

Policy Number: N/A	Issued: Pending
Subject: Employee Complaint Process – Allegations of Unlawful Discrimination or Harassment	Effective: Pending
Policy Section: Complaints	Revised: Pending
Policy Owner: State Board of Education	

This policy does not create a contract for employment between any State Board of Education employee and the Department. Nothing in this policy changes the fact that all uncovered State Board of Education employees of the Department are at-will employees and serve at the pleasure of the appointing authority.

Scope:

This policy applies to all State Board of Education employees.

Authority:

A.R.S. § 41-743, Powers and Duties of the ADOA Director
A.R.S. § 41-1401 et seq., Arizona Civil Rights Act (ACRA)
Civil Rights Act of 1991, as amended
R2-5A-104, Prohibition Against Discrimination, Harassment and Retaliation
R2-5A-501, Standards of Conduct
R2-5A-901, Complaint System
R2-5A-902, Complaint Procedures
Title VII of the Civil Rights Act of 1964, as amended

Definitions:

“State Board of Education Complaint Coordinator” means the Executive Director or designee within the State Board of Education who is receiving complaints, determining applicability under the complaint system, investigating or assigning the complaint to the appropriate individual within the agency for review or investigation, and tracking the processing of complaints.

“Disability” refers to:

- A physical or mental impairment that substantially limits a major life function of an individual;
- Having a history of such an impairment; or
- Being regarded as having such impairment.

“Discrimination” includes, but is not limited to:

- Preferential treatment of one individual or group over another similarly situated individual or group because of the individual’s or group’s race, color, religion, sex, pregnancy, age, national origin, genetic information or disability;
- Sexual harassment;
- Harassment of any individual because of the individual’s race, color, religion, sex, pregnancy, age, national origin, genetic information or disability; and
- Failing or refusing to provide a reasonable accommodation to a qualified person with a disability.

“Discrimination because of disability” refers to:

- Treating an individual with a disability less favorably than a similarly situated person without a disability;
- Favoring a person with one disability over a person with a different disability; and
- Refusing to provide a reasonable accommodation which is necessary to enable a qualified individual with a disability to perform the essential functions of his or her job.

“Harassment because of race, color, religion, sex, pregnancy, national origin, age, genetic information or disability” involves unwelcome and unsolicited conduct which is predicated upon an individual’s race, color, religion, sex, pregnancy, national origin, age, genetic information or disability when (1) submission to the conduct is made either explicitly or implicitly a term or condition of employment; (2) submission to or rejection of such conduct by an employee is used as a basis for an employment decision affecting the employee; or (3) the conduct has the purpose or effect of substantially interfering with an employee’s work performance and creating a hostile, intimidating or otherwise offensive working environment.

Prohibited harassment includes, but is not limited to:

- Derogatory comments, epithets or slurs directed at an individual because of that individual’s race, color, religion, sex, pregnancy, national origin, age, genetic information and/or disability;
- Posting or circulating written or graphic materials, including but not limited to, cartoons, pictures, posters, or calendars containing derogatory comments, epithets or slurs based upon an individual’s race, color, religion, sex, pregnancy, national origin, age, genetic information and/or disability; and
- Abusive or derogatory remarks or conduct targeted at identifiable groups which are identified based upon their race, color, religion, sex, pregnancy, national origin, age, genetic information and/or disability.

“Sexual Harassment” means unwelcome and unsolicited conduct of a sexual nature when (1) submission to the conduct is made either explicitly or implicitly a term or condition of employment; (2) submission to or rejection of such conduct by an employee is used as a basis for an employment decision affecting the employee; or (3) the conduct has the purpose or effect of substantially interfering with an employee’s work performance and creating a hostile, intimidating or otherwise offensive working environment. Examples of conduct that can violate this policy include, but are not limited to:

- Explicit sexual behavior by a supervisor, manager, co-worker, visitor, client or other entity with whom the employee interacts during the course of employment
- Implicit request for sex
- Direct or indirect pressure for dates or sexual activity
- Pinching, patting or other unwelcome touching
- Leering or gawking
- Posting or circulating of sexually graphic materials including, but not limited to, cartoons, pictures, posters or calendars
- Sexually derogatory comments, including slurs, jokes and other inappropriate remarks
- Reprisals or threats after a negative response to sexual advances
- Unwelcome sexual advances
- Conditioning favorable terms and conditions of employment upon a positive response to abusive remarks or conduct targeted at only one sex, even if the context of the abusive remarks is not sexual

Policy:

The State Board of Education is committed to the prohibition against unlawful discrimination, harassment and retaliation in the workplace. It is the policy of the State Board of Education that all State Board of Education employees shall comply with all federal and state anti-discrimination laws. The State Board of Education and its employees shall not unlawfully discriminate against any individual with regard to the terms and conditions of employment, including hiring, pay, leave, insurance benefits, retention, and rehiring. All allegations of discrimination will be promptly investigated, and any employee who engages in conduct in violation of this policy may be disciplined or separated from state employment.

Equal Employment Opportunity. The State Board of Education shall provide equal employment opportunity for all individuals regardless of race, color, national origin, religion, age, disability, genetic information, sex, pregnancy, military or veteran status, or any other status protected by federal law, state law, or regulation. It is the policy of The State Board of Education that all individuals are treated in a fair and non-discriminatory manner throughout the application and employment process.

Harassment Prohibited. Harassment of a sexual nature or harassment based on race, color, national origin, religion, age, disability, genetic information, sex, pregnancy, military or veteran status, or any other status protected by federal law, state law, or regulation is prohibited. The State Board of Education prohibits the unlawful harassment of any employee in the course of the employee's work by supervisors, coworkers, or third parties, such as vendors or customers. Any State Board of Education employee who engages in unlawful harassment may be disciplined or separated from state employment.

Protection from Retaliation. The State Board of Education does not permit or tolerate retaliation against anyone for raising a concern about, assisting in an investigation of, or filing a complaint in good faith concerning unlawful discrimination or harassment. Any State Board of Education employee found to have engaged in retaliation against another individual for reporting or assisting in the investigation of any allegation of unlawful discrimination may be disciplined or separated from state employment.

It is responsibility of all State Board of Education employees to promptly bring any allegation of unlawful discrimination, harassment or retaliation to the attention of the Department. Any complaint alleging unlawful discrimination, harassment or retaliation must be submitted in accordance with the procedures described in this policy and **not** under the State Board of Education's Employee Grievance Policy.

This policy does not affect other rights and remedies under federal and state statutes prohibiting employment discrimination. Employees who believe that they have been subjected to discrimination because of their race, color, religion, sex, pregnancy, age, national origin, genetic information or disability may also file charges of employment discrimination with the Arizona Attorney General's Civil Rights Division and with the Equal Employment Opportunity Commission. Charges filed with the Arizona Civil Rights Division must be filed within 180 days following the most recent act of discrimination; charges filed with the Equal Employment Opportunity Commission must be filed within 300 days following the most recent act of discrimination. The filing of an internal complaint of discrimination pursuant to this policy will not impact those statutes of limitations. No employee of the State Board of Education who elects to file a charge with either the Arizona Attorney General's Civil Rights Division or the

Equal Employment Opportunity Commission, or who testifies in an investigation by either of those agencies, will be retaliated against or denied internal rights or remedies on account of that charge filing or testimony.

Matters Subject to the Complaint Procedure:

This procedure shall be used by an employee to file a complaint with the State Board of Education Complaint Coordinator within 180 days of the action giving rise to the complaint and to clearly outline the allegations to be addressed, including whether the basis of the complaint is based on:

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

Preparation

A complainant shall not be allowed the use of state time or state property to prepare a complaint, prepare for a meeting with agency management or to meet with a representative. Subject to supervisory approval and the operational needs of the unit, a complainant may request available compensatory or annual leave for this purpose.

Multiple complaints

Multiple complaints by an employee may be consolidated into a single complaint. Separate complaints filed by two or more employees regarding the same issue or issues may be consolidated into a group complaint. Employees having a common complaint may submit one group complaint, identifying one complainant as the selected spokesperson for the group. Employees who choose to file a group complaint are prohibited from filing separate complaints on the same issue.

Amendments

Once a complaint is submitted to the State Board of Education Complaint Coordinator, it may not be amended. If additional documentation is submitted by the complainant after the initiation of the complaint, the reviewing or investigating official may remand the complaint to the complainant for reconsideration and resubmission.

Complaint Procedure:

An employee, who has an allegation of or becomes aware of a situation involving unlawful discrimination, harassment or retaliation, shall report the allegation or complaint by submitting an Employee Complaint Form to the State Board of Education Complaint Coordinator. The State Board of Education Complaint Coordinator can be reached at (602) 542-5057 or at 1700 W Washington, Executive Tower Suite 300, Phoenix, Arizona 85007.

The complaint shall include all facts and circumstances involved in the alleged violation, including the following information:

1. Description of the incident(s),
2. Name(s) of individual(s) involved,
3. Name(s) of witness(es),
4. The date(s) the discrimination or harassment occurred (if known),
5. Resolution sought,
6. Federal or state law alleged to have been violated.

State Board of Education Policies and Procedures

Subject: Employee Complaint Process – Allegations of Unlawful Discrimination or Harassment

The State Board of Education Complaint Coordinator shall:

1. Notify the State Board of Education Executive Director of the complaint upon receipt of the complaint.
2. Acknowledge receipt of the complaint in writing to the complainant not later than five business days after receipt of the written complaint.
3. Initiate an investigation into the alleged complaint or assign the complaint to a qualified individual within the agency for review or investigation within 10 business days. The review or investigation shall be completed within 60 business days of receipt of the written complaint. If extenuating circumstances exist, an extension shall be requested through the State Board of Education Complaint Coordinator.
4. Forward a written recommendation to the State Board of Education Executive Director within 10 business days of completion of the review or investigation barring resolution of the complaint by agreement of the parties.

The State Board of Education Executive Director or designee shall review the findings and recommendations and issue a decision in writing to the complainant. A copy of the response shall be provided to the State Board of Education Complaint Coordinator.

If the complainant is not satisfied with the State Board of Education Executive Director's decision on a complaint alleging unlawful discrimination, harassment or retaliation, he/she may elevate the complaint to the Director of the Arizona Department of Administration (ADOA) within five business days after receipt of the State Board of Education Director's decision. The ADOA Director will furnish a copy of the ADOA Director's decision to the State Board of Education Executive Director and the complainant within 20 business days following receipt of the complaint by the ADOA Director. The 20 business days may be extended by the ADOA Director with the concurrence of the complainant. The decision of the ADOA Director is the final step in the complaint procedure. The ADOA Director's response will refer the employee to the appropriate entity if the employee is dissatisfied with the final step of the complaint procedure.

Related Forms:

Employee Complaint Form

Corresponding Policies:

None

Contact:

If you have any questions related to this policy, please contact your State Board of Education human resources office.

Policy History (supersedes):

Complaint Procedures Regarding Discrimination or Harassment adopted August 28, 2017

ARIZONA STATE BOARD OF EDUCATION
COMPLAINT PROCEDURES REGARDING DISCRIMINATION AND HARRASSMENT
Adopted August 28, 2017

A. Complaint System

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

B. Complaint Procedures

1. The Executive Director, or designee, shall be notified of all verbal or written complaints of discrimination or harassment reported by an employee immediately upon receipt of a complaint.
2. Employees who are told or otherwise become aware that discrimination or harassment is occurring must immediately report the allegation or complaint to the Board's complaint coordinator.
3. Complainants shall file a complaint with the Board's complaint coordinator within 180 days of the action giving rise to the complaint.

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

C. Review by Director of the Department of Administration

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

EXECUTIVE SUMMARY

Issue: Approval of the 2018 State Board of Education's meeting schedule

Action/Discussion Item

Information Item

Background and Discussion

Consistent with Board rule, the following meeting schedule is proposed for 2018:

ARIZONA STATE BOARD OF EDUCATION
&
ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION

2018 STATE BOARD OF EDUCATION MEETING DATES

PLACE: ARIZONA DEPARTMENT OF EDUCATION
1535 W. JEFFERSON, ROOM 122
PHOENIX, AZ 85007

(SUBJECT TO CHANGE. PLEASE REFER TO MONTHLY AGENDA AT AZSBE.AZ.GOV)

TIME: 9:00AM

(UNLESS OTHERWISE NOTED ON MONTHLY AGENDA)

JANUARY 29

FEBRUARY 26

MARCH 26

APRIL 23

MAY 21

JUNE 25

JULY – NONE

*AUGUST 6 *BOARD RETREAT*

AUGUST 27

SEPTEMBER 24

OCTOBER 22

NOVEMBER – NONE

DECEMBER 3

Recommendation to the Board

It is recommended that the Board approve the State Board of Education's meeting schedule for 2018

Contact Information:

Dr. Karol Schmidt, Executive 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. 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.

Currently, two positions are vacant: 1) A higher education representative; and 2) A local governing board member.

Below are the qualified candidates who applied for appointment to CAC. Their applications and resumes are attached.

Candidate	Position	Term Begins	Term Expires
Sarah Speer <i>(reappointment)</i>	Local Governing Board Member	10/23/2017	10/24/2021
Linnea Lyding	Representative from Higher Education	10/23/2017	12/31/2017

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue:	Consideration to receive a total of \$149,775 through June 30, 2018 from the Governor's Office of Education (GOE) to support funding for the development of Computer Science Academic Standards
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 Action/Discussion Item Information Item**Background and Discussion**

The Arizona Department of Education (ADE), specifically the K-12 Academic Standards Section/High Academic Standards for Students Division, oversees the development of academic standards for the state of Arizona through a process approved by the State Board of Education in May 2014. The GOE has agreed to provide funds to the Arizona Department of Education (ADE), in accordance with A.R.S. § 35-148, for the ADE's services in administering or carrying out the development of computer science standards. This same section provides professional development and technical assistance for the field after adoption of standards by the State Board of Education. As outlined in the attached agreement, a portion of the funds will be used for this purpose.

Recommendation to the Board

It is recommended that the Board approve receipt of \$149,775 through June 2018 for development of computer science standards and other computer sciences actions as outlined in the attached agreement.

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards

Carol Lippert, Associate Superintendent, High Academic Standards for Students

**INTERAGENCY SERVICE AGREEMENT
NO. ISA-GOE-ADE-070117-01**

Between the

**STATE OF ARIZONA
GOVERNOR'S OFFICE OF EDUCATION**

And the

ARIZONA DEPARTMENT OF EDUCATION

This Interagency Service Agreement ("Agreement") is entered into by and between the State of Arizona, the Governor's Office of Education, located at 1700 West Washington, Suite 503, Phoenix, Arizona 85007 and the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, Arizona 85007.

WHEREAS, A.R.S. §41-101 authorizes the Governor's Office of Education ("GOE") to execute and administer Agreements.

WHEREAS, A.R.S. § 15-203(B)(1) authorizes the Arizona Department of Education ("ADE") to execute and administer contracts.

WHEREAS, A.R.S. § 35-148(A) authorizes Interagency Service Agreements between budget units to provide reimbursement for services performed, or for the advancement of funds for services to be performed, and authorizes the funds to be credited to the appropriate account for the budget unit performing the services.

THEREFORE, it is agreed that the GOE shall provide funding to the ADE for services under the terms of this Interagency Service Agreement.

I. PURPOSE OF AGREEMENT

The purpose of this Agreement is to support the ADE's K-12 Academic Standards Unit, in accordance with A.R.S. §35-148, for the ADE's services in administering or carrying out the development of the computer science academic standards related program(s) described in this Agreement.

II. TERM OF AGREEMENT, TERMINATION AND AMENDMENTS

The term of the Agreement shall commence July 1, 2017, and shall remain in effect until June 30, 2018, contingent upon final State funding, unless terminated, canceled, or extended as otherwise provided herein.

Either party may terminate this Agreement at any earlier time by providing written notice to the other party at least thirty (30) days prior to the termination date. The GOE agrees that regardless of its termination date with the ADE, the ADE may use the funds distributed under this Agreement to pay for any unpaid services pursuant to this Agreement obligated prior to the date of termination. This Agreement is subject to cancellation pursuant to A.R.S. § 38-511, the provisions of which are incorporated herein.

Amendments to this Agreement shall be made in writing signed by both parties.

III. DESCRIPTION OF SERVICES

The ADE shall:

1. Provide services in accordance with Attachment A, *ADE Administrative Cost Budget*, incorporated into this Agreement in its entirety.
2. Development of a state level communication plan. A central website will be created and deployed by the end of October 2017. The website will be maintained jointly by the ADE, the Computer Science Taskforce and the GOE. The website shall also have a mechanism for businesses and foundations to contribute funds to support the development and implementation of Arizona K-12 Computer Science academic standards.
3. Coordinate and collaborate with the GOE and the Computer Science Statewide Task Force to achieve the following three goals:
 - A. Create a set of high-quality academic K12 computer science (Computer Science) standards to guide local implementation of content.
 - i. Beginning in the fall of 2017, the ADE, with an Arizona consultant, will begin to recruit Arizona Educators, both from general education and career and technical education, and from institutes of Higher Education (IHE) to participate in future Computer Science standards development work. The consultant will also work with the recruits on foundational understanding on the research and Computer Science framework. Standards development work will begin with public feedback in January 2018. Development work will continue during the summer and funding will cover the cost of consultant, committee resources, and travel and stipends.
 - B. Create professional learning opportunities so teachers are prepared to teach the content and/or courses.
 - i. Beginning in the 2017-18 school year, the ADE will provide foundational professional development on the K-12 Computer Science Framework. Other stakeholders may also offer professional development through sponsoring Computer Science leaders as presenters to K-12 educators and families. This would assist in creating a common understanding of and focus for Computer Science in Arizona.
 1. **Certification- Micro-credentialing**
 - a. Beginning in the 2017-18 school year, the ADE Teacher Certification Unit and State Board of Education, with guidance from various stakeholders, will create a certification-micro-credentialing pathways for Computer Science.
 2. **Certification content coursework**
 - a. Beginning in the 2017-18 school year, ADE, multiple IHE's, and the State Board of Education, with guidance from other stakeholders, will begin to create a series of accessible courses that will meet the certification/micro-credentialing requirements.
 - C. Enable all Arizona public high schools to offer at least one rigorous computer science course.
 - i. Beginning in the 2017-18 school year, fiscal support may be utilized for personnel to assist with gathering research that will be utilized to assist in the development of high school course options for Computer Science. ADE shall enlist the assistance of organizations dedicated to expanding access to computer science, or who currently offer high-quality or for-college credit

high school computer course in the state, for support in developing high school course options. Research would follow three pathways.

1. Current state offerings in high school Computer Science course options (including Advanced Placement).
2. Higher Education/Post-secondary requirements entry requirements for Computer Science and first year course requirements. This would allow the ADE to create a course that could be dual credit or complete an entry requirement in high school.
3. Work collaboratively with Career and Technical Education to review programs that will align with the K-12 Computer Science Standards in development beginning in March 2018. Also collaborate on any new programs that could be developed to support Computer Science.

IV. REPORTING REQUIREMENTS

The ADE shall complete narrative and financial progress reports as requested by the GOE.

The biannual program progress reports shall include a summary of work with a summary of budget expenditure to be submitted to the GOE. The reporting deadlines are:

- December 31, 2017
- June 30, 2018

In the event that funds are disbursed after June 30, 2018 pursuant to Section 11 of this agreement, the ADE will file an Amended final report within 30 days of the final disbursement.

V. MANNER OF FINANCING

The GOE shall:

1. Provide up to a total amount not to exceed \$149,775 to the ADE for costs associated with the activities listed in Section III and Attachment A, *ADE Administrative Cost Budget*, incorporated into this Agreement in its entirety.
2. Transfer \$75,000 upon execution of this Agreement and the remaining balance of \$74,775 shall be transferred on 1/1/2018 for the remainder of the budget period.

The ADE shall:

1. Use the funds to support the activities outlined in Section III of this Agreement and Attachment A, *ADE Administrative Cost Budget*, incorporated into this Agreement in its entirety.
2. Agree that all reimbursement of in-state travel expenses shall be paid only in accordance with the Domestic Per Diem rates allowed under the State of Arizona Travel Policy, and the prevailing State of Arizona standard mileage rates, located at <https://gao.az.gov/travel/welcome-gao-travel>.
3. Any overpayments, such as those due to an advance not expended, actual rates or costs being less than estimated, or due to any other cause, shall be reverted to the GOE.
4. Concur that questions regarding the appropriate use of the funds shall be resolved by mutual agreement between the ADE and the GOE.

VI. APPLICABLE LAW

In accordance with A.R.S. § 41-2501, et seq, and Arizona Administrative Code R2-7-101, et seq, Agreement shall be governed and interpreted by the laws of the State of Arizona and the Arizona Procurement Code.

VII. NON-AVAILABILITY OF FUNDS

In accordance with ARS § 35-154, every payment obligation of the State under the Contract is conditioned upon the availability of funds appropriated or allocated for payment of such obligation. If funds are not allocated and available for the continuance of this Contract, this Contract may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

VIII. AUDIT

In accordance with A.R.S. § 35-214, the Contractor shall retain and shall contractually require each subcontractor to retain all data, books and other records (“records”) relating to this Contract for a period of five years after completion of the Contract. All records shall be subject to inspection and audit by the State at reasonable times. Upon request, the Contractor shall produce the original of any or all such records.

IX. CONFLICT OF INTEREST

In accordance with A.R.S. § 38-511, State may within three years after execution cancel the Contract, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting or creating the Contract on behalf of the State, at any time while the Contract is in effect, becomes an employee or agent or any other party to the Contract in any capacity or a consultant to any other party of the Contract with respect to the subject matter of the Contract.

X. NON-DISCRIMINATION

In accordance with ARS § 41-1461, et seq, Contractor shall provide equal employment opportunities for all persons, regardless of race, color, creed, religion, sex, age, national origin, disability or political affiliation. Contractor shall comply with the Americans with Disabilities Act.

XI. E-VERIFY

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

XII. ARBITRATION

In accordance with ARS § 12-1518, the parties to agree to resolve all disputes arising out of or relating to this Contract through arbitration, after exhausting applicable administrative review except as may be required by other applicable statutes.

XIII. NOTICES

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

Dawn Wallace
Director and Education Policy Advisor
Governor's Office of Education
1700 West Washington, Suite 503
Phoenix, Arizona 85007

The GOE shall address all notices relative to this Agreement to:

Steven Paulson
Chief Procurement Officer
Arizona Department of Education
1535 W. Jefferson Street
Phoenix, Arizona 85007

IN WITNESS WHEREOF, the parties hereto agree to execute this Agreement.

**ARIZONA DEPARTMENT
OF EDUCATION**


Steven Paulson
Chief Procurement Officer

9/20/17
Date

GOVERNOR'S OFFICE OF EDUCATION


Dawn Wallace
Director and Education Policy Advisor


Travis Price
Compliance Finance and Procurement Manager
Office of the Governor

9/21/17
Date

Arizona Department of Education
Computer Science Standards ISA
ADE Administrative Costs Budget

Revised per conversation with Dawn Wallace - 7/18/17; Conversation with Shari Zara - 7/24/17
Budget Narrative

	Year 1
Personnel	
ADE Standards Project Leads (2 personnel @ .10 FTE)	15,000.00
ADE Certification Lead (1 personnel @ .10 FTE)	7,500.00
	Total Personnel
	22,500.00
Benefits	
Benefits @ 39%	8,775.00
	Total Benefits
	8,775.00
Travel	
In State travel for project staff	2,000.00
Out-of-State travel for project staff (CSTA conference)	3,000.00
In State travel for consultant	1,000.00
Out-of-State travel for consultant (CSTA conference)	1,500.00
	Total Travel
	7,500.00
Consultant Fees	
Consultant 1 person @ 60 hours/month for 11 months	50,000.00
	Total Consultant Fees
	50,000.00
Stipends and Travel for working groups	
Stipends (10 days; 20 educators; \$150/day)	30,000.00
Travel (varies/educator due to distance traveled: 10 days x 20 educators x \$100/person)	20,000.00
	Total Working Group
	50,000.00
Other - Project Operating Expenses	
FTE Operating Expenses - (\$674 per FTE for .1 of 3 FTEs)	0.00
Rent for FTEs	
Telephone for FTEs	
Copier use for FTEs	
Risk Management for FTEs	
MIS charge for FTEs	
Additional Operating Expenses	11,000.00
Other Project Operating Expenses	
<i>To include: Electronic and Print Outreach and Marketing, Training and Technical Assistance Materials (CS Framework books), Monitoring, Printing, Postage, Facilities/Meeting Space, and other Office Expenses, Supplies, and Equipment</i>	
	Total Other
	11,000.00
Total Direct Costs	149,775.00
Total Direct Costs All Budget Periods	
149,775.00	
Total Indirect Costs (14.3%)	0.00
<i>(NOTE: Indirect costs are only applied to the first \$25,000 of each contracted service, and is not taken against assistance funds (subgrants to LEAs))</i>	
Total Costs (Direct Costs, Indirect Costs)	
149,775.00	
Total All Budget Periods	
149,775.00	

EXECUTIVE SUMMARY

Issue: Preliminary Letter Grades

Action/Discussion Item

Information Item

Background and Discussion

Board staff will provide information at the Board meeting.

Contact Information:

Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Review and revision process

Action/Discussion Item

Information Item

Background and Discussion

In connection with the A-F review and revision process, the Board has received numerous data appeals. Because data appeals were not originally listed as a ground for appeal in the appeals policy, Board staff recommends that the Board open a period of time for data validation.

The data validation window would be from October 24, 2017 through November 24, 2017. During this time, district and charter schools may submit evidence to Board staff on any issue related to data or coding concerns.

District and charter schools would submit data and coding concerns to the Board's inbox at inbox@azsbe.az.gov. The submissions would identify the issue and contain supporting documentation. Data or coding concerns that were previously submitted through the appeals process would be addressed during the validation period.

Board staff will work with ADE to schedule time to discuss each data or coding concern.

Board staff will report on the findings at the December 4, 2017 State Board of Education Meeting.

Recommendation to the Board

To approve a data validation review period from October 24, 2017 through November 24, 2017.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Modification of structure, appointment of members and guidance for the Technical Advisory Committee, including on letter grades for non-typical school configurations

Action/Discussion Item

Information Item

Background and Discussion

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

Technical Advisory Committee Structure

The Board began receiving applications to the Technical Advisory Committee following the September 25, 2017 meeting. Due to a lack of rural representation among the applications, Board staff recommends modifying the structure of the committee to allow for a designee to represent rural schools.

The change in structure is specified below in **red** and the corresponding proposed change is reflected in the attached committee structure document.

The TAC consists of the following members:

- 1 - Administrator engaged in student achievement research at a school serving students in grades K-12 in an urban area
- 1 - Administrator **or designee** engaged in student achievement research at a school serving students in grades K-12 in an rural area
- 1 - Administrator engaged in student achievement research at a school serving students in grades K-8
- 1 - Administrator engaged in student achievement research at a school serving students in grades 9-12
- 1 - Administrator engaged in student achievement research at a school representing an alternative education school
- 1 - Administrator engaged in student achievement research at a school representing an online school
- 1 - Researcher from an organization engaged in student achievement research
- 1 - Researcher from an institution of higher education
- 1 - Representative from the Arizona Department of Education

Contact Information:

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

EXECUTIVE SUMMARY

Technical Advisory Committee Appointments

Below are staff recommended candidates who applied for appointment to the TAC.

Candidate	School System	Position	Term Begins	Term Expires
Rick Guyer	BASIS	K-12 Urban Area	10/23/17	10/22/20
Sean Rickert	Pima USD	K-12 Rural Area	10/23/17	10/22/20
David Jordan	Glendale EI	K-8 School	10/23/17	10/22/20
Cindy Bochna	Mesa USD	9-12 School	10/23/17	10/22/20
Amy Schlessman	Rose Academies	Alternative School	10/23/17	10/22/20
Jason Tourville	Primavera	Online School	10/23/17	10/22/20
Cindy Hovanetz	N/A	Organization	10/23/17	10/22/20
Audrey Amrein-Beardsley	N/A	Higher Education	10/23/17	10/22/20
TBD	TBD	ADE	10/23/17	10/22/20

Guidance to the Technical Advisory Committee

In order to begin the review and revision process, it is recommended the Board provide guidance to the Technical Advisory Committee regarding the A-F Accountability System.

Recommendation to the Board

Technical Advisory Committee Structure

- It is recommended that the Board modify the structure of the Technical Advisory Committee to allow a designee to represent the position of an "Administrator engaged in student achievement research at a school serving students in grades K-12 in a rural area."

Technical Advisory Committee Appointments

- It is recommended that the Board appoint the listed candidates, and the candidates for the K-12 Rural Area and ADE Representative as presented at the meeting, to the Technical Advisory Committee.

Guidance to the Technical Advisory Committee

- It is recommended that the Board provide guidance to the Technical Advisory Committee regarding the A-F Accountability System.

TECHNICAL ADVISORY COMMITTEE

Consistent with various provisions of state law including A.R.S. § 15-241, the State Board of Education is charged with adopting policies that are intertwined with the application of various research-based data methodologies. The Technical Advisory Committee (TAC) is a standing committee that provides the Board with advice on the review of data and data methodologies.

RATIONALE

The Board does not have a technical advisory group to consider and review the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data impacting Board policy decisions.

SCOPE AND FUNCTION

The mission of the TAC is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

The Technical Advisory Committee will:

- Discuss and evaluate the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to K-12 educational data as assigned by the Board.
- Present findings and recommendations of each TAC member to the Board, who so wishes.

The Board shall have a standing agenda item on its monthly Board meeting agenda where assignments may be made. Additionally, the Board shall allow the Chair of the Committee, or his or her designee, to identify potential issues to the Board.

COMMITTEE STRUCTURE AND PROCEDURES

The TAC members will be appointed to a term for no more than three years by the Board, subject to meeting the specific qualifications of experience and expertise as a student achievement researcher in the areas of quantitative, qualitative and mixed methodologies research principles. The committee membership shall also reflect a wide-range of K-12 schools, including: urban, rural, geographic locations, socio-economic status, school configurations in K-12, public traditional, charter, alternative education, online and school performance. Membership shall be as follows:

- 1- Administrator engaged in student achievement research at a school serving students in grades K-12 in an urban area
- 1- Administrator or designee engaged in student achievement research at a school serving students in grades K-12 in an rural area
- 1- Administrator engaged in student achievement research at a school serving students in grades K-8
- 1- Administrator engaged in student achievement research at a school serving students in grades 9-12
- 1 Administrator engaged in student achievement research at a school representing an alternative education school
- 1 Administrator engaged in student achievement research at a school representing an online school

Proposed Revisions October 23, 2017

- 1- Researcher from an organization engaged in student achievement research
- 1- Researcher from an institution of higher education
- 1- Representative from the Arizona Department of Education

The TAC members shall elect their own chair annually.

The TAC shall conduct its meetings in accordance to open meeting laws.

Unique School Configurations and A-F Letter Grades

Definitions

- Unique School Configurations are those that serve grades that span across the K-8 and 9-12 models
 - Enrollment data is pulled to determine the grades that a school serves
- SBE voted in June was to give these uniquely configured schools 2 letter grades (e.g., if it's a 6-12 school grade 6-8 students were evaluated on the K-8 model and the 9-12 students on the 9-12 model)

Impact

- 108 traditional schools received 2 letter grades
- 71% were charter ($n = 77$)
- Grade configurations consisted of:
 - K-10 ($n = 1$)
 - K-12 ($n = 40$)
 - 1-12 ($n = 1$)
 - 2-12 ($n = 1$)
 - 3-12 ($n = 2$)
 - 4-11 ($n = 1$)
 - 4-12 ($n = 2$)
 - 5-12 ($n = 7$)
 - 6-10 ($n = 1$)
 - 6-11 ($n = 2$)
 - 6-12 ($n = 20$)
 - 7-11 ($n = 2$)
 - 7-12 ($n = 28$)

Impact

	A	AB/ BA	AC/ CA	A NR/ NR A	B	BC/ CB	BD/ DB	BF/ FB	B NR/ NR B	C	CD / DC	CF/ FC	C NR/ NR C	D	DF/ FD	D NR/ NR D	F	F NR	NR NR
K-10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
K-12	2	2	2	1	4	2	1	-	3	2	2	1	4	2	1	1	1	-	9
1 to 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
2 to 12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
3 to 12	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4 to 11	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
4 to 12	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5 to 12	3	3	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6 to 10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
6 to 11	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
6 to 12	1	4	2	-	4	3	-	1	-	-	-	1	1	-	-	-	1	-	3
7 to 11	-	-	-	-	-	2	-	-	-	-	5	-	-	-	-	-	-	-	-
7 to 12	2	-	-	-	2	7	-	-	2	2	-	-	2	2	2	-	-	-	1

Options to create one letter grade for these schools

1. Unique models for each school configuration
2. Merge the “outlier” grades into one model
3. Average the two letter grades
4. Prorate the two letter grades

5. A combination of the above
6. Additional alternatives

Option 1: Unique models for each school configuration

Definition: every school configuration has it's own "model"

- Create a 6-12 model, 7-12 model, 1-10 model, etc.

Pros:

- Respects and values the different school configurations
- Is a fair accountability system for the grades they serve

Cons:

- Hard to sustain annually with new/different configurations
- Very challenging and time consuming to code and create a new model for every school configuration
- Would require a new ADEConnect platform (this is where schools are shown their letter grade and subsequent data) be built to accommodate these schools
- Would require a cut score set for every new model

Timeline:

- If TAC completes modeling by February
- ADE to release letter grades May / June to these schools assuming the modeling is approved at the March board meeting

Option 2: Merge the “outlier” grades into one model

Definition: use the existing models and place the “outlier” grades into one of the two models

- K-10, 6-10, 6-11, 7-11, and 4-11 schools could use the K-8 model because they don't have CCRI or graduation rate data
- 4-12, 5-12, 6-12, and 7-12 could use the 9-12 model
- K-12, 1-12, 2-12, and 3-12 could use the 9-12 or the K-8?

Pros:

- Benefits certain configurations, for example 6-10, 6-12, 7-11, 7-12, who don't have access to most of the acceleration readiness points due to minimum n size
- Easier to calculate and release in ADEConnect
- Current cut scores can be applied

Cons:

- For some of the configurations it forces the schools into one model type neglecting either acceleration/readiness or graduation rate/CCRI points
- Could be hard to sustain annually with new/different configurations

Timeline:

- If TAC completes modeling by December
- ADE to release letter grades February to these schools assuming the modeling is approved at the January board meeting

Option 3: Average the two letter grades

Definition: use the existing data as is and take an average

- Could look at high level letter grades – A and C = B
- Could calculate based on points – add total points earned for both models and divide by total points eligible for both models

Pros:

- Easy to calculate
- Sustainable with new configurations in future years

Cons:

- Less fair, doesn't take into account student enrollment numbers (e.g., what if the 9-12 grades serves 80% of the students compared to the 6-8 grades)
- How do you average an NR?
- Use of points to calculate the average could require a new cut score
- Would ideally want to build additional info into the ADEConnect platform

Timeline:

- If TAC completes modeling by November
- ADE to release letter grades January to these schools assuming the modeling is approved at the December board meeting

Option 4: Prorate the two letter grades

Definition: use the existing data as is and prorate the letter grades based on FAY enrollment numbers in each model

- The 6-12 school has a K-8 letter grade and a 9-12 letter grade. Determine how many FAY students were enrolled in grades 6-8 and how many FAY students were enrolled in grades 9-12. If 20% of the school's population is in grades 6-8 then the K-8 grade is only worth 20% while the 9-12 grade would be worth 80%. If the K-8 earned a percentage of 40% and the 9-12 earned a 90% the prorated grade would be: 80% ($40\% * 20\% + 90\% * 80\%$)

Pros:

- Relatively easy to calculate
- Sustainable with new configurations in future years

Cons:

- Schools without access to particular points (i.e., acceleration readiness, grad rate, CCRI points) on the current models still suffer
- How do you prorate an NR?
- Use of points to calculate the average could require a new cut score – what does the prorated percentage mean?
- Would ideally want to build additional info into the ADEConnect platform

Timeline:

- If TAC completes modeling by November
- ADE to release letter grades January to these schools assuming the modeling is approved at the December board meeting

EXECUTIVE SUMMARY

Issue: Updates on public input regarding A-F preliminary letter grades

Action/Discussion Item

Information Item

Background and Discussion

In connection with the A-F review and revision process, the Board has actively solicited public feedback regarding the A-F Accountability System through several methods. Board staff scheduled 10 Open Houses hosted at the Board's offices and on October 17, 2017, posted a survey on the Board's website and distributed it to the field. Finally, Board staff has encouraged the public to submit input to the Board's email inbox.

Below is a summary of public input participation as of October 19, 2017:

Open Houses

The Board has hosted five open houses, attended by roughly 20 individuals.

Survey

- 89 survey responses.
- Most responses from Maricopa County (34), Yuma (14) and Yavapai (13).
- 46 of the responses are from K-12 Administrators.
- 9 are from parents.

Input Received via Email

- Approximately 30 emails.
- Most from school administrators and leaders.

The Board will present a summary of public input participation and content at the December 4th Regular Meeting.

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Recommendation for the Joint Technical Education District (JTED) A-F timeline and performance descriptors pursuant to A.R.S. §15-393.01(A).

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. §15-393.01(A) requires the Department to develop specific criteria applicable to joint district accountability. The Board is required to approve these criteria prior to the issuance of letter grades. The statute specifies the following indicators: graduation rate of all students enrolled in a career and technical education program or course; the completion rate for each program offered by the joint district; performance on assessments required pursuant to section 15-391, paragraph 5, subdivision (b); and postgraduation employment rates, postsecondary enrollment rates and military service rates for students who complete a career and technical education program.

The Department has met with representatives of the JTEDs on:

- July 24, 2017 (JTED superintendent meeting),
- August 2, 2017 (subcommittee),
- August 31, 2017 (subcommittee),
- September 7, 2017 (JTED superintendent meeting),
- September 29, 2017 (subcommittee),
- October 5, 2017 (performance descriptor working group)
- October __, 2017 (subcommittee)
- October 17, 2017 (JTED superintendent meeting).

At these meetings, timeline, criteria descriptors, performance descriptors and a framework for JTED accountability were discussed.

Recommended Timeline:

- October 23, 2017 – Board provides feedback to committee on JTED performance descriptors (attached); Board approves timeline
 - Draft performance descriptors will be taken to additional groups on the following dates:
 - October 26, 2017 – CTE Quality Commission Meeting (business and industry representation and input)
 - November 3, 2017 – CTE Director’s Meeting (district representation and input)

Contact Information:

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

EXECUTIVE SUMMARY

- December 4, 2017 – Board approves final JTED performance descriptors and accountability framework
- January 22, 2018 – Board reviews modeling data and approves cut scores as well as appeal procedures
- January 23, 2018 - Preliminary accountability designations provided to JTEDs for review and appeal; embargoed for public release
- February 7, 2018 – Public release of JTED A-F accountability designations

Recommendation to the Board

It is recommended that the Board accept the timeline for public release of JTED accountability designations.

Draft of JTED A-F Performance Descriptors

Letter Grade	Level of Performance	Descriptor
A	Excellent	Distinguished performance on statewide technical skill assessment or industry certification which demonstrates skills necessary in designated vocation , significant student placement in postsecondary, employment and/or military service, high 4-year graduation rates for students who were enrolled in a career and technical education program or course, significant completion rates for students enrolled in career and technical education programs
B	Highly Performing	High performance on statewide technical skill assessment or industry certification which demonstrates skills necessary in designated vocation and/or significant student placement in postsecondary, employment and/or military service and/or higher 4-year graduation rates for students who were enrolled in a career and technical education program or course and/or moving students towards higher completion rates for students enrolled in career and technical education programs
C	Performing	Adequate performance but needs improvement on some indicators – proficiency on assessment or industry certification or completion or placement or graduation rate
D	Minimally Performing	Inadequate performance in proficiency on assessment or industry certification, completion, placement and/or 4-year graduation rate relative to the state average
F	Failing	Systematic failures in proficiency on assessment or industry certification, completion, placement and graduation rates (below 67%)

Black font indicates areas which are the same as traditional schools A-F accountability performance descriptors. Red font indicates language specific to JTEDs.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the A-F Accountability Plans for K-8 and 9-12 Alternative Education schools for 2016-2017

Action/Discussion Item

Information Item

Background and Discussion

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

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

Subsequently, the U.S. Department of Education, through correspondence with ADE, noted that for the purposes of federal accountability, states are not permitted to utilize separate accountability systems for alternative schools if accountability determinations can be made using its systems of annual meaningful differentiation. Therefore, alternative schools will utilize the traditional model for the purposes of federal accountability.

During the development of a 9-12 accountability plan, alternative schools have indicated a need for guidance from the Board on the following:

- Growth Indicator: should growth include credit earned, with a minimum threshold, such as 4.5 credits based on modeling?
- Graduation Rate: should a school select one of the options on the alternative education draft consistent with its mission.
- College and Career Readiness Indicator:
 - Should data for this indicator include the graduate's entire high school career rather than that achieved only at the graduating high school?
 - Under the traditional model, students can earn points for their school if they earn a total of 2 points from red or blue indicators or a combination of indicators. Should the same expectation apply to alternative education, or a reduced threshold to earning 1 point for credit, or earning partial credit for something less than 2 points?
 - Should accelerated credit recovery be removed because of unintended consequences?

Contact Information:

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

EXECUTIVE SUMMARY

As a separate option, the Board may direct the Technical Advisory Committee (TAC) to model alternative schools utilizing the 2016-2017 traditional 9-12 plan to allow for a review and analysis of data for alternative schools which, to date, has been unavailable. Based on the modeling, TAC may provide recommendations on potential revisions.

Recommendation to the Board

It is recommended that the Board either:

- 1) Direct the Technical Advisory Committee to model alternative schools utilizing the traditional K-8 and 9-12 Accountability plans and to analyze the data for potential revisions; or
- 2) Provide additional guidance on growth, graduation rate and the College and Career Readiness Indicator as described above.

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

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

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

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

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the A-F Accountability Plan for Arizona Online Instruction for 2016-2017

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241, the Board is charged with the final approval of criteria for each school and school district local education agency classification label used to determine A through F letter grades. A.R.S. § 15-241 (H) states that subject to final adoption by the State Board of Education, the Department of Education (ADE) may develop profiles for schools that participate in Arizona Online Instruction (AOI).

At the August 4, 2017 meeting, the AOI Accountability Advisory Group, in collaboration with ADE, presented a draft plan similar to the Alternative Education School Accountability Plan. Board members encouraged that the draft plan be reconsidered along the traditional plan framework with revisions as appropriate. The AOI Accountability Advisory Group presented revised frameworks at the August 28, 2017 meeting and the September 22, 2017 meeting.

Attached are working draft components of the 9-12 and K-8 A-F Accountability Plan for AOIs. The draft plan aligns with the traditional school Accountability Plans with the following exceptions:

Full Academic Year (FAY)

Modify the definition of full academic year (FAY) to only include students:

1. Continuously enrolled at any point in the fiscal year with at least 75% of the minutes required of a full-time student pursuant to A.R.S. § 15-808 (*within K-8 annual instructional hours ranges from 356 hours to 1,000 hours. High school requires 900 annual instructional hours*); and
2. Enrolled on the first date of the testing window.

Students that do not meet the above definition of FAY are included in the accountability calculation of the "sending" school.

Online Program Exemption

AOIs with less than 5% of AOI full time students will not receive a letter grade and will be considered an AOI program for purposes of accountability. Students that attend these AOIs will be included in the accountability calculation of the brick and mortar school.

Recommendation to the Board

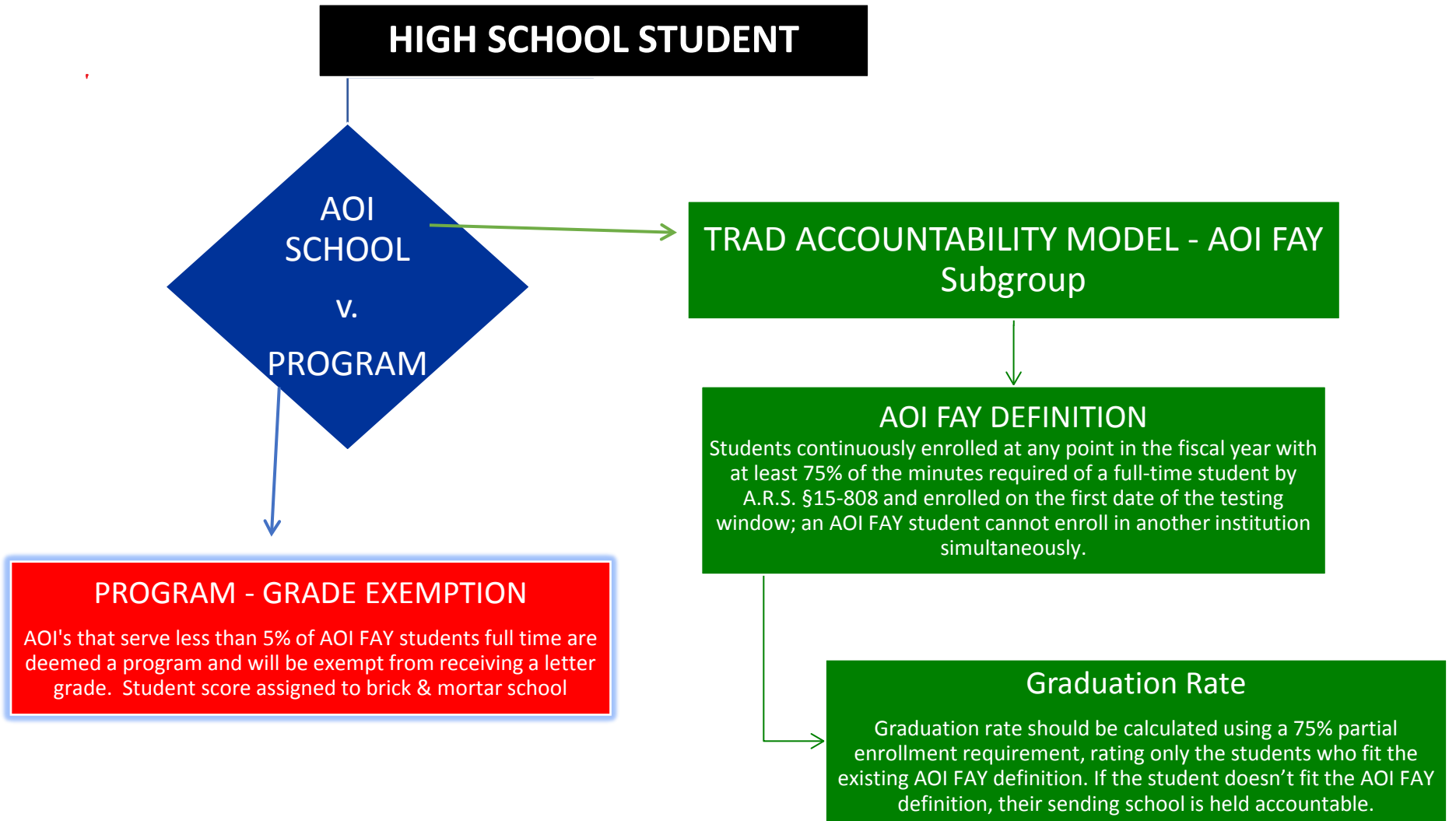
It is recommended that the Board direct ADE to begin modeling impact data based on the attached working draft components of the 9-12 and K-8 A-F School Accountability Plan for Arizona Online Instruction for 2016-2017 and to present the impact data at the

Contact Information:

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

EXECUTIVE SUMMARY

December 4, 2017 Board Meeting.



Arizona 2016-2017 K-8 A-F School Accountability Plan for AOI FAY Students Only

WORKING DRAFT COMPONENTS

Proposed to State Board of Education on October 23, 2017

Apply this AOI FAY DEFINITION to each category: Students continuously enrolled at any point in the fiscal year with at least 75% of the minutes required of a full-time student by A.R.S. §15-808 and enrolled on the first date of the testing window; an AOI FAY student cannot enroll in another institution simultaneously. **Retain Existing Definition**

Category	Component	Weight	Points/ Percentage
Proficiency	Az MERIT English Language Arts and Math and AIMS Science Proficiency <ul style="list-style-type: none"> • 0 credit for minimally proficient (MP) • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 3 Years Full academic year (FAY) <ul style="list-style-type: none"> • 15 points for 3 years • 10 points for 2 years • 5 points for 1 year 	30%	30%
Growth	Student Growth Percentiles on Az MERIT English Language Arts and Math (SGP) <ul style="list-style-type: none"> • Students are classified as low (1-33), average (34-66) or high (67-99) SGP • Points are awarded based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year 	25%	50%
	Student Growth to Target on Az MERIT English Language Arts and Math (SGT) <ul style="list-style-type: none"> • Students are assigned a target to scale score needed to reach proficiency within 3 years or eighth grade, whichever comes first. • Points are awarded based on students reaching their annual target, with lower performing students reaching their target receiving the most points. 	25%	
English Language Learners*	Proficiency on AZELLA <ul style="list-style-type: none"> • Based on school's percentage of students proficient compared to the state's average ELL proficiency 	5%	10%
	Growth on AZELLA <ul style="list-style-type: none"> • Based on school's change in performance levels compared to the state's average change in performance levels the prior year. 	5%	
Acceleration/ Readiness	Grades 5, 6, 7, 8 High School AzMERIT Math <ul style="list-style-type: none"> • Increases in students scoring proficient or higher • Schools achieving a proficiency rate of 25% or higher Decrease Grade 3 English language arts minimally proficient students	10%	10%

	<ul style="list-style-type: none"> • A school's current year minimally proficient percentage is less than the school's prior year minimally proficient percentage OR • A school's current year and prior year minimally proficient percentage equals 0 <p>Decrease chronic absenteeism</p> <ul style="list-style-type: none"> • A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage OR • A school's current year and prior year chronic absenteeism percentage equals 0 <p>Inclusion of students with high incident and low incident disabilities in general education</p> <ul style="list-style-type: none"> • Schools with 7% or more of their population in special education, n count of at least 20, and with students in special education spending 80%+ of their day in the general education classroom receive points depending on the students' classification <p>Improved growth of subgroups</p> <ul style="list-style-type: none"> • A school's subgroup scores show improvement from the prior year's state average for the subgroup OR • A school's subgroup scores are equal to or better than the state's target for the subgroup. 		
<p>* Schools with an n count of less than 20 ELL students are not eligible for ELL points and will have letter grades calculated based on a 90/90 scale</p>			
<p>**AOI <u>programs</u> that serve less than 5% of AOI FAY students full time will be exempt from receiving a letter grade</p>			

Arizona 2016-2017 9-12 A-F School Accountability Plan for AOI FAY Students Only

WORKING DRAFT COMPONENTS

Proposed to State Board of Education on October 23, 2017

Apply this AOI FAY DEFINITION to each category: Students continuously enrolled at any point in the fiscal year with at least 75% of the minutes required of a full-time student by A.R.S. §15-808 and enrolled on the first date of the testing window; an AOI FAY student cannot enroll in another institution simultaneously. **Retain Existing Definition**

Category	Component	Weight	Points/ Percentage
Proficiency	Az MERIT English Language Arts and Math and AIMS Science Proficiency <ul style="list-style-type: none"> • 0 credit for minimally proficient (MP) • .6 for partially proficient (PP) • 1 for proficient (P) • 1.3 for highly proficient (HP) 1 Year Full academic year (FAY) <ul style="list-style-type: none"> • 30 points for 1 year 	30%	30%
Growth	Student Growth Percentiles on Az MERIT English Language Arts and Math (SGP) <ul style="list-style-type: none"> • Students are classified as low (1-33), average (34-66) or high (67-99) SGP • Points are awarded based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year 	10%	20%
	Student Growth to Target on Az MERIT English Language Arts and Math (SGT) <ul style="list-style-type: none"> • Students are assigned a target to scale score needed to reach proficiency within 3 years • Points are awarded based on students reaching their annual target, with lower performing students reaching their target receiving the most points. 	10%	
English Language Learners*	Proficiency on AZELLA <ul style="list-style-type: none"> • Based on school's percentage of students proficient compared to the state average ELL proficiency 	5%	10%
	Growth on AZELLA <ul style="list-style-type: none"> • Based on school's change in performance levels compared to the state's average change in performance levels the prior year. 	5%	
High School Graduation Rate	Cohort 2015 4-year graduation rate x .10 Cohort 2014 5-year graduation rate x .08 Cohort 2013 6-year graduation rate x .05 Cohort 2012 7-year graduation rate x .01	10 8 5 1	20%
	Pursuant to A.R.S. § 15-241 (E, H) the accountability system must adequately account for student mobility. Pursuant to ESSA Section 1111 (c)(4)(F)(ii) the state may implement a Partial Attendance Provision.		

	Graduation rate should be calculated using a 75% partial enrollment requirement, rating only the students who fit the existing AOI FAY definition. If the student doesn't fit the AOI FAY definition, their sending school is held accountable.		
College and Career Readiness	<p>Schools self-report data report for grade 12 graduating students to generate an overall score.</p> <ul style="list-style-type: none"> • A school's College and Career Readiness (CCR) A-F Point total will be determined by averaging the CCR A-F points from that year's graduates. • A student who accumulates 1 Indicator Point = 7.5 CCR A-F Points, scaled to 20% weighting. • A student who accumulates 2 Indicator Points = 15 CCR A-F Points, scaled to 20% weighting. • A student who accumulates less than 1.0 Indicator points = 0 • A student who accumulates 1 point of Red Indicators AND 1 point of Blue Indicators will generate 2 bonus CCR A-F points. • A school that increases the percent or has 85% of post-secondary enrollment and/or military service of prior year's graduates will generate 1 bonus point. <p><i>Use same values and indicators presented in the TRAD model. With the understanding that refinement may be necessary in the future.</i></p>	20%	20%
* Schools with an n count of less than 20 ELL students are not eligible for ELL points and will have letter grades calculated based on a 90/90 scale			
**AOI <u>programs</u> that serve less than 5% of AOI FAY students full time will be exempt from receiving a letter grade			

EXECUTIVE SUMMARY

Issue: 2017 AzMERIT Spring Administration Update

Action/Discussion Item

Information Item

Background and Discussion

The Assessment Section of the Arizona Department of Education would like to provide an update regarding the development, administration, and reporting for the 2017 Spring Administration of AzMERIT. Collaboration and transparency is a goal of the Assessment Section to ensure confidence in this required state assessment.

Review and Recommendation of State Board Committee

N/A

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding 2018 legislative priorities
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Action/Discussion Item Information Item

Background and Discussion

At its retreat, the Board established a proactive process regarding the 2018 Legislative Session.

As part of its proactive approach, the Board identified a three-phase process:

1. Strategic Phase:
 - a. Brainstorm ideas that align to the Board's values and are within the Board's scope.
2. Working Phase:
 - a. Identifies priorities or "wants";
 - b. Engage Stakeholders; and
 - c. Develop language, secure a sponsor and submit a draft to Legislative Council.
3. Implementation Phase:
 - a. Monitor and keep Board informed.

Based on the Board's identification of priorities, Board staff will engage stakeholders and develop language. At its next two meetings, Board staff will provide specific legislative proposals for the Board's approval.

Recommendation to the Board

It is recommended that the Board identify legislative priorities for the 2018 Legislative Session.

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the creation of the School Safety Program Oversight Committee
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Action/Discussion Item

Information Item

Background and Discussion

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

Prior to 2017, a legislative oversight committee provided programmatic and fiduciary oversight to the School Safety Program. In 2017, the Legislature disbanded the oversight committee and shifted its responsibilities to the State Board of Education.

Attached is a proposal to create a standing oversight committee to provide programmatic and fiduciary responsibility to the School Safety Program. Oversight includes the review and recommendation to the full Board regarding: 1) rubrics; 2) school safety plans; 3) the contract with a law-related education provider; and 4) ADE's award recommendations.

Recommendation to the Board

It is recommended that the Board establish the School Safety Program Oversight Committee.

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

School Safety Program Oversight Committee

Pursuant to A.R.S. § 15-154, the State Board of Education (Board) is charged with the review and approval of the following: 1) School Safety Program grants; 2) school safety plans; 3) the renewal of school safety grants; and 4) the contract with a law-related education provider.

Rationale

The Board does not currently have an advisory committee dedicated to reviewing rubrics, contracts and recommendations regarding the School Safety Program. The School Safety Program Oversight Committee's duties were shifted to the Board in the 2017 legislative session. The School Safety Program Oversight Committee will provide guidance to the Board in fulfilling its statutory duties.

Scope and Function

The mission of the School Safety Program Oversight Committee (Oversight Committee) is to work with the Arizona Department of Education (ADE) to promote a safe school environment and to improve student outcomes through the following: 1) law-related education delivered to students by trained School Resource Officers and/or Juvenile Probation Officers; and 2) a proactive approach to prevent juvenile referrals to the court system of Arizona and to prevent detention in the Arizona Department of Juvenile Corrections, county jails and the Arizona Department of Corrections.

The Oversight Committee, in collaboration with ADE, will provide programmatic and fiduciary oversight of the School Safety Program. The Oversight Committee will review and make recommendations to the Board regarding the School Safety Program, including, but not limited to the following: 1) rubrics; 2) school safety plans; 3) the contract with a law-related education provider; 4) ADE's award recommendations; 5) appeals policies; and 6) the School Safety Program budget. Eligible schools will be reviewed based on A.R.S. § 15-154 and the grading rubrics approved by the Oversight Committee. Oversight Committee meetings are held open to the public.

Committee Structure

The Committee consists of the following 6 members:

- Two public school administrators with law-related education or school safety responsibilities;
- A school resource officer or juvenile probation officer;
- A parent of a child currently attending a public school;
- A public school teacher; and
- One member of the Board.

The Committee shall elect its own chair annually. Committee members shall be appointed to two year terms. Members appointed from and after October 1, 2019, will be appointed to three year terms.

Members

To be appointed at December 4, 2017 Board meeting.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking of R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services

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

Passed during the 2017 legislative session, SB 1317 requires the Board to adopt new rules regarding special education by November 15, 2017. The rules shall clarify the administration of specially designed instruction by certified general education teachers if:

1. Instruction is appropriate to meet the needs of a student and is in accordance with a student's Individualized Education Program (IEP);
2. Instruction ensures access to the general education curriculum; and
3. Certified special education personnel are involved in the planning, progress monitoring and, when appropriate, the delivery of specially designed instruction.

SB 1317 also requires the Board to begin a comprehensive review of rules regarding special education to streamline processes, reduce unnecessary administrative burdens on local education agencies and to affirm the central role of the IEP team.

The attached draft of R7-2-401 is intended to comply with SB 1317 by the November 15, 2017 deadline. A more thorough process is necessary to conduct a comprehensive review of the remaining special education rules, including R7-2-401. It is recommended the Board begin that process expeditiously.

As of October 13, 2017, a public hearing on the attached draft is scheduled for October 18, 2017. The Special Education Advisory Panel (SEAP) met three times to review the rules and formulate comments which it submitted on October 13th. Because of this and the public hearing, the attached draft may be revised prior to the Board Meeting on October 23rd.

Below is a summary of the changes:

B - Definitions

- "Accommodations" now includes access to the general education curriculum.
- "Boundaries of responsibility" is expanded to include a charter school and a public agency other than a school district or charter school.
- "Evaluator" is clarified to be a person trained and knowledgeable in a field relevant to the child's disability.
- Defines "Informed written consent".

Contact Information:

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

EXECUTIVE SUMMARY

- A “private special education school” is clarified to be defined as a non-public educational institution where instruction is provided primarily to students with disabilities.
- Refers to statute for terms that are currently defined in A.R.S. § 15-761.
- Defines “Qualified professionals” and removes the following definitions of specific practitioners:
 - 1) "Audiologist";
 - 2) "Certificate in speech and language therapy";
 - 3) "Certified school psychologist";
 - 4) "Certified speech language therapist";
 - 5) "Doctor of medicine";
 - 6) "Licensed psychologist"; and
 - 7) "Psychiatrist."

D - Child identification and Referral Procedures

- In the original draft, changes were made to child identification and referral procedures. The recommendation is to exclude those changes from this rulemaking and address Subsection D as part of the comprehensive review of the special education rules.
- The remaining modifications to Subsection D are the following:
 - Requires each public education agency (PEA) to make available, either in writing or electronically, written procedures for the identification and referral of all children with disabilities. Currently PEAs are required to disseminate the procedures; and
 - Requires each PEA to require *appropriate* school-based *personnel*, rather than *all* school-based *staff*, to review the written procedures.

E - Evaluation/Re-Evaluation

- The initial evaluation shall be conducted within 60 calendar days from the PEA's receipt of the parent's informed written consent.
- If the parent requests the evaluation, the PEA, within a reasonable amount of time not to exceed 15 school days from the date it receives a parent's written request for an evaluation shall either begin the evaluation by reviewing existing data, or provide prior written notice refusing to conduct the requested evaluation. The 60-day evaluation period begins upon the PEA's receipt of the parent's informed written consent.
- Allows the PEA to accept current information about the student through an independent educational evaluation.
- Replaces references to specific practitioners with “qualified professional” and directs ADE to develop a list, subject to review and approval of the Board, of qualified professionals eligible to conduct the appropriate evaluations.

EXECUTIVE SUMMARY

G - Individualized Education Program (IEP)

- Specifies that each IEP of a student with a disability must be developed in accordance with IDEA and its regulations, state statutes and Board rule.
- Allows an IEP team to include specially designed instruction in the IEP appropriate to meet the needs of a student if appropriate to meet the needs of a student and to ensure access to the general curriculum.
- After an annual review of a child's IEP, allows the PEA and the parent to agree not to convene an IEP team meeting for the purposes of making changes and instead allows for the development of a written document to amend or modify the student's current IEP.
- In the request for a review of the IEP, requires a parent or PEA to identify the basis for requesting the review.
- Requires the review to take place within 45 school days, rather than 15 school days, of the receipt of the request.

I - Procedural Safeguards

- Requires PEAs to provide prior written notice to parents of a child before the decision is implemented to initiate, change or refuses to initiate or change the identification, evaluation, educational placement or the provision of FAPE to the child

Recommendation to the Board

It is recommended the Board close rulemaking of R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services

Senator Sylvia Allen
Arizona State Senate
District 6



Committees:
Education, Chairman
Natural Resources, Energy, & Water
Appropriations

Arizona State Senate

October 18, 2017

Arizona State Board of Education
1700 W. Washington
Phoenix, AZ 85007

Re: Proposed changes to State Board of Education rule R7-2-401

Members of the Arizona State Board of Education:

This summer, Representative Paul Boyer and myself sent a letter to the State Board of Education (Board) with feedback and comments regarding changes to Board Rule R7-2-401. The initial draft of these rule revisions presented some serious concerns and challenges. As you are aware, the Legislature passed S.B. 1317, which made changes to the delivery of specially designed instruction and charged the Board with updating, revising and streamlining special education rules.

Since then, the Board has posted a revised draft dated October 25, 2017. This draft rule proposal is a true reflection of what S.B. 1317 was striving for. The proposed changes clean up unnecessary language, promote additional flexibility to schools, streamline processes and continue to protect the rights of all students. I strongly support the draft of Board Rule R7-2-401 dated October 12, 2017 as it was presented for public comment and urge the Board to adopt this proposed rule as currently posted.

As I indicated in my previous communication to the Board, I believe that S.B. 1317 charged the Board with a broad scope to revise special education rules. S.B. 1317 directed the Board to "immediately begin the process of comprehensively reviewing and amending state board rules regarding special education to streamline processes, reduce unnecessary administrative burdens on local education agencies and to affirm the central role of the local individualized education program team." Based on this language, the Board is also charged with opening the rulemaking process to the rest of the special education rules. This is an opportunity to support the work of special education teachers, administrators and families across the state. Specifically, the Board should address dispute resolution in the following rules: R7-2-405, R7-2-405.01, R7-2-405.02.

As the Board continues to engage in this work on the additional special education rules and receives further comment on the current rule draft proposal it is important to remember that S.B. 1317 makes it clear that during this process the Board shall "be consistent with and may not be more restrictive than the requirements pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004." If the Board is going to adopt additional or new requirements it should do so in a way that does not violate the spirit and intent of S.B. 1317. If IDEA or corresponding federal regulations provide flexibility to the states, Board rules should reflect that flexibility and ADE should provide technical guidance to schools. This guidance should inform school making decisions and should support students and parents in their due process rights.

I want to thank you again for your time and consideration on this critically important work. If you have any questions, please do not hesitate to contact our offices.

Sincerely,



Senator Sylvia Allen
Senate Education Committee Chair

Cc: Dr. Karol Schmidt, Executive Director – Arizona State Board of Education
Dawn Wallace, Senior Policy Advisor – Office of Governor Doug Ducey
Charles Tack, Associate Superintendent – Arizona Department of Education

How to Read Me: Proposed Board Rules

This document is designed to help individuals read proposed rules and track changes.

Stricken Language

- Red-colored language that is stricken indicates that it is proposed to be taken out of the rule.

Ex: Proposed Rule with Stricken Language: "1. The Committee shall ~~confirm receipt of the application and~~ make a recommendation within 60 days of receipt of application."

Ex: Effect of Proposed Rule with Stricken Language: "1. The Committee shall make a recommendation within 60 days of receipt of application."

Underlined Language

- Language that is underlined indicates that it is proposed to be added to the rule.

Ex: Proposed Rule with Underlined Language: "1. The Committee shall confirm receipt of the application and make a recommendation with 60 days of receipt of application via certified mail."

Ex: Effect of Proposed Rule with Underlined Language: "1. The Committee shall confirm receipt of the application and make a recommendation with 60 days of receipt of application via certified mail."

Highlighted Language

- Language that is highlighted indicates a change has been made since a previous draft. This may include language that is now proposed to be stricken or added.

Ex: Proposed Rule with Highlighted Language: "1. The Committee shall confirm receipt of the application and make a recommendation within ~~60~~ **40** days of receipt of application."

Ex: Effect of Proposed Rule with Highlighted Language: "1. The Committee shall confirm receipt of the application and make a recommendation within 40 days of receipt of application."

How to Read Me: Proposed Board Rules

Stricken, Underlined and Highlighted Language

- Language that is stricken, underlined and highlighted indicates that it was proposed to be added in a previous draft but is no longer proposed.

Ex: Language that is stricken, underlined and highlighted: "1. The Committee shall confirm receipt of the application and make a recommendation within 60 days of receipt of application ~~via certified mail.~~"

Ex: Effect of language that is stricken, underlined and highlighted: "1. The Committee shall confirm receipt of the application and make a recommendation within 60 days of receipt of application."

Highlighted Only

- Language that is highlighted but neither underlined nor stricken, indicates that the current language was proposed to be stricken in a previous draft but is now proposed to remain the same.

Ex: Language that is highlighted but neither underlined nor stricken: "1. The Committee shall ~~confirm receipt of the application and~~ confirm receipt of the application and make a recommendation within 60 days of receipt of application."

Ex: Effect of language that is highlighted but neither underlined nor stricken: "1. The Committee shall confirm receipt of the application and make a recommendation within 60 days of receipt of application."

1 Article 4. SPECIAL EDUCATION

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

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

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

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

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

21 ~~3.2.~~ “Administrator” means the chief administrative official or designee ~~(responsible for special~~
22 ~~education services)~~ authorized to act on behalf of a public education agency.

23 ~~4.3.~~ “Audiologist” means a person who specializes in the identification and prevention of hearing
24 problems and in the non-medical rehabilitation of those who have hearing impairments, and who
25 is licensed to practice audiology according to A.R.S. Title 36, Chapter 17, Article 4.

26 ~~5.4.3.~~ “Boundaries of responsibility” means for:
27 a. A school district, the geographical area within ~~the~~ its legally designated boundaries.
28 b. A charter school, the population of students enrolled in the charter school.
29 c. A public education agency other than a school district or charter school, the population of
30 students ~~enrolled in a charter school or~~ receiving educational services from a public education
31 agency.

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

34 ~~7.5.~~ “Certified school psychologist” means a person holding a certificate from the Arizona State Board
35 of Education issued pursuant to 7 A.A.C. 2, Article 6, in the area of school psychology.

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- 1 ~~8.6.~~ "Certified speech language therapist" means a person holding a speech language pathologist or
2 speech language technician certificate from the Arizona State Board of Education issued pursuant
3 to 7 A.A.C. 2, Article 6, and a license from the Arizona Department of Health Services as a speech
4 language pathologist in accordance with A.R.S. Title 36, Chapter 17, Article 4.
- 5 ~~7.4.~~ "Child with a disability," as defined by A.R.S. § 15-761(2), is a child that has been evaluated
6 pursuant to A.R.S. § 15-766 and has been determined to have a qualifying disability and who, by
7 reason thereof, needs special education and related services. has the same meaning prescribed
8 in A.R.S. § 15-761.
- 9 ~~9.8.5.~~ "Department" means the Arizona Department of Education.
- 10 ~~10.9.~~ "Doctor of medicine" means a person holding a license to practice medicine pursuant to A.R.S.
11 Title 32, Chapter 13 state law as a (medical doctor) or Chapter 17 (doctor of osteopathy).
- 12 ~~11.10.6.~~ "Exceptional Student Services ~~Division~~" or "ESS" means the Exceptional Student Services
13 Division of the Arizona Department of Education.
- 14 ~~12.11.7.~~ "Evaluator" means a qualified person trained and knowledgeable in a field relevant to the
15 child's disability who administers specific and individualized assessment for the purpose of special
16 education evaluation and placement.
- 17 ~~13.12.8.~~ "Full and individual evaluation" means procedures used in accordance with the IDEA to
18 determine whether a child has a disability and the nature and extent of the special education and
19 related services that the child needs. This evaluation includes:
20 a. A review of existing information about the child;
21 b. A decision regarding the need for additional information;
22 c. If necessary, the collection of additional information; and
23 d. A review of all information about the child and a determination of eligibility for special
24 education services and needs of the child.
- 25 ~~14.13.9.~~ "Independent educational evaluation" means an evaluation conducted by a qualified
26 an evaluator an examiner evaluator who is not employed by the public education agency
27 responsible for the education of the child in question
- 28 ~~14.10.~~ "Informed written consent" means a person has been fully informed of all information relevant
29 to the activity for which consent is sought, in the person's native language or through another
30 mode of communication; the person understands and agrees in writing to the carrying out of the
31 activity for which consent is sought; and the person understands that the granting of consent is
32 voluntary and may be revoked at any time.
- 33 ~~15.11.~~ "Interpreter" means a person trained to translate orally or in sign language in matters
34 pertaining to special education identification, evaluation, placement, the provision of free
35 appropriate public education (FAPE), or assurance of procedural safeguards for parents and
36 students who converse in a language other than spoken English. Each student's IEP team
37 determines the level of interpreter skill necessary for the provision of FAPE.

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- 1 16. ~~“Language in which the student is proficient” means all languages including sign language~~
2 ~~systems.~~
- 3 17. ~~16. “Licensed psychologist” means a person holding a psychologist license from the a state of~~
4 ~~Arizona Board of Psychologist examiners in accordance with A.R.S. Title 32, Chapter 19.1, Article~~
5 ~~2 licensing body.~~
- 6 17. ~~12. “Multidisciplinary Evaluation Team” means a team of persons including individuals described~~
7 ~~as the individualized education program team and other qualified professionals who shall~~
8 ~~determine whether a child is eligible for special education and related services.~~ has the same
9 meaning prescribed in A.R.S. § 15-761.
- 10 18. ~~13.~~ “Modifications” means substantial changes in what a student is expected to learn and to
11 demonstrate. Changes may be made in the instructional level, the content or the performance
12 criteria. Such changes are made to provide a student with meaningful and productive learning
13 experiences, environments, and assessments based on individual needs and abilities.
- 14 19. ~~“Paraeducator” means a person employed to assist with the education of students but who is not~~
15 ~~certified to teach by the Arizona Department of Education. Alternate terms may include~~
16 ~~paraprofessional, teacher aide, instructional assistant or other similar titles.~~
- 17 20. ~~19. 14.~~ “Private school” means any nonpublic educational institution where academic instruction
18 is provided, including nonsectarian and parochial schools, that are not under the jurisdiction of
19 the state or a public education agency.
- 20 21. ~~20. 15.~~ “Private special education school” means a ~~private school that is established to serve~~
21 ~~primarily~~ nonpublic educational institution where instruction is provided primarily to students
22 with disabilities. The school may also serve students without disabilities.
- 23 22. ~~21. “Psychiatrist” means a doctor of medicine who specializes in the study, diagnosis, treatment~~
24 ~~and prevention of mental disorders licensed physician who has completed three years of graduate~~
25 ~~training in psychiatry in a program approved by the American medical association or the American~~
26 ~~osteopathic association.~~
- 27 23. ~~22. 16.~~ “Public education agency” or “PEA” means a school district, charter school,
28 accommodation school, state supported institution, or other political subdivision of the state that
29 is responsible for providing education to children with disabilities.
- 30 23. ~~17.~~ “Qualified professionals” means individuals who have met state approved or recognized
31 degree, certification, licensure, registration or other requirements that apply in the areas in which
32 the individuals are providing services such as screening, identification, evaluation, general
33 education, special education or related services, including supplemental aids and services.
- 34 24. ~~“Screening” means an informal or formal process of determining the status of a child with respect~~
35 ~~to appropriate developmental and academic norms. Screening may include observations, family~~
36 ~~interviews, review of medical, developmental, or education records, or the administration of~~
37 ~~specific instruments identified by the test publisher as appropriate for use as screening tools.~~

1 ~~25. 18.~~ “Specially designed instruction” means adapting, as appropriate to the needs of an eligible
2 child the content, methodology, or delivery of instruction to address the unique needs of the
3 child that result from the child’s disability; and to ensure access of the child to the general
4 curriculum, so that the child can meet the educational standards within the jurisdiction of the
5 PEA that apply to all children. has the same meaning prescribed in A.R.S. § 15-761.

6 ~~25.26. 19.~~ “Special education teacher” means a teacher holding a special education certificate from
7 the Arizona Department of Education.

8 ~~26.27. 20.~~ “Suspension” means a disciplinary removal from a child’s current placement that results
9 in a failure to provide services to the extent necessary to enable the child to progress
10 appropriately in the general curriculum and advance toward achieving the goals set out in the
11 child’s IEP. The term does not include disciplinary actions or changes in placement through the
12 IEP process if the child continues to receive the services described above. The term does include
13 actions such as “in-school” and “going home for the rest of the day” removals if the child does not
14 receive the services described above. the temporary withdrawal of the privilege of attending a
15 school for a specified period of time, has the same meaning prescribed in A.R.S. § 15-840.

16 C. Public Awareness.

- 17 1. Each public education agency shall inform the general public and all parents, within the public
18 education agency’s boundaries of responsibility, of the availability of special education services
19 for students aged 3 through 21 years and how to access those services. This includes information
20 regarding early intervention services for children aged birth through 2 years.
- 21 ~~2.—~~ Each public education agency is responsible for public awareness within their enrolled population
22 (including the families of enrolled students).
- 23 ~~3.2.~~ School districts are responsible for public awareness in private schools located within
24 their geographical boundaries of responsibility.

25 D. Child Identification and Referral.

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

33 ~~2.—~~ Each public education agency must develop and implement a practical method to identify, locate,
34 and evaluate children with disabilities who are in need of, but are not currently receiving special
35 education and related services.

36 ~~1.3.1.~~ Each public education agency shall establish, implement, and disseminate make available,
37 either in writing or electronically, to its school-based personnel and all parents, within the public
38 education agency its boundaries of responsibility, written procedures for the identification and

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- 1 ~~referral of to identify, locate and evaluate~~ for the identification and referral of all children with
2 disabilities, aged birth through 21, including children with disabilities attending private schools
3 and home schools, regardless of the severity of their disability.
- 4 ~~2.4.2.~~ Each public education agency ~~will shall~~ require ~~all appropriate~~ school-based ~~staff~~
5 ~~personnel who are employed or contracted by the school~~ to review the written procedures
6 related to child identification and referral on an annual basis. The public education agency shall
7 maintain documentation of ~~staff school-based personnel~~ review.
- 8 ~~3. Procedures for child identification and referral shall meet the requirements of the IDEA and~~
9 ~~regulations, A.R.S. Title 15, Chapter 7, Article 4 and these rules.~~ Procedures for child identification
10 and referral shall meet the requirements of the IDEA and regulations, A.R.S. Title 15, Chapter 7,
11 Article 4 and these rules.
- 12 ~~4.5.4.~~ ~~The Each~~ The public education agency ~~is~~ responsible for child identification activities ~~is in~~ is
13 the school district in which the parents reside unless:
14 a. The student is enrolled in a charter school or public education agency that is not a school
15 district. In that event, the charter school or public education agency is responsible for child
16 identification activities;
17 b. The student is enrolled in a non-profit private school. In that event, the school district within
18 whose boundaries the private school is located is responsible for child identification activities.
- 19 ~~5.6.5.~~ Identification (screening for possible disabilities) shall be completed within 45 calendar days
20 after:
21 a. Entry of each preschool or kindergarten student and any student enrolling without
22 appropriate records of screening, evaluation, and progress in school; ~~or~~ or
23 b. ~~A student transfers into a school and the student's enrollment documentation indicates a~~
24 ~~history of special education for a student not currently eligible, or sustained and unexplained~~
25 ~~poor progress in school; or~~
26 c. ~~Notification~~ ~~Written notification by parents of concerns~~ Notification to the public education
27 agency ~~by parents of concerns~~ by parents of concerns regarding developmental or
28 educational progress by their child aged 3 years through 21 years.
- 29 ~~6.7.6.~~ Screening procedures shall include vision and hearing status and consideration of the following
30 areas: cognitive or academic, communication, motor, social or behavioral, and adaptive
31 development. Screening does not include ~~detailed individualized comprehensive evaluation~~
32 ~~procedures a full and individual evaluation~~ detailed individualized comprehensive evaluation
33 procedures.
- 34 7. ~~For a student transferring into a school, the public education agency shall review enrollment data~~
35 ~~and educational performance in the prior school. If there is a history of special education for a~~
36 ~~student not currently eligible for special education, or poor progress, the name of the student~~
37 ~~shall be submitted to the administrator for consideration of the need for a referral for a full and~~
38 ~~individual evaluation or other services.~~ For a student transferring into a school; the public
39 education agency shall review enrollment data and educational performance in the prior school.
40 If there is a history of special education for a student not currently eligible for special education,
41 or poor progress, the name of the student shall be submitted to the administrator for
42 consideration of the need for a referral for a full and individual evaluation or other services.
43

- 1 ~~8. If, on the basis of the screening, the public education agency reasonably suspects that the child's~~
2 ~~performance might be the result of a disability that has not yet been identified, the public~~
3 ~~education agency must refer the child for a full and individual evaluation.~~
- 4 **8.9.8.** If a concern about a student is identified through screening procedures or through review of
5 records ~~that does not rise to the level of suspecting the child is a child with a disability in need of~~
6 ~~special education and related services~~, the public education agency shall notify the parents of the
7 student ~~in writing~~ of the concern within ~~10~~ ~~10 a reasonable amount of time but not to exceed~~
8 ~~15~~ school days and inform them of the public education agency procedures to follow-up on the
9 student's needs ~~which may include specific general education supports and/or interventions that~~
10 ~~will be put in place to address the concerns, including who will provide the supports and/or~~
11 ~~interventions, in what setting, and how the parent will be notified of the progress the child is~~
12 ~~making with those supports and/or interventions.~~
- 13 ~~10. If, after a reasonable amount of time not to exceed one school semester, the student's teacher or~~
14 ~~an administrator, in consultation with the student's parent, determines that the general~~
15 ~~education supports and/or interventions have not resolved the concerns identified in the~~
16 ~~screening and as a result, there is suspicion that the student may be a child with a disability in~~
17 ~~need of special education and related services, the public education agency shall refer the student~~
18 ~~for a full and individual evaluation.~~
19 ~~a. Implementation of general education supports and/or interventions shall not be put in place in~~
20 ~~order to delay or deny the student an evaluation.~~
21 ~~b. At any time during the implementation of general education supports and/or interventions, the~~
22 ~~parent may request an evaluation in writing to determine if the child is a child with a disability~~
23 ~~in need of special education and related services.~~
- 24 **9.11.9.** Each public education agency shall maintain documentation of the identification procedures
25 utilized, the dates of entry into school or notification by parents made pursuant to subsection
26 (D)~~(5)~~ ~~(6)~~ (5), and the dates of screening. The results shall be maintained in the student's
27 permanent records in a location designated by the administrator. In the case of a student not
28 enrolled, the results shall be maintained in a location designated by the administrator.
- 29 **10.** ~~If the identification process indicates a possible disability, the name of the student shall be~~
30 ~~submitted to the administrator for consideration of the need for a referral for a full and individual~~
31 ~~evaluation or other services. A parent or a student may request an evaluation of the student. For~~
32 ~~parentally-placed private school students the school district within whose boundaries the non-~~
33 ~~profit private school is located is responsible for such evaluation.~~ If the identification process
34 indicates a possible disability, the name of the student shall be submitted to the administrator for
35 consideration of the need for a referral for a full and individual evaluation or other services. A
36 parent or a student may request an evaluation of the student. For parentally-placed private school
37 students the school district within whose boundaries the non-profit private school is located is
38 responsible for such evaluation.
39
- 40 **11.** ~~If, after consultation with the parent, the responsible public education agency determines that a~~
41 ~~full and individual evaluation is not warranted, the public education agency shall provide prior~~

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

E. Evaluation/re-evaluation.

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

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

3. The initial evaluation of a child being considered for special education, or the re-evaluation per a parental request of a student already receiving special education services, shall be ~~completed as soon as possible, but shall not exceed~~ conducted within 60 calendar days from the public education agency's receipt of the parent's informed written consent. ~~If the public education agency initiates the evaluation, the 60-day period shall commence with the date of receipt of informed written consent~~ and shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.

~~4.~~ If the parent requests the evaluation ~~and the MET concurs, the 60-day period shall commence with the date that the written parental request was received by the public education agency and shall conclude with the date of the MET determination of eligibility.~~ the PEA must, within a reasonable amount of time not to exceed 15 school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data, or provide prior written notice refusing to conduct the requested evaluation. The 60-day evaluation period shall commence upon the PEA's receipt of the parent's informed written consent.

~~4-5.~~ The 60-day evaluation period may be extended for an additional 30 days, provided it is in the best interest of the child, and the ~~parents~~ parent and PEA agree in writing to such an extension. Neither the 60-day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-evaluation within three years of the previous evaluation.

~~5-6.~~ The public education agency may accept current information about the student from another state, public agency, public education agency, or through an independent evaluator educational evaluation. In such instances, the Multidisciplinary Evaluation Team shall be responsible for reviewing and approving or supplementing an evaluation to meet the requirements identified in subsections (E)(1) through (7).

~~6-7.~~ For the following disabilities, the full and individual initial evaluation shall include:
a. Emotional disability: verification of a disorder by a ~~psychiatrist, licensed psychologist, or a certified school psychologist~~ qualified professional.
b. Hearing impairment:

- 1 i. An audiological evaluation by an audiologist a qualified professional, and
- 2 ii. An evaluation of communication/language proficiency.
- 3 c. Other health impairment: verification of a health impairment by a doctor of medicine,
- 4 licensed psychologist, licensed nurse practitioner or physician's assistant as appropriate
- 5 qualified professional.
- 6 d. Specific learning disability: a determination of whether the child exhibits a pattern of
- 7 strengths and weaknesses in performance, achievement, or both, relative to age, state-
- 8 approved grade-level standards, or intellectual development that meets the public education
- 9 agency criteria through one of the following methods:
- 10 i. A discrepancy between achievement and ability;
- 11 ii. The child's response to scientific, research-based interventions; or
- 12 iii. Other alternative research-based procedures.
- 13 e. Orthopedic impairment: verification of the physical disability by a doctor of medicine, or
- 14 physical therapist licensed pursuant to A.R.S. Title 32, Chapter 19 qualified professional.
- 15 f. Speech/language impairment: an evaluation by a certified speech-language therapist
- 16 qualified professional.
- 17 g. For students whose speech impairments appear to be limited to articulation, voice, or fluency
- 18 problems, the written evaluation may be limited to:
- 19 i. An audiometric screening within the past calendar year,
- 20 ii. A review of academic history and classroom functioning,
- 21 iii. An assessment of the speech problem by a speech therapist, or
- 22 iv. An assessment of the student's functional communication skills.
- 23 h. Traumatic brain injury: verification of the injury by a doctor of medicine qualified professional.
- 24 i. Visual impairment: verification of a visual impairment by an ophthalmologist a licensed doctor
- 25 of medicine practicing in the specialty of ophthalmology or a licensed optometrist a
- 26 qualified professional.
- 27
- 28 8. The Department shall develop a list, subject to review and approval of the State Board of
- 29 Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in
- 30 subsection (E)(7).
- 31
- 32 7.9. The Multidisciplinary Evaluation Team shall determine, in accordance with the IDEA and
- 33 regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a
- 34 student's re-evaluation.
- 35 8. The public education agency shall conduct a full and individual evaluation of a child with a disability
- 36 before determining that the child is no longer a child with a disability, unless the child's eligibility
- 37 is being terminated due to graduation from secondary school with a regular high school diploma
- 38 or because the child is no longer eligible to receive a free and appropriate public education due
- 39 to age requirements under A.R.S. § 15-764 (a)(1).

40 F. Parental Consent.

- 41 1. A public education agency shall obtain informed written consent from the parent of the child with
- 42 a disability before the initial provision of special education and related services to the child.
- 43 2. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial
- 44 provision of special education and related services, the public education agency may not use

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

1 statement of the special education and related services that will be provided to enable to child to
2 advance appropriately toward attaining his or her annual goals and to be involved in and make
3 progress in the general education curriculum. Each child's IEP must include the projected date for
4 the beginning of the services and modifications; the anticipated frequency, duration, and location
5 of those services; and a description of the instructional or support services, including a designation
6 of the types of qualified professionals and other providers that will provide those instructional or
7 support services to the student. be developed in accordance with IDEA and its regulations, state
8 statutes and State Board of Education rules. If appropriate to meet the needs of a student and to
9 ensure access to the general curriculum, an IEP team may include specially designed instruction
10 in the IEP that may be delivered in a variety of educational settings by a general education teacher
11 or other certificated personnel provided that certificated special education personnel are
12 involved in the planning, progress monitoring and when appropriate, the delivery of the specially
13 designed instruction.

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

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

26 7. A parent or public education agency may request in writing a review of the IEP, and shall identify
27 the basis for requesting review. Such review shall take place within ~~15~~ 30 ~~45~~ school days of the
28 receipt of the request ~~or~~ at a mutually agreed upon date and time ~~but not to exceed 30 school~~
29 ~~days.~~

30 **H. Least Restrictive Environment.**

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

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

37 **I. Procedural Safeguards.**

38 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to ~~its~~
39 school-based personnel and parents of students with disabilities written procedures to ensure
40 children with disabilities and their parents are afforded the procedural safeguards required by

1 federal statute and regulation and state statute. These procedures shall include dissemination to
2 parents information about the public education agency's and state's dispute resolution options.

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

8 J. Confidentiality.

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

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

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

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

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

27
28 1. The operation of the preschool program, in accordance with federal statute and regulation, and
29 state statute, that provides a continuum of placements to students;

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

33 3. The provision of a minimum of 360 minutes per week of instruction in a program that ~~operates at~~
34 ~~least three days a week~~ meets at least 216 hours over the minimum number of days.

35 L. Children in Private Schools. Each ~~public~~ education agency shall establish, implement, and ~~disseminate~~
36 make available to its personnel, and ~~make available to~~ parents, written procedures regarding the
37 access to special education services to students enrolled in private schools by their parents as
38 identified by the IDEA and its regulations, ~~and~~ state statutes and State Board of Education rules.

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

1 P. Suspension and Expulsion.

- 2 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to ~~its~~
3 personnel, and ~~make available to~~ parents, written procedures for the suspension and expulsion
4 of students with disabilities.
- 5 2. Each public education agency shall require all school-based staff involved in the disciplinary
6 process to review the policies and procedures related to suspension and expulsion on an annual
7 basis. The public education agency shall maintain documentation of staff review.
- 8 3. Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its
9 regulations, and state statutes.

DRAFT

To: Arizona State Board of Education

From: Arizona Special Education Advisory Panel

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

Date: October 11th, 2017

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

In review of the proposed rule changes on August 21st, September 26th, and October 11th 2017, the Panel used a collaborative process to come to consensus on items for advisement to the Arizona State Board of Education. It is important to note that the Panel did not have the opportunity to complete its work in the review of the proposed rule changes in their entirety. The Panel was not able to review or provide comment on sections J through P, due to time constraints.

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

Respectfully,



Nancy Williams



Christopher Tiffany

Co-Chairs, Arizona Special Education Advisory Panel

R7-2-401

Section A

- The panel had no comment on section A changes

Section B, Definitions

- The panel came to consensus on avoiding duplicating regulations in IDEA if no further definition details are needed as in definition #13 'informed written consent' as it is defined in IDEA Section 300.9, defined as 'consent'.
- In #14 'Informed Written Consent' - This definition uses additional words to indicate what the IDEA is requiring and it should be used consistently throughout the rules.
- The panel recommends using definition #22 of 'qualified professionals' prior to definitions #10 'evaluator'.
- The term 'qualified professional' should be used in definition #10 instead of the word 'person', and in definition #12 instead of the word 'examiner'.
- The panel agrees with the strike-out in definition #24 and referencing the ARS 15-761
- The panel came to consensus on the following advised re-wording of definition #23 'screening':
 - *Screening means a process of determining the status of a child with respect to appropriate developmental and academic norms. Screening may not be considered to be an evaluation for eligibility for special education and related services.*
- Panel came to consensus on the need for an additional definition for 'doctor of medicine' to ensure that a doctor of osteopathy (DO) is also recognized along with an MD

Section C, Public Awareness

- The panel had no comment on section C changes

Section D, Child Identification and Referral

- Item D1: the panel came to consensus on simply stating, rather than listing specific sub-categories, that Child Identification and Referral applies to all children living in the state as stated in IDEA Section 300.111
- Item D2: the panel agreed that the strike-out in the last sentence should be un-stricken but remain stricken where later stated in previously numbered item D3.
- Item D3: the panel agreed with the change from 'disseminate' to 'make available'
- Item D6: the panel came to consensus on the following advisement:
 - Strike the word 'Identification'
 - Keep 45 calendar days rather than changing to 60 calendar days
 - Sentence to state: 'Screening for possible disabilities shall be completed within 45 calendar days.'
- Item D9: the panel came to consensus on
 - Strike added language in lines 36 and 37
 - Strike reasonable period of time - Use 10 school days rather than 15 school days
 - Remove the word 'specific' from line 40
- Item D10: the panel came to consensus on

- The time period of 'semester' is ambiguous as it does not relate to all schools' calendars
- Item D10: the panel could not come to consensus on a definition of "a reasonable amount of time" but agree that a time period is necessary.
 - Multi-Tiered Systems of Support (MTSS) models are not mandated in Arizona
- Item D10: the panel came to consensus on suggested rewording:
 - *If, after a reasonable amount of time (define time here), "the student's teacher or an administrator, in consultation with the student's parents, determines that the student is not responding to the interventions related to the concerns identified in the screening"...*
- Item D10a: the panel came to consensus on adding to the end of the proposed rule change, "and supports/interventions may continue throughout the course of an initial evaluation."

Section E

- Items E1 through E5: the panel reached consensus on agreeing with the proposed rule changes
- Item E6: Add the word 'licensed' in front of 'Physicians Assistant'
- Items E7 and E8: the panel reached consensus on agreeing with the proposed rule changes

Section G

- Item G1 and G2: reached consensus on agreeing with the proposed rule changes
- Item G3: The panel suggests the word 'address' be deleted and use 'incorporate and align', similar to wording in OSERS Letter Nov. 16, 2015
(<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>)
- Item G4: The panel came to consensus on Referencing IDEA Sec. 300.320 in the rule to replace proposed language in lines 10-17
- Item G4: The panel felt the language in lines 17 – 24 starting with '...and a description of...' was not concise and recommends rewording with the addition of the following suggested language:
 - In such case the IEP Team will include documentation of the preparation of the general education teacher or other certificated personnel and the rationale or justification for their provision of specially designed instruction in this manner.
 - Further, the IEP Team will include documentation of planning and progress monitoring of certificated special education personnel in the implementation of the student's specially designed instruction.
- Item G5: The panel agreed with the changes and recommends adding the word 'and' to the rule to read in line 26, '...accommodations and/or modifications...'
- Item G6: The panel came to consensus on the recommendation to remove the word 'whole' from line 30.
- Item G6: The panel recommends referencing IDEA Sec. 300.324(a)(4)(i) rather than including the added language in lines 33 – 36.
- Item G7: The panel agrees with the additional language in 37 and 38 ('and shall identify basis...'), but to keep original rule to within 15 school days not to exceed 30 instead of the proposed change. Panel also felt that additional language (*date and*) in 39 should be approved.
 - Rationale for comment: 15 school days is at least 3 weeks and the panel feels that 30 school days is too long to consider changes to a student's IEP

Section H

- Item H1: The panel supports changes in this section
- Item H2: The panel recommends referencing IDEA Sec. 300.114

Section I

- Item I1: The panel recommends a rewording within lines 8 and 9 ‘...make available to school-based personnel and disseminate to parents of students with disabilities...in accordance with IDEA...’
- Items 1 and 2: Reference IDEA that covers all procedural safeguards

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to initiate rulemaking procedures for proposed changes to R7-2-301 “Minimum Course of Study and Competency Goals for Students in the Common Schools” and 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**

The Department requests the Board open comment for the draft recommendations for changes to R7-2-301 “Minimum Course of Study and Competency Goals for Students in the Common Schools” and R7-2-302 “Minimum Course of Study and Competency Requirements for Graduation from High School.” Though these drafts have not been widely shared, they were created by ADE with input from various stakeholders. A public comment period will allow for wider dissemination of the draft policies to ensure adequate input from a variety of public sectors.

The updated policies include the following changes:

R7-2-301:

1. Addition of charter schools as appropriate
2. Removal of references to the “essential skills.” The Essential Skills of Instruction have been replaced by academic standards.
3. Updated course names to reflect the terminology utilized in State Board of Education approved academic standards.
 - a. Language and Literature are combined to become English Language Arts.
 - b. Music, Visual Arts, and Performing Arts are combined to become The Arts.
 - c. Foreign or Native American Language becomes World and Native Languages.
 - d. Practical Arts becomes Career and Technical Education
4. Moved World and Native Languages from a required course to an optional course. Districts expressed to ADE that, although acquisition of a second language in K-8 is a preference, the requirement is difficult to fulfill due to a lack of qualified teachers and conflict with other priorities related to English language arts, mathematics, and science.
5. Added Educational Technology and Computer Sciences as optional courses.
6. Removed 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.
7. Added civics to clarify that social studies must include civics instruction.

Contact Information:

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division

EXECUTIVE SUMMARY

R7-2-302:

1. Updated descriptive language in English Language Arts, Mathematics, and Science to match the State Board of Education approved academic standards.
2. Removed 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. Clarified language for mathematics and science requirements.
4. Added a statutory reference for competency requirements.
5. Added civics to clarify that social studies must include civics instruction.
6. Added computer science as an option for mathematics credit as required by A.R.S. §15-701.01 (B)(2).
7. Removed 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.

After receipt of public comment, revisions will be presented to the Board at its October 23, 2017 meeting, and final adoption of updated policies would be anticipated at the Board's December meeting.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures regarding proposed changes to R7-2-301 "Minimum Course of Study and Competency Goals for Students in the Common Schools" and R7-2-302 "Minimum Course of Study and Competency Requirements for Graduation from High School."

1 **R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common**
2 **Schools**

3 **A.** Students shall demonstrate competency as defined by the State Board-adopted ~~Essential-~~
4 ~~Skills~~ academic standards, at the grade levels specified, in the following required subject
5 areas. District and charter school instructional programs shall include an ongoing assessment
6 of student progress toward meeting the competency requirements. These shall include the
7 successful completion of the academic standards in at least reading, writing, mathematics,
8 science and social studies, as determined by district and/or statewide assessments.

9 1. English ~~Language-~~ language arts

10 ~~2. Literature~~

11 ~~3.2. Mathematics~~

12 ~~4.3. Science~~

13 ~~5.4. Social Studies; including civics~~

14 ~~6. Music~~

15 ~~7.5. Visual Arts~~ The Arts, which may consist of one or more of the following: visual arts, dance,
16 theatre, music or media arts

17 ~~8.6. Health/Physical Education~~

18 ~~9. Foreign or native American Language (includes modern and classical)~~

19
20 **B.** The local governing board or charter school may prescribe course of study and competency
21 requirements for promotion that are in addition to or higher than the course of study and
22 competency requirements the State Board of Education prescribes. Additional subjects may be
23 offered by the local governing board or charter school as options and may include, but are not
24 limited to:

25 1. ~~Performing Arts~~ Educational technology

26 2. ~~Practical Arts~~ Career and Technical Education

27 3. Computer Science

28 4. World and Native Languages

29
30 **C.** Prior to the issuance of a standard certificate of promotion from the 8th grade, each student
31 shall demonstrate competency, as defined by the local governing board, of the State Board of
32 Education adopted ~~Essential Skills~~ academic standards for grade 8 in the subject areas listed
33 in subsection (A).

34
35 **D.** Special education and promotion from the 8th grade.

36 1. The charter school or local governing board of each school district shall be responsible for
37 developing a course of study and graduation requirements for all students placed in special
38 education programs in accordance with R7-2-401 et seq.

39 2. Students placed in special education classes in grades K-8 are eligible to receive the
40 standard certificate of promotion without meeting State Board of Education competency
41 requirements, ~~but reference to special education shall be placed on the student's~~
42 ~~transcript or in the permanent file.~~

43
44 **E.** Online and distance education courses may be offered by the local governing board or charter
45 school if the course is provided through an Arizona Online Instruction Program established
46 pursuant to A.R.S.
47 §15-808.

48 **F. Alternative Demonstration of Competency.** Upon request of the student, the local school
49 district governing board or charter school shall provide the opportunity for a student in grades
50 seven and eight to demonstrate competency in the subject areas listed in subsection (A) in lieu of
51 classroom time.

DRAFT

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 or course content equivalent
41 to Algebra II, may be met by, but is not limited to the following: computer science
42 that includes significant mathematics content, career and technical education and
43 vocational education, economics, science and arts courses as determined by the
44 local school district 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,~~
48 ~~and arts courses as determined by the local school district governing board or~~

1 ~~charter school.~~

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

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

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

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

11 i. Earth/Space sciences;

12 ii. Life sciences; and

13 iii. Physical sciences such as chemistry or physics.

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

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

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

20
21 2. Credits earned through correspondence courses to meet graduation requirements shall be
22 taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be
23 limited to four, and only one credit may be earned in each of the following subject areas:

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

25 b. Social Studies,

26 c. Mathematics, and

27 d. Science.

28
29 3. Online and distance education courses may be offered by the local governing board or
30 charter school if the course is provided through an Arizona Online Instruction Program
31 established pursuant to A.R.S. § 15-808.

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

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

39 b. A credit or partial credit may apply toward more than one subject area but shall count
40 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
19 the ~~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 adopted by the State Board.

30
31 6. The local school district governing board or charter school shall be responsible for
32 developing a course of study and graduation requirements for all students placed in special
33 education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-
34 2-401 et seq. Students placed in special education classes, grades 9-12, are eligible to receive
35 a high school diploma upon completion of graduation requirements, ~~but reference to special~~
36 ~~education placement may be placed on the student's transcript or permanent file.~~

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to open rulemaking of R7-2-315.02, R7-2-315.03, R7-2-315.04 regarding Dual Pathway Diploma and Dual Pathway Program

Action/Discussion Item

Information Item

Background and Discussion

Board staff has received interest from the field in establishing an additional pathway for students to obtain a diploma. Existing rules governing board examination systems and the Grand Canyon Diploma are used as models.

The proposed rules are attached. Below is a summary of the new diploma:

R7-2-315.02 Definitions

- Defines "Academic Core" as English, mathematics, science (including lab-based science, engineering or information technologies), American history, U.S. government/Civics and Arizona government, economics, completion of a CTE-ADE coherent sequence and assessments designated by the Board required for the issuance of a Dual Pathway Diploma that demonstrates readiness for college level mathematics and English.
- Defines a "Dual Pathway Diploma" as a high school diploma that is offered to any student who completes a Board-approved dual pathway program by:
 - Demonstrating readiness for college level mathematics and English;
 - Has passing grades on an academic core as determined by the Board;
 - Has demonstrated competencies in professional skills evaluated by the Dual Pathway Program Provider; and
 - Has technical skills as demonstrated by completing a CTE program with an industry credential or certification.

R7-2-315.03 Dual Pathway Program; Offerings; Procedures

- Outlines procedures for organizations, including but not limited to school districts and charter schools, to apply to the Board for approval as a Dual Pathway Program Provider.
- Interested organizations are required to submit an application, on a form prescribed by ADE, to the Board that includes specified information.
- A review team, appointed by the Board and consisting of a CTE director, JTED superintendent or CTE superintendent and a business community representative is required to review the application within 60 days of receipt of application and submit a recommendation to the full Board.
- Approved providers may operate for six years and may apply for renewal which is valid for six years.
- Approved providers are required to submit an annual report every two years.

Contact Information:

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

EXECUTIVE SUMMARY

R7-2-315.04 Dual Pathway Diploma

- Beginning in the 2018-2019 school year, school districts and charter schools may offer a Dual Pathway Diploma.
- Students may be awarded a Dual Pathway Diploma at the end of the 12th grade if the student:
 - Passes the statewide assessments in Math and ELA; and
 - The student successfully completes outlined subject area requirements.
- Students that meet these requirements are exempt from the minimum course of study.

Recommendation to the Board

It is recommended the Board open rulemaking of R7-2-315.02 R7-2-315.03, R7-2-315.04 regarding Dual Pathway Diploma and Dual Pathway Program.

EXECUTIVE SUMMARY

Issue: Non-Compliance with the USFR for Bowie Unified School District No. 14 and to Withhold State Funds Pursuant to A.R.S. § 15-272(B)

Action/Discussion Item

Information Item

Background and Discussion

Under Arizona law school districts must spend and account for public funds in accordance with the Uniform System of Financial Records ("USFR"). Jointly developed by the Arizona Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related laws and regulations as well as generally accepted accounting principles. The Auditor General is responsible for assessing whether school districts are in compliance with the USFR, and notifying the Department of Education when they are not. See A.R.S. § 15-271(E). Based on the Auditor General's reports, the State Board of Education may direct the Superintendent of Public Instruction to withhold any portion of state funds from school districts or charter schools that are out of compliance with the USFR. See A.R.S. § 15-271(B). State funds will be withheld until the Auditor General reports that the school has come into compliance with the USFR. See A.R.S. § 15-271(B).

The Auditor General notified Bowie Unified School District No. 14 ("District") that it was not in compliance with the USFR based on a review of the District's audit reports for the fiscal year (FY) ending June 30, 2015. The District was given 90 days to correct its deficiencies. The Auditor General's Office subsequently received and reviewed the audit reports and USFR Compliance Questionnaire for the year ending on June 30, 2016 and determined the District continued to exhibit internal deficiencies found in the prior year. The District submitted a corrective action plan in July of 2017 and the Auditor General's Office again determined that there was not adequate progress made in correcting the identified deficiencies and that the District remained out of compliance with the USFR. The Auditor General sent a letter to the State Board of Education on September 7, 2017, outlining this information.

Bowie Unified School District No. 14 was notified via email and certified letter sent on October 11, 2017 of this review before the State Board of Education.

Copies of the Auditor General's letters may be downloaded from the Arizona Auditor General's website at <https://www.azauditor.gov/reports-publications/school-districts>.

Recommendation to the Board

It is recommended that the Board determine that Bowie Unified School District No. 14 is out of compliance with the USFR based on the letters from the Auditor General and move to direct the Superintendent of Public Instruction to withhold 3% of the District's state aid until the Auditor General reports that the District is in compliance with the USFR.

Contact Information:

Karol Schmidt, Executive Director, State Board of Education
Catcher Baden, Deputy Director, State Board of Education
Miguel Lozano, Assistant Attorney General, Office of the Attorney General

**UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR)
NON-COMPLIANCE – SUMMARY**

DISTRICT:

Bowie Unified School District No. 14

BASIC FINANCIAL/PERFORMANCE INFORMATION FY 2016:

Total State Aid:	\$11,593.01
Students Enrolled:	45
Number of Schools:	2
Student/Teacher Ratio:	12.4
Classroom Dollars:	46.8% of funding spent in classroom

ADMINISTRATIVE STATUS:

On August 31, 2016 the Auditor General's Office notified the District that it had not complied with the USFR based on a review of the District's audit report and USFR Compliance Questionnaire for the year ending June 30, 2015. The Auditor General's review revealed significant deficiencies in internal controls, which showed that the District was not compliant with the USFR. The District was given 90 days to correct its deficiencies. The Auditor General's Office subsequently received and reviewed the audit reports and USFR Compliance Questionnaire for the year ending on June 30, 2016. Based on these documents, the Auditor General's Office determined that the District continued to exhibit internal deficiencies found in the prior year. The District was required to resubmit a corrective action plan with information regarding progress made in correcting the deficiencies. The District submitted a corrective action plan in July of 2017. The Auditor General's Office again determined that there was not adequate progress made in correcting the identified deficiencies and that the District remained out of compliance with the USFR. The Auditor General's Office sent a letter to the State Board of Education on September 7, 2017 outlining this information.

SUMMARY OF AUDITOR GENERAL'S FINDINGS:

The Auditor General's office will not perform a status review until: (1) the District notifies the Board that it has substantially corrected its internal control deficiencies and (2) the Board requests that the Auditor General perform a status review. Once each of these have occurred, the Auditor General will contact the District to discuss in detail what action the District has taken to correct its internal control deficiencies and whether a status review is warranted. A Status Review cannot be conducted to assess the District's USFR compliance until the District takes sufficient action toward remedying the identified deficiencies.

DATE DISTRICT ANTICIPATES FINDINGS WILL BE SATISFACTORILY ADDRESSED:

The District anticipates that it will have appropriately addressed the internal control deficiencies identified by mid-October. The District indicated that significant progress has been made toward implementing the corrective action plan, but that it needs to verify that the plan is implemented correctly and consistently.

It should be noted that the Auditor General's Office requires that the District operate with corrective action plan implemented for approximately three months before a status review is warranted. However, the Auditor General Office may also consider future audit reports provided by the District as potentially adequate evidence of substantial compliance.

RECOMMENDED ACTION: (REFER TO DECISION MATRIX)

The Board should move to find the District noncompliant with the USFR and to withhold **3%** of the District's state aid until the Auditor General reports that the district has attained substantial compliance with the USFR through either the review of subsequent audit reports and the related USFR Compliance Questionnaire or based on the results of a status review.

UNIFORM SYSTEM OF FINANCIAL RECORDS (USFR) NON-COMPLIANCE – DECISION TABLE

	<u>District Status</u>	<u>Recommended Action</u>
1	The Auditor General's Office verifies that the District is out of compliance at time of Board meeting. The District does not present credible evidence that the deficiencies will be remedied prior to the next Board meeting.	Move to find the District in noncompliance with the USFR and to withhold 3% of the District's state aid until the Auditor General verifies that the deficiencies have been met and that the District is back in compliance.*
2	The Auditor General's Office verifies that the District is out of compliance at time of Board meeting. The District provides evidence that all deficiencies have been remedied and is ready for the Auditor General to verify compliance.	Move to find that the District is in noncompliance with the USFR, but to table any action pending the results of the Auditor General's status review. <i>(Board staff will request that the Auditor General's Office conduct a follow-up status review. The results of this review would not be available for several months.)</i>
3	The Board tables action to withhold funds under scenario no. 2 and the Auditor General's status review confirms that the District remains out of compliance with the USFR.	Move to find the District in noncompliance with the USFR and to withhold 5% of the District's state aid until the Auditor General verifies that the deficiencies have been met and that the District is back in compliance.*
4	The District is out of compliance due to prior year deficiencies and is already subject to withholdings. - AND - The Auditor General's Office verifies that the District is again out of compliance for the current fiscal year.	Move to find the District in noncompliance with the USFR and to withhold an additional 3% of the District's state aid until the Auditor General verifies that the deficiencies have been met and that the District is back in compliance.*
5	Pursuant to A.R.S. § 15-272, upon a finding of noncompliance, the Board reserves the right to withhold up to ten percent of the portion of state monies to a school District for each violation from the date of the determination until such time as the auditor general reports compliance with the USFR.*	

**Pursuant to A.R.S. § 15-272(D), a District shall not be eligible to recover withheld funds if the District remains out of compliance through the end of the fiscal year following the fiscal year when the initial determination of noncompliance was made.*

The recommended actions described in this table are not binding. The Board may take action not prescribed in this table due to unique or unforeseen circumstances.



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

September 7, 2017

The Honorable Diane Douglas
Superintendent of Public Instruction
Arizona Department of Education
Executive Officer
Arizona State Board of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Subject: Bowie Unified School District No. 14

Dear Ms. Douglas:

We previously notified Bowie Unified School District No. 14 that it had not complied with the *Uniform System of Financial Records* (USFR) based on our review of the District's audit reports and USFR Compliance Questionnaire for the year ended June 30, 2015. The District was given 90 days to correct its deficiencies.

We subsequently received and reviewed the District's audit reports and USFR Compliance Questionnaire for the year ended June 30, 2016, which indicated that the District had not made substantial progress in correcting its deficiencies. We required the District to submit a corrective action plan with information on its progress in correcting its deficiencies.

In July 2017, the District provided the required corrective action plan for our review. Based on assertions in the District's corrective action plan and discussions with district management, we determined that the District still had not made adequate progress in correcting the deficiencies to allow it to substantially comply with the USFR. Therefore, we request that the Arizona State Board of Education take appropriate action as prescribed by Arizona Revised Statutes §15-272.

If you have questions concerning this matter, please call Laura Miller, Accounting Services Director, or Cris Cable, Accounting Services Manager, at (602) 553-0333.

Sincerely,

Debbie Davenport
Auditor General

cc: Governing Board
Mr. Jeffrey St. Clair, Superintendent
Mr. Roger Studley, Business Manager
Bowie Unified School District No. 14
The Honorable Jacqui Clay, Cochise County School Superintendent
Dr. Karol Schmidt, Executive Director
Arizona State Board of Education
Ms. Shari Zara, Deputy Superintendent Operations
Ms. Christy Ellison, Deputy Associate Superintendent, Grants Management
Arizona Department of Education

Bowie Unified School District

Cochise County

Efficiency peer groups 11 and T-11, Achievement peer group 4

Legislative district(s): 14

District size, location:

Very small, Rural

Students attending:

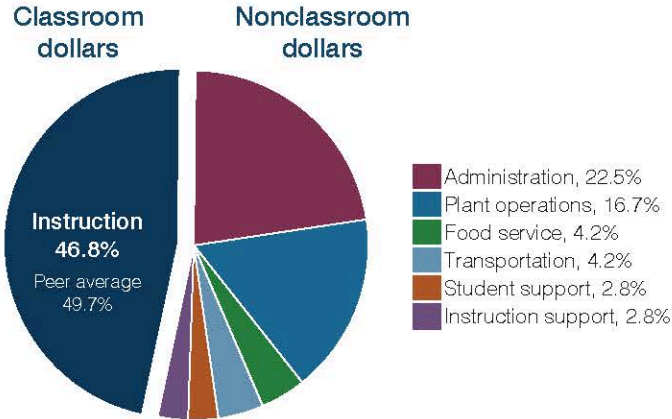
45

Number of schools:

2

OPERATIONAL EFFICIENCY

Spending by operational area



Efficiency measures relative to peer averages

Operational area	Measure	District	Peer average	State average
Administration	Cost per pupil	\$6,201	\$2,987	\$806
	Students per administrative position	12	30	67
Plant operations	Cost per square foot	\$4.56	\$7.21	\$6.10
	Square footage per student	1,014	364	154
Food service	Cost per meal	\$9.30	\$5.54	\$2.81
	Cost per mile	\$1.19	\$1.75	\$3.72
Transportation	Cost per rider	\$2,761	\$1,495	\$1,092

Per pupil spending

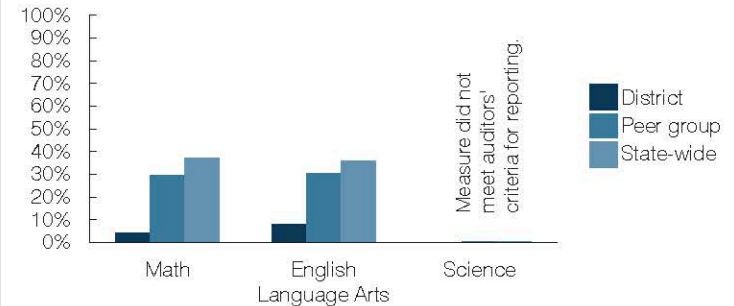
Spending by area	District		Peer average 2016	State average 2016
	2015	2016		
Instruction	\$ 13,097	\$ 12,919	\$ 8,342	\$ 4,145
Administration	8,488	6,201	2,987	806
Plant operations	4,994	4,620	2,523	939
Food service	1,608	1,163	918	415
Transportation	1,345	1,163	1,108	364
Student support	519	763	664	633
Instruction support	292	787	514	444
Total operational	\$ 30,343	\$ 27,616	\$ 17,056	\$ 7,746
Land and buildings	\$ 2,443	\$ 1,967	\$ 2,005	\$ 621
Equipment	1,647	3,609	819	400
Interest	0	14	31	216
Other	326	307	87	153
Total nonoperational	\$ 4,416	\$ 5,897	\$ 2,942	\$ 1,390
Total per pupil spending	\$ 34,759	\$ 33,513	\$ 19,998	\$ 9,136

STUDENT AND TEACHER MEASURES, FINANCIAL ASSESSMENT, AND REVENUES

Student and teacher measures

Measure	District	Peer average	State average
Attendance rate (2015)	95%	95%	94%
Graduation rate (2015)	N/A	87%	78%
Poverty rate (2015)	15%	16%	23%
Students per teacher	12.4	15.3	18.6
Average teacher salary	\$41,769	\$43,729	\$46,384
Amount from Proposition 301	\$3,919	\$4,733	\$5,315
Average years of teacher experience	9.4	10.4	11.0
Percentage of teachers in first 3 years	45%	19%	20%

Students who passed state assessments



Financial stress assessment

Overall financial stress level: **Low**

Measure: 2014 through 2016

Assessment

Change in number of district students	Small school adjustment
Spending exceeded operating/capital budgets	No overspending
Spending increase election results	No election held
Operating reserve percentage, Trend	6.8%, Increasing
Years of capital reserve held	More than 3 years
Current financial and internal control status	Noncompliant

Low	Moderate	High
------------	-----------------	-------------

Per pupil revenues

Revenues by source	District		Peer average 2016	State average 2016
	2015	2016		
Federal	\$ 1,945	\$ 2,898	\$ 3,667	\$ 1,301
State	4,559	2,221	6,156	3,780
Local	32,622	26,122	14,438	4,268
Total revenues per pupil	\$ 39,126	\$ 31,241	\$ 24,261	\$ 9,349

Select revenues from common sources

Equalization formula funding	\$ 11,193	\$ 9,089	\$ 9,047	\$ 5,471
Grants	3,580	3,456	4,768	1,182
Donations and tax credits	109	137	186	86

Select revenues from less common sources

	Number of peers receiving		
Desegregation	\$ 0	\$ 0	0 of 52
Small school adjustment	20,507	18,578	44 of 52
Federal impact aid	0	0	3 of 52
Voter-approved levy increases	0	0	7 of 52

Classroom dollar percentage

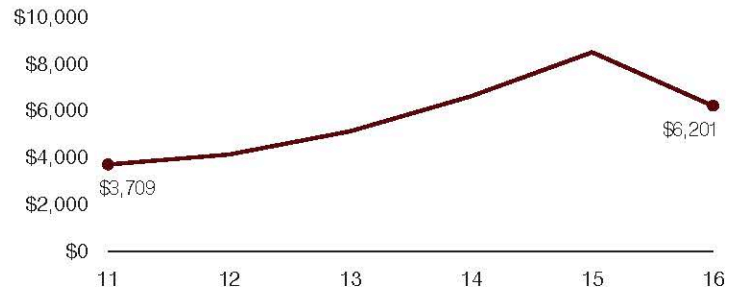
Year:	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Percentage:	52.8	56.9	60.3	57.1	57.5	60.7	56.4	53.7	51.1	53.8	52.1	54.9	50.9	45.4	43.2	46.8

OPERATIONAL TRENDS
Fiscal years as indicated

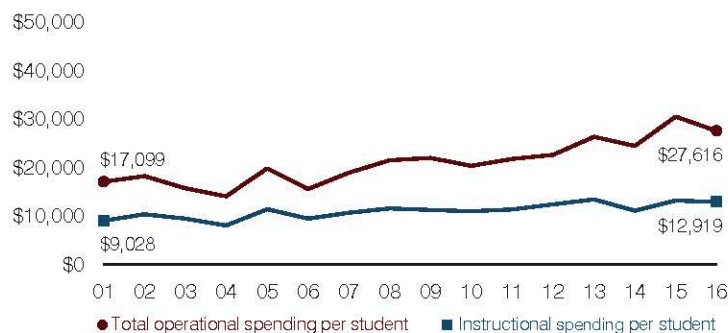
5-year spending trend (2011 through 2016)

Student enrollment decreased by 40 percent, which contributed to the 27 percent increase in total operational spending per pupil, adjusted for inflation. The percentage of dollars spent in the classroom varied year to year, decreasing overall from 52.1 to 46.8 percent. As a percentage of total operational spending, all nonclassroom areas also varied year to year, as is common for very small districts.

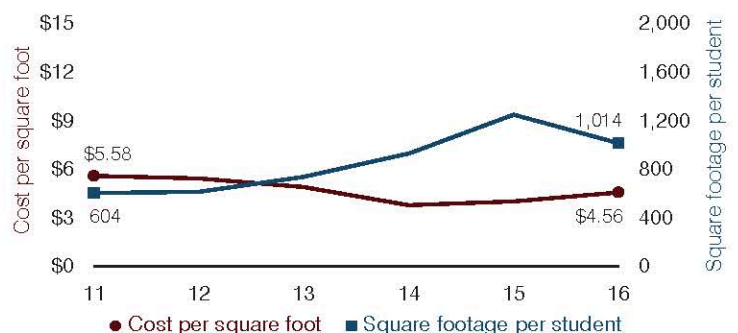
Administrative cost per pupil



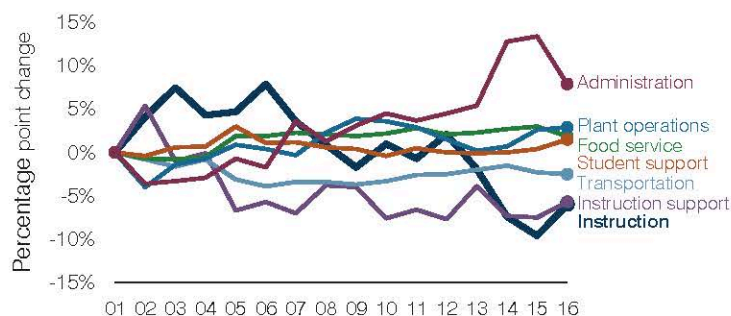
Total operational and instructional spending per pupil (inflation adjusted to 2016 dollars)



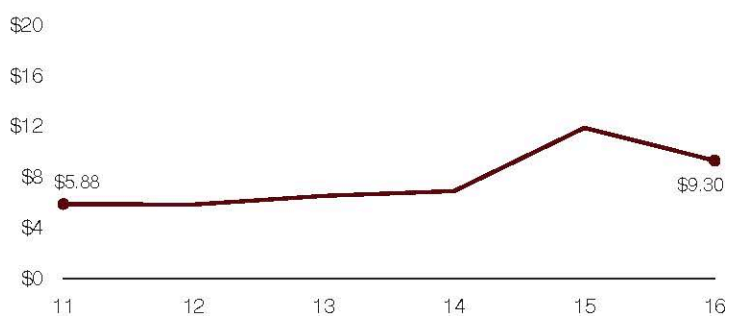
Plant cost per square foot and square footage per student



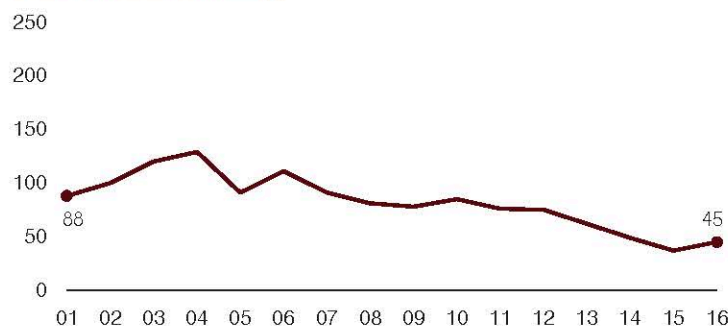
Changes in operational spending percentages



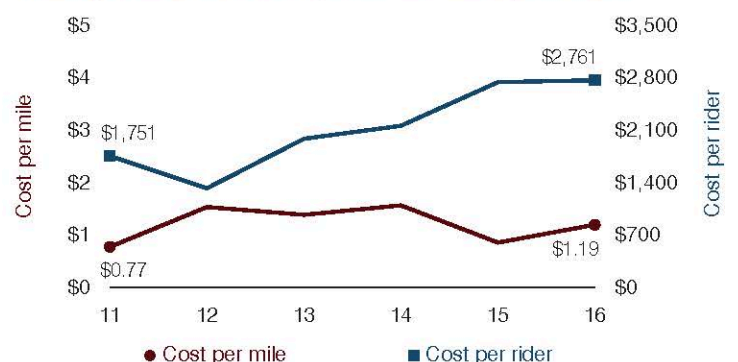
Food service cost per meal



Students attending



Transportation costs per mile and per rider



Finances by Fund	July 1, 2015 Balance	Revenues	Transfers	Expenditures		June 30, 2016 Balance
				Budget	Actual	
Maintenance & Operations (M&O)	\$423,433	\$1,069,605	\$0	\$1,171,748	\$1,122,294	\$370,744
Clism St-CSF & Ins Imp Funds-IIF	\$67,708	\$20,827	\$0	\$99,386	\$18,706	\$69,829
Unrestricted Capital Outlay	\$134,892	\$139,993	\$0	\$524,744	\$255,354	\$19,531
Emergency Deficiencies Correction	\$0	\$0	\$0	\$0	\$0	\$0
Building Renewal	\$0	\$24,945	\$0	\$0	\$27,395	(\$2,450)
New School Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Adjacent Ways	\$0	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
School Plant	\$1,839	\$6	\$0	\$2,000	\$0	\$1,845
Federal Projects	(\$47,748)	\$116,331	(\$440)	\$44,973	\$58,036	\$10,107
State Projects	\$0	\$0	\$0	\$0	\$0	\$0
Food Services	\$9,800	\$16,388	\$0	\$35,000	\$23,136	\$3,052
Other	\$28,051	\$20,953	\$0	\$75,122	\$6,580	\$42,424
Total	\$617,975	\$1,409,048	(\$440)	\$1,952,973	\$1,511,501	\$515,082
Bond Building	\$0	\$0	\$0	\$0	\$0	\$0
Fiduciary & Internal Service Funds	\$19,926	\$30,183	\$0	\$35,000	\$13,482	\$36,627
Indirect Costs	\$0	\$0	\$0	\$2,000	\$0	\$0

Revenues Received By Source	Local	County	State	Federal	Total Rev
Maintenance & Operations (M&O)	\$1,019,202	\$46	\$50,357	\$0	\$1,069,605
Unrestricted Capital Outlay	\$135,611	\$4	\$4,378	\$0	\$139,993
Classroom Site & Ins Improv Funds-CSF & IIF	\$106	\$0	\$20,721	\$0	\$20,827
School Facilities	\$0	\$0	\$24,945	\$0	\$24,945
Adjacent Ways	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$0	\$0	\$0	\$0
Other: See Definitions for Description	\$22,736	\$0	\$0	\$130,942	\$153,678
Total By Source	\$1,177,655	\$50	\$100,401	\$130,942	\$1,409,048
Percentage Of Total Revenues	83.58%	0.00%	7.13%	9.29%	100.00%

Special Education Expenditures	Budget	Actual
Autism	\$0	\$0
Emotional Disability	\$0	\$0
Hearing Impairments	\$0	\$0
Other Health Impairments	\$0	\$0
Specific Learning Disability	\$48,031	\$47,585
Mild, Moderate, or Severe ID*	\$56,895	\$55,265
Multiple Disabilities	\$30,957	\$26,315
Multiple Disabilities with SSI **	\$0	\$0
Orthopedic Impairment	\$0	\$0
Preschool Severe Delay	\$0	\$0
Developmental Delay	\$0	\$0
Speech/Language Impairment	\$0	\$0
Traumatic Brain Injury	\$0	\$0
Visual Impairment	\$0	\$0
Subtotal	\$135,883	\$129,165
Gifted	\$0	\$0
ELL Prog (Inc. Costs/Comp. Ins.)	\$0	\$0
Remedial Education	\$0	\$0
Vocational Tech Ed	\$11,486	\$0
Career Education	\$0	\$0
Total	\$147,369	\$129,165

Gifted Program Duplicated Counts								
KG	1	2	3	4	5	6	7	
0	0	0	0	0	0	0	0	0
8	K-8	9	10	11	12	9-12	K-12	
0	0	0	0	0	0	0	0	0

Gifted Program Actual Expenditures		Tax Rates	Valuation
Primary	\$0	11.1018	\$10,574,779
Secondary	\$0	0.0000	\$10,574,779
S.R.P. and/or GPLET	\$0		\$0

Avg Daily Membership	Total Resident	Attending Resident	Other Attending	Total Attending
13-14 Elem	33.381	32.391	0.000	32.391
13-14 HS	16.857	16.857	0.000	16.857
13-14 Total	50.238	49.248	0.000	49.248
14-15 Elem	18.783	18.783	0.000	18.783
14-15 HS	17.856	17.856	0.000	17.856
14-15 Total	36.639	36.639	0.000	36.639
15-16 Elem	29.273	29.273	0.000	29.273
15-16 HS	15.830	15.830	0.000	15.830
15-16 Total	45.103	45.103	0.000	45.103

Certified Staff	Certified FTE	Students Per Staff	Classified Staff	Classified FTE	Students Per Staff
Admins	1.00	48.00	Managers	2.00	24.00
Teachers	3.90	12.31	Teacher Aides	4.20	11.43
Others	0.00	0.00	Others	4.00	12.00
Subtotal	4.90	9.80	Subtotal	10.20	4.71
Total FTE		15.10	Total Students Per Staff		3.18

Year End Teacher FTE		3.00
Year End Teacher Salaries		\$95,574
Superintendent's Salary		\$97,181

* Intellectual Disability; ** Severe Sensory Impairment

Miscellaneous Data as of 6/30/2016			
Bonds Outstanding			\$0
Land & Improvements			\$300,982
Building & Improvements			\$2,489,300
Furniture, Equip, Vehicles			\$912,215
Construction in Progress			\$0
Fall 2015 Enrollment	48	Number of Schools	2

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the adoption of a policy related to presentations before the Board.
--

Action/Discussion Item

Information Item

Background and Discussion

At the request of the Board, staff has developed the attached draft policy for presentations before the Board designed to set a standard of expectations that will streamline Board meetings.

Recommendation to the Board

It is recommended that the Board adopt a policy regarding presentations before the Board.

Contact Information:

Catcher Baden, Deputy Director, State Board of Education

**Arizona State Board of Education Policy Regarding
Presentations at Board Meetings
Adopted _____**

Purpose

The purpose of this policy is to set a standard of expectations for presentations that will facilitate efficient yet informational meetings.

Policies

1. For the purposes of this policy, "President" means the President of the Board or the presiding officer.
2. If approved by the Executive Director or the President, presenters shall submit all presentations and presentation materials to inbox@azsbe.az.gov at least 14 calendar days prior to the meeting. The Executive Director or the President may exclude presentations and presentation materials submitted after this deadline.
3. Presenters are allotted 15 minutes. Due to the volume of information on the agenda at each meeting, it is important that the presenter stay within the allotted timeframe. The President may limit or extend the timeframe at the President's discretion.
4. Presenters should keep in mind that the Board will have advance time to review the materials submitted by the presenter and should use their time before the Board to highlight key points. Please do not read the slides.
5. Approved presentations and any supporting documentation will be placed in the Board's materials and posted online. Board members will have at least one week prior to the Board meeting to review the information and prepare questions ahead of time. If possible, those questions will be forwarded to the presenter.
6. It is encouraged for presenters to submit presentation materials in either PowerPoint or PDF format. Materials not submitted in these formats may be converted to PDF for the Board's review.

Please contact Board staff at inbox@azsbe.az.gov or (602) 542-5057 if you have any questions.

Issue: AzMERIT Contract Extension or Request for Proposal Action/Discussion Item Information Item**Background and Discussion**

The Arizona Department of Education, Assessment Unit is charged with implementing the statewide assessment for English Language Arts and Mathematics procured by the State Board of Education. In November of 2014 the State Board of Education awarded a 4-year contract with the option to renew 3 additional years to American Institutes for Research (AIR). The current year 4 contract extension expires November 2, 2018, securing this assessment for the 2018 administration of AzMERIT.

Test development for future years begins much earlier than the administration date and the contract's scope of work entails developing items for use on future tests two to three years ahead of the current year administration. Currently the Assessment Unit is preparing field test items that will be aligned to the new ELA and Math standards beginning in the 2018 Spring administration. Since the contract expires in the middle of the test development cycle, it is important to make decisions regarding this contract now. The Assessment Section is requesting guidance regarding the AzMERIT Year 5 contract extension for the 2018-2019 school year.

The specific request is for the SBE to extend the current contract with AIR **OR** begin the Request for Proposal (RFP) process to seek options in test vendors. RFP processes must be started at least 6 to 8 months prior to implementation of a new contract ensuring the test window will open on time and meet all statutory reporting requirements.

Review and Recommendation of State Board Committee

N/A

Recommendation to the Board

It is recommended that the Board approve an extension for the renewal of the current AzMERIT contract or start the RFP process to seek options in other test vendors.

Contact Information:**Audra Ahumada, Deputy Associate Superintendent, Assessment Section****Kelly Koenig, Associate Superintendent, Student Achievement & Educator Excellence Division**



State of Arizona
Department of Education

John Huppenthal
Superintendent of
Public Instruction

To: To the file
From: Patty Clark, Chief Procurement Officer
Date: November 3, 2014
Subject: Executive Summary of RFP ADED14-00004144, Statewide Arizona Assessment

This Request for Proposal (RFP) commenced under the Revised Arizona Procurement Code. Revised Arizona Statute 41-2534, Competitive Sealed Proposal followed, including R2-7-C301 (Solicitation), R2-7-C302 (pre-Offer conference), R2-7-C306 (Receipt, Opening, and Recording of Offers), R2-7-C312 (Responsibility Determinations), R2-7-C313 Clarification of Offers, R2-7-C316 (Evaluation), R2-7-C315 (Final Proposal Revisions), R2-7-C316 (Evaluation of Offers) and R2-7-C317 (Contract Award)

Background

Arizona's Instrument to Measure Standards (AIMS) has been the State's achievement testing program for over a decade. State law required State Board of Education (SBE) to develop and adopt Arizona's academic standards to serve as the foundation for student achievement and accountability in Arizona. The standards provide teachers, administrators, students, parents, business, and community members with clear, concise statements about what students should know and be able to do. ADE under the direction of the SBE has issued this solicitation for the implementation of Arizona's standards-based assessment program titled as Statewide Arizona Assessment.

Timeline

- March 6, 2014 incorporated feedback from parents, educators, and business and community leaders, the State Board of Education adopted a Statement of Values to be used as the basis for the requirements of the solicitation for the selection of the new statewide assessment.
- Development of the RFP started
- May 16th and 27th the National Center for the Improvement of Educational Assessment (NCIEA) reviewed and provided guidance and feedback regarding the draft solicitation.
- Final draft was submitted for approval and release approval on June 6, 2014
- The RFP was approved to advertise on June 6, 2014
- Letters of Intent were e-mailed through ProcureAZ on June 6, 2014 to three hundred thirteen (313) suppliers obtained from the ProcureAZ bid list
- A Pre-offer conference was held June 30, 2014
- July 25th the National Center for the Improvement of Educational Assessment reviewed and provided feedback on the evaluation tool.
- The RFP closed on July 25, 2014 and six (6) proposals were received

Evaluation Process

- The evaluation team consisted of 7 volunteer experts from the Arizona education community. The team members were employees of local schools or organizations, not employees of the State, and included: a charter school representative, a superintendent, a director of research and evaluation, a special education director, an assistant superintendent for academic services, a chief information officer and a community member.
- 2 Advisors attended the evaluation meetings.
- The evaluation meetings were completed September 5, 2014 with a total of 58 hours dedicated to consensus evaluations
- The Negotiation team consisted of 6 members.
- Negotiations and discussions were held September 15 – 26, 2014
- Best and Final Offers were requested of four (4) Offerors on September 30, 2014
- The revision period closed October 6th, 2014 and four (4) Best and Final Offers were received with a total of 18 hours dedicated to BAFO consensus evaluations.

Scoring Tabulation

Out of the two thousand (2000) points possible for each category, the Offers achieved the following scores:

ACT	575.900	Data Recognition Corporation	950.750
American Institutes for Research	1124.500	Measured Progress	725.856
CTB/McGraw-Hill LLC	996.750	NCS Pearson, Inc.	1118.500

Written Determination

The written determination for award will be upon approval of the adoption from the State Board Education and will be included in the solicitation file.

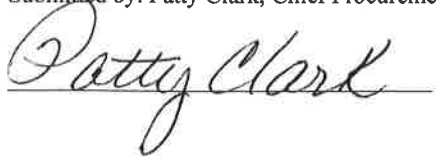
Contract Award

In accordance with R2-7-C317 it is determined that the contract shall be awarded to the responsible Offeror whose offer is determined to be most advantageous to the ADE based on the evaluation factors set forth in the solicitation.

Based on the information provided and consensus from the Evaluation Committee, the recommendation for award of solicitation ADED14-00004144, shall be to American Institutes for Research.

Submitted by: Patty Clark, Chief Procurement Officer

November 3, 2014



EXECUTIVE SUMMARY

Issue: Discussion and possible action regarding schools that have not submitted Move on When Reading literacy plans and the release of K-3 Reading Base Support Funds.

Action/Discussion Item

Information Item

Background and Discussion

The legislature annually appropriates approximately \$40 million for K-3 reading base support funding to schools for students in grades K-3, and prescribed requirements for the receipt of the funds.

A.R.S. § 15-211 requires school districts and charter schools that serve any K-3 grades to annually submit a literacy plan to the Board by October 1, unless the school is assigned a letter grade of A or B, in which case the school is required to submit a literacy plan only in odd-numbered years.

School districts and charter schools that either received a C, D or F letter grade or had more than 10% of their 3rd grade students labeled as "Falls Far Below" on the statewide reading assessment are required to have their reading plans "submitted, reviewed and recommended for approval by the department of education and approved by the state board of education" before ADE may release reading base support funds (A.R.S. § 15-211).

As of October 17, 2017, 48 local education agencies have not submitted an approvable literacy plan. Of this number, 4 local education agencies have submitted literacy plans, but were rejected by ADE for revision.

Recommendation to the Board

It is recommended that the Board seek legal advice for possible action regarding schools that have not submitted Move on When Reading literacy plans and the release of K-3 Reading Base Support Funds.

Contact Information:

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

MOWR LEA Literacy Plans Submitted and Approved After the 10/1/17 Deadline

Entity ID	LEA	Date Plan Accepted	Date Plan Submitted
4296	Academy Of Excellence, Inc.	10/13/2017	10/13/2017
90878	Academy of Mathematics and Science South, Inc.	10/6/2017	10/5/2017
79961	Academy of Mathematics and Science, Inc.	10/6/2017	10/5/2017
92768	Academy of Mathematics and Science, Inc.	10/6/2017	10/5/2017
78897	Academy of Tucson, Inc.	10/2/2017	10/2/2017
4325	Acclaim Charter School	10/16/2017	10/16/2017
6364	Accelerated Elementary and Secondary Schools	10/17/2017	10/17/2017
4409	Ajo Unified District	10/2/2017	10/2/2017
5978	Akimel O Otham Pee Posh Charter School, Inc.	10/2/2017	10/2/2017
78966	Akimel O'Otham Pee Posh Charter School, Inc.	10/2/2017	10/2/2017
4418	Altar Valley Elementary District	10/12/2017	10/12/2017
79215	American Basic Schools LLC	10/2/2017	10/2/2017
4443	Apache Junction Unified District	10/16/2017	10/16/2017
91758	Archway Classical Academy North Phoenix	10/10/2017	10/10/2017
79947	Arizona Community Development Corporation	10/3/2017	10/3/2017
92566	Arizona Language Preparatory	10/12/2017	10/11/2017
4274	Arlington Elementary District	10/17/2017	10/13/2017
4187	Ash Creek Elementary District	10/10/2017	10/10/2017
4468	Bagdad Unified District	10/5/2017	10/5/2017
92349	BASIS Schools, Inc.	10/2/2017	10/2/2017
273398	BASIS Schools, Inc.	10/2/2017	10/2/2017
4481	Beaver Creek Elementary District	10/12/2017	10/12/2017

10972	Benchmark School, Inc.	10/10/2017	10/6/2017
79226	Benson Unified School District	10/4/2017	10/3/2017
4169	Bisbee Unified District	10/16/2017	10/16/2017
4231	Blue Elementary District	10/16/2017	10/12/2017
4397	Blue Ridge Unified School District No. 32	10/2/2017	10/2/2017
4224	Bonita Elementary District	10/17/2017	10/17/2017
4513	Bouse Elementary District	10/11/2017	10/11/2017
4269	Buckeye Elementary District	10/10/2017	10/10/2017
4378	Bullhead City School District	10/5/2017	10/3/2017
79047	Career Success Schools	10/10/2017	10/10/2017
4191	Center for Academic Success, Inc.	10/11/2017	10/11/2017
90138	Choice Academies Inc.	10/17/2017	10/17/2017
81027	Cochise Community Development Corporation	10/5/2017	10/3/2017
4370	Colorado City Unified District	10/5/2017	10/4/2017
4160	Concho Elementary District	10/5/2017	10/4/2017
4479	Congress Elementary District	10/16/2017	10/16/2017
4416	Continental Elementary District	10/17/2017	10/17/2017
4487	Cottonwood-Oak Creek Elementary District	10/5/2017	10/4/2017
4501	Crane Elementary District	10/2/2017	10/2/2017
92369	Create Academy	10/5/2017	10/3/2017
79443	Crown Charter School, Inc	10/12/2017	10/11/2017
88308	Desert Sky Community School, Inc.	10/11/2017	10/10/2017
10969	Desert Springs Academy	10/10/2017	10/6/2017
92302	Desert Star Academy	10/16/2017	10/16/2017
6357	Discovery Plus Academy	10/16/2017	10/16/2017
4179	Double Adobe Elementary District	10/16/2017	10/12/2017
4174	Douglas Unified District	10/5/2017	10/3/2017
89850	EAGLE South Mountain Charter, Inc.	10/12/2017	10/11/2017
87401	East Mesa Charter Elementary School, Inc.	10/16/2017	10/16/2017

90506	Ed Ahead	10/16/2017	10/16/2017
4448	Eloy Elementary District	10/16/2017	10/13/2017
92379	Ethos Academy - A Challenge Foundation Academy	10/5/2017	10/4/2017
4207	Flagstaff Junior Academy	10/17/2017	10/17/2017
4437	Florence Unified School District	10/5/2017	10/2/2017
4309	Foothills Academy	10/17/2017	10/17/2017
4221	Fort Thomas Unified District	10/4/2017	10/4/2017
4356	Fountain Hills Charter School	10/3/2017	10/2/2017
4247	Fountain Hills Unified District	10/5/2017	10/3/2017
89506	Freedom Academy, Inc.	10/4/2017	10/4/2017
4303	Friendly House	10/17/2017	10/17/2017
4157	Ganado Unified School District	10/5/2017	10/3/2017
4208	Globe Unified District	10/5/2017	10/4/2017
4194	Grand Canyon Unified District	10/5/2017	10/3/2017
4212	Hayden-Winkelman Unified District	10/16/2017	10/16/2017
91275	Hirsch Academy A Challenge Foundation	10/6/2017	10/5/2017
4389	Holbrook Unified District	10/16/2017	10/16/2017
4469	Humboldt Unified District	10/5/2017	10/2/2017
4502	Hyder Elementary	10/17/2017	10/17/2017
89784	Imagine Avondale Elementary, Inc.	10/5/2017	10/4/2017
89786	Imagine Coolidge Elementary, Inc.	10/17/2017	10/5/2017
88367	Imagine Charter Elementary at Desert West, Inc.	10/16/2017	10/16/2017
91326	Incito Schools	10/16/2017	10/13/2017
5174	Integrity Education Incorporated	10/6/2017	10/6/2017
4388	Joseph City Unified District	10/5/2017	10/3/2017
79064	Juniper Tree Academy	10/6/2017	10/4/2017
90330	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary	10/10/2017	10/4/2017

4396	Kayenta Unified School District #27	10/6/2017	10/4/2017
79420	Khalsa Family Services	10/6/2017	10/4/2017
4360	Khalsa Montessori Elementary Schools	10/16/2017	10/13/2017
90900	La Tierra Community School, Inc	10/12/2017	10/11/2017
90637	Leading Edge Academy Maricopa	10/6/2017	10/6/2017
79050	Little Lamb Community School	10/16/2017	10/16/2017
4404	Marana Unified District	10/5/2017	10/2/2017
79499	Masada Charter School, Inc.	10/11/2017	10/10/2017
89852	Math and Science Success Academy, Inc.	10/5/2017	10/5/2017
4163	Mcnary Elementary District	10/17/2017	10/4/2017
4463	Mexicayotl Academy, Inc.	10/17/2017	10/17/2017
4211	Miami Unified District	10/5/2017	10/4/2017
79994	Midtown Primary School	10/11/2017	10/10/2017
79207	Milestones Charter School	10/6/2017	10/4/2017
4493	Mingus Springs Charter School	10/6/2017	10/6/2017
4253	Mobile Elementary District	10/17/2017	10/17/2017
80011	Montessori Academy, Inc.	10/6/2017	10/4/2017
79548	Montessori House, Inc.	10/17/2017	10/11/2017
90192	Morrison Education Group, Inc.	10/6/2017	10/4/2017
4251	Morristown Elementary District	10/17/2017	10/16/2017
4203	Mountain School, Inc.	10/6/2017	10/4/2017
4366	New Horizon School for the Performing Arts	10/17/2017	10/17/2017
78882	New World Educational Center	10/6/2017	10/5/2017
79881	Nosotros, Inc	10/5/2017	10/2/2017
91238	Open Doors Community School, Inc.	10/17/2017	10/17/2017
4262	Osborn Elementary District	10/16/2017	10/13/2017
4373	Owens School District No.6	10/6/2017	10/4/2017
4275	Palo Verde Elementary District	10/16/2017	10/16/2017
79578	Pan-American Elementary Charter	10/5/2017	10/2/2017
5180	Paragon Management, Inc.	10/6/2017	10/5/2017

4510	Parker Unified School District	10/6/2017	10/6/2017
4460	Patagonia Elementary District	10/5/2017	10/4/2017
79069	Patagonia Montessori Elementary School	10/5/2017	10/5/2017
79024	Pathfinder Charter School Foundation	10/6/2017	10/5/2017
4186	Pearce Elementary District	10/17/2017	10/16/2017
4338	Phoenix Advantage Charter School, Inc.	10/16/2017	10/16/2017
4220	Pima Unified District	10/17/17`	10/17/2017
4214	Pine Strawberry Elementary District	10/6/2017	10/4/2017
90140	Pioneer Preparatory School	10/6/2017	10/4/2017
79455	Pointe Educational Services	10/6/2017	10/4/2017
4188	Pomerene Elementary District	10/17/2017	10/17/2017
87405	Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	10/5/2017	10/2/2017
4425	Presidio School	10/6/2017	10/5/2017
4511	Quartzsite Elementary District	10/6/2017	10/6/2017
4306	Reid Traditional Schools' Valley Academy, Inc.	10/17/2017	10/5/2017
4301	Ridgeline Academy, Inc.	10/6/2017	10/4/2017
4254	Saddle Mountain Unified School District	10/17/2017	10/17/2017
89414	Sage Academy, Inc.	10/6/2017	10/4/2017
89798	San Tan Montessori School, Inc.	10/12/2017	10/12/2017
91110	Scottsdale Country Day School	10/6/2017	10/5/2017
4240	Scottsdale Unified District	10/5/2017	10/5/2017
4492	Sedona Charter School, Inc.	10/17/2017	10/4/2017
4467	Sedona-Oak Creek JUSD #9	10/6/2017	10/4/2017
4393	Show Low Unified District	10/10/2017	10/9/2017
4500	Somerton Elementary District	10/6/2017	10/5/2017
79085	Southgate Academy, Inc.	10/10/2017	10/10/2017
4173	St David Unified District	10/16/2017	10/16/2017
4440	Superior Unified School District	10/6/2017	10/4/2017

4408	Tanque Verde Unified District	10/10/2017	10/6/2017
90142	Teleos Preparatory Academy	10/6/2017	10/5/2017
92978	The Grande Innovation Academy	10/6/2017	10/4/2017
4215	Tonto Basin Elementary District	10/11/2017	10/10/2017
4376	Topock Elementary District	10/16/2017	10/12/2017
4225	Triumphant Learning Center	10/5/2017	10/4/2017
79979	Tucson International Academy, Inc.	10/10/2017	10/6/2017
4403	Tucson Unified District	10/10/2017	10/9/2017
4310	Twenty First Century Charter School, Inc. Bennett Academy	10/12/2017	10/11/2017
79957	Valley of the Sun Waldorf Education Association, dba Desert Marigold School	10/6/2017	10/6/2017
4339	Villa Montessori Charter School	10/5/2017	10/3/2017
4504	Wellton Elementary District	10/5/2017	10/2/2017
4512	Wenden Elementary District	10/10/2017	10/10/2017
79497	West Gilbert Charter Elementary School, Inc.	10/5/2017	10/5/2017
90036	West Valley Arts and Technology Academy, Inc.	10/2/2017	10/2/2017
4170	Willcox Unified District	10/10/2017	10/10/2017
4193	Williams Unified District	10/5/2017	10/2/2017
4213	Young Elementary District	10/10/2017	10/10/2017
4377	Yucca Elementary District	10/13/2017	10/13/2017

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate(s) for Matthew Bentley
Case No. C-2015-107-2, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Matthew Bentley holds a Substitute certificate, valid until February 14, 2020. Mr. Bentley also held a Provisional Elementary Education certificate which expired on March 17, 2017.

On April 25, 2016, Mr. Bentley was found guilty of two counts of Sexual Exploitation of a Minor, a Class 2 Felony, and two counts of Luring a Minor for Sexual Exploitation, a Class 3 Felony. Mr. Bentley is required to register as a sex offender.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate(s).

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate(s) for Ronnie Hudson
Case No. C-2017-282, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Ronnie Hudson holds a Substitute certificate, valid until August 12, 2022.

On July 20, 2017, Mr. Hudson entered a plea of guilty to one count of Attempted Sexual Conduct with a Minor, a Class 3 Felony, and two counts of Sexual Abuse, a Class 5 Felony. Mr. Hudson was formally sentenced on August 21, 2017, and is required to register as a sex offender.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate(s).

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate(s) for James Maloney
Case No. C-2016-255, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

James Maloney held a Standard Professional Elementary certificate, which expired on June 25, 2016.

On March 26, 2015, Mr. Maloney entered a plea of guilty to three counts of Possession of Child Pornography, a Class C Felony, in the United States District Court. Mr. Maloney was formally sentenced on February 11, 2016, and is required to register as a sex offender.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate(s).

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate(s) for Brian Woolsey
Case No. C-2015-128 Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Brian Woolsey held a Standard Professional Secondary certificate, which expired on June 7, 2017.

On September 1, 2017, Mr. Woolsey was found guilty of two counts of Sexual Conduct with a Minor (Teacher-Student Relationship), a Class 2 Felony, and two counts of Attempt to Commit Sexual Conduct with a Minor (Teacher-Student Relationship), a Class 3 Felony. Mr. Woolsey is required to register as a sex offender.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate(s).

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Arizona Department of Education Investigative Unit caseload update

Action/Discussion Item

Information Item

Background and Discussion

As of October 11, 2017, the investigative unit has opened a total of 719 cases and closed 727 cases. Of the 719 cases opened this year, 77 are category 1, cases involving sexual misconduct.

The investigative unit currently has a total of 438 open cases. 77 of the 438 open cases are category 1 cases. Of the 438 open cases, 146 were opened prior to January 1, 2017.

Recommendation to the Board

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

Contact Information:

Garnett Winders

Chief Investigator

Investigative Unit October 2017

Open cases by category of offense

Case type	2017	Pre-2017	total
	<i>Currently open</i>		
Sex related	54	18	72
Violence	72	45	117
Drug/Alcohol	46	30	76
Theft/Fraud	20	21	41
Contract Breach	47	28	75
Application	53	4	57
Total Open cases	292	146	438

Closed cases

	<i>Closed in 2017</i>		
Sex related	19	52	71
Violence	31	85	116
Drug/Alcohol	34	82	116
Theft/Fraud	14	39	53
Contract Breach	6	34	40
Applications	277	54	331
Total closed	381	346	727

Other Case Sources	2017 Total
Media Alerts	22
Finger Print Clearance	1392
Applications	2810
District Complaints	152
Public Complaints	231
NASDTEC	40

Between January 1, 2017, and October 11, 2017, the IU opened a total of 712 new investigations and closed 727.

Of the 727 investigations closed, 346 were investigations opened prior to 2017.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Clint Corey, C-2017-141R

Action/Discussion Item

Information Item

Background and Discussion

Clint Corey held a Provisional Secondary Education (6-12) certificate, which expired on June 10, 2013, and a Substitute certificate, which expired on July 15, 2016.

Mr. Corey is applying for issuance of a Substitute certificate.

On December 13, 2012, Mr. Corey was arrested by the Salt River Police Department on suspension of DUI. A breathalyzer test was administered and Mr. Corey's BAC was 0.101 at 3:27 a.m. and 0.107 at 3:33 a.m. Mr. Corey entered into a plea agreement where he agreed to plead guilty to one count of DUI, a Class 1 Misdemeanor.

On August 14, 2015, Mr. Corey was arrested by the Scottsdale Police Department on suspicion of DUI. A breathalyzer was administered and Mr. Corey's BAC was 0.149 at 4:18 a.m. and 0.154 at 4:24 a.m. Mr. Corey entered into a plea agreement where he agreed to plead guilty to one count of DUI, a Class 1 Misdemeanor.

Mr. Corey applied for certification on January 27, 2017, and disclosed his arrests and submitted "Explanation of Incident" forms.

Prior to scheduling an application review hearing in front of the PPAC, Mr. Corey engaged in settlement negotiations with Board staff and the Attorney General's Office. No hearing has been scheduled for the PPAC in this matter, in order to give the Board an opportunity to consider this Agreement.

Settlement Agreement with Conditions

The State Board of Education will grant Mr. Corey's application for certification with the conditions that if Mr. Corey is arrested for, or charged with, driving under the influence of alcohol, drugs, or any other intoxicant at the time within five years from the date the Agreement is approved and adopted by the Board, Mr. Corey 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 Mr. Corey from applying for any certificate for five years. Mr. Corey shall notify the Board of any such arrest or charge in writing within five working days of the date of that arrest or charge.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, for Clint Corey.

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Jennifer Mayhew-Jones, C-2017-294

Action/Discussion Item Information Item

Background and Discussion

Jennifer Mayhew-Jones holds a Standard Elementary Education (1-8) certificate, which expires on October 12, 2018.

On March 3, 2016, Ms. Mayhew-Jones was driving her vehicle when she rear ended a semi-truck that had stopped at an intersection. The driver of the truck was not injured.

The Department of Public Safety officer on the scene requested medical personnel to respond, due to Ms. Mayhew-Jones' appearance of being disoriented and confused. Ms. Mayhew-Jones was taken to the hospital, where a blood sample was taken and showed that Ms. Mayhew-Jones' BAC was 0.184.

Ms. Mayhew-Jones was charged with one count DUI-Liquor/Drugs/Vapors/Combo, a Class 1 Misdemeanor; one count of DUI with BAC of .08 or More, a Class 1 Misdemeanor; and one count of Extreme DUI – BAC .15 to .19, a Class 1 Misdemeanor. She later entered into a plea agreement and pled guilty to one count of Extreme DUI – BAC .15 to .19, a Class 1 Misdemeanor. All other charges were dismissed.

Settlement Agreement with Conditions

The State Board of Education will issue a Letter of Censure on Ms. Mayhew-Jones' certification with the conditions that if Ms. Mayhew-Jones is arrested for, or charged with, driving under the influence of alcohol, drugs, or any other intoxicant at the time within three years from the date the Agreement is approved and adopted by the Board, Ms. Mayhew-Jones waives her due process rights to a disciplinary administrative hearing and will be subject to automatic revocation of any and all of her 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 Ms. Mayhew-Jones from applying for any certificate for five years. Ms. Mayhew-Jones shall notify the Board of any such arrest or charge in writing within five working days of the date of that arrest or charge.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, for Jennifer Mayhew-Jones.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Mark Nash, C-2017-146

Action/Discussion Item

Information Item

Background and Discussion

Mark Nash holds a Teaching Intern Secondary Education (6-12) certificate, which expires on July 28, 2018, and a Substitute certificate, which expires April 26, 2021.

On December 27, 2016, Mr. Nash was driving his vehicle and rear ended an unmarked Tucson Police Department vehicle. The police officers in the unmarked police car were not injured and the car was able to drive away.

At the Tucson Police Department, Mr. Nash was administered a breathalyzer test that showed Mr. Nash's BAC was 0.133 at 2:17 p.m. and 0.129 at 2:22 p.m.

Mr. Nash was charged with DUI, a Class 1 Misdemeanor; DUI alcohol with a BAC of .08 or more, a Class 1 Misdemeanor; Criminal Damage, a Class 1 Misdemeanor; and Speed Greater than Reasonable and Prudent, a civil offense.

Mr. Nash entered a plea agreement, and on February 13, 2017, Mr. Nash pled guilty to one count of DUI, a Class 1 Misdemeanor. All of the other charges were dismissed.

Settlement Agreement with Conditions

The State Board of Education will issue a Letter of Censure on Mr. Nash's certification(s) with the conditions that if Mr. Nash is arrested for, or charged with, driving under the influence of alcohol, drugs, or any other intoxicant at the time within three years from the date the Agreement is approved and adopted by the Board, Mr. Nash 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 Mr. Nash from applying for any certificate for five years. Mr. Nash shall notify the Board of any such arrest or charge in writing within five working days of the date of that arrest or charge.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, for Mark Nash.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Christine VanDyke, C-2017-229

Action/Discussion Item Information Item

Background and Discussion

Christine VanDyke holds a Standard Early Childhood Education (Birth through Age 8 or Grade 3) certificate, which expires on November 27, 2019.

On January 28, 2017, Ms. VanDyke shoplifted five ink cartridges from a Walmart store in Surprise, Arizona. The ink cartridges had a retail value of approximately \$150.00.

Ms. VanDyke was arrested by the Surprise Police Department on January 31, 2017, on the charge of Shoplifting, a Class 1 Misdemeanor.

The criminal prosecutor in Ms. VanDyke's case decided to dismiss her case, if Ms. VanDyke met the conditions of obeying the law and giving back to her community.

Ms. VanDyke met those conditions, and on March 3, 2017, the criminal prosecutor filed a motion to dismiss all charges, without prejudice, "in the interest of justice". The judge granted that motion and all charges were dismissed without prejudice.

Additionally, Ms. VanDyke paid Walmart \$250.00 and Walmart released Ms. Vandyke from any civil liability regarding the January 28, 2017 incident.

Settlement Agreement

The State Board of Education will issue a Letter of Censure on Ms. VanDyke's certification.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, for Christine VanDyke.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation for Certificate Suspension for two years, with conditions, of Jazz Dolan, Case No. C-2017-056

Action/Discussion Item

Information Item

Background and Discussion

Jazz A. Dolan holds a School Psychologist PreK-12 certificate, which expires August 23, 2017.

On September 10, 2016, Ms. Dolan was pulled over by a Tucson Police Department (“TPD”) officer for driving erratically. Ms. Dolan exhibited symptoms of alcohol impairment, and was subsequently arrested for suspicion of driving under the influence (“DUI”).

A breathalyzer test was administered to Ms. Dolan at 2:35 a.m., and the test result showed a blood alcohol content (“BAC”) of 0.105. Another test administered at 2:42 a.m. produced a BAC of 0.103.

On December 5, 2016, Ms. Dolan entered a plea agreement with the Tucson City Court, and was found guilty of one count of DUI, a Class 1 Misdemeanor, as a result of the September 10, 2016 arrest.

On December 28, 2016, Ms. Dolan was pulled over by a Springerville Police Department (“SPD”) officer due to observed speeding. The officer learned Ms. Dolan was driving on a suspended license, and Ms. Dolan was placed in the back of the officer’s patrol car while a search of Ms. Dolan’s vehicle was conducted.

During the SPD officer’s search, a large glass Mason jar was discovered, which contained approximately one half of a pound of Marijuana. Ms. Dolan admitted to the officer that she was aware of the Marijuana.

Ms. Dolan was placed under arrest and transported to the Apache County Jail for Possession of Marijuana, Possession of Drug Paraphernalia, and Driving on a Suspended License. In addition, the officer cited Ms. Dolan for speeding.

On January 3, 2017, the Apache County Attorney’s Office (“ACAO”) filed a criminal Complaint, officially charging Ms. Dolan with one count of Possession or Use of Marijuana, a Class 6 Felony, and one Count of Possession of Drug Paraphernalia, a Class 6 Felony, based upon the December 28, 2016 arrest.

On February 10, 2017, Ms. Dolan entered into a Prosecution Diversion Contract with the ACAO in Round Valley Justice Court, wherein Ms. Dolan agreed to participate in a Prosecution Diversion Program (“Program”) for a period of 12 months, and the ACAO agreed to dismiss without prejudice prosecution of the formal criminal charges contingent upon Ms. Dolan’s successful completion of the Program.

Conditions of the Program stipulate that Ms. Dolan must abstain from illegal drug use, submit to drug testing, and participate in substance abuse training.

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education

EXECUTIVE SUMMARY

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its September 12, 2017 meeting, recommended, by a vote of 3 to 1, that the State Board of Education suspend for two years, with conditions of complying with all court orders and possessing a valid fingerprint clearance card, any and all certificates held by Jazz Dolan.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and suspend for two years, with conditions, any and all certificates held by Jazz Dolan, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding the Recommendation for Certificate Revocation of David Curtiss, Case No. C-2017-025
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Action/Discussion Item

Information Item

Background and Discussion

David L. Curtiss currently holds a Substitute certificate, which expires August 7, 2022. He also held a Provisional Career and Technical Education certificate, which expired on February 20, 2016.

On August 30, 2016, Mr. Curtiss was arrested for Aggravated Assault and Assault (Domestic Violence) after a standoff, involving firearms, with police officers.

On April 4, 2017, pursuant to plea agreement, Mr. Curtiss was found guilty of three amended counts of Attempted Aggravated Assault, a Class 3 Felony. As a result, Mr. Curtiss was sentenced to two and one-half years in prison.

Recommendation of the Professional Practices Advisory Committee (“PPAC”)

The PPAC, at its September 12, 2017 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by David Curtiss.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke any and all certificates held by David Curtiss, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding the Recommendation for Certificate Revocation of Rafael Danam, Case No. C-2016-585
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Action/Discussion Item

Information Item

Background and Discussion

Rafael C. Danam holds a Substitute certificate, which expires January 8, 2022.

From approximately September 1, 2015 through September 21, 2016, Mr. Danam was employed as a Substitute teacher by the Bullhead City Elementary School District #15 (“BCESD”) located in Bullhead City, Arizona.

Beginning in August of 2016, Mr. Danam worked as a long-term Substitute teacher for a 4th grade class at Diamondback Elementary School (“Diamondback”) in the BCESD. Mr. Danam worked for a daily substitute rate of \$90 per day, and was not under contract.

In September of 2016, Martin Muecke, the Principal at Diamondback, decided to relieve Mr. Danam of his long-term Substitute teacher assignment, because a fully certified teacher was returning from medical leave and was ready to return to work.

On September 21, 2016, after a failed attempt to meet with Mr. Danam at a set date and time, Mr. Muecke encountered Mr. Danam during lunch period. At that time, Mr. Muecke informed Mr. Danam that he would be relieved of his Substitute teacher assignment with the 4th grade class.

Mr. Danam then returned to his 4th grade classroom where he had been working, and along the way he encountered Instructional Aide Laura Kapusta. Mr. Danam informed Ms. Kapusta that he needed her to come into his classroom because he needed a “witness”. Ms. Kapusta followed Mr. Danam into the classroom.

Mr. Danam then informed his students that he would not be their teacher anymore. Mr. Danam became very emotional and then began to cry. Mr. Danam also told the students to go home and tell their parents what Mr. Muecke and the school had done to him, and to have their parents go to the district and tell them how unfair it was.

Due to what had transpired, the students also became emotional and began to cry. Mr. Muecke arrived shortly after and directed Mr. Danam to go home immediately.

Mr. Danam then went to the BCESD district offices, where he met with Benje Hookstra, the Assistant Superintendent at that time. Mr. Hookstra expressed to Mr. Danam that he was aware of the situation that had taken place, and that he supported Mr. Muecke’s decision.

On September 22, 2016, Mr. Hookstra filled out and signed an “Employee Separation Form”, indicating that Mr. Danam was being involuntarily terminated due to “Unsatisfactory Work Performance” and “Non Compliance with Rules”.

Shortly after being relieved of his Substitute teaching assignment, Mr. Danam began an email campaign directed against Mr. Muecke and Mr. Hookstra. The emails included demands for

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education

EXECUTIVE SUMMARY

hearings and investigations regarding Mr. Muecke and Mr. Hookstra, and threats of civil lawsuits against Mr. Muecke and Mr. Hookstra.

In some of the emails, Mr. Danam tried to recruit parents to file complaints against Mr. Muecke and Mr. Hookstra with such entities as the BCESD, the police, and the Arizona State Board of Education. Mr. Danam expressed to parents his intentions to file lawsuits against Mr. Muecke and Mr. Hookstra and that he would give some of the money he received from the lawsuits to their children. Mr. Danam also suggested to parents that they could receive large cash payments if a class action lawsuit was filed, and he urged parents to have their children examined by a doctor for alleged emotional and psychological distress.

On or about September 27, 2016, Mr. Danam sent a one-page fax to various schools in BCESD, including Diamondback. The heading of the fax was "Justice, Vindication and Vengeance", and a footnote at the bottom of the fax indicated that a Latin phrase contained in the fax translates to "Vengeance is MINE, I will repay."

On September 28, 2016, Mr. Muecke filed for an Injunction Against Workplace Harassment against Mr. Danam with the Bullhead City Municipal Court because Mr. Muecke and Mr. Hookstra felt threatened by some of Mr. Danam's written statements. The Injunction was granted on that day.

On October 6, 2016, at a hearing that Mr. Danam requested in regard to the Injunction, the Bullhead City Municipal Court ordered that the Injunction would remain in effect. As of the date of the PPAC hearing, the Injunction remained in effect.

On October 13, 2016, Investigator David W. Spelich of the Investigative Unit of the Arizona Department of Education sent a "Notice of Investigation" letter to Mr. Danam.

In an eight-page document dated October 14, 2016, Mr. Danam acknowledged having received the letter from Mr. Spelich, and offered written responses to the allegations.

On October 14, 2016, Investigator Spelich interviewed Mr. Danam regarding the investigation.

On March 10, 2017, Mr. Danam submitted an application for employment as a teacher in the Laveen Elementary School District ("LESD").

On the application form, Mr. Danam answered "No" to the question "Have you ever been the subject of a school district or Department of Education (in any state) investigation, inquiry, or review of alleged misconduct?"

On April 11, 2017, Mr. Danam was hired as a teacher by LESD for the 2017-2018 schoolyear beginning July 24, 2017.

On May 16, 2017, Holly King, LESD Human Resources Certified Specialist, was notified that Mr. Danam was under investigation by the Arizona Department of Education.

Contact Information:

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

EXECUTIVE SUMMARY

On May 17, 2017, Ms. King and the Assistant Superintendent of Human Resources, Dr. Jeffrey Sprout, spoke with Mr. Danam to provide due process regarding Mr. Danam's answer of "No" to the question "Have you ever been the subject of a school district or Department of Education (in any state) investigation, inquiry, or review of alleged misconduct?" on his employment application.

On May 18, 2017, Dr. Sprout, Ms. King and Mr. Danam spoke again, and Mr. Danam requested to resign. He then submitted a letter of resignation to LESD via email.

Additional documentation submitted by Mr. Danam is included in the Board materials under the "Materials received after PPAC" section.

Recommendation of the Professional Practices Advisory Committee ("PPAC")

The PPAC, at its September 12, 2017 meeting, recommended, by a vote of 4 to 0, that the State Board of Education revoke any and all certificates held by Rafael Danam.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke any and all certificates held by Rafael Danam, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Deputy Director of Policy and Initiatives

State Board of Education