



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, the Arizona State Board for Technical and Vocational Education and to the general public that the Boards will hold a meeting, open to the public, on **Monday, June 26, 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 Boards reserve the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Boards may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(2), the Boards may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information and discussion of information that is required to be maintained as confidential by state or federal law.

Pursuant to A.R.S. § 38-431.03(A)3), the Boards 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 23rd day of June, 2017.

Arizona State Board of Education
Arizona State Board for Technical and Vocational Education

By: _____

A handwritten signature in blue ink, appearing to read "K. Schmidt", written over a horizontal line.

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

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

ARIZONA STATE BOARD FOR TECHNICAL AND VOCATIONAL EDUCATION

June 26, 2017

Page 2

Monday, June 26, 2017

9:00 AM

Arizona Department of Education, Room 122

1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER AND ROLL CALL

1. STUDY SESSION: Presentation, discussion and possible action regarding criteria for setting cut scores on A-F School Accountability letter grades

10:00 a.m. CALL TO ORDER, NATIONAL ANTHEM, PRAYER AND ROLL CALL

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

A. President's Report

1. Ordering of agenda items

B. Superintendent's Report

1. Recognition of Spelling Bee Champion - Penda Ba
2. Update regarding Department activities

C. Executive Director's Report

1. Update regarding NASDTEC conference
2. Update regarding discipline hearings

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. Consideration to determine that Red Mesa Unified School District is in compliance with the USFR, and that previously withheld monies

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

ARIZONA STATE BOARD FOR TECHNICAL AND VOCATIONAL EDUCATION

June 26, 2017

Page 3

that resulted from the determination of noncompliance be returned to the district in the current year

- B. Pursuant to A.R.S. § § 15-1152 and 1153, approval and authorization for ADE to enter into an agreement with the U.S. Department of Agriculture to operate the Summer Food Service Program, allow ADE to accept receipt of the funds allocated and authorize expenditures of these funds and authorize ADE's Department of Health and Nutrition to disburse these funds to eligible recipients in accordance with the federally stipulated reimbursement formulas and USDA Federal regulations.
- C. Approval of the award of funding for the Mathematics and Science Partnerships Program to the following local education agencies under the established competitive process in the form of Sub grant Awards:
 - 1. Coconino County ESA – Science
 - 2. Coconino County ESA – Intel Math
 - 3. Peoria Unified School District
 - 4. Sunnyside Unified School District
- D. Approval of the Special Education Advisory Panel nominees and reappointments
- E. Approval of the contract with the Board and the U.S. Department of Agriculture for the Fresh Fruit and Vegetable Program
- F. Approval of the elementary educator preparation program for Grand Canyon University, Master of Education in Elementary Education
- G. Approval of policies and procedures for the Early Literacy Grant Program
- H. Approval of the American Board for Certification of Teacher Excellence as an alternative preparation program provider
- I. Approval of the School Safety Program FY 2018 Funding Summary and the School Safety Program FY 2018 Application Award Recommendations
- J. Approval of the contract between the Board and approved Adult Education Providers to award funding for Adult Education services in FY2017 and FY2018

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

ARIZONA STATE BOARD FOR TECHNICAL AND VOCATIONAL EDUCATION

June 26, 2017

Page 4

- K. Approval additional monies for teacher compensation for FY 2017 relating to A.R.S. §§ 15-952 and 15-537
- L. Approval of recommended collection of reading assessments for use in connection with demonstrating sufficient reading skills for the third grade pursuant to A.R.S. § 15-701(A)(2)(b)(iii)

4. GENERAL SESSION

- A. Presentation, discussion and possible action regarding A-F School Accountability:
 - 1. Identifying a timeline for calculating and issuance of A-F School letter grades for K-8 and 9-12
 - 2. Creating the A-F School Accountability Appeals Committee
 - 3. Adopting policies and rubrics for the A-F School Accountability Appeals Committee
 - 3.1 Appointment of members to the A-F School Accountability Appeals Committee
 - 4. Accepting the approval process for Career and Technical industry-based credentials and certifications
 - 5. Updates on the draft nontraditional A-F School Accountability Plan for 2016-2017 for Alternative Schools

AA. Presentation, discussion and possible action regarding the process for developing strategic and operating plans at the State Board of Education retreat

- B. Presentation, discussion and possible action to open the rulemaking record regarding changes to the following Board rules governing educator certification:
 - 1. R7-2-604.03 regarding Alternative Educator Preparation Programs
 - 2. R7-2-604.04 regarding the Alternative Educator Preparation Program Process
 - 3. R7-2-604.05 regarding Revocation of Approval of Qualified Provider; Notification of Intent; Requirements of Exit Plan
 - 4. R7-2-604.06 regarding Classroom-Based Alternative Preparation Program
 - 5. R7-2-607 regarding General Certification Provisions
 - 6. R7-2-608 regarding Early Childhood Teaching Certificates
 - 7. R7-2-609 regarding Elementary Teaching Certificates
 - 8. R7-2-610 regarding Secondary Teaching Certificates
 - 9. R7-2-610.01 regarding Secondary Teaching Certificates

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

ARIZONA STATE BOARD FOR TECHNICAL AND VOCATIONAL EDUCATION

June 26, 2017

Page 5

10. R7-2-610.02 regarding Secondary Teaching Certificates
11. R7-2-611 regarding Special Education Teaching Certificates
12. R7-2-612 regarding Career and Technical Education Teaching Certificates
13. R7-2-613 regarding PreK-12 Teaching Certificates
14. R7-2-614 regarding Other Teaching Certificates
15. R7-2-616 regarding Standard Professional Administrative Certificates
16. R7-2-617 regarding Other Professional Certificates
17. R7-2-619 regarding Renewal Requirements
18. R7-2-621 regarding Reciprocity

- C. Presentation, discussion and possible action to open rulemaking of proposed Board rule R7-2-401 regarding Special Education Standards for Public Agencies providing educational services
- D. Presentation, discussion and possible action to open rulemaking of proposed Board rule R7-2-810 regarding Emergency Administration of Inhalers
- E. Presentation, discussion and possible action to approve ADE's recommendation for the selected vendor for School Safety Program Training Design, Facilitation and Technical Assistance

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

- F. Presentation, discussion and possible action to approve the recommended vendor for Online Distance Learning: Adult Basic Education and Adult Secondary Education

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

- G. Presentation, discussion and possible action to approve ADE's recommendation for the selected vendor for Online Distance Learning: English Language Acquisition for Adult Learners (ELAA)

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

ARIZONA STATE BOARD FOR TECHNICAL AND VOCATIONAL EDUCATION

June 26, 2017

Page 6

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

5. ARIZONA STATE BOARD OF EDUCATION CONVENING/ACTING AS THE ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION FOR THIS ITEM ONLY

- A. Discussion regarding the approval process for Career and Technical industry-based credentials and certifications
- B. Acceptance of donation on behalf of AZ Cooperative Education Association to ADE CTE unit to support work-based learning activities

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

- A. Approval of the voluntary surrender of the educator certificates held by Allen Johnson

7. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS

- A. Presentation, discussion and possible action regarding guidelines on educator applications and certification enforcement actions involving individuals with DUIs or domestic violence

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

- 1. Lesley Ann Belan
- 2. Donald Brown
- 3. Marian Carr Dawley

- C. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendations of the Professional Practices Advisory Committee to approve the one-year suspension of the certificate(s) held by Cara Criteser

AMENDED AGENDA

ARIZONA STATE BOARD OF EDUCATION

ARIZONA STATE BOARD FOR TECHNICAL AND VOCATIONAL EDUCATION

June 26, 2017

Page 7

- D. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendations of the Professional Practices Advisory Committee to approve the five-year suspension of the certificate(s) held by Michael Gaul

- E. 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 the certificate(s) held by:
 - 1. Kelly Cozad
 - 2. Stephen Selby

- 8. **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.

STUDY SESSION MATERIALS
Submitted by
Accountability Advisory Group

Letter Grade Issues

The Accountability Advisory Group developed this white paper to provide background information on setting cut scores for letter grades.

State law describes an A as “an excellent level of performance” and an F as “a failing level of performance.” The definition of the remaining letter grades is left to the State Board, with the direction that “the A through F letter grade system shall indicate expected standards of performance for all schools and the manner in which schools may rise above or fall below those expected standards of performance.”

There are several ways the letter grades could be determined. The Board could determine letter grades based on philosophical or conceptual understanding of school quality or could choose a statistical approach to setting cut scores. Whichever method is chosen the Board should estimate the impact of applying that method to schools to determine the impact on schools and who is helped and who is hurt by each approach.

The following are six ways letter grades could be set. We have provided a description of each approach as well as the pros and cons of each.

General Notes Regarding Setting Cut Scores:

1. Cut scores should be established, and set for several years, rather than annually adjusted to allow schools to improve their letter grade and align with the Principle that “all schools must have the opportunity to achieve “A” status”.
2. Given the Board’s approved N count and FAY definition, not all indicators (acceleration, CCRI, etc.) will apply to all schools. Therefore, the models should determine the percentage of points earned out of points eligible for each school so that no school is penalized for missing an indicator. All cut score methods, especially statistical methods should utilize the percentage of points earned rather than points earned.
3. The K-8 and 9-12 models are different and will require different cut score models for each.
4. If statistical methods are selected to establish cut scores, scores should be set on 2016 data analysis and applied to 2017 data analysis so that the state will not create a normal distribution of letter grades in 2017. However, this may be

problematic for high schools because they do not have CCR data in 2016. It may be necessary to use 2016 AzMERIT scores and 2017 CCR data to set the initial high school cut scores.

5. It is possible to choose one approach as the desired model to eventually have but use a different model initially and grow toward the desired model.

Methods For Setting Letter Grades

Method A: 90% = "A" Approach

Assign letter grades like a teacher would – 90% of the points would be an A, 80% a B, 70% a C, 60% a D and below that an F. points by category. Parents, teachers and the community are familiar with this grading scale as it's commonly used in public education.

Pros: This would have face validity, the sense that this is an accurate/appropriate way to evaluate schools, for the public and would be very transparent. It is a very rigorous standard.

Cons: The passing rate for the AzMERIT test is relatively low; growth percentiles are normative limiting SGP points, and SGT doesn't compensate enough for this due to its equal weight. These factors would make reaching 90% of possible points, or even 80%, difficult for many schools. This method will likely produce outcomes that are highly correlated to poverty, especially at this point.

The outcomes of this method may be inconsistent with the Board's Principles of Agreement, specifically that schools should not be "penalized for low scores if significant gains are made over the course of the academic year" and "all schools must have the opportunity to achieve "A" status".

Method B: Desired Outcome Approach

Determine what percent of schools *should* fall in each category and then set the cut points accordingly. The Board could base this number on historical data, e.g. how letter grades were distributed in the past, or on the sense of how many schools people think are exceptional. It should be noted that the percent of A schools slowly increased over time in the past, and any new system will probably see a similar increase as schools align their efforts with how they are being graded.

Pros: Using historical data to determine the distribution of letter grades in 2017 would produce a comparable percentage of schools rated in each category (see table below). This would lessen complaints that one is not an A school because the number of A schools are less than under the old model.

Cons: Given the more rigorous assessment and accountability system that have been created, this method may have less face validity. Additionally, the percentage of F rated schools may seem too low, given the prior methodology used to determine F status. Determining how many schools are “exceptional” is subjective and may open the Board up to criticism, regardless of the number or percentage identified.

Letter Grade History (traditional schools only)

%	10/11	11/12	12/13	13/14
A	20%	25%	28%	33%
B	36%	36%	35%	34%
C	32%	30%	26%	25%
D	12%	10%	9%	6%
F	--	1%	1%	3%

#	10/11	11/12	12/13	13/14
A	295	383	476	553
B	536	554	589	572
C	487	464	439	416
D	183	149	155	104
F	--	8	14	46

The outcomes of using historical patterns may be inconsistent with the Board’s Principles of Agreement that states “A’ schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system”

Method C: Absolute Expectations Approach

Establish absolute expectations that all schools must meet to earn “A”, “B”, etc. For example, previously, the State Board indicated that an “A” school should have 50% proficient and 50% growth (however, what that means for growth is not clear). So then

presumably, “B” would be 40%/40%; “C” would be 30%/30%, etc.

Pros: This method clearly establishes expectations and targets for schools. Establishing the “A” criteria sets the threshold for all other assigned grades.

Cons: This methodology focuses solely on two indicators- proficiency and growth, even though the models include significantly more data and information about schools. Given the current AzMERIT data, this method could cause the distribution of schools to be negatively skewed to C, D and F schools if the expectation for an A was set very high.

Important note: If this method (50% passing/50% growing to be an “A”) is implemented after another cut score is established to determine letter grades, then the number of “A” schools will be much smaller and the number of B schools will be much larger if schools meet the other requirements for an A but not the 50% cutoff. This method also negates the use of another cut score methodology, since in essence this criteria overrides the cut score.

Using the 2016 data, the following percent of schools had high rates of students at or above proficiency. This is proficiency only; there is no growth data available to do a comparable comparison.

Percentage Passing	Number of Schools ELA	Number of Schools Math	Number of Schools Both ELA and Math
90%+	8	10	4
80%-100%	36	42	
70%-100%	39	79	
50%-100%	513	440	
Total # of schools	1904	1903	

[used ADE posted file with AzMERIT and MSAA, Test Level = All, Subgroup = All Students]

The outcomes of this method may be inconsistent with the Board’s Principles of Agreement that states “schools should not be penalized for low scores if significant gains are made over the course of the academic year” and “all schools must have the opportunity to achieve “A” status”. Depending on where the “A” mark is established, it may also be inconsistent with “A’ schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system.”

Method D: Natural Groupings Approach

Identify natural groupings of schools where the total points show a break between groups of schools. For example, if the highest performing schools bunched together and then there is a ten point gap between the next group of schools, that would be a natural grouping of “A” schools. The AAG does not have access to the data to model how this approach would work with actual school results.

Pro: This approach would be easy to explain to schools as to why they were grouped the way they were. By using percentage of total points all measures are included in the letter grade determination.

Con: This approach lets the data indicate what the initial definition of what an A school is. The natural groupings are typically clearer for the highest and lowest performing schools. It may be harder to determine the difference between a B and C grouping.

The outcomes of this method may be inconsistent with the Board’s Principles of Agreement that states “A” schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system.” This would happen if the highest grouping reflected less rigorous performance.

Method E: Equal Groupings Approach

This approach divides schools up into equal groups based on percentage of total points earned. The AAG analyzed data, when running the 20 accountability models, and looked at the total points earned and broke schools into 5 equal groups. We then examined how many schools in each group were high poverty (Free and Reduced Lunch greater than 70%), low poverty (FRL less than 30%), Title I status, Charter status and 2014 letter grade. The following shows the school characteristics by group for K-8.

K – 8: Percentages reflect the percent of all schools

Group	# FRL>70%	# FRL < 30	# Title / Non		# Charter / Non		2014 A-F				
Top 20%	9%	41%	14%	34%	25%	18%	41%	14%	6%	10%	0%
80%	16%	26%	18%	24%	21%	20%	26%	23%	13%	9%	12%
60%	20%	21%	21%	18%	15%	21%	18%	23%	23%	13%	4%
40%	25%	9%	22%	15%	18%	20%	10%	25%	26%	19%	12%
Bottom 20%	30%	3%	25%	9%	21%	20%	5%	16%	32%	49%	73%
							A	B	C	D	F

It should be noted that for high school AAG did not have a good measure of CCRI points because much of the measures are not currently collected. However, it is likely that in general the CCRI points will favor the higher income schools because they are more likely to have college bound students and/or they are more likely to have more extensive CTE programs.

Pro: This statistical method clearly establishes the expectation that the “A” cut score is based on exceptional performance at some level such as the top 20% percentile. Lower letter grades would reflect a similar percentage of students, at least initially.

Con: This method establishes a fixed number of schools per letter grade when used with the current year data. This may result in too many schools rated an A or F and fewer than expected rated B or C since most schools probably group around the average. . The results above also indicate that the distribution is effected by the poverty level of the school, e.g. high poverty schools are more likely to be rated “C” or lower than low poverty schools.

The outcomes of this method may be inconsistent with the Board’s Principles of Agreement that states “schools should not be penalized for low scores if significant gains are made over the course of the academic year” and “all schools must have the opportunity to achieve “A” status.” Depending on where the “A” mark is established, it is likely to be most consistent with “A’ schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system.”

Method F: Standard Deviation Approach

Determine cut score using a methodology that calculates the state average and standard deviation of points earned. This method is similar to Method E but uses the mathematical average of the state distribution to determine the first cut score, which may or may not be at the 50% percentile. The standard deviation can be adjusted, e.g. 1, 1.5, 2, etc. to establish meaningful groupings. The results of this method are likely to be similar to the outputs presented for Method E above, but the AAG does not have access to these data to model the outcome.

Pro: This statistical method has been utilized in the past to set cut scores for previous state accountability models. The cut scores that create the groups can be adjusted and/or more groups can be created, e.g. A+, A and A- schools.

Con: This statistical method establishes a “normal distribution” or bell curve when used with the current year data. The groupings are relative to the performance of all schools in

the state.

Important note: This model could be used with 2016 data to establish the cut score needed for each letter grade and then ADE could apply those cut scores to 2017 so that schools are not forced into as much of a normal distribution.

Also, for high schools, the 2016 data does not include CCR measures. To ameliorate this ADE could use the 2016 AzMERIT data and the 2017 CCR data to set initial cut points so the 2017 letter grades for high schools more accurately reflect the self-reported CCRI data.

The outcomes of this method may be inconsistent with the Board's Principles of Agreement that states "schools should not be penalized for low scores if significant gains are made over the course of the academic year" and "all schools must have the opportunity to achieve "A" status" if a normed distribution is applied to the 2017 data and cut scores are annually established rather than set for a few years.

Other Considerations

Timing

AzMERIT is a rigorous assessment that set a new expectation for student performance. Schools have been slowly and steadily improving on the AzMERIT, but the proficiency rates are not at high levels. The Board may want to consider setting triggers for making the cut scores more rigorous over time or set planned reviews of the cut scores every three to four years. The Board may also want to use one method for setting initial cut scores and set a goal of transitioning to another method once performance improves.

What is an "F" school?

The law defines an F school as one with 'a failing level of performance.' Receiving an F has important consequences. The Charter Board has said they will close schools that have F letter grades. Parents and the public often react very negatively to F letter grades. So it is important that schools receiving an "F" designation truly be at a 'failing level'.

Under the old A-F system, one had to be a "D" school for several years before being labeled an "F" school. Recent legislation now allows SBE to designate an F school immediately, although it does not preclude the SBE from using multiple years of data, specifically "the state board of education may also assign a school a letter grade of F if the state board of education determines that the school is among the "persistently lowest-achieving schools" in the state under the federal school accountability requirements". The major challenge

here is how to validly identify a school that is failing and not identify a school that just had a bad year or that is near the cut point for failing and may bounce between a D and F because of random variation.

If only one year was being used, the cut score should be set so that it would be very unlikely that a school was failing. For example, rather than saying 30-40% of the points correspond to a D and below that an F, you may say 20% -40% is a D and less than that is an F so that you don't mistakenly identify a school as failing. This might result in schools that are actually failing but just above the cut score not being identified.

Alternatively, requiring an F designation for two or more consecutive years in order to be labeled failing may avoid misidentifying schools. Perhaps the first year could be a 'preliminary F designation' that does not result in the consequences that an F school will receive but does inform the public about the level of student performance. When a school is consistently at the F threshold (after 2-3 years) then the school is labeled as an F school and consequences may ensue.

How do letter grades correspond to ESSA categories?

ESSA "requires each State, for the purpose of school accountability determinations, to measure the achievement of not less than 95 percent of all students.... Each State also must provide a clear and understandable explanation of how the participation rate requirement will be factored into its accountability system."

Schools identified for targeted assistance will be any school with underperforming sub-groups. These schools may have a range of letter grades, because sub-groups only provide a small number of possible points. Therefore, there probably will not be a correspondence between letter grades and a targeted assistance label.

Schools identified for comprehensive assistance will be the lowest 5% of schools in the state participating in the Title I program. It is highly likely that these schools will be the F or low D letter grade schools. Some non-Title schools may be identified as failing under the state system but not the federal system because the comprehensive support label for low performance only applies to Title I schools.

Schools, both Title and Non-Title can also be identified as needing comprehensive support if the graduation rate at or below 67%.

What will be the consequence for not testing 95%?

ESSA requires states to “annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

(ii) For the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—

(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or

(II) the number of students participating in the assessments.

The Board will need to determine the implementation of this rule in the 2018 A-F accountability system.

How will the school report card incorporate items that are important but not part of the letter grade calculation?

The use of the state report card will be critical to the transparent reporting of a variety of data, only some of which is included in A-F grades. For example, there may be a desire to rate a school on the components of the letter grade calculation and include that in the report card. The report card development is an important part of the accountability system and can be addressed in detail in another white paper.

Appendix

State Board of Education Principles of Agreement, adopted by the State Board of Education October 27, 2014

Philosophical Agreements:

- A through F achievement profile will examine solely academically relevant information.
- Multiple measures of performance provide more information about a school's quality than a single test score.
- The achievement profile must recognize academic growth as an essential element of measurement: Schools must not be penalized for low scores if significant gains are made over the course of the academic year. However, at least one year's of growth must remain the expectation to ensure student's stay on pace to graduate prepared.
- "A" schools must be truly excellent in their preparation of students for college and work as measured throughout the P-20 and career readiness system.
- All schools must have the opportunity to achieve "A" status.
- The system must meaningfully balance simplicity with transparency.
- Arizona's A-F achievement profile should align with and reinforce the State Board of Education's policy goals for academic achievement.

Technical Agreements:

- The A-F achievement profile shall provide timely, valid, and reliable information.
- The state shall produce information for schools that identifies the students included in each measure.
- School should receive data and accompanying technical documents so the schools may replicate and validate the findings.
- The achievement profile should reflect both growth of students not at grade level, as well as students at or above grade level.
- The achievement profile will reflect students' mastery of standards.
- The achievement profile will utilize multiple years of data as available and appropriate.
- The achievement profile will utilize postsecondary success measures.

Implementation Agreements:

- In order to ensure that each new measure captures the intent, the state should

pilot portions of the achievement profile.

- The state should verify the achievement profile to comply with technical requirements and/or statutes and State Board of Education rules.
- The state will present the achievement profile and other agreed to measures of school quality to parents, educators, and policy makers in a timely, informative, and easy to understand format. This includes releasing formula or other updates to how the annual profiles are determined prior to the start of the school year the profile will reflect.
- A coalition of technical and policy stakeholders must be consulted to create, evaluate and refine the methodologies used in the achievement profile to ensure transparency, feedback from the field and community, and compliance with Agreements.

A-F statute:

15-241. School, charter school and school district accountability; annual achievement profiles; classification; letter grade system; profiles; appeals process; failing schools tutoring fund; definition

A. The department of education shall compile an annual achievement profile for each public school and local education agency.

B. Each school, charter holder and school district shall submit to the department any data that is required and requested and that is necessary to compile the achievement profile. A school or local education agency that fails to submit the information that is necessary is not eligible to receive monies from the classroom site fund established by section 15-977.

C. The annual achievement profile compiled by the department shall be used to determine a standard measurement of acceptable academic progress for each school and local education agency and a school and local education agency classification pursuant to subsection F of this section. Any disclosure of educational records compiled by the department of education pursuant to this section shall comply with the family educational rights and privacy act of 1974 (20 United States Code section 1232g).

D. The annual achievement profile for schools and local education agencies shall include, at a minimum, the following academic performance indicators:

1. Multiple measures of academic performance or other academically relevant indicators of school quality that are appropriate to assess the educational impact of a school during the academic year as determined by the state board of education.

2. Academic progress on statewide assessments adopted pursuant to section 15-741 in English language arts and mathematics.

3. Academic progress on the English language learner assessments administered pursuant to section 15-756, subsection B and sections 15-756.05 and 15-756.06.

4. Progress toward college and career readiness for all schools and local education agencies that offer instruction in any of grades nine through twelve.

E. Subject to final adoption by the state board of education, the department shall determine the criteria for each school and local education agency classification label using a researched-based methodology. The methodology developed in collaboration with a coalition of qualified technical and policy stakeholders, at a minimum, shall include the performance of pupils at all achievement levels, account for pupil mobility, account for the distribution of pupil achievement at each school and local education agency and include longitudinal indicators of academic performance. For the purposes of this subsection, "researched-based methodology" means the systematic and objective application of statistical and quantitative research principles to calculate the indicators used to determine A through F letter grades.

F. The annual achievement profile shall be used to determine a school and local education agency classification based on an A through F letter grade system adopted by the state board of education in which a letter grade of A reflects an excellent level of performance and a letter grade of F reflects a failing level of performance. The A through F letter grade system shall indicate expected standards of performance for all schools and the manner in which schools may rise above or fall below those expected standards of performance. The state board of education may also assign a school a letter grade of F if the state board of education determines that the school is among the "persistently lowest-achieving schools" in the state under the federal school accountability requirements pursuant to section 1003(g) of the elementary and secondary education act (20 United States Code section 6303).

G. The classification for each school and the criteria used to determine classification pursuant to subsections E and F of this section shall be included on the school report card prescribed in section 15-746.

H. Subject to final adoption by the state board of education, the department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools, may develop profiles for schools that participate in the board examination system prescribed in chapter 7, article 6 of this title and schools that participate in Arizona online instruction pursuant to section 15-808 and may develop other exceptions as prescribed by the state board of education for the purposes of this section.

I. The department of education shall establish a process for a school or local education agency to correct student data used to determine the school's or local education agency's annual achievement profile. The state board of education shall establish an

appeals process to allow a school or local education agency to appeal the school's or local education agency's final letter grade based on mitigating factors identified by the board. The board may delegate the administration of the appeals process to the department of education.

J. The failing schools tutoring fund is established consisting of monies collected pursuant to section 42-5029, subsection E as designated for this purpose. The department of education shall administer the fund. The department of education may use monies from the fund to purchase materials designed to assist students to meet the Arizona academic standards and to achieve a passing score on assessments adopted by the state board of education.

K. For the purposes of this section, "academic progress" means measures of both proficiency and academic gain.

ESSA Comprehensive & Targeted Support

ESSA Regulations

Section 200.15 Participation in assessments and annual measurement of achievement

Statute: Section 1111(c)(4)(E) of the ESEA, as amended by the ESSA, requires each State, for the purpose of school accountability determinations, to measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the annual statewide assessments in reading/language arts and mathematics required by section 1111(b)(2)(B)(v)(I). The statute further ensures that this requirement is taken into account when determining proficiency on the Academic Achievement indicator by specifying that the denominator used for such calculations must include at least 95 percent of all students and 95 percent of students in each subgroup enrolled in the school. Each State also must provide a clear and understandable explanation of how the participation rate requirement will be factored into its accountability system.

Following is information from EdWeek

A summary of the draft regulations released by the Education Department also states that: While the proposed regulations do not dictate exactly how states must deal with schools that assess less than 95 percent of all their students and 95 percent of all subgroups of their students, the states must take "robust action" and choose from several options provided by the department, or propose their own "rigorous" strategy for dealing with them. (Those options from the department were not included in the summary.) And the regulations would not prescribe an "n-size," or minimum number of a particular group of students at a school, for that group of students to be included for accountability purposes.

In the proposed regulations themselves, the department offers states these three options to address an individual school's low test-participation rates:

- (1) assign a lower summative rating to the school;
- (2) assign the lowest performance level on the State's Academic Achievement indicator; or
- (3) identify the school for targeted support and improvement.

Category: Comprehensive Support and Improvement

Types of Schools	Description	Timeline for Identification	Initial year of identification
Lowest-Performing	Lowest-performing five percent of schools in the State participating in Title I.	At least once every three years	2018-2019
Low High School Graduation Rate	Any public high school in the State with a four-year adjusted cohort graduation rate at or below 67 percent, or below a higher percentage selected by the State, over no more than three years.	At least once every three years	2018-2019
Chronically Low-Performing Subgroup	Any school participating in Title I that was identified for targeted support and improvement because it had a subgroup of students performing at or below the performance of all students in the lowest-performing schools and did not improve after implementing a targeted support and improvement plan over a State-determined number of years.	At least once every three years	State-determined

Category: Targeted Support and Improvement

Types of Schools	Description	Timeline for Identification	Initial year of identification
Consistently Underperforming Subgroup	Any school with one or more consistently underperforming subgroups.	Annually	2019-2020
Low-Performing Subgroup	Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest-performing schools. These schools must receive additional targeted support under the law. If this type of school is a Title I school that does not improve after implementing a targeted support and improvement plan over a State-determined number of years, it becomes a school that has a chronically low-performing subgroup and is identified for comprehensive support and improvement.	At least once every three years	2018-2019

EXECUTIVE SUMMARY

Issue: Consideration to determine that Red Mesa Unified School District is in compliance with the USFR, and that previously withheld monies that resulted from the determination of noncompliance be returned to the district in the current year.

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 for Arizona School Districts (USFR). Jointly developed by the Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related education 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 of districts' compliance status (A.R.S. § 15-271(E)).

Pursuant to A.R.S § 15-272(B), on notification from the Auditor General, Red Mesa Unified School District (Red Mesa) was found to be in noncompliance with the USFR by the Arizona State Board of Education (SBE) at its August 25, 2014 meeting. At this meeting, the SBE ordered that 3% of each monthly payment be withheld from the District's monthly state aid payments until compliance with the USFR was determined. Each subsequent payment of state aid has been reduced by 3%.

At the August 25, 2014 meeting it was indicated that if compliance was attained within one year, all withheld state aid would be returned to Red Mesa at that time (A.R.S. § 15-272(D)).

Through June 1, 2017, \$261,877.71 has been withheld. Once approved, all state aid withheld as a result of the finding of noncompliance with the USFR will be returned to Red Mesa.

Recommendation to the Board

Based on the report from the Auditor General that Red Mesa is in substantial compliance with the USFR as of May 4, 2017, SBE should determine that Red Mesa is in compliance, and that previously withheld monies that resulted from the determination of noncompliance be returned to the district.

Contact Information:

Lyle Friesen, Deputy Associate Superintendent, School Finance



DEBRA K. DAVENPORT, CPA
AUDITOR GENERAL

STATE OF ARIZONA
OFFICE OF THE
AUDITOR GENERAL

MELANIE M. CHESNEY
DEPUTY AUDITOR GENERAL

May 4, 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: Red Mesa Unified School District No. 27

Dear Ms. Douglas:

We previously requested that the Arizona State Board of Education take action on Red Mesa Unified School District No. 27 because the District had not complied with the *Uniform System of Financial Records* (USFR).

We have since received and reviewed the District's audit reports and USFR Compliance Questionnaire for the year ended June 30, 2016, to determine whether the District was in compliance with the USFR. Based solely on our review of these documents, the District has complied with the USFR.

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

Sincerely,

Debbie Davenport
Auditor General

cc: Governing Board
Mr. Kim Pearce, Superintendent
Red Mesa Unified School District No. 27
The Honorable R. Barry Williams, Apache 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

EXECUTIVE SUMMARY

Issue:	Consideration of the Management and Administration Plan (MAP) for the Summer Food Service Program.
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Action/Discussion Item

Background and Discussion

The U.S. Department of Agriculture (USDA), annually allocates administrative money for the Child Nutrition Programs as dictated by (7CFR 235.5 (b)). For Federal Fiscal Year (FFY) 2017 the allocation is \$115,348.00.

Recommendation to the Board

That pursuant to ARS 15-1152 and 1153, the State Board authorizes the Department of Education to enter into an agreement with the U.S. Department of Agriculture to operate the Summer Food Service Program; allow the Department of Education to accept receipt of the funds allocated and authorize expenditures of these funds; and authorize the Department of Education Health and Nutrition Services Division to disburse these funds to eligible recipients in accordance with the federally stipulated reimbursement formulas and USDA Federal regulations.

Contact Information:

Melissa Conner, Associate Superintendent, Health and Nutrition Services Division



Arizona Department of Education

SUMMER FOOD SERVICE PROGRAM

MANAGEMENT AND ADMINISTRATIVE PLAN

FISCAL YEAR 2017

**Summer Food Service Program
Management and Administrative Plan
Table of Contents**

<u>Title</u>	<u>Page Number</u>
Introduction	3
State Administrative Budget	4
• State Administrative Funds (SAF)	
• Program Funds: Sponsor Operational and Administrative Expenses	
Assess the current landscape of Summer Meals	7
• Program Expansion	
• Sustainability	
Technical Assistance and Training	10
• Program Integrity	
Monitoring and Inspections	12
Program Violations	14
Fiscal Integrity	18
Food Service Management Company Procurement	19

Addendums

- I – Risk Assessment
- II – Meal Quality

Introduction

The Arizona Department of Education (ADE), Health and Nutrition Services is pleased to operate the upcoming 2017 Summer Food Service Program (SFSP). SFSP was originally established in 1968 as part of the Child Care Food Program (which is now Child and Adult Care Food Program), thereby making the infrastructure of the two programs very similar. The CACFP/SFSP team will continue to provide participants with staff accessibility, applicable training, quality technical assistance and continual program oversight for schools that choose the Seamless Summer Option as well as the organizations and schools that are interested in applying to participate in the SFSP.

The Summer Food Service Program is designed to provide nutritious meals during school vacations to children from areas in which poor economic conditions exist. Sponsors must provide the program to all eligible participants regardless of race, color, national origin, sex, age, or disability. The term "children" is defined in the program regulations as persons 18 years of age and under and persons older than 18 who are mentally or physically disabled and participating in a public or nonprofit private school program established for individuals with disabilities.

The Arizona Department of Education will administer the Summer Food Service Program for children through the Health and Nutrition Services, Child and Adult Care Food Program. The Summer Food Service Program is an integral component of the Arizona Department of Education's effort and is funded by the United States Department of Agriculture.

The Management and Administrative Plan defines the activities which are to be performed by the Summer Food Service Program personnel and the criteria by which program sponsors will be selected and monitored. These activities and criteria are directed toward achieving the primary goal of effective program implementation that results in nutritious meals for children in low income areas during the summer months or during track-break sessions for children attending year-round schools.

State Administrative Budget for the Fiscal Year 2017

○ **State Administrative Funds (SAF)**

The Arizona Department of Education plans to use SAF to administer the SFSP as follows:

Staffing and Office Administration

- Salaries and benefits for 13 Child Nutrition Program Specialists to administer, monitor, train, provide technical assistance, conduct outreach, ensure compliance, and perform other duties as needed and three Program Project Specialists that assist with administering SFSP, monitoring, training, and providing basic Program assistance.
 - ADE has dedicated at least .10 of the FTE for each CACFP/SFSP staff member for SFSP duties. All specialists have CACFP and Audit duties as well. The total is almost 2 FTE's dedicated to SFSP.
- Travel and per diem expenses include outreach activities, State-sponsored training, sponsor pre-approval visits, site visits and administrative reviews, FNS/USDA-sponsored training and meetings.

Outreach

- Outreach activities are comprised of
 1. Posters providing a website and direct site information for the nearest SFSP sites will be placed in local WIC clinics, DES field offices, food banks, and community action offices.
 2. Holding SFSP Partnership Meetings facilitated by ADE.
 3. Present SFSP information at partner conferences.
 4. Maintain and grow partnership with the Dairy Council to encourage SFSP grant opportunities to SFSP sponsors.
 5. The ADE has a user-friendly SFSP website. All training and outreach material will include the website.
 6. Identify underserved areas by using geo mapping and USDA Capacity Builder. Identify local sponsors who may be able to provide meal service to these children.
 7. Organizations requesting program information will be contacted by ADE's staff and invited to training. Onsite training will be available as needed.
 8. SFSP participation mailings have been sent to all area eligible schools.
 9. Active participation with the Arizona Hunger Advisory Council committee to promote awareness of the SFSP statewide.
 10. Utilize Arizona Nutrition Network SFSP promotion material.
 11. Sponsors attending training will receive and be encouraged to use outreach materials and apply for grants to increase awareness of their programs to reach maximum participants in their communities.
 12. SFSP brochure and training schedules will be provided during CACFP At-Risk Meals trainings.
 13. Conduct a SFSP Partner debrief meeting, September 21, 2017.

14. SFSP availability and workshop information will be advertised on www.volunteerphoenix.org, a website devoted to volunteer organizations in Arizona.
15. Provide site information to Arizona 211, Share Our Strength and Hunger Hotline.
16. Continue the partnership with St. Mary’s Food Bank in the development of nutrition hubs in Northern Arizona.
17. Continuously work with USDA to identify and develop additional, meaningful partnerships.

<u>Item</u>	<u>Amount SAF</u>	<u>Amount SAE</u>
Staffing and Office Administration		
o Salaries and benefits	99,356	
o Travel and per diem	0	1,004
o Contracted services	0	
o General administrative (printing, postage, etc.)	0	2,520
o Misc. Rental		5,000
o Indirect costs at 12% indirect cost rate	12,359	1,193
Outreach		
o Media announcements (Print, TV, Radio, Internet)		
o Internet website		
o Advertisements (banners, posters, signs, etc.)		
o Other related expenses (travel, printing, etc.)	3,633	
		9,717
Total State Administrative Funds (SAF) Requested	\$115,348.00	

Health Inspection Funds 0

The Arizona Department of Education does not plan to use Health Inspection funds to administer the SFSP. The majority of SFSP sites typically receive unitized meals which means no health inspection is necessary. The vendors must have a health inspection as a normal course of business.

o **Program Funds**

The Arizona Department of Education requests Program Funds for the following Sponsor Operational and Administrative costs, based on the following projections of sponsor, site and participant growth for 2017. ADE is projecting a 10% increase in simplified sponsors, along with a 10% increase in meals. ADE understands that SAF will not fully support the needs of operating SFSP. As noted in the chart, ADE will utilize SAE funds to supplement the Program.

In Arizona, it is difficult to draw a correlation with an increase in meals with an increase in sponsors and sites due to the transient nature of schools. Schools may operate as seamless or

simplified and it has been observed that numerous schools have transitioned to operating the seamless summer program, leaving the higher reimbursement of the SFSP. Schools that operate the seamless summer option receive training and technical assistance from the ADE and ADE staff review, process and oversee the SSO application process.

Estimated Participation for FY 2017

Estimated Sponsors and Sites	Prior Year 2016 Actual	Current Year 2017 Projected Increase
Total Sponsors	27	30
Rural/Urban Self-Prep Sites	403	443
Urban Vended Sites	9	10
Total Sites	412	453

Estimated Meals				Estimated Meals X Administrative / Operating Reimbursement Rates		
				Operating	Administrative	
Breakfasts	Rural/Self Prep	345,060	1.99/.1975	686,669.40	68,149.35	735,840.45
	Urban/ Vended	46,540	1.99/.1550	92,614.6	7,213.70	97,384.95
Lunches	Rural/Self Prep	605,008	3.47/.3625	2,099,377.76	219,315.40	2,265,754.96
	Urban/Vended	92,194	3.47/.3000	319,913.18	27,658.20	339,734.89
Suppers	Rural/Self Prep	34,256	3.47/.3625	118,868.32	12,417.80	128,288.72
	Urban/Vended	2,377	3.47/.3000	8,248.19	713.10	8,759.25
Supplements	Rural/Self Prep	50,777	.81/.0975	41,129.37	4,950.76	45,064.59
	Urban/Vended	7,508	.81/.0775	6,081.48	581.87	6,494.42
				3,372,902.30	341,008.18	3,713,902.48

Assess the current landscape of Summer Meals

(This section Assess the current landscape of Summer Meals is optional, as it is not required by 7 CFR 225, however please consider completing as it would be beneficial for WRO to know the details of your States' Summer plans and how to assist with your goals.)

The Arizona Department of Education has considered, evaluated and weighed the current scope of Summer Meals in Arizona (both SSO and SFSP) and has determined that the SFSP will focus on program integrity, program expansion and sustainability in the following manner:

Program Expansion

2017 Summer Meals focused expansion will target:

- Northern Arizona. St. Mary's Food Bank continues its partnership with ADE to create food hubs with the philosophy that the hubs will make access to summer meals easier. ADE and St. Mary's have worked together to increase SFSP availability in the Flagstaff area. St. Mary's added a new site in 2016 for a total of 3 sites in Flagstaff. For 2017, ADE has been meeting with St. Mary's and there are 2 staff members who have been working with folks in the Flagstaff community to increase the number of sites in the area; 4 specific sites are currently targeted. They have also worked with Flagstaff Unified to add a new site and assist them with increasing participation. ADE has also been meeting and working with the Flagstaff Family Food Center to get them on as a new sponsor this summer. ADE expects them to sponsor 4 or 5 new sites in 2017.
- Tribal entities. ADE will continue its efforts to support tribal communities during the summer which normally occurs as technical assistance over the phone. However, on April 19 & 20, ADE staff plan to train about 20-30 people from the Navajo and Apache regions. ADE has not yet received a roster of attendees.
- ADE will continue its partnership with the Arizona Library Association, presenting to librarians the need for children to have meals and enrichment activities during the summer. ADE attended the Arizona Library Association Conference this fall and has a list of librarians interested in being a summer food site. Once sponsors have been approved, ADE will be able to link potential library sites with sponsors in the area.
Arizona Nutrition Network (AzNN). ADE will continue its partnership with AzNN to create and distribute a state wide SFSP message. Sponsors are already able to connect with their AzNN county contact to order advertising materials off the "eat well be well" website.

This assessment is based on the following information sources:

- Percentages of enrolled children eligible for free or reduced-price meals under the National School Lunch and School Breakfast Programs;



**United States
Department of
Agriculture**

May 3, 2017

Food and
Nutrition
Service

Western Region

90 Seventh St.
10-100
San Francisco, CA
94103

Melissa Conner
Association Superintendent
Health and Nutrition Services
Arizona Department of Education
3300 N. Central Avenue
Phoenix, AZ 85004

Dear Ms. Conner:

I am pleased to inform you that Arizona’s 2017 Management and Administration Plan (MAP) for the Summer Food Service Program (SFSP) is approved at the following levels:

State Administrative Funding (SAF)	\$	115,348
Sponsor Operational Reimbursement	\$	3,372,902
Sponsor Administrative Reimbursement	\$	341,000

The SAF is approved at the amount requested. The approved amount equals the maximum allowed by regulatory formula under 7 CFR 225.5(a). If you determine later that the SAF originally awarded based on your 2017 MAP is inadequate, 7 CFR Part 225.5(c) authorizes FNS to increase your SAF based on information provided in a Mid-Program Assessment request. The deadline to submit a Mid-Program Assessment to our office, including data and narrative justification, is no later than **August 1, 2017**.

The Sponsor Operational and Administrative Reimbursement amounts are estimates based on projected meals to be served. The actual amounts will vary depending on actual meals served in the current year. If you find that your MAP significantly underestimated demand for meals, you can also submit a Mid-Program Assessment request to adjust this funding to the proper levels. Alternatively, if you do not submit a Mid-Program Assessment, you can readjust your Child Nutrition Block account to cover the additional amount needed, provided you have funds available in your Block account.

Health Inspection funding was not requested and thus not awarded, although an option under 7 CFR Part 225.5(f).

FNS strongly encourages state outreach efforts to increase awareness of and participation in the Summer Food Service Program. SAF may be used for activities associated with program outreach.

Ms. Conner
Page 2
AZ 2017 MAP Approval

We look forward to working with you and your staff to ensure that healthy meals are available to children this summer. Please contact your State Point of Contact, Kathryn Lee, at (415) 645-1918 if you have any questions.

Sincerely,



GeNam Chew
Branch Chief
School Nutrition Programs
Western Region

cc: Cindy Long, FNS HQ
Rebecca Hobbs, Director, WRO GMAS

WRO File Code: File: 225 SFSP\2017 MAPS\Arizona

PLEASE DO NOT MODIFY FORMAT!!!!!!

CFDA No.
FISCAL YEAR: 2017

To Be Expended In FY 2017	To Be Expended In FY 2018
SF MAP	SAE
CNP104	CNP102
Function Code	Function Code

PROGRAM NAME: Summer Food Admin.

	2017	2018
FTE	1.60	0.00
PERSONAL SVCS	\$74,704	
6001		
ERE	\$24,652	
6101		
PROF & OUTSIDE SERVICES		
FIN SVCS FROM OTHER STATE AGENCIES	\$0	
6211		
OTHER FINANCIAL SERVICES	\$0	
6219		
ATTORNEY GEN. SERV	\$0	
6221		
TEMP. AGENCY SERV	\$0	
6241		
EDUCATION & TRAINING	\$0	
6271		
NON EMPLOYEE TRAVEL	\$0	
6291		
OTHER PROF & OUTSIDE	\$0	
6299		
PROF & OUTSIDE SERV SUBTOTAL	\$0	\$0
TRAVEL - IN	\$881	\$1,004
6501		
TRAVEL - OUT	\$0	
6601		
OTHER OP. EXP		
RISK MANAGEMENT \$345/FTE	\$552	\$0
7111		
MIS INTERNAL CHARGEBACK'S \$1,250/FTE	\$2,000	
7153		
EXTERNAL PROGRAMMING	\$0	
7155		
INTERNAL SERVICE DATA PROCESSING	\$0	
7156		
EXTERNAL DATA ENTRY	\$0	
7157		
INTERNAL TELECOM \$750/FTE	\$0	
7171		
OTHER TELECOM	\$0	
7179		
COP BUILDING RENT CHARGES (Tucson)	\$0	
7216		
BUILDING RENT CHARGES (State Buildings - ADOA)	\$0	
7211		
RENTAL OF LAND & BUILDINGS (Lease space)	\$0	
7221		
MISCELLANEOUS RENTALS (Meeting space rental only)	\$0	\$5,000
7229		
OTHER INTERNAL SERVICES	\$0	
7249		
REPAIR & MAINTENANCE -BUILDING	\$0	
7251		
D.P. MAINT - PC & LANS	\$0	
7263		
REPAIR & MAINT - OTHER	\$0	
7266		
OTHER REPAIR & MAINT - BLDG	\$0	
7269		
SOFTWARE SUPPORT & MAINTENANCE	\$0	
7270		
OFFICE SUPPLIES	\$0	\$320
7321		
DP SUPPLIES (Media)	\$0	
7331		
REPAIR & MAINT SUPPLY (Motor vehicles)	\$0	
7371		
OTHER OPERATING SUPPLIES	\$176	
7381		
EMPLOYEE TUITION REIMBURSE.	\$0	
7451		
CONF EDUC TRAIN REG	\$0	
7455		
ADVERTISING	\$0	
7461		
INTERNAL PRINTING \$250/FTE	\$0	\$2,200
7471		
EXTERNAL PRINTING	\$0	
7472		
PHOTOGRAPHY (Internal and external)	\$0	
7476		
POSTAGE & DELIVERY	\$0	
7481		
AWARDS \$15/FTE	\$24	
7511		
DUES	\$0	
7531		
BOOKS, SUBSC, PUBL	\$0	
7541		
OTHER MISC OPERATING	\$0	
7599		
O.O.E. SUBTOTAL	\$2,752	\$7,520
CAPITAL EQUIP \$5000 OR MORE (Federal only)	\$0	
8401		
NON-CAPITAL EQUIP UNDER \$5000	\$0	
8501		
INDIRECT COST (12%) (Federal only)	\$12,359	\$1,193
9102		
TOTAL OPR. EXP.	\$115,348	\$9,717
ASSISTANCE	\$0	\$0
6801		
TOTAL EXPENDITURE BUDGET	\$115,348	\$9,717
TOTAL AWARD	\$115,348	\$0

EXECUTIVE SUMMARY

Issue: Pursuant to Arizona revised Statutes (A.R.S.) 15-207. Consideration to award MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM funding to four local educational agencies under the established competitive process in the form of Subgrant Awards.

Action/Discussion Item

Information Item

Background and Discussion

Title II, Part B of NCLB authorizes a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM (MSP) competitive grant program. The intent of this program is to increase academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Core partners in these grants must include mathematics, science, and/or engineering departments/faculty from institutions of higher education (IHE), including community colleges. Partnerships of higher education, high-need LEAs, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will increase student achievement by providing teachers with strong mathematics and/or science content knowledge.

The Arizona Department of Education (ADE) is responsible for the administration of the MSP Program. Available funds will be awarded by the ADE to support successful proposals submitted by eligible partnerships comprised of departments/faculty of mathematics, science, or engineering at Arizona institutions of higher education and high-need LEAs.

In order for LEAs (school or schools) to be eligible, they must demonstrate student need by meeting the following criteria:

- Evidence of school(s) with a poverty level, defined by Title 1 Section 1114 of the NCLB Act, of having at least a rate of 35% Free and Reduced lunch program student participation.

If a school district decides to apply for an Arizona MSP Grant, all schools included in the grant application must meet the definition of **high-needs** as defined by the Arizona MSP program.

Contact Information:

Suzi Mast, Director K-12 Mathematics and Educational Technology Standards
Carol Lippert, Associate Superintendent High Academic Standards for Students

EXECUTIVE SUMMARY

Pursuant to Arizona revised Statutes (A.R.S.) 15-207.
 Proposed contract between the **State Board of Education**, acting for and on behalf of the Arizona Department of Education (ADE), and **Name of Contracting Party(ies)**:

The table below contains the name of 4 eligible local educational agency (LEAs) requesting participation in Arizona’s MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM through submission of Subgrant Applications to the ADE in response to the prescribed competitive process and have, as a result, received technical review scores sufficiently high enough to be considered for funding.

NAME OF THE APPLICANT LEA		LEA-REQUESTED AMOUNT
Coconino County ESA - Science		\$ 388,100
Coconino County ESA – Intel Math		\$ 474,000
Peoria Unified School District		\$ 255,000
Sunnyside Unified School District		\$ 269,000
Total:		\$ 1,386,100
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
LEAs	Teachers	Students
69	242	12,300

Contract Amount:
 Total not to exceed \$1,400,000

Each local educational agency that submitted a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application has developed a **14** month budget. LEAs receiving sufficiently high enough technical review scores entered into budgetary and programmatic negotiations with staff to further refine the dollar amounts being requested. Starting with the highest scoring LEA, each requested contract reimbursement ceiling is subtracted from the total of funds set aside under law for such Subgrant Awards.

Source of Funds:
 Authorizing Legislation: *No Child Left Behind Act of 2001, P.L. 107-110, under Title II, Part B.*
 Function Code No.(s): MATH100-FAY16

EXECUTIVE SUMMARY

Responsible Unit at Department of Education:

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

Associate Superintendent: Carol Lippert

Deputy Associate Superintendent: Jonathan Moore

Dates of Contract:

Subgrant Awards shall become effective on July 3, 2017 and shall terminate on Sept 15, 2018.

Previous Contract History

The MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM is authorized under P.L. 107-110. The MSP funding is available to LEAs to increase the content knowledge and pedagogical knowledge base of teachers of Mathematics and Science, and increase the numbers of appropriately certified teachers in these subject areas.

Method of Determining Contract Amount(s)

The contract reimbursement ceilings being proposed under each MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application are sufficient to provide the services, support and assistance that are to be delivered to classroom teachers and other educators in eligible, participating schools throughout Arizona. Project ceilings were set, following successful negotiations of both budgetary and programmatic issues, supported by detailed budgets that were prepared by the contracting parties, and reviewed and approved by the ADE. Approved budgets shall be entered into the Department's on-line Grants Management System.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and the LEAs who applied and qualified for Mathematics and Science Partnership Subgrant awards.

EXECUTIVE SUMMARY

Issue: Special Education Advisory Panel – Panel applications for consideration

- Action/Discussion Item Information Item

Background and Discussion

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

Review and Recommendation of State Board Committee

The SEAP Co-Chairs, Vice Chair, and Deputy Associate Superintendent of Special Education, Alissa Trollinger, have reviewed all submitted applications from individuals who are interested in serving a term on SEAP.

The Special Education Advisory Panel recommends to the State Board of Education that the following individuals be appointed to the Special Education Advisory Panel for the designated term.

Candidate Name	Required Role for SEAP	Appointment Date	Appointment Expiration Date
Justan Rice-Riches	Representative of State Agencies involved in the Financing or Delivery of Related Services to Children with Disabilities	7/01/2017	6/30/2020
Susan Douglas	State and Local Education Official, including Officials Who Carry Out Activities Under	7/01/2017	6/30/2020

**Contact Information: Alissa Trollinger, Deputy Associate Superintendent
 Mike Mannelly, Associate Superintendent**

EXECUTIVE SUMMARY

	Subtitle B of the Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 ET.SEQ.)		
Heidi Sinkovic	Representative of Public Charter Schools	7/01/2017	6/30/2020

The Special Education Advisory Panel recommends to the State Board of Education that the following individuals be reappointed to the Special Education Advisory Panel for the designated term.

Candidate Name	Required Role for SEAP	Appointment Date	Appointment Expiration Date
Ron Denne Jr.	Individual with Disability	7/01/2017	6/30/2020
Susan Douglas	Representative of Public Charter Schools	7/01/2017	6/30/2020
Amanda Heyser	Parent of Child with Disabilities	7/01/2017	6/30/2020
Wendi Howe	Parent of Child with Disabilities	7/01/2017	6/30/2020
Paul Johnson	Representative from the State Adult Corrections Agency	7/01/2017	6/30/2020
Sophia Lenny	Parent of Child with Disabilities	7/01/2017	6/30/2020
Leanne Murrillo	Individual with Disabilities	7/01/2017	6/30/2020
Judith Shideler	Teacher	7/01/2017	6/30/2020

Recommendation to the Board

It is recommended that the State Board approve the members as discussed in these materials.

*STATE OF ARIZONA
SPECIAL EDUCATION ADVISORY PANEL TO THE STATE BOARD OF EDUCATION
School Year 2017/2018*

PARENTS OF CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kristina Blackledge	9/01/16	6/30/19
Amanda Heyser	7/01/17	6/30/20
Krista Horn	9/01/16	6/30/19
Wendi Howe	7/01/17	6/30/20

EXECUTIVE SUMMARY

Cathy Humphrey	9/01/15	6/30/18
Sophia Lenny	7/01/17	6/30/20
Patrice Robinson	9/01/15	6/30/18
Christopher Tiffany	9/01/15	6/30/18
Nancy K. Williams	9/01/15	6/30/18
INDIVIDUALS WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Ron Denne Jr.	7/01/17	6/30/20
Leanne Murrillo	7/01/17	6/30/20
Mary Wennersten	9/01/16	6/30/19
TEACHERS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Lara Bruner*	9/01/16	6/30/19
Judith Shideler	9/01/17	6/30/20
REPRESENTATIVE OF INSTITUTIONS OF HIGHER LEARNING THAT PREPARE SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Kathleen Puckett	9/01/16	6/30/19
STATE AND LOCAL EDUCATION OFFICIAL, INCLUDING OFFICIALS WHO CARRY OUT ACTIVITIES UNDER SUBTITLE B OF TITLE VII OF THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT (42 U.S.C. 11431 ET.SEQ.)	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Susan Douglas	7/01/17	6/30/20
ADMINISTRATOR OF PROGRAMS FOR CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Wendy Collison	9/01/16	6/30/19
REPRESENTATIVE OF STATE AGENCIES INVOLVED IN THE FINANCING OR DELIVERY OF RELATED SERVICES TO CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Justan Rice-Riches	7/01/17	6/30/20

EXECUTIVE SUMMARY

REPRESENTATIVE OF PUBLIC CHARTER SCHOOLS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Heidi Sinkovic	7/01/17	6/30/20
REPRESENTATIVE OF PRIVATE SCHOOLS	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Robert Gilmore	9/01/16	6/30/19
REPRESENTATIVE OF A VOCATIONAL, COMMUNITY, OR BUSINESS ORGANIZATION CONCERNED WITH THE PROVISION OF TRANSITION SERVICES TO CHILDREN WITH DISABILITIES	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Susan Voirol	3/01/17	6/30/20
REPRESENTATIVE FROM THE STATE CHILD WELFARE AGENCY RESPONSIBLE FOR FOSTER CARE	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Vacant	00/00/00	00/00/00
REPRESENTATIVE FROM THE STATE JUVENILE DETENTION AGENCY	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Vacant	00/00/00	0/00/00
REPRESENTATIVE FROM THE STATE ADULT CORRECTIONS AGENCY	APPOINTMENT/ REAPPOINTMENT DATE	APPOINTMENT EXPIRATION DATE
Paul Johnson	7/01/17	6/30/20

Total Membership - 22

Parents or Individuals with a Disability - 12

* Also fulfills "Parents of Children with Disabilities" or "Individuals with Disability" category requirement

Special Education Advisory Panel

May 26, 2017

Alissa Trollinger
Deputy Associate Superintendent
Arizona Department of Education, Exceptional Student Services
3300 N. Central Ave
Phoenix, AZ 85012

Dear Alissa,

The Special Education Advisory Panel (SEAP) to the State Board of Education recommends the following names to become new SEAP members for School Year 2017/2018 ~

1. Justan Rice-Riches as ***Representatives of State Agencies involved in the Financing or Delivery of Related Services to Children with Disabilities***
2. Sue Douglas as ***State and Local Education Officials, including Officials Who Carry Out Activities under Subtitle B of Title VII of The McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 ET.SEQ.)***

The SEAP recommends the renewal of the following members to SEAP for School Year 2017/2018 ~

1. Ron Denne as ***Individuals with Disabilities***
2. Susan Douglas as ***Representative of Public Charter Schools***
3. Amanda Heyser as ***Parents of Children with Disabilities***
4. Wendi Howe as ***Parents of Children with Disabilities***
5. Paul Johnson as ***Representative from the State Adult Corrections Agency***
6. Sophia Lenny as ***Parents of Children with Disabilities***
7. Leanne Murrillo as ***Individuals with Disabilities***
8. Judith Shideler as ***Teachers***

Sincerely,

Leanne Murrillo, CTRS
Vice Chair of SEAP

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract with the Arizona State Board of Education and the United States Department of Agriculture for the Fresh Fruit and Vegetable Program.

Action/Discussion Item

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

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

The FFVP provides free, fresh fruits and vegetables to students during the school day. The fresh produce is served separately from meals otherwise provided under the federal meal programs such as, School Breakfast, National School Lunch, and After School Care Snack Programs. The FFVP aims to increase children's fruit and vegetable consumption, provide nutrition education, and create healthier school environments.

For the 2017-2018 school year, Arizona anticipates receiving an allocation of \$3,900,000 with 108 schools being selected to receive funds. Schools eligible to participate in the program must operate the National School Lunch Program, be an elementary school (PK-8), and have 50% or more of their students eligible for free or reduced-price meals. Schools with the highest free and reduced-price meal percentage will receive priority in the selection process. The United States Department of Agriculture (USDA) requires each participating school to be funded based on their school enrollment and stipulates a \$50-\$75 per student per school year allocation.

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

Contact Information:

Melissa Conner, Associate Superintendent, Health and Nutrition Services Division

EXECUTIVE SUMMARY

Name of Contracting Parties

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education, with the USDA and the following: please see below the list of individual schools.

Contract Amount

Arizona anticipates receiving \$3,900,000 for the 2017-2018 school year. Each participating school will be funded based on enrollment and total award; the amount per student is no less than \$50.

Source of Funds

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

Responsible Unit at the Department of Education

Melissa Conner, Associate Superintendent, Health and Nutrition Services Division

Dates of Contract

Funds will be available from July 1, 2017 until June 30, 2018.

Previous Contract History

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

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

2008-2009 school year- 33 schools
2009-2010 school year- 49 schools
2010-2011 school year- 75 schools
2011-2012 school year- 110 schools
2012-2013 school year- 107 schools
2013-2014 school year- 117 schools
2014-2015 school year- 112 schools
2015-2016 school year- 106 schools
2016-2017 school year- 92 schools

EXECUTIVE SUMMARY

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

In the upcoming 2017-2018 school year, 108 schools will be selected affecting approximately 70,000 students.

Method of Determining Contract Amounts

Schools selected to participate in the FFVP must submit an application to ADE. Schools eligible to participate in the program must operate the National School Lunch Program, be an elementary school (PK-8), and have 50% or more of their students eligible for free or reduced-price meals. Schools with the highest free and reduced-price percentage receive priority in the selection process. USDA mandates that total enrollment of all schools selected to participate in the program must result in a per student allocation of \$50-\$75 per school year.

Evaluation Plan

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

Recommendation to the Board

It is recommended that the Board approve the contract with the Arizona State Board of Education and the U.S. Department of Agriculture for the Fresh Fruit and Vegetable Program as described in these materials.

EXECUTIVE SUMMARY

Schools Selected to Participate in the Fresh Fruit and Vegetable Program for the 2017-2018 School Year

School District/ Charter	Site Name
Alhambra Elementary District	Andalucia Middle School
Alhambra Elementary District	Carol G. Peck Elementary School
Alhambra Elementary District	Cordova Elementary School
Alhambra Elementary District	Granada East School
Alhambra Elementary District	Granada Primary School
Alhambra Elementary District	James W. Rice Primary School
Alhambra Elementary District	R E Simpson School
Alhambra Elementary District	Sevilla Primary School
Alhambra Elementary District	Westwood Primary School
Arizona Community Development Corporation	La Paloma Academy-South
Balsz Elementary District	Balsz Elementary School
Balsz Elementary District	Brunson-Lee Elementary School
Balsz Elementary District	David Crockett Elementary School
Bullhead City School District	Desert Valley School
Cartwright Elementary District	Bret R. Tarver
Cartwright Elementary District	Cartwright School
Cartwright Elementary District	Glenn L. Downs School
Cartwright Elementary District	Heatherbrae School
Cartwright Elementary District	John F. Long
Cartwright Elementary District	Justine Spitalny School
Cartwright Elementary District	Palm Lane
Cartwright Elementary District	Raul H. Castro Middle School
Casa Grande Elementary District	Casa Grande Middle School
Casa Grande Elementary District	Cottonwood Elementary School
Casa Grande Elementary District	Evergreen Elementary School
Casa Grande Elementary District	Mesquite Elementary School
Casa Grande Elementary District	Palo Verde School
Casa Grande Elementary District	Saguaro Elementary School
Center for Academic Success, Inc.	Center for Academic Success, The #3
Center for Academic Success, Inc.	Center for Academic Success #4
Chandler Unified District	Hartford Sylvia Encinas Elementary
Chandler Unified District	San Marcos Elementary School
Chinle Unified District	Canyon De Chelly Elementary School
Chinle Unified District	Many Farms Elementary School
Chinle Unified District	Mesa View Elementary
Chinle Unified District	Tsaile Elementary School
Concho Elementary District	Concho Elementary School
Concordia Charter School, Inc.	Concordia Charter School
Congress Elementary District	Congress Elementary School
Creighton Elementary District	Creighton Elementary School

EXECUTIVE SUMMARY

Creighton Elementary District	Excelencia School
Creighton Elementary District	Gateway School
Creighton Elementary District	Larry C Kennedy School
Creighton Elementary District	Loma Linda Elementary School
Creighton Elementary District	Monte Vista Elementary School
Creighton Elementary District	William T Machan Elementary School
Espiritu Community Development Corp.	Reyes Maria Ruiz Leadership Academy
Fit Kids, Inc. dba Champion Schools	Champion Schools
Flowing Wells Unified District	Laguna Elementary School
Flowing Wells Unified District	Walter Douglas Elementary School
Gila Crossing Community School	Gila Crossing Community School
Glendale Elementary District	Challenger Middle School
Glendale Elementary District	Desert Garden Elementary School
Glendale Elementary District	Don Mensendick School
Glendale Elementary District	Glendale Landmark School
Glendale Elementary District	Harold W Smith School
Glendale Elementary District	Isaac E Imes School
Glendale Elementary District	Melvin E Sine School
Glendale Elementary District	William C Jack School
Holbrook Unified District	Indian Wells Elementary
Imagine Charter Elementary at Desert West, Inc.	Imagine Desert West Elementary
Isaac Elementary District	Alta E Butler School
Isaac Elementary District	J B Sutton Elementary School
Isaac Elementary District	Moya Elementary
Isaac Elementary District	P T Coe Elementary School
Isaac Elementary District	Pueblo Del Sol Middle School
Kaizen Education Foundation dba South Pointe Elementary School	Kaizen Education Foundation dba South Pointe Elementary School
Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary
Kayenta Unified District	Kayenta Elementary School
Mesa Unified District	Guerrero Elementary School
Mesa Unified District	Holmes Elementary School
Mesa Unified District	Lincoln Elementary School
Mesa Unified District	Lindbergh Elementary School
Mesa Unified District	Longfellow Elementary School
Mesa Unified District	Lowell Elementary School
Peach Springs Unified District	Peach Springs School
Phoenix Advantage Charter School, Inc.	Phoenix Advantage Charter School
Phoenix Elementary District	Garfield School
Phoenix Elementary District	Mary Mcleod Bethune School
Southgate Academy, Inc.	Southgate Academy
Sunnyside Unified District	Drexel Elementary School
Topock Elementary District	Topock Elementary School

EXECUTIVE SUMMARY

Tucson Unified District	C E Rose Elementary School
Tucson Unified District	Cavett Elementary School
Tucson Unified District	Lynn Urquides
Tucson Unified District	Mission View Elementary School
Tucson Unified District	Ochoa Elementary School
Tucson Unified District	Pueblo Gardens Elementary
Tucson Unified District	Van Buskirk Elementary School
Washington Elementary School District	Alta Vista Elementary School
Washington Elementary School District	Cactus Wren Elementary School
Washington Elementary School District	Desert View Elementary School
Washington Elementary School District	Manzanita Elementary School
Washington Elementary School District	Maryland Elementary School
Washington Elementary School District	Moon Mountain School
Washington Elementary School District	Mountain View Elementary School
Washington Elementary School District	Ocotillo School
Washington Elementary School District	Orangewood School
Washington Elementary School District	Richard E Miller School
Washington Elementary School District	Roadrunner Elementary School
Washington Elementary School District	Royal Palm Middle School
Washington Elementary School District	Shaw Butte School
Washington Elementary School District	Sunnyslope Elementary School
Washington Elementary School District	Sunset School
Washington Elementary School District	Tumbleweed Elementary School
Washington Elementary School District	Washington Elementary School
Yuma Elementary District	George Washington Carver Elementary School
Yuma Elementary District	Pecan Grove Elementary School

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Discussion

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

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

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

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

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

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

Contact Information:

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

EXECUTIVE SUMMARY

include relevant data which includes stakeholder surveys and completer data.

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 are being recommended for program approval through July 31, 2023:

- Grand Canyon University , Master of Education in Elementary Education

Recommendation to the Board

It is recommended that the Board approve the elementary educator preparation program listed above through July 31, 2023.

Contact Information:

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

EXECUTIVE SUMMARY

Professional Preparation Institution	Grand Canyon Univesity	
Educator Preparation Program	Master of Education in Elementary Education	
Date submitted	12/1/2016	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Elementary Education	
Program Summary Date	12-May-17	
		Initial Score
Organizational Structures and Systems Domain		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.33
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.00
Organizational Structures and Systems Domain Total Score		2.07
Instructional Impact Domain		
Relevant Professional Standards Component	Relevant Standards Matrix	4.13
	Content Knowledge Worksheet	2.40
	Content Knowledge Matrix	2.22
Data Literacy Component	Data Literacy Worksheet	2.33
	Data Literacy Matrix	2.14
Technology Integration Component	Technology Integration Worksheet	2.50
	Technology Integration Matrix	2.30
Instructional Impact Domain Total Score		2.57
Clinical Practice & Partnerships Domain		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.50
Field Experience Component	Field Experience Worksheet	2.13
	Field Experience Matrix	2.25
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.42
Capstone Component	Capstone Experience Worksheet	2.15
	Capstone Remediation Plan	2.38
Clinical Practice & Partnerships Domain Total Score		2.30
Total Score		2.31

Education Preparation Program Scoring

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

EXECUTIVE SUMMARY

Issue: Approval of the policies and procedures for the Early Literacy Grant Program
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 Action/Discussion Item Information Item**Background and Discussion**

HB 2545 included the Early Literacy Grant program, codified as A.R.S. § 15-249.09, providing support to improve reading skills, literacy and proficiency for students in kindergarten programs and grades one through three. Eligible schools may also use the grant funding for eligible expenses to provide a full-day kindergarten program that is structured to increase reading proficiency. Grants shall be awarded on a three-year cycle to eligible schools. Eligible schools are defined as a public school with at least 90% of its students eligible for free and reduced lunch.

The program requires the Board to adopt rules and policies for eligible schools to receive early literacy grants. The Department administers the program. To assist the Department in meeting its annual reporting requirements, it is proposed that participating schools submit an annual report containing a description of the grants awarded each year, a summary of the funded activities, information on the recipient schools' progress toward achievement goals, specific findings on grant-funded strategies and activities, and the level of effectiveness in improving reading proficiency.

Recommendation to the Board

It is recommended that the Board adopt policies and procedures for the Early Literacy Grant Program.

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

**ARIZONA STATE BOARD OF EDUCATION
PROCEDURES FOR THE APPROVAL OF
EARLY LITERACY GRANTS
(A.R.S. 15-249.09)**

A. Definitions.

In this Section, the following definitions apply:

1. "Board" means the Arizona State Board of Education.
2. "Department" means the Arizona Department of Education.
3. "Early literacy grant" means a grant that provides support to improve reading skills, literacy and proficiency for students in kindergarten programs and grades one, two and three consistent with the requirements prescribed in A.R.S. §15-249.09.

B. Procedures.

1. Only a public school with at least 90% of its enrollment eligible for a free and reduced lunch consistent with the provisions of 42 U.S.C. §§ 1751-1758 may apply for an early literacy grant.
2. Early literacy grant applications shall:
 - a. state measurable achievement goals to increase reading proficiency; and
 - b. detail how proposed funded activities consist of evidenced-based strategies and interventions to improve reading proficiency in kindergarten programs and grades one, two and three; or
 - c. detail how proposed funded activities consist of full day kindergarten structured to increase reading proficiency; and
 - d. include a detailed budget of the requested funding that demonstrates the request supplements rather than supplants funding under A.R.S. §15-211.
3. For the 2017-2018 school year, early literacy grant applications shall be submitted no later than November 1 in a format prescribed by the Department. For following school years, early literacy grant applications shall be submitted no later than October 1 in a format prescribed by the Department.

EXECUTIVE SUMMARY

4. The Department shall review and evaluate the grant applications based on the criteria stated in section (B) (2) and submit recommendations to the Board for approval no later than its December meeting.

5. Grants shall be awarded on a three year cycle. After the first year of the grant award, and on an annual basis thereafter, schools awarded grants shall provide the Department with a report by October 1 in a format prescribed by the Department that:
 - a. Details progress toward measureable goals as stated in the initial grant application;
 - b. Evaluates the level of effectiveness of funded activities; and
 - c. Updates and revises the initial plan as appropriate for the school to achieve progress toward measureable goals as stated in the initial grant application and/or effectiveness of funded activities.

EXECUTIVE SUMMARY

Issue: Approval of the American Board for Certification of Teacher Excellence as an alternative preparation program provider

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

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

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

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

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

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

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

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

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

Recommendation to the Board

It is recommended that the Board approve American Board to operate as an alternative educator preparation program provider effective August 9, 2017 until August 9, 2022.

EXECUTIVE SUMMARY

Issue:	Consideration to Approve the School Safety Program FY 2018 Funding Summary and the School Safety Program FY 2018 Application Award Recommendations.
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Action/Discussion 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. Through comprehensive prevention and intervention approaches, School Safety Program funded officers maintain a visible presence on campus, deter delinquent and violent behaviors, serve as an available resource to the school community, and provide students and staff with Law-Related Education instruction and training. Officers develop positive interactive relationships with the students, staff, and community that they serve.

The Arizona State Legislature annually appropriates \$7,800,000 from Proposition 301 monies and \$3,646,400 from the General Fund for the School Safety Program. For FY 2018, the Legislature allocated an additional \$500,000 from the General Funds for a total combined appropriation of \$11,946,400. The FY 2018 Funding Summary (see Attachment A) depicts the budget considerations for the School Safety Program. The School Safety Program FY 2018 Application Award Recommendations (Attachment B) shows the 113 sites (128 schools) recommended for award.

- Attachment A: School Safety Program FY 2018 Funding Summary
- Attachment B: School Safety Program FY 2018 Application Award Recommendations

Recommendation to the Board

Pursuant to A.R.S. § 15-154 (C), the State Board of Education approves the School Safety Program FY 2018 Funding Summary and authorizes the Department of Education to fund the School Safety Program FY 2018 Award Recommendations.

Contact Information:

Jenny Walker, School Safety Program Specialist

Melissa Conner, Associate Superintendent, Health and Nutrition Services Division

EXECUTIVE SUMMARY

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

Action/Discussion Item

Information Item

Background and Brief Explanation of Contract

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

Since 1998, Arizona Adult Education classes have:

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

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

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

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

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

Contact Information:

Sheryl Hart, Deputy Associate Superintendent, Adult Education

Mike Mannelly, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

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

WIOA Required Core Partners:

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

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

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

As required under WIOA, ADE/AES conducted a competitive Request for Grant Application (RFGA) process to award multi-year funding to eligible agencies for the provision of Title II adult education services in Arizona. The grant cycle for successful applicants begins July 1, 2017 and will continue through June 30, 2020.

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

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

EXECUTIVE SUMMARY

Name of Contracting Party(ies):

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

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

Contract Amount:

Not to exceed \$13,664,299

Source of Funds:

Authorizing Legislation:

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

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

Responsible Unit at Department of Education:

Adult Education Services

Deputy Associate Superintendent: Sheryl Hart

Program Contact: Jerald Goode

Dates of Contract:

July 1, 2017 to June 30, 2018.

Previous Contract History:

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

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

20,000 students

600 educators

Method of Determining Contract Amount(s):

Eligible applicants submitted a grant application that included a proposal for services and a one-year budget. To be considered eligible for an award, the applicant must have demonstrated past effectiveness by providing performance data on its record in improving the skills of eligible individuals, in particular individuals who are basic-skills

EXECUTIVE SUMMARY

deficient, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma (or its recognized equivalent), and transition to postsecondary education and training, as described in WIOA Final Rules Subpart C, §463.24.

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

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

Evaluation Plan

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

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

Recommendation to the Board

It is recommended that the Board approve the Adult Education Assistance Funding Awards for FY2017/18 contract between the State Board of Education, acting for and on behalf of the Department of Education, and the Adult Education Service Providers as described on page 5. Contract amount not to exceed \$13,664,299.

EXECUTIVE SUMMARY

**Arizona Department of Education
Adult Education Services
FY2017/18 Assistance Allocations**

Local Provider	Total Allocation not to exceed
ADOC Success Academy at Florence	180,000
ACYR Adult Education Program	477,900
Central Arizona College Adult Basic Education Program	663,517
Cochise College Adult Education	598,346
Coconino Community College Adult Basic Education for College and Careers	443,046
EVIT Industrial Trades Academy	180,000
Friendly House Inc.	983,112
Literacy Volunteers of Maricopa County Inc.	580,000
Literacy Volunteers of Santa Cruz County Inc.	193,336
Maricopa County Adult Probation Education Program	393,836
Mesa Adult Education Program	663,477
Northland Pioneer College- College and Career Preparation	533,159
Pima Community College Adult Basic Education for College and Career	3,004,401
Queen Creek Adult Education Program	308,734
Rio Salado College- College Bridge Pathways	3,558,428
Santa Cruz County Continuing Education	225,900
South Yuma County Adult Education Consortium	180,000
Yavapai College Adult Basic Education	497,107
Totals	\$13,664,299

EXECUTIVE SUMMARY

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

Action/Discussion Item Information Item

Background and Discussion

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

A.R.S. §15-952 (A) (3) specifies that if a local governing board is requesting continuing approval, the local governing board shall: 1) provide evidence that “the school district’s teacher performance evaluation system meets the standards recommended by the state board”, and 2) the persons evaluating teachers for retention decisions meet the minimum qualifications for evaluators recommended by the state board as prescribed in A.R.S. §15-537”.

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

The districts listed below have submitted the Statement of Assurance as required evidence.

Recommendation to the Board

It is recommended that the Board approve additional monies for teacher compensation for the fiscal year 2017-2018 relating to A.R.S. §15-952 and §15-537 and grant approval to the local governing boards seeking continuous approval for 2017-2018 as listed below.

ID	CTDS	County	Name
4157	10220000	Apache	Ganado Unified
4178	20342000	Cochise	Apache Elementary
4177	20326000	Cochise	Cochise Elementary District
10386	30199000	Coconino	Coconino County Regional Accommodation SD
4199	30310000	Coconino	Maine Consolidated School
4196	30208000	Coconino	Page Unified District
4197	30215000	Coconino	Tuba City Unified District
4208	40201000	Gila	Globe Unified
4211	40240000	Gila	Miami Unified

Contact Information:

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

EXECUTIVE SUMMARY

79388	50802001	Graham	Gila Institute for Technology
4218	50201000	Graham	Safford Unified District
4228	60202000	Greenlee	Duncan Unified District
4513	150426000	La Paz	Bouse Elementary District
4246	70297000	Maricopa	Deer Valley Unified
4267	70428000	Maricopa	Kyrene Elementary
4278	70465000	Maricopa	Littleton Elementary District
4270	70438000	Maricopa	Madison Elementary District
4234	70199000	Maricopa	Maricopa County Regional District
4265	70421000	Maricopa	Murphy Elementary District
4275	70449000	Maricopa	Palo Verde Elementary District
4258	70403000	Maricopa	Tempe School District
4368	80201000	Mohave	Lake Havasu Unified District
4374	80209000	Mohave	Littlefield Unified District
4380	80322000	Mohave	Valentine Elementary District
4392	90206000	Navajo	Heber-Overgaard Unified District
4388	90202000	Navajo	Joseph City Unified District
4404	100206000	Pima	Marana Unified District
4408	100213000	Pima	Tanque Verde Unified District
4403	100201000	Pima	Tucson Unified District
4443	110243000	Pinal	Apache Junction Unified District
4448	110411000	Pinal	Eloy Unified District
4439	110208000	Pinal	Mammoth-San Manuel Unified District
4447	110405000	Pinal	Red Rock Elementary District
4449	110418000	Pinal	Sacaton Elementary District
4462	120520000	Santa Cruz	Patagonia Union High School District
4461	120425000	Santa Cruz	Sonoita Elementary District
4469	130222000	Yavapai	Humboldt Unified District
4480	130323000	Yavapai	Kirkland Elementary District
4473	130243000	Yavapai	Mayer Unified School District
4466	130201000	Yavapai	Prescott Unified District
4478	130315000	Yavapai	Skull Valley Elementary District
4502	140416000	Yuma	Hyder Elementary District
4503	140417000	Yuma	Mohawk Valley Elementary District
4499	140401000	Yuma	Yuma Elementary District

Contact Information:

Kelly Koenig, Associate Superintendent - Student Achievement and Educator Excellence

Keith Snyder, Deputy Associate Superintendent – Title II and Certification

EXECUTIVE SUMMARY

Issue:	Approval of the recommended collection of reading assessments for use in connection with demonstrating sufficient reading skills for the third grade pursuant to A.R.S. § 15-701(A)(2)(b)(iii)
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 Action/Discussion Item Information Item**Background and Discussion**

A.R.S. § 15-701(A)(2)(b)(iii) provides the Board with authority to approve a collection of reading assessments for LEAs and charter schools to use in connection with promotion and retention decisions of third grade students. Specifically, these assessments are intended to assess a third grade student's demonstration or subsequent demonstration of sufficient reading skills or adequate progress towards sufficient reading skills when a third grade student's AzMERIT reading score falls below the designated cut score.

The Arizona Department of Education provided Board staff with a list of commonly used reading assessments in the third grade based upon Move on When Reading literacy plan submissions. Through a collaborative process, a request for submission was drafted and sent to multiple vendors of third grade reading assessments. Eleven vendors submitted submissions for consideration of twelve different assessments.

Department staff, State Board staff and four Teaching Reading Effectively trainers met on June 5, 2017 to review the submissions. Based on this review, submissions were identified as exhibiting alignment to identified third grade reading standards. The reviewers have submitted the attached list for consideration by the Board to be included on the list of approved assessments.

Recommendation to the Board

It is recommended that the Board approve the recommended collection of reading assessments for use in connection with demonstrating sufficient reading skills or adequate progress towards sufficient reading skills for the third grade pursuant to A.R.S. § 15-701(A)(2)(b)(iii).

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

Reading Standards for Literature			Reading Standards for Information Text			Reading Standards for Foundational Skills			
Key Ideas and Details			Key Ideas and Details			Phonics and Word Recognition			
<u>3.RL.1</u> AIMSWEB Houghton DRA II i-Ready ATI NWEA Renaissance	<u>3.RL.2</u> AIMSWEB Houghton DRA II i-Ready ATI NWEA Renaissance	<u>3.RL.3</u> AIMSWEB Houghton DRA II i-Ready ATI NWEA Renaissance	<u>3.RI.1</u> AIMSWEB Houghton i-Ready ATI NWEA Renaissance	<u>3.RI.2</u> AIMSWEB Houghton DRA II i-Ready ATI NWEA Renaissance	<u>3.RI.3</u> AIMSWEB DRA II i-Ready ATI NWEA Renaissance	<u>3.RF.3a</u> Mindplay DRA II i-Ready Renaissance	<u>3.RF.3b</u> Mindplay DRA II i-Ready NWEA Renaissance	<u>3.RF.3c</u> Mindplay 95 Percent Group Istation DRA II i-Ready NWEA Renaissance	<u>3.RF.3d</u> Mindplay 95 Percent Group DRA II i-Ready NWEA Renaissance
Craft and Structure			Craft and Structure			Fluency			
<u>3.RL.4</u> AIMSWEB Houghton i-Ready ATI NWEA Renaissance	<u>3.RL.5</u> AIMSWEB i-Ready ATI NWEA Renaissance	<u>3.RL.6</u> AIMSWEB Houghton i-Ready ATI NWEA Renaissance	<u>3.RI.4</u> AIMSWEB Houghton i-Ready ATI NWEA Renaissance	<u>3.RI.5</u> AIMSWEB i-Ready ATI NWEA Renaissance	<u>3.RI.6</u> AIMSWEB i-Ready ATI NWEA Renaissance	<u>3.RF.4a</u> Mindplay Read Naturally AIMSWEB DRA II Renaissance	<u>3.RF.4b</u> Mindplay Read Naturally DRA II	<u>3.RF.4c</u> Mindplay Read Naturally DRA II	
Integration of Knowledge and Ideas			Integration of Knowledge and Ideas						
<u>3.RL.7</u> Houghton ATI NWEA Renaissance	<u>3.RL.8</u> ATI	<u>3.RL.9</u> i-Ready ATI NWEA Renaissance	<u>3.RI.7</u> Houghton ATI NWEA Renaissance	<u>3.RI.8</u> Houghton i-Ready ATI NWEA Renaissance	<u>3.RI.9</u> i-Ready ATI NWEA Renaissance				

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding identifying a timeline for calculating and issuance of A-F School letter grades for K-8 and 9-12

Action/Discussion Item

Information Item

Background and Discussion

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

The Board is encouraged set a timeline regarding setting cut scores and issuance of letter grades. The Department will close access to verifying data in AzEDS by July 14 and the self-reporting of College and Career Readiness (CCR) data closes July 15. Following the close of collecting self-reported data and reporting total points earned for CCR, the Department may model comprehensive school level data to generate point totals for determining cut scores and identifying letter grades. The Board will convene on August 4 to determine cut scores.

Following the setting of cut scores, the Department will identify letter grades. It is recommended that consideration be given to embargoing the letter grades for a minimum of one week to allow LEAs and charter schools to prepare communications. Appeals may be submitted during the embargo period.

Timeline proposal:

July 14/15 – cut off for verifying data in AzEDS by LEAs and charter schools, calculating self-reporting CCR data and reporting total points earned

August 4 – Board convenes to set cut scores

August 28 – Nontraditional Alt Ed and AOI A-F plans approved

Week of August 28 – letter grades issued for traditional K-8, 9-12 to LEAs and charter schools subject to embargo

September 5 – embargo lifted; letter grades publicly released

September – set cut scores for nontraditional Alt Ed and AOI

September – October review appeals; letter grades publicly released for Alt Ed and AOI

October – November – review impact data for enhancements on A-F

Recommendation to the Board

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

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to create the A-F School Accountability Appeals Committee
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-241(l), the Board is charged with providing an appeals process for the review of A-F school letter grades. It is recommended that the Board create an A-F School Accountability Appeals Committee that will convene to implement the appeal policies and processes to be adopted by the Board.

Recommendation to the Board

It is recommended that the Board create the A-F School Accountability Appeals Committee.

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

A-F SCHOOL ACCOUNTABILITY APPEALS COMMITTEE

Consistent with A.R.S. § 15-241(I), the Board is charged with providing an appeals process for the review of A-F school letter grades. The Board shall establish an appeals process to allow a school or local education agency to appeal the school's or local education agency's final letter grade based on mitigating factors identified by the Board.

MISSION STATEMENT

The mission of the A-F School Accountability Appeals Committee is to implement an appeals process for schools and local education agencies appealing their school letter grades based on mitigating factors pursuant to state law.

POLICY STATEMENT

The purpose of the A-F School Accountability Appeals Committee is to provide an avenue for schools and local education agencies to appeal their letter grade through a transparent and public process. Committee meetings are held open to the public. All schools and local education agencies are eligible to appeal their grade based on mitigating factors. Schools and local education agencies will be scored on a rubric for an expedited or non-expedited process depending on the school's or local education agency's specific situation.

RATIONALE

The Board does not have an advisory group to consider and make recommendations regarding the appeals process for A-F school letter grades. The creation of the A-F School Accountability Appeals Committee will:

- Implement the Board policy and rubric regarding the appeals process for A-F letter grades
- Approve or deny requests to change a school or local education agency's letter grade based on mitigating factors consistent with the grading rubric

COMMITTEE STRUCTURE

Membership consists of three members of the State Board of Education.

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to adopt policies and rubric for the A-F School Accountability Appeals Committee to utilize during its deliberations to grant or deny an appeal to the Committee
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. 15-241(I), the Board is charged with providing an appeals process for the review of A-F school letter grades.

A proposed policy, application and rubric are attached for adoption to allow implementation of an appeals process. The policy, application and rubric are modelled after prior practices of the Department in considering A-F letter grade appeals.

Recommendation to the Board

It is recommended that the Board adopt the policy, application and rubric for the A-F School Accountability Appeals Committee to utilize during its deliberations to grant or deny an appeal to the Committee.

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

State Board of Education Policies and Process for Appealing A-F Letter Grades

1. Timing of submission: Appeals of final A-F letter grades must be submitted during the embargo period. Letter grades issued under appeal will be designated with an asterisk which will remain in place until the appeal is resolved. All appeals and supporting documentation must be submitted by 5:00pm on the last Friday of the embargo period to inbox@azsbe.az.gov
2. Notification of receipt: Applicants submitting an appeal will be notified via email from the Board within 72 hours of the application that all materials were successfully submitted. If an applicant does not receive notification, contact inbox@azsbe.az.gov and resubmit with a copy of a date-stamped email of the original submission.
3. Format of submission: Schools and LEAs seeking to appeal a letter grade must use the designated SBE Letter Grade Application form. Schools and LEAs may request either an expedited appeal (document review only) or a non-expedited appeal (document review and appearance before the Committee).
4. Supporting evidence: Supporting evidence for the appeal must be submitted with the application to be considered by the Committee. Supporting evidence may include, but is not limited to, benchmark assessment data showing an upward trend until the substantive event, a longitudinal demonstration of decreased instructional time due to attendance (ADM/ADA), media reports conferring the reason for appeal, or additional narrative from stakeholders.

a. Example A and Possible Evidence

At the beginning of the school year, the main road into town is washed out and must undergo months of repair, impacting transportation to and from school by about an hour each way; the school sees a significant decline in attendance rates as well as instructional time due to an added two hours of commuting time for many students. Prior year proficiency rates were significantly higher than the current year rates with no substantial changes in staffing or administration. The school also provides attendance data to support the decreased instructional time beyond their control.

b. Example B and Possible Evidence

A fatal car accident on the second morning of AzMERIT testing at an elementary school prohibited students from being dropped off on time to start testing. Students who witnessed the accident or the presence of emergency responders requested counseling. Many tests were unfinished and not

scored, which decreased test participation. While the school has earned a “B” in the past two years, it received a “C” and many of their younger students performed lower than expected. The school submits written and signed accounts of the incident by parents and teachers. The school also submits a police report verifying the date and time of the accident which impacted students’ performance on the day of testing. The school submits benchmark assessment data to indicate that these same students scored much better on district-wide standardized assessments prior to the incident.

5. Grounds for appeal: Grounds for appeal are limited to:
 - a. Environmental Issues or Events
 - b. Adverse Testing Conditions
 - c. School or Community Emergency
 - d. School Tragedy
 - e. Other similar substantive events

6. Considerations by the Committee: The Committee will consider whether the grounds for appeal were:
 - a. Unrelated to school/student performance
 - b. Outside the school’s control
 - c. Timing reasonably related to student performance
 - d. Substantial cause of overall school performance

In addition, the Committee will consider whether the school took reasonable steps to minimize the impact of the event on assessment outcomes or if the opportunity did not exist for the school/LEA to minimize impact on students. The Committee will consider all submitted longitudinal school-level and student-level data if applicable and relevant.

7. Non substantive events: The Committee **will not** evaluate appeals based on conditions including, but not limited to:
 - a. Opposition to accountability formulae (e.g. Growth should not be weighted as such; non-FAY students who pass AzMERIT should be counted, etc.).
 - b. Demographic make-up of student population (e.g. School has an above average percentage of ELL students).
 - c. Data within the control of the school/LEA at any point in time (e.g. Test records not corrected via Common Logon, ADE, or Pearson).
 - d. Individual student characteristics (e.g. This student was often tardy or absent from his Math and Reading classes).
 - e. Statistical computations

8. Incomplete applications: Incomplete applications will not be reviewed and will be denied without further review.

9. Public Records: All appeals submitted may be subject to public records requests.

10. Rubric: The same rubric will be used to evaluate all appeals.

Application for Appeal of A-F Letter Grade

Please email this completed form as an attachment and attach any supporting evidence to inbox@azsbe.az.gov with "A-F Appeal" in the subject line by 5:00pm on the last Friday of the embargo period.

Date: _____

Name of Person Submitting This Form: _____

Job Title: _____

Contact Email (Must Be Associated with School/Entity ID):

Work Phone: _____

Alternate Phone: _____

Name of School: _____

School Entity ID (Not CTDS): _____

LEA Name: _____

2014 -2015 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

2015-2016 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

2016-2017 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

Type of Appeal – Please Choose One:

- NON EXPEDITED REVIEW EXPEDITED REVIEW

Final Letter Grade Request – Please Identify: _____

ENTITY ID: _____

Date of Review: _____

A-F SCHOOL ACCOUNTABILITY APPEALS COMMITTEE

DISCUSSION, FINDINGS, AND CONCLUSION OF A-F LETTER GRADE APPEAL

NON EXPEDITED REVIEW EXPEDITED REVIEW

Pursuant to A.R.S. § 15-241(l)ⁱ, the State Board of Education A-F School Accountability Appeals Committee (Committee) reviewed the appeal to modify the Arizona Department of Education's (ADE) determination of school performance letter grade. The Committee submits the following findings and conclusions.

I. The Committee reviewed the following documentsⁱⁱ:

- 1) Written narrative (required)
- 2) Longitudinal data related to school performance
- 3) Longitudinal data related to student performance
- 4) Official documentation in support of appeal
- 5) Documentation relevant to school improvement plan
- 6) Other:

The Committee also considered the following:

- 1) Evidence of implementation of School Improvement Plan
- 2) Appellant testimony
- 3) Witness testimony on Appellant's behalf
- 4) Other: _____
- 5) None of the above. Reason: _____

Appellant-School claims of mitigating factors:

A. Applicable Mitigating Factors and Circumstances

To determine whether a mitigating factor is present, the selected sub-category must be agreed upon by a majority of the Committee.

- 1) Environmental Issues or Events
- 2) Adverse Testing Conditions
- 3) School or Community Emergency
- 4) School Tragedy

5) Other: _____

B. Was this event:

- 1) Unrelated to school/student performance
- 2) Outside the school's control
- 3) Timing reasonably related to student performance
- 4) Substantial cause of overall school performance

C. Did the school take reasonable steps to minimize the situation's impact on assessment outcomes?

- 1) Yes
- 2) No
- 3) The opportunity did not exist for the school/LEA to minimize impact on students.

If yes, then what steps were taken?

II. Conclusion

A. Overall Performance Determination

The mitigating factor(s) outlined above:

- 1) Was/Were completely irrelevant to the school's originally assigned letter grade.
- 2) Slightly impacted performance but was/were not enough to impact the assigned letter grade.
- 3) Negatively impacted the school's overall performance causing a lower letter grade than would be otherwise anticipated.

B. Final Appeal Decision

1) Granted (additional explanation if provided):

The Committee adopts one of the following courses of action:

Adjust the assigned A-F letter grade from ____ to ____.

Deny the request (additional explanation if provided):

C. Conclusion: Roll-Call Vote

Committee Member	GRANT	DENY
<i>State Board Member</i>		
<i>State Board Member</i>		
<i>State Board Member</i>		
The Committee adopted the conclusion by a vote of ____ to ____.		

Additional Notes:

ⁱ A.R.S. § 15-241(l) states that “the state board of education shall establish an appeals process to allow a school or local education agency to appeal the school’s or local education agency’s final letter grade based on mitigating factors identified by the board.”

ⁱⁱ Evidence under review should be attached to these findings in accordance with the Family Education Rights and Privacy Act. 20 U.S.C. § 1232g; 34 C.F.R. Part 99.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to appoint members to the A-F School Accountability Appeals Committee
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. 15-241(I), the Board is charged with providing an appeals process for the review of A-F school letter grades.

A proposed policy, application and rubric were submitted for adoption to allow implementation of an appeals process. To implement the proposed appeals process, if adopted, requires appointment of three Board members to the committee.

Recommendation to the Board

It is recommended that the Board appoint three Board members to the A-F School Accountability Appeals Committee.

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

Issue: Approval process for industry-based credentials and certifications related to the A-F accountability models

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

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

Recommendation to the Board

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

Contact Information:

Cathie Raymond, Deputy Associate Superintendent, Career and Technical Education

Carol Lippert, Associate Superintendent, High Academic Standards for Students



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

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

Date: _____

1) Submitting Organization:

2) Credential Title:

3) Geographic Area of Credential:

State Multi-state National International

4) Explanation of workforce demand for credential:

5) Occupations with jobs accepting this credential:

Occupation	Anticipated Annual Statewide Demand	Wage Range

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

INDUSTRY-BASED CREDENTIAL APPLICATION

- 6) Listing of Arizona employers (minimum of 3) recommending the approval of this certification. Letters of support from each supporting entity must be attached and include information on workplace experiences for students and preferences for hiring graduates with this credential.

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

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

- 7) Certifying/Accrediting Agency with contact information:

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

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

- a. Curriculum to be used for training purposes:

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

- c. Facilities currently offering training or where training could be implemented:

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

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

INDUSTRY-BASED CREDENTIAL APPLICATION

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

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

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

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

j. Additional training opportunities

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

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

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

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
52.0300.00	Accounting and Related Services	<p>Must offer one or more of the following Certifications:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist Certification in Excel • QuickBooks Certification • Eastern Arizona College <ul style="list-style-type: none"> ◦ Bookkeeping - Certificate of Proficiency
01.0100.90	Agribusiness Systems	<p>Must offer one or more of the following Certifications:</p> <ul style="list-style-type: none"> • Environmental Protection Agency (EPA) <ul style="list-style-type: none"> ◦ Section 608 Technician • Agricultural Biotechnology Certification • Agriculture Technician Certification • Arizona Certification Nursery Professional (ACNP) • Arizona Landscape Contractors Association (ALCA) • Global Logistics Associate • Beef Quality Assurance (BQA) • Beef Check Off Certification • Animal Care Training
49.0100.00	Air Transportation	<p>Must offer one or more of the following FAA Certifications:</p> <ul style="list-style-type: none"> • Ground Instruction Basic • Fundamentals of Instrumentation • Control Tower Operator • Ground School • Instrument Pilot • Private Pilot • Remote Pilot Certificate (Unmanned Aircraft Systems)
47.0600.50	Aircraft Mechanics	<p>Must offer one or more of the following FAA Certifications:</p> <ul style="list-style-type: none"> • FAA Airframe Mechanic • FAA Powerplant Mechanic
01.0100.40	Animal Systems	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Beef Quality Assurance; Beef Check Off Certification (BQA) • Pork Quality Assurance; Pork Check Off Certification (PQA) • NAVTA - Veterinary Certificate • Texas Veterinary Medical Association <ul style="list-style-type: none"> ◦ Certified Veterinary Assistant (nationally recognized)
10.0200.60	Animation	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Adobe Certified Associate in After Effects • Apple Certified Pro in Motion Level One • Autodesk Certified Specialist in Maya • Autodesk Certified Specialist in 3ds Max

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
15.1300.20	Architectural Drafting	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Autodesk Certified User: minimum 50 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit Architecture ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist • Autodesk Certified Professional: 400 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit Architecture ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist • Chief Architect <ul style="list-style-type: none"> ○ Certified User ○ Certified Professional • SolidWorks: <ul style="list-style-type: none"> ○ Certified SolidWorks Associate (CSWA) ○ Certified SolidWorks Associate Academic (CSWA Academic) • ESRI ArcGIS® <ul style="list-style-type: none"> ○ ArcGIS® Certified Desktop Entry Certification • American Design and Drafting Association (ADDA) <ul style="list-style-type: none"> ○ Certified Apprentice Drafter - High School ○ Certified Drafter - Advanced High School • Eastern Arizona College <ul style="list-style-type: none"> ○ Computer Assisted Design and Drafting Technology Level 1-Certificate of Proficiency • Northland Pioneer College <ul style="list-style-type: none"> ○ Drafting - Certificate of Proficiency

**CTE Programs with Identified Industry Certifications to meet
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DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
48.0500.20	Automation / Robotics	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Electronics Systems Associate (ESA) • IPC J-STD-001 Certification • ISA Certified Automation Professional® (CAP®) 700 • CCST Certified Control Systems Technician 700 • ROBOTC 70% • NCCER <ul style="list-style-type: none"> ○ Electronics Systems Technician - Level 1 ○ Electronics Systems Technician - Level 2 ○ Electronics Systems Technician - Level 3 • OpenSpan Developer 70% • Robotics Engineering Curriculum (REC) robotics 68% • Machining Manufacturing Skill Standards Council (MSSC) Level 1 • National Institute for Metalworking Skills (NIMS) Level 1 • National Career Readiness Certificate (NCRC) Level 1 • Northland Pioneer College <ul style="list-style-type: none"> ○ Certificate of Proficiency in Mechatronics: Industrial Mechanics and Fluid Power Specialization ○ Certificate of Proficiency in Mechatronics: Industrial Electrical, Motors and PLCs
47.0600.30	Automotive Collision Repair	<p>Must offer one or more of the following ASE Student Certifications:</p> <ul style="list-style-type: none"> • Paint and Refinishing • Non-Structural Repair • Mechanical and Electrical
47.0600.20	Automotive Technologies	<p>Must offer one or more of the following ASE Student Certifications:</p> <ul style="list-style-type: none"> • Auto Maintenance and Light Repair - G1 • Auto and Light Truck Certification - A1 - Engine Repair • Auto and Light Truck Certification - A2 - Automatic Transmission/Transaxle • Auto and Light Truck Certification - A3 - Manual Drive Train and Axles • Auto and Light Truck Certification - A4 - Suspension and Steering Auto and Light Truck Certification - A5 - Brakes • Auto and Light Truck Certification - A6 - Electrical/Electronic Systems • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A8 - Engine Performance • Automotive Services Technology (AST) • Eastern Arizona College <ul style="list-style-type: none"> ○ Automotive Technician - Certificate of Proficiency
41.0100.00	Bioscience	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Biotility-University of Florida's Center of Excellence for Regenerative Health Biotechnology (UF CERHB) <ul style="list-style-type: none"> ○ Biotechnician Assistant Credential (BACE)

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DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
52.0200.00	Business Management and Administrative Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist <ul style="list-style-type: none"> ○ Excel ○ PowerPoint ○ Word • Northland Pioneer College <ul style="list-style-type: none"> ○ Entrepreneurship - Certificate of Applied Science
52.0400.00	Business Operations Support and Assistant Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist <ul style="list-style-type: none"> ○ Access ○ Excel ○ PowerPoint ○ Word • Arizona Western College <ul style="list-style-type: none"> ○ Occupational Certificate: Office Administration
46.0400.40	Cabinetmaking	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry -and- Must offer one or more of the following certifications</p> <ul style="list-style-type: none"> • United Brotherhood of Carpenters (UBC) <ul style="list-style-type: none"> ○ Career Connections Certification: <ul style="list-style-type: none"> ▪ Level 1: Basic ▪ Level 2: Projects ▪ Level 3: (Residential or Commercial) Advanced Carpentry • NCCER Core - 87.5 hours • NCCER Carpentry <ul style="list-style-type: none"> ○ Level 1 - 235 hours ○ Level 2 - 210 hours • NCCER Cabinetmaking
46.0400.30	Carpentry	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry -and- Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER Carpentry: <ul style="list-style-type: none"> ○ Level: 1 - 235 hours ○ Level: 2 - 210 hours ○ Level: 3 - 160 hours ○ Level: 4 - 182.5 hours • United Brotherhood of Carpenters (UBC) <ul style="list-style-type: none"> ○ Career Connections Certification <ul style="list-style-type: none"> ▪ Level 1: Basic ▪ Level 2: Projects ▪ Level 3: (Residential or Commercial) Advanced Carpentry

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
15.1200.20	Computer Maintenance	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • CompTIA A+ <ul style="list-style-type: none"> • Testout PC pro <ul style="list-style-type: none"> ○ TestOut PC Pro Certification exam ○ CompTIA 220-901 Certification exam ○ CompTIA 220-902 certification exam • CISA Certified Information Systems • Desktop Pro (Word, Excel, PowerPoint, Access, Computer Basics) • PC Pro (prep for following) • TestOut CompTIA <ul style="list-style-type: none"> ○ A+ ○ Network+ ○ Security+ ○ Linux+ • Microsoft <ul style="list-style-type: none"> ○ MCSA 2012 ○ Certified Professional (MCP) • Arizona Western College <ul style="list-style-type: none"> ○ Occupational Certificate: Computer Information Systems ○ Microsoft Office Specialist (MOS)
46.0400.20	Construction Technologies	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER Construction Technology - 352 Hours
12.0400.00	Cosmetology and Related Personal Grooming Services	<p>Must offer the following certification:</p> <p>Arizona Board of Cosmetology (AZBOC)</p> <p>-and-</p> <p>Program may <u>elect</u> to add:</p> <ul style="list-style-type: none"> • Licensed Aesthetician (AZBOC)
12.0500.00	Culinary Arts	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • National Restaurant Association (NRA) <ul style="list-style-type: none"> ○ ServeSafe® Food Protection Manager ○ National ProStart Certificate of Achievement (NRAEF) • ANSI-Conference for Food Protection (CFP) <ul style="list-style-type: none"> ○ Certified Food Manager (CFM) Associate (CFA) ○ Learn2Serve Food Protection Manager (ANSI-CFP) • American Culinary Federation (ACF) <ul style="list-style-type: none"> ○ ACF Certified Junior Culinarian
51.0600.00	Dental Assisting	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Dental Assisting National Board (DANB) certification <ul style="list-style-type: none"> ○ National Entry Level Dental Assistant (NELDA) <ul style="list-style-type: none"> ▪ Anatomy, Morphology and Physiology (AMP) ▪ Radiation Health and Safety (RHS) ▪ Infection Control Exam (ICE) • Arizona State Board of Dental Examiners <ul style="list-style-type: none"> ○ Dental Assistant Radiography Certification

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
47.0600.40	Diesel Engine Repair	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • ASE Medium/Heavy Truck Student Certification: <ul style="list-style-type: none"> ○ T2 - Diesel Engines ○ T4 – Brakes ○ T5 - Suspension and Steering ○ T6 - Electrical/Electronics Systems • Snap-on Certification <ul style="list-style-type: none"> ○ Automotive Scanner Diagnostics ○ Diesel Scanner Diagnostics ○ Mechanical and Electrical Torque ○ Multimeter ○ Wheel Service and Alignment
10.0200.40	Digital Communications	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Adobe Certified Associate in InDesign • Adobe Certified Associate in Photoshop
10.0200.20	Digital Printing	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Adobe Certified Associate in InDesign • Adobe Certified Associate in Illustrator • Adobe Certified Associate in Photoshop • PrintED <ul style="list-style-type: none"> ○ Digital File Preparation/Digital File Output ○ Offset Press Operations/Bindery & Finishing ○ Screen Printing • Idealliance
13.1210.00	Early Childhood Education	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Child Development Associate Credential (CDA) • Pima County Health Department <ul style="list-style-type: none"> ○ Health and Safety Specialist • Northland Pioneer College <ul style="list-style-type: none"> ○ Early Childhood - Certificate of Proficiency • Rio Salado College <ul style="list-style-type: none"> ○ Academic Certificate in Child & Family Professional Development
13.1200.00	Education Professions	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Praxis Paraprofessional Certificate • ACT WorkKeys • Master Teacher ParaEducator

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
15.0300.00	Electronic Technologies	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Electronics Systems Associate (ESA) • IPC J-STD-001 Certification • ISCET - International Society of Certified Technicians • NICET - National Institute for Certification in Engineering Technologies • NCCER <ul style="list-style-type: none"> ○ Electronics Systems Technician - Level 1 ○ Electronics Systems Technician - Level 2 ○ Electronics Systems Technician - Level 3 • Hand Soldering 80% • Machining (application only) • FCC License – The Federal Communications Commission • Arizona Western College <ul style="list-style-type: none"> ○ Occupational Certificate: Electronic Technologies ○ Occupational Certificate: Solar Panel Installation I
51.0900.30	Emergency Medical Services	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Commission on Accreditation of Allied Health Programs (CAAHP) OR • National Registry of Emergency Medical Technicians (NREMT) <ul style="list-style-type: none"> ○ Emergency Medical Technician (EMT) ○ Emergency Medical Responder (EMR)
15.0000.00	Engineering Sciences	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Manufacturing Skill Standards Council (MSSC) - <ul style="list-style-type: none"> ○ Certified Production Tech (CPT) • NICET - National Institute for Certification in Engineering Technologies <ul style="list-style-type: none"> ○ ISCET - International Society of Certified Technicians CET 75% • American Society for Quality Training (ASQ) <ul style="list-style-type: none"> ○ ASQ scale score 550 • Manufacturing Skills Standards Council (MSSC) <ul style="list-style-type: none"> ○ CLA certified logistics 76% ○ CLT certified logistics tech 78% ○ MSSC green 78% ○ MSSC Quality 75% ○ MSSC Production 74% ○ MSSC safety 76% • Environmental Systems Research Institute <ul style="list-style-type: none"> ○ Geographic Information Systems Technician (GIS) • Robotics Education and Certification Foundation (REC) <ul style="list-style-type: none"> ○ REC Foundation Pre-Engineering Certification • SolidWorks CSWA – 70% • Autodesk Certified User-Inventor • Northland Pioneer College <ul style="list-style-type: none"> ○ Industrial Plant Operations - Certification of Proficiency ○ Operations and Maintenance - Certification of Proficiency

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
10.0200.90	Film and TV	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Adobe Certified Associate in Premiere Pro • Apple Certified Pro in Final Cut Pro Level One • Apple Certified Pro in Final Cut Pro Level Two • Avid Certified User <ul style="list-style-type: none"> ○ Pro Tools ○ Media Composer
52.0800.00	Financial Services	<ul style="list-style-type: none"> • National Academy Foundation <ul style="list-style-type: none"> ○ NAFTTrack Certification • Arizona Department of Insurance <ul style="list-style-type: none"> ○ Property and Casualty License
43.0200.00	Fire Service	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • IEMSR <ul style="list-style-type: none"> ○ Emergency Medical Responder • Wildland Fire Fighter (Red Card) • Arizona Center for Fire Service Excellence <ul style="list-style-type: none"> ○ Fire Fighter I and II
10.0200.30	Graphic/Web Design	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Adobe Certified Associate in InDesign • Adobe Certified Associate in Illustrator • Dreamweaver • PrintED <ul style="list-style-type: none"> ○ Advertising Design
47.0200.00	Heating, Ventilation and Air Conditioning	Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry -and- Must offer one or more of the following: <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER HVAC <ul style="list-style-type: none"> ○ Level 1 - 192.5 hours ○ Level 2 - 170 hours ○ Level 3 - 157.5 hours ○ Level 4 - 155 hours • Arizona Western College <ul style="list-style-type: none"> ○ Occupational Certificate: Air Conditioning and Refrigeration
49.0200.00	Heavy Equipment Operations	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER Heavy Equipment Operations : <ul style="list-style-type: none"> ○ Level 1 - 165 hours ○ Level 2 - 167.5 hours ○ Level 3 - 170 hours -and- Program may elect to add: <ul style="list-style-type: none"> • ATSSA Certified Flagger

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DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
52.0900.00	Hospitality Management	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • National Restaurant Association (NRA) <ul style="list-style-type: none"> ○ ProStart National Certificate of Achievement (NRAEF) ○ ServeSafe® Food Protection Manager • American Hotel Lodging Association <ul style="list-style-type: none"> ○ Certified Guest Service Professional (CGSP®) ○ Certified Front Desk Representative ○ Certified Restaurant Server • National Academy Foundation <ul style="list-style-type: none"> ○ NAFTrack Certification
46.0300.30	Industrial Electrician	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core-87.5 hours • NCCER Electrical <ul style="list-style-type: none"> ○ Level 1 - 185 hours ○ Level 2 - 157.5 hours ○ Level 3 - 157.5 hours ○ Level 4 - 155 hours • NCCER Powerline Worker <ul style="list-style-type: none"> ○ Level 1 - 404.5 hours • Independent Electrical Contractors Association of Arizona IECA <ul style="list-style-type: none"> ○ Level 1 Apprentice Electrician-Pre_Apprenticeship
52.1900.30	Interior Design and Merchandising	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Chief Architect • Autodesk Certified user - Auto CAD • SoftPlan Drafting and Design Certification
51.0800.30	Laboratory Assisting	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • American Society of Phlebotomy Technicians OR • National Phlebotomy Association <ul style="list-style-type: none"> ○ Certified Phlebotomy Technician
43.0100.00	Law, Public Safety and Security	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Arizona Department of Public Safety <ul style="list-style-type: none"> ○ Security Guard Certification • International Foundation for Protection Officers <ul style="list-style-type: none"> ○ Certified Protection Officer • APCO International <ul style="list-style-type: none"> ○ Public Safety Telecommunication Dispatcher

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A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
15.1300.40	Mechanical Drafting	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Autodesk Certified User: minimum 50 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist • Autodesk Certified Professional: 400 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist • SolidWorks: <ul style="list-style-type: none"> ○ Certified SolidWorks Associate (CSWA) ○ Certified SolidWorks Associate Academic (CSWA Academic) • ESRI ArcGIS® <ul style="list-style-type: none"> ○ ArcGIS® Certified Desktop Entry Certification • American Design and Drafting Association (ADDA) <ul style="list-style-type: none"> ○ Certified Apprentice Drafter - High School ○ Certified Drafter - Advanced High School
51.0800.60	Medical Assisting Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Cardiovascular Credentialing International (CCT) <ul style="list-style-type: none"> ○ Certified Cardiographic Technician (CCT) • Association for Healthcare Documentation Integrity <ul style="list-style-type: none"> ○ Certified Healthcare Documentation Specialist Transcriptionist (CHDS) • American Association of Medical Assistants <ul style="list-style-type: none"> ○ Certified Medical Assistant (CMA) • American Society of Phlebotomy Technicians, <u>OR</u> • National Phlebotomy Association, <u>OR</u> • National Credentialing Agency for Medical Lab Personnel <ul style="list-style-type: none"> ○ Certified Phlebotomy Technician • National Certification Medical Association (NCMA) <ul style="list-style-type: none"> ○ Registered Clinical Medical Assistant Specialist (RCMAS) • National Health Career Association • Clinical Medical Assistant (CCMA) American Registry of Medical Assistants <ul style="list-style-type: none"> ○ Registered Medical Assistant (RMA) • Eastern Arizona College <ul style="list-style-type: none"> ○ Medical Assistant - Certificate of Proficiency

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
51.1500.00	Mental and Social Health Services	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Association of Psychiatric Technicians (AAPT) <ul style="list-style-type: none"> ○ Mental Health Technician Certification • National Career Certification Board <ul style="list-style-type: none"> ○ Mental Health Technician Certification • Arizona Western College <ul style="list-style-type: none"> ○ Occupational Certificate: Community Health Care Worker (includes OSHA certification)
15.1200.30	Network Technologies	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Cisco <ul style="list-style-type: none"> ○ Certified Entry Network Technician (CCENT) ○ Certified Network Associate (CCNA) Routing and Switching Certification ○ Certified Design Associate (CCDA) ○ Certified Entry Networking Technician (CCENT) • CompTIA A+, 70% • Testout PC pro includes <ul style="list-style-type: none"> ○ TestOut PC Pro Certification • Network+ 720/900 score • Global Information Assurance Certification <ul style="list-style-type: none"> ○ Global Security Essentials Certification (GSEC) • Network Pro (networking basics) • Security Pro (entry-level IT security administrator) • Linux Pro (Linux prep certification) • Client Pro (Windows 7-8 management troubleshooting certification) • Server Pro (Windows server skills) • Microsoft <ul style="list-style-type: none"> ○ Certified Solutions Associate (MCSA) certification ○ Certified IT Professional (MCITP) ○ Certified Technology Specialist (MCTS) ○ Microsoft Certified Professional (MCP) 70% • ISACA <ul style="list-style-type: none"> ○ Cybersecurity Fundamentals Certificate
51.3900.00	Nursing Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Certified Nursing Assistant (CNA) • Licensed Nursing Assistant (LNA) • Certified Caregiver • Direct Care Worker (DCW)
51.0800.20	Pharmacy Support Services	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Pharmacy Technician Certification Board <ul style="list-style-type: none"> ○ Certified Pharmacy Technician (CPhT)
01.0100.30	Plant Systems	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Arizona Certification for Nursery Professionals (ACNP) • Arizona Landscape Contractors Association (ALCA) • Turf Management • Water Harvesting

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
48.0500.30	Precision Machining	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • HAAS <ul style="list-style-type: none"> ○ CNC Operator Certificate ○ Tool Setter Certificate • Manufacturing Skill Standards Council (MSSC) <ul style="list-style-type: none"> ○ Certified Production Tech (CPT) • Mastercam <ul style="list-style-type: none"> ○ Associate Certification - Mill Design and Toolpaths ○ Certified Programmer Mill Level 1 (CPgM1) • NIMS EDM <ul style="list-style-type: none"> ○ Plunge ○ Wire • NIMS Machining Level I • NIMS Machining Level II <ul style="list-style-type: none"> ○ Grinding Skills II ○ Manual Milling • NIMS Machining Level III <ul style="list-style-type: none"> ○ CNC Milling: Programming Setup & Operations ○ CNC Turning: Programming Setup & Operations ○ Turning Operations: Turning Between Centers • Machining Manufacturing Skill Standards Council (MSSC) level 1 • National Career Readiness Certificate (NCRC) Level 1 • NCCER <ul style="list-style-type: none"> ○ Industrial maintenance ○ Millwright
15.1200.40	Software Development	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Certified Internet Web (CIW) - JavaScript Specialist • Microsoft Technology Associate (MTA) in one or more of the following: <ul style="list-style-type: none"> ○ Gaming Development Fundamentals ○ HTML5 Application Development Fundamentals ○ Mobile Development Fundamentals ○ Software Development Fundamentals • Programmer Level 1 - Java Basics • Oracle Java certification • Oracle one <ul style="list-style-type: none"> ○ Oracle Java SE 8 Programmer I 1Z0-808 ○ CIW JavaScript Specialist Certification ○ Cybersecurity Fundamentals Certificate from ISACA
51.0800.50	Sports Medicine and Rehabilitation Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Certified Personal Trainer Certificate (ACE.NASM) • Certified Chiropractic Assistant (option for programs that are approved by the State Chiropractic Board) • Emergency Medical Responder • Eastern Arizona College <ul style="list-style-type: none"> ○ Sports Medicine and Rehabilitative Therapies - Certificate of Proficiency
51.3500.00	Therapeutic Massage	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Registered Massage Therapist (RCMT) • Arizona State Board of Massage Therapy <ul style="list-style-type: none"> ○ Licensed Massage Therapist (LMT)

**CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 6-9-17**

CIP #	CTE PROGRAM	Industry Certification
51.0808.00	Veterinary Assistant	Must offer one or more the following certifications: <ul style="list-style-type: none"> • Certified Veterinary Technician • Certified Veterinary Assistant
15.1200.50	Web Page Development	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Certified Internet Web (CIW) in one or more of the following: <ul style="list-style-type: none"> ○ Commerce Specialists ○ Web Foundations Associate ○ Web Professional • CIW JavaScript Specialist • MTA Microsoft Technology Associate 70% • Microsoft Visual Studio.net (Gaming Development) • Web development program(HTML5) • ACA in Web Authoring Using Adobe Dreamweaver
48.0508.00	Welding Technologies	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • AWS American Welding Society Certification • Certified Welder (AWSJ) SENSE • NCCER Sheet Metal - Level 1, or 2 • NCCER Welder - Level 1, or 2 • Eastern Arizona College <ul style="list-style-type: none"> ○ Welding Technology - Certificate of Proficiency

*ARS §15-391(5)(k): "Requires a single or stackable credential as described in subdivision (l) of this paragraph or a skill that will allow a student to obtain work as described in subdivision (l) of this paragraph on graduation before receiving an associate's degree or baccalaureate degree.

**ARS §15-391(5)(l): "Leads to certification or licensure in the designated vocation or industry that has been verified and accepted by that vocation or industry and that qualifies the recipient of the certification or licensure for employment for which the student would not otherwise qualify. If there is no certification or licensure that is accepted by the vocation or industry, completion of the program must qualify the student for employment for which the student would not otherwise qualify without completion of the Joint Technical Education District program."

**CTE Programs with No Identified Industry Certifications
Completion of the Program Qualifies Student for Employment
To Meet A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility**

CIP#	CTE Program
10.0200.50	Digital Photography
53.1900.20	Fashion Design and Merchandising
10.0200.00	Music & Audio Producton
52.1800.20	Professional Sales and Marketing
50.0500.20	Technical Theatre

Refer to Program Reviews posted on ADE/CTE website Technical Standards page for eligibility requirements.
<http://www.azed.gov/career-technical-education/tech-standards/>

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the draft Alternative School A-F School Accountability Plan 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 shall use achievement profiles to appropriately assess the educational impact of accommodation schools and alternative schools.

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

The Alternative Accountability Advisory Group (Alt AAG), in collaboration with ADE's Accountability and Research, has developed 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.

Rationales for the suggested weightings and the distinct components are included.

Review and Recommendation of State Board Committee

The A-F School Accountability Ad Hoc Advisory Committee recommended to the State Board of Education that final approval of Alternative School achievement profiles be postponed until August 2017. This action provided time for finalization of the traditional model to inform the work of the Alternative Accountability Advisory Group.

Recommendation to the Board

It is recommended that the Board receive public comment on the working draft of the alternative school accountability plan and components.

Contact Information:

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

**Arizona School Accountability 2016-2017:
Comparison of Categories and Weighting for 9-12 Traditional to Proposed
Alternative School Framework with Rationales**

Category	Weighting	
	Traditional	Alternative
Proficiency	30%	15%
Growth	20%	20%
English Language Learners	10%	10%
High School Graduation Rate	20%	20%
College & Career Readiness	20%	35%

Rationales:

In a 2016 Momentum Strategy and Research study of alternative accountability frameworks nationwide, Arizona was ranked second. Colorado was ranked #1. The missing element in Arizona's framework was "Flexibility in Selection of Measures." "The rigor in alternative accountability comes in customization." - Jim Griffin, 2016 Alternative Accountability Policy Forum

Proficiency:

- Testing windows are not in sync with enrollment at alternative schools. Use of state-mandated assessment will be more indicative of alternative school students' mastery of standards when "on-demand" testing is available.
- Colorado's Alternative Education Campus framework uses 15% for proficiency.

Growth:

- SGP can only be calculated for a very small percentage of alternative high school students. The vast majority of students at alternative schools do not take courses in a traditional sequence. SGT is basically meaningless for alternative high school students. Alternative schools prefer to be held accountable using metrics that are appropriate for their target population and for more than a just a very small portion of their students.

- Arkansas and Colorado both use course completion/credit-earned in their alternative education and alternative education campus frameworks.
- Arizona has used Academic Persistence in its Alt A-F model since 2012. In 2014, Arizona moved Academic Persistence from bonus points to within the model for alternative schools.
- The state-mandated assessment is not sensitive enough to show the growth of most alternative high school students. Other nationally recognized vendor assessment systems, e.g. the GED practice test, TABE, STAR, are used as a pre-test to show growth from pre-high school level skills to the post-test point that alternative school students achieve within a school year. As soon as possible, alternative schools want to be able to use such valid and reliable data for state alternative school accountability. Colorado allows such choice of instruments for alternative education campuses in their Alternative Education Campus School Performance Framework.

English Language Learners:

According to ADE, less than ten alternative schools are going to meet the n-size requirement to earn ELL points. A 90-point scale will be applied to over 90% of alternative high schools.

High School Graduation Rate:

Diversity in student population served exists among Arizona's accommodation and alternative schools. For that reason and considering that AZ's model only lacked "Flexibility in Selection of Measures" when ranked nationally, the Graduation Rate category provides a place to offer flexibility.

- The most innovative way of calculating graduation is to redefine "cohort" for alternative high schools, especially credit recovery high schools that are re-engaging former dropouts and/or educating over-aged and under-credited young people. A graduation rate for students on track to graduation in a given school year appropriately assesses the educational impact of alternative, credit recovery high schools.
- Using a one-year alternative school graduation rate provides an "apples to apples" comparison. It allows an alternative high school to compare itself to the state average of alternative high school graduation rates - all cohorts within a given year.
- Arizona's 2014 Alt A-F model used the "best of" 4 – 7th year graduation rate. American Youth Policy Forum recommends using extended cohort graduation rates to assess effectiveness of alternative schools. Colorado's Alternative Education Campus model uses 4 - 7-year cohort graduation rates. AZ statute, A.R.S. § 15-821.A allows public schools to educate students until their 22nd birthday. The Alt AAG is recommending using 4th – 8th year to capture success of alternative schools graduating ALL students.

College and Career Readiness:

This category offers “Flexibility in Selection of Measures” that previous AZ Alternative School models lacked. All of the components in the traditional school plan are included with the addition of some specific to educational success of alternative school students, e.g., Work Study, Workplace Readiness, Service Learning.

- The Alt AAG is proposing “purple” for the College and Career Readiness components. Distinctions between Post-Secondary Education (college) and workforce (career) readiness blur for alternative school students. Rather than create a false dichotomy, the red/blue distinction is combined.
- The Executive Director of the National Dropout Prevention Center/Network has written a letter in support of alternative schooling as an effective core strategy for dropout prevention-recovery. Based on their research report, *A Meta-Analysis of Dropout Prevention Outcomes and Strategies*, the Center recommends career development/job training, work experience, and service learning coursework as appropriate measures in a school accountability framework.
- The Teachers of English to Speakers of Other Languages (TESOL) International Association have written a letter of support emphasizing the importance of second language study/competence as a 21st century workforce skill, <http://www.tesol.org/news-landing-page/2017/02/13/tesol-joins-aztesol-in-letter-supporting-foreign-language-readiness-standard>
- Alternative school graduates who receive a competitive scholarship to continue post-secondary education are well on their way to being contributing members of AZ society.



Dr. Amy Schlessman and Dr. Jennifer Fletcher
On behalf on the Alternative Accountability Advisory Group
June 26, 2017

Alternative School Identification Process



- Schools that wish to be considered as alternative must go through the following process
 1. Submit a **First Time Application** with supporting documentation
 2. **Meet Alternative Status requirements**
 3. All new and converted schools shall be **audited** prior to confirmation of Alt. Status: request for evidence, random sample of student population, and potential on-site visit
 4. **Submit a Recertification Application** each following year and continue to meet Alternative Status criteria

Alternative Schools Criteria



- A school with a **mission statement/charter** that clearly identifies its **purpose is to serve a specific student population that will benefit from an alternative setting**
- The **educational program** and related **student support must align to the mission/charter**
- **Must offer a HS diploma** (if offering secondary instruction)
- School will receive **current year state assessment scores**
- **At least 70% of the students meet one of the following criteria:**
 - documented history of disruptive behavioral issues
 - dropped out of school and are now returning
 - poor academic standing (at least 1 year behind)
 - are primary caregivers or are financially responsible for dependents
 - are adjudicated
 - are wards of the state and in need of an alternative school setting

Alternative School Breakdown



Component	Number
FY 14 Alternative Schools	140
FY 15 Alternative Schools	161
FY 16 Alternative Schools	140
FY 17 Alternative Schools	147
FY 16 Number of Credit Recovery Schools	96
FY 16 Number of High Schools	132
FY 16 Number of Elementary Schools	8
Avg. Student Population	90
Meet ELL n count of 20 or more based on FY 16 data	5

Alt AAG Proposed Framework Comparison to Traditional



Category	Weighting	
	Traditional	Alternative
Proficiency	30%	15%
Growth	20%	20%
English Language Learners	10%	10%
High School Graduation Rate	20%	20%
College & Career Readiness	20%	35%

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action regarding the process for developing strategic and operating plans at the State Board of Education retreat
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. 35-122, the Board is charged with developing a five-year strategic plan that is updated annually and contains strategic issues, a mission statement, a description, strategies and resource assumptions. Additionally, an operating plan is required that includes a mission statement, a description, goals, and performance measures that emphasize results and budgetary data.

A consultant could be retained to facilitate discussions of the Board at its retreat in developing strategic and operating plans.

Recommendation to the Board

It is recommended that the Board adopt a process for developing strategic and operating plans at the State Board of Education retreat.

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to open the rulemaking record regarding changes to Board rules governing educator certification

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) requires the Board to adopt rules governing educator certification. In 2017, SB1042 made sweeping changes to the laws governing educator certification.

The Board's Certification Advisory Committee (CAC) met on the following dates to revise and provide recommendations to the Board's rules regarding educator certification:

- November 2, 2016
- January 25, 2017
- February 6, 2017
- March 31, 2017
- May 8, 2017
- May 19, 2017

Department staff participated in discussion regarding the rule changes.

On May 8, 2017 and May 19, 2017, the CAC recommended that the Board open rulemaking regarding the Board rules governing educator certification and alternative preparation program providers to the following Board rules:

1. R7-2-604.03 regarding Alternative Educator Preparation Programs
2. R7-2-604.04 regarding the Alternative Educator Preparation Program Process
3. R7-2-604.05 regarding Revocation of Approval of Qualified Provider; Notification of Intent; Requirements of Exit Plan
4. R7-2-604.06 regarding Classroom-Based Alternative Preparation Program
5. R7-2-607 regarding General Certification Provisions
6. R7-2-608 regarding Early Childhood Teaching Certificates
7. R7-2-609 regarding Elementary Teaching Certificates
8. R7-2-610 regarding Secondary Teaching Certificates
9. R7-2-610.01 regarding Secondary Teaching Certificates
10. R7-2-610.02 regarding Secondary Teaching Certificates
11. R7-2-611 regarding Special Education Teaching Certificates
12. R7-2-612 regarding Career and Technical Education Teaching Certificates
13. R7-2-613 regarding PreK-12 Teaching Certificates
14. R7-2-614 regarding Other Teaching Certificates

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

- 15.R7-2-616 regarding Standard Professional Administrative Certificates
- 16.R7-2-617 regarding Other Professional Certificates
- 17.R7-2-619 regarding Renewal Requirements
- 18.R7-2-621 regarding Reciprocity

Consistent with the provisions of SB 1042, copies of the proposed rules have been provided to the Governor and the Chairs of the Senate and House Education Committees.

Modifications to Alternative Educator Preparation Program Providers

The rules for approval of alternative educator preparation programs were substantially revised. As required by SB1042, the proposed Board rules delineate a process for the approval of alternative educator preparation program providers that is substantially different and less restrictive than the current Board rules. In addition, the legislation created a pathway for school districts and charters to “grow their own” educators through a classroom-based alternative preparation program. Educators who successfully complete such a program are eligible for the newly created Classroom-Based Standard Teaching certificate.

Modifications to General Certification Provisions

Standard certificates are increased from eight years to twelve years and may be issued with deficiencies and provisional certifications were eliminated. The eligible deficiencies to be completed within three years of issuance are research-based phonics, reading instruction including for students with dyslexia, professionalism and ethics and the Arizona and United States Constitutions. Applicants are exempt from the subject knowledge portion of the Arizona Educator Proficiency Assessment if they meet one of the following:

1. Verification of two consecutive years of teaching experience in a subject area (for a total of three years) at a postsecondary institution;
2. A bachelor's, master's or doctoral degree in the applicable subject area; or
3. A minimum of five years of work experience in the subject area.

Modifications to Standard Teaching Certificates

For applications received on and after August 1, 2018, applicants for Early Childhood Teaching Certificates, Elementary Teaching Certificates, Secondary Teaching Certificates, Special Education Teaching Certificates and PreK-12 Teaching Certificates shall have training in the following areas:

- Research-based systematic phonics (except secondary)

EXECUTIVE SUMMARY

- Research-based instructional strategies in reading, including students with dyslexia
- Developmentally appropriate instructional methodologies for teaching the subject area(s) listed on the certification
- Instructional design and lesson planning, including modifications and accommodations
- The learning environment, including classroom management
- Assessing, monitoring and reporting progress
- Teaching students with exceptionalities
- Professional responsibility and ethical conduct

In addition, all applicants shall complete a twelve week capstone experience and for those individuals seeking dual certification, any capstone experience requirements may be met through separate eight-week capstone experiences in each of the certification areas sought. Further, the capstone experience may be waived if an applicant has one year of verified full-time teaching experience.

Modifications to Elementary Education Teaching Certificates

The CAC recommended that Elementary Education Teaching Certificates be issued for kindergarten through grade eight.

Modifications to Secondary Teaching Certificates

Based on changes stemming from SB1042, an applicant seeking a secondary teaching certificate in the areas of science, technology, engineering or mathematics (STEM) is exempt from obtaining a passing score on the subject knowledge portion of the Arizona Educator Proficiency Assessment if the applicant has:

1. Five years of verified work experience in a STEM field; and
2. Adequate subject knowledge within a STEM field as evidenced by one of the following:
 - a. A master's or doctoral degree in a STEM subject; or
 - b. Twenty-four hours of coursework in a STEM subject.

A Specialized Secondary STEM certificate for grades six through twelve was created by SB1042 that requires an applicant to demonstrate subject matter knowledge by one of the following:

1. A bachelor's, master's or doctoral degree in a STEM area;
2. Twenty-four hours of coursework in a STEM subject; or
3. Verification of two consecutive years of teaching experience in a STEM area (for a total of three years) at a postsecondary institution.

EXECUTIVE SUMMARY

Such applicants are exempt from the testing requirements for the Arizona and United States Constitutions and the professional and subject knowledge portions of the Arizona Educator Proficiency Assessments.

In addition, a Subject Matter Expert Standard Teaching Certificate for grades six through twelve was created by the passage of SB1042. A successful candidate for this certificate must possess one of the following in the applicable area of certification:

1. Verified teaching experience for the last two years (for a total of three years) at a postsecondary institution;
2. A bachelor's, master's or doctoral degree; or
3. Verification of a minimum of five years of work experience.

In addition, candidates must obtain a passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment unless otherwise exempt and must possess a valid fingerprint clearance card. Candidates for the Subject Matter Expert Standard Teaching Certificate are also exempt from meeting the competency requirements for the Arizona and United States Constitutions.

Modifications Specific to PreK-12 Teaching Certificates

Previously, the PreK-12 Arts Education Certificate was issued for applicants seeking to specialize in art, dance, dramatic arts or music. This certificate was delineated into specified certificates as a Standard PreK-12 Arts Education Certificate, Standard PreK-12 Dance Education Certificate, Standard PreK-12 Theatre Education Certificate or Standard PreK-12 Music Education Certificate. In addition, these certificates were expanded to include the pedagogical requirements listed above that apply to standard certificates. Similar pedagogical requirements were added to the PreK-12 Physical Education Certificate.

Modifications to Other Teaching Certificates

The Classroom-Based Standard Teaching Certificate is an alternative pathway to certification. A successful candidate for the Classroom-Based Standard Teaching Certificate must possess a bachelor's degree, successfully complete a classroom-based alternative preparation program, provide verification that the applicant's students made satisfactory progress and achievement with students. In addition, applicants may demonstrate professional knowledge proficiency through three years of verified teaching experience or a passing score on the professional knowledge Arizona Educator Proficiency Assessment. The applicant may demonstrate subject knowledge proficiency through one of the following:

EXECUTIVE SUMMARY

1. Verified teaching experience for the last two years (for a total of three years) at a postsecondary institution;
2. A bachelor's, master's or doctoral degree in the subject area;
3. Verification of a minimum of five years of work experience in the area the applicant is seeking certification;
4. Three years of verified teaching experience in the area the applicant is seeking certification; or
5. A passing score on the subject knowledge portion of the Arizona Educator Proficiency Assessment.

Applicants seeking certification in an area tested by the statewide assessment must also provide verified evidence of two years of full-time teaching, showing that the applicants' students performed at grade-level or at a rate equivalent to one year of academic growth.

Teaching Intern Certificates were also modified to allow an applicant to apply for a Standard Alternative Preparation Teaching Certificate upon completion of the following:

1. Successful completion of a Board authorized alternative path to certification program or a Board approved educator preparation program;
2. A passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment; and
3. A passing score on the subject knowledge portion of the Arizona Educator Proficiency Assessment that corresponds to the Board approved alternative path to certification program in which the applicant is enrolled.

The holder of a Teaching Intern Certificate may also apply for a Classroom-Based Standard Teaching Certificate.

Modifications to Standard Professional Administrative Certificates

All professional certificates were modified as standard certificates to allow for 12 year issuance, consistent with the teaching certificates.

Modifications to Other Professional Certificates

All other professional certificates were modified as standard certificates to allow for 12 year issuance, consistent with the teaching certificates. Updated, conforming renewal requirements are also included.

Modifications to Renewal Requirements

The Board rule related to renewal of certificates was amended regarding term of renewal, continuing education requirements, and to allow for awareness training

EXECUTIVE SUMMARY

regarding human trafficking of children. In addition, conforming changes based on SB1057 state that an individual with a valid fingerprint clearance card who has had a certificate expire at least two years ago but not more than ten years ago may renew the expired certificate and any endorsements or approved areas if the individual had ten or more years of verified full-time experience in this state and is in good standing.

Modifications to Reciprocity

Based on SB 1042, all certificates are issued for twelve years, instead of eight years. In addition, all applicants for reciprocity are now exempt from both the subject knowledge and professional knowledge Arizona Educator Proficiency Assessments.

Possible Rules Related to Special Education Paraprofessionals

Requests from the field indicated that many paraprofessionals in the field of special education have completed all of the necessary education and training requirements to become a certified teacher but are unable to complete the student teaching requirement due to financial burdens. It was proposed to the CAC to waive the student teaching (capstone) experience with verified evidence of two years of full-time teaching as a paraprofessional and with a letter of recommendation from the school principal.

The CAC voted not to recommend this change for paraprofessionals.

Possible Rules Related to Emergency Certified Teachers

In order to create an additional pathway to certification, requests from the field suggested that the holder of an Emergency Teaching Certificate may apply for a standard teaching certificate upon completion of the following:

1. Verification of two years of full-time teaching for two years preceding the application;
2. Verification from the school administrator that the applicant made satisfactory progress and achievement with students after two years of full-time teaching preceding the application; and
3. A passing score on the professional and subject knowledge portions of the Arizona Educator Proficiency Assessment. The testing requirements would be waived for an applicant with three years of full-time teaching experience preceding the application.

The CAC voted not to recommend this change to emergency teaching certificates.

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board open the rulemaking record regarding changes to Board rules governing educator certification for the following:

1. R7-2-604.03 regarding Alternative Educator Preparation Programs
2. R7-2-604.04 regarding the Alternative Educator Preparation Program Process
3. R7-2-604.05 regarding Revocation of Approval of Qualified Provider; Notification of Intent; Requirements of Exit Plan
4. R7-2-604.06 regarding Classroom-Based Alternative Preparation Program
5. R7-2-607 regarding General Certification Provisions
6. R7-2-608 regarding Early Childhood Teaching Certificates
7. R7-2-609 regarding Elementary Teaching Certificates
8. R7-2-610 regarding Secondary Teaching Certificates
9. R7-2-610.01 regarding Secondary Teaching Certificates
10. R7-2-610.02 regarding Secondary Teaching Certificates
11. R7-2-611 regarding Special Education Teaching Certificates
12. R7-2-612 regarding Career and Technical Education Teaching Certificates
13. R7-2-613 regarding PreK-12 Teaching Certificates
14. R7-2-614 regarding Other Teaching Certificates
15. R7-2-616 regarding Standard Professional Administrative Certificates
16. R7-2-617 regarding Other Professional Certificates
17. R7-2-619 regarding Renewal Requirements
18. R7-2-621 regarding Reciprocity

1 **R7-2-604.03. Alternative Educator Preparation Programs**

2 Professional Preparation Institutions that submit an alternative educator preparation program(s)
3 for Board approval must adhere to ~~R7-2-604.01~~ R7-2-604.04.

4
5 **R7-2-604.04. Alternative Educator Preparation Program Approval Process**

6 Professional Preparation Institutions that submit an alternative educator preparation program(s)
7 for Board approval must adhere to R7-2-604.02, except that individuals participating in or
8 completing Board approved alternative educator preparation programs as delineated in this
9 section may apply for a teaching intern certificate, pursuant to R7-2-614(E), and may complete
10 their field experience and capstone experiences during the valid period of their teaching intern
11 certificate.

12 A. An organization that includes, but is not limited to, universities under the jurisdiction of the
13 Arizona Board of Regents, community colleges in this state, private postsecondary institutions
14 licensed by this state, school districts, charter schools, professional organizations, nonprofit
15 organizations, private entities and regional training centers that oversee one or more educator
16 preparation programs which wishes to offer a program for an alternative route for the
17 certification of teachers and administrators in this State must apply to the State Board of
18 Education on a form prescribed by the Department of Education for approval to become an
19 approved provider of such a program. The application must include, without limitation:

- 20 1. The name and location of the applicant;
- 21 2. The name of the program;
- 22 3. If the applicant is accredited, the name of the regional accrediting body and the
23 accreditation status of the applicant;
- 24 4. If the applicant is a private postsecondary educational institution, evidence that the applicant
25 is licensed to operate by the State Board of Private Postsecondary Education pursuant to A.R.S.
26 § 32-3021;
- 27 5. A description of the budget of the program;
- 28 6. The areas of certification for which the applicant will offer the program;
- 29 7. A description of the program, which must include, without limitation:
 - 30 a. The way in which the elements of the program will comply with the requirements of this article
31 and R7-2-602, R7-2-603 as applicable and A.R.S. § 15-203(A)(14)(a)(i)-(vi);
 - 32 b. The application and review process for persons to enroll in the program, including, without
33 limitation, a copy of all forms that will be used in the process; and
 - 34 c. The supervised, school-based experiences the applicant will provide as required by R7-2-
35 604(5), R7-2-604(7) and R7-2-604(16) including, without limitation:
 - 36 i. The name of each school and school district that will participate in the supervised, school-
37 based experience;
 - 38 ii. The length of time for which a candidate will be required to participate in the supervised,
39 school-based experience, including, without limitation, any orientation that the candidate must
40 complete;
 - 41 iii. The manner by which candidates will be mentored by an effective or highly effective teacher
42 and evaluated during the supervised, school-based experience;
 - 43 iv. How the supervised, school-based experience will promote the effectiveness of teachers
44 and administrators, as appropriate; and
 - 45 v. A copy of all forms that will be used for the supervised, school-based experience process;
- 46 8. A list of all staff members for the program, the roles and responsibilities of each person and
47 his or her credentials;
- 48 9. A statement of the estimated time it will take a candidate enrolled in the program to complete
49 the program, which must allow for completion of the program within one year but not more than
50 three years;

1 10. A description of the manner by which the applicant will evaluate the success or failure of
2 each candidate enrolled in the program and track the progress of each such candidate, including
3 a copy of all forms that will be used for the evaluation and tracking;

4 11. A description of how the applicant will evaluate the success of the program, which must
5 include the information required for the evaluation pursuant to R7-2-604.02(K)(4); and

6 12. Any other information required by the State Board of Education.

7 B. Upon receipt of an application for approval as an approved provider pursuant to subsection
8 A, the State Board of Education will appoint a review team to review the application consisting of
9 a currently certified professional educator that is a graduate of an alternative certification program,
10 a currently certified professional administrator, a member of the business community and two
11 members of the Certification Advisory Committee. The review team shall:

12 1. Examine the application;

13 2. Determine whether to recommend that the State Board of Education grant its approval of the
14 application based upon the requirements of this article without any additional requirements; and

15 3. Submit its recommendation to the State Board of Education within 60 days of receipt of the
16 application.

17 C. The State Board of Education will review the recommendation of the review team submitted
18 pursuant to subsection B. and provide to the applicant written notice of its approval or denial. The
19 State Board of Education may grant provisional approval to an applicant pursuant to subsection
20 D. If the State Board of Education denies an application, the applicant may correct any
21 deficiencies identified in the notice of denial and resubmit the application for review by the State
22 Board of Education within 60 days of the denial.

23 D. If the State Board of Education grants an applicant provisional approval, the applicant may
24 offer the program for an alternative route to certification described in the application for the period
25 prescribed by the State Board of Education. The applicant must remove all the provisions under
26 which the approval was issued before the expiration of the provisional approval. If the applicant
27 removes the provisions within the prescribed time, the State Board of Education will grant
28 nonprovisional approval to the applicant as an approved provider. Provisional approval is valid for
29 two years after the date on which the State Board of Education granted provisional approval. If
30 an applicant does not remove all the provisions within the prescribed time, the provisional
31 approval is automatically revoked.

32 E. Except as otherwise provided in subsection D, if an applicant is approved as an approved
33 provider pursuant to this section, the approval is valid for six years after the date of approval. To
34 continue the approval, the qualified provider must submit an application for renewal before the
35 expiration of the approval to the State Board of Education on a form prescribed by the Department
36 of Education. If the application for renewal is approved by the State Board of Education, the
37 renewal is valid for six years after the date of the approval.

38 F. If an approved provider intends to offer a program for an alternative route to certification for
39 an area of certification that is different from the area of certification for which the qualified provider
40 has been approved, the qualified provider must submit a new application pursuant to subsection
41 A to offer a program for an alternative route to certification for that area of certification.

42 G. An approved provider shall provide its program completers with an institutional
43 recommendation for issuance of the appropriate Arizona alternative path certification within 45
44 days. An approved provider seeking renewal of its program approval shall submit the required
45 renewal application for review at least 90 days prior to the program expiration date.

46 H. Each qualified provider must be evaluated through a biennial report pursuant to R7-2-
47 604.02(K). The Department shall:

48 1. Present the results of the biennial report to the State Board of Education; and

49 2. After the results have been presented to the State Board of Education, post the biennial
50 report on the Department's website.

1 1. Each qualified provider shall cooperate with the State Board of Education and the
2 Department in the evaluation of the effectiveness of this article.

3
4 **R7-2-604.05. Revocation of approval of qualified provider: Notification of intent;**
5 **requirements of exit plan.**

6 A. The State Board of Education may revoke its approval of an approved provider if the Board
7 determines that the program for an alternative route to certification offered by the qualified
8 provider does not meet the applicable requirements of this article.

9 B. Before the Board revokes its approval of an approved provider, the Board will notify the
10 qualified provider of its intent to revoke approval. The notice must include the specific reasons
11 upon which the Board is basing its decision. Not later than 30 days after the date on which the
12 qualified provider receives the notice, the qualified provider may submit a written response to the
13 Board which sets forth the reasons why approval should not be revoked. The Board will review
14 the notice and any response submitted by the qualified provider and will determine whether to:

- 15 1. Revoke the approval of the qualified provider;
- 16 2. Allow the qualified provider to continue providing the program for an alternative route to
17 certification if certain enumerated conditions are met; or
- 18 3. Allow the continued approval of the qualified provider without conditions.

19 C. If the Board revokes its approval of an approved provider, the qualified provider must
20 provide an exit plan which includes, without limitation, a description of how the qualified provider
21 will assist candidates enrolled in the program for an alternative route to certification in completing
22 another program with a different qualified provider at no cost to the candidate.

23
24 **R7-2-604.06. Classroom-Based Alternative Preparation Program Approval Process**

25 A. A school district or charter school may apply to the Board for approval as a classroom-based
26 alternative preparation program provider. The application, on a form prescribed by the
27 Department, must include the following:

- 28 1. Verification that individuals enrolled in program have a bachelor's degree from an accredited
29 institution;
- 30 2. Verification that individuals enrolled in program have a valid fingerprint card issued by the
31 Arizona Department of Public Safety;
- 32 3. Prior to August 1, 2020, individuals enrolled in the program possess:
 - 33 a. An emergency teaching certificate; or
 - 34 b. A teaching intern certificate
 - 35 c. Individuals enrolled at a charter school classroom-based alternative preparation program are
36 not required to possess a certificate.
- 37 4. Data supporting the efficacy of its teacher preparation program, including stakeholder
38 surveys, completer data and student achievement data. The school district or charter school may
39 contract with a third party provider to provide the classroom-based alternative preparation
40 program and may use that program's efficacy data to meet this requirement.

41 B. Upon successful completion of a classroom-based alternative preparation program, an
42 individual may apply for an Arizona Classroom-Based Standard Teaching certificate with:

- 43 1. Verification of satisfactory progress and achievement with students
- 44 2. Demonstration of subject knowledge proficiency with:
 - 45 a. Verification of teaching courses relevant to a content area or subject matter for the last two
46 consecutive years, and for a total of at least three years at one or more accredited
47 postsecondary institutions; or
 - 48 b. A bachelor's, master's or doctoral degree from an accredited institution in the applicable
49 subject area; or
 - 50 c. Verification of a minimum of five years of experience in the applicable subject area of
51 certification; or

- 1 d. Three years of verified teaching experience in the same area of certification in which the
2 individual is applying for certification; or
3 e. A passing score on the applicable subject knowledge portion of the Arizona Educator
4 Proficiency Assessment
5 3. Demonstration of professional knowledge proficiency with:
6 a. Three years of verified teaching experience in the same area of certification in which the
7 individual is applying for certification; or
8 b. A passing score on the applicable professional knowledge portion of the Arizona Educator
9 Proficiency Assessment
10 c. a valid fingerprint card issued by the Arizona Department of Public Safety
11 C. An individual seeking certification who was teaching courses or subjects tested by the
12 statewide assessment must also provide:
13 1. Verified evidence of two years of full-time teaching; and
14 2. Verified evidence that the individual's students performed at grade level; or
15 3. Verified evidence that the individual's students achieved at least one year of academic growth
16 at a rate equivalent to the state average for the students' associated peer groups
17

DRAFT

1 **A.A.C. R7-2-607. General Certification Provisions**

2 A. The evaluation to determine qualification for certification shall not begin until an institutional
3 recommendation or application for certification and official transcripts, and the appropriate fees
4 have been received by the Department. Course descriptions, verification of employment, and
5 other documents may also be required for the evaluation.

6 B. Unless otherwise specified, a standard certificate shall be issued for twelve years and may
7 be issued with deficiencies. Applicants may receive a standard certificate with the following
8 deficiencies of requirements to be completed within three years: research-based phonics;
9 reading instruction including students with dyslexia; professionalism and ethics; and U.S. and
10 Arizona Constitutions. If an applicant fails to meet these requirements within the prescribed time
11 period, the Department of Education or the Board may temporarily suspend the standard
12 certificate, but the suspension is not considered a disciplinary action and the individual shall be
13 allowed to correct the deficiency within the remaining time of the standard certification.

14 C. The effective date of a new certificate shall be the date the evaluation is completed by the
15 Department. The effective date of a renewed certificate shall be the date the evaluation for
16 renewal is completed by the Department.

17 C. Unless otherwise specified, all certificates and provisional endorsements issued for three
18 years or less shall expire on the date of issuance in the year of expiration. All certificates issued
19 for more than three years shall expire on the holder's birth date in the year of expiration.

20 D. If an applicant has not met all the requirements for the certificate or endorsement at the
21 time of evaluation, the applicant shall have a maximum of 60 days to complete those
22 requirements and request re-evaluation.

23 E. Only those degrees awarded by an accredited institution shall be considered to satisfy the
24 requirements for certification.

25 F. Professional preparation programs, courses, practica, and examinations required for
26 certification shall be taken at an accredited institution or a Board-approved teacher preparation
27 program.

28 G. Only those courses in which the applicant received a passing grade or credit shall be
29 considered to satisfy the requirements for certification.

30 H. All certificates issued by the Board before the effective date of this Article are considered to
31 have been issued in conformance with these rules.

32 I. The Board shall issue a comparable Arizona certificate, if one has been established by R7-
33 2-608, R7-2-609, R7-2-610, R7-2-611, R7-2-612, or R7-2-613, and shall waive the requirements
34 for passing the comparable professional knowledge, subject knowledge, and performance
35 portions of the Arizona Teacher Educator Proficiency Assessment, to an applicant who holds
36 current comparable certification from the National Board for Professional Teaching Standards.

37 J. If the applicant has three years of verified teaching or administrative experience in any
38 state, including Arizona, regarding the comparable certification or endorsement in which the
39 person is applying for certification in this state, the applicant is exempt from obtaining a passing
40 score on the Arizona Educator Proficiency Assessments.

41 K. An applicant is exempt from the testing requirements for Arizona certificates if the applicant
42 passed corresponding portions of the professional and subject knowledge examinations
43 adopted by a state agency in another state that are substantially similar to the Arizona Educator
44 Proficiency Assessments.

45 ~~K.~~ L. The applicant is exempt from the subject knowledge portion of the Arizona Educator
46 Proficiency Assessment if:

47 a. The applicant provides verification of teaching courses relevant to a content area or subject
48 matter for the last two consecutive years, and for a total of at least three years at one or more
49 accredited postsecondary institutions; or

1 b. The applicant obtained a bachelor's, master's or doctoral degree from an accredited
2 institution in the applicable subject area; or

3 c. The applicant provides verification of a minimum of five years of work experience in the
4 applicable subject area of certification.

5 ~~J. L. M.~~ Teachers in grades six through ~~12~~ twelve whose primary assignment is in an
6 academic subject required pursuant to R7-2-301, and R7-2-302, R7-302.01 ~~and~~ R7-302.02
7 shall hold a certificate, endorsement, or approved area in the assigned subject or demonstrate
8 proficiency by passing the appropriate subject area portion of the Arizona Teacher Educator
9 Proficiency Assessment or as provided in subsection (K). The subject areas of demonstrated
10 proficiency shall be specified on the certificate. If a proficiency assessment is not offered in a
11 subject area, an approved area shall consist of a minimum of 24 semester hours of courses in
12 the subject.

13 ~~K. M. N.~~ If a language assessment is not offered through the Arizona Teacher Educator
14 Proficiency Assessment, a passing score on a nationally accredited test of a foreign language
15 approved by the Board may demonstrate proficiency of that foreign language in lieu of the 24
16 semester hours of courses in that subject.

17 ~~L. N. O.~~ A teacher's language proficiency in a Native American language shall be verified by a
18 person, persons, or entity designated by the appropriate tribe in lieu of the 24 semester hours of
19 courses in that subject.

20 ~~M. O. P.~~ Teachers of homebound students shall hold the same certificate that is required of a
21 classroom teacher.

22 ~~N. P. Q.~~ Fingerprint clearance cards shall be issued by the Arizona Department of Public
23 Safety.

24 ~~O. Q. R.~~ A person who surrenders their teaching certificate for any reason shall not submit an
25 application for certification with the Board for a period of five years. A person re-applying after
26 the five-year ban must apply under the current rules at the time of re-application.

27 ~~R. S.~~ A teacher with National Board Certification in the subject area(s) the applicant is
28 seeking certification(s) is exempt from the professional knowledge and the subject knowledge
29 portions of the Arizona Educator Proficiency Assessments.

30 T. Notwithstanding any other provision, an individual with a deficiency in the Arizona and U.S.
31 Constitutions who teaches an academic course that focuses primarily on history, government,
32 social studies, citizenship, law or civics shall be issued a certificate not to exceed one year.
33

1 **A.A.C. R7-2-608. Early Childhood Teaching Certificates**

2 A. ~~By July 1, 2012, either a provisional or a A~~ standard early childhood education certificate
3 shall be required for individuals teaching in public school early childhood education programs,
4 except as provided in R7-2-611 or in R7-2-615(L)(N). For individuals teaching in grades one
5 kindergarten through three, this certificate is optional. An Early Childhood Special Education
6 certificate as described in R7-2-611 is not required for individuals who hold the Early Childhood
7 Teaching Certificate as described in this Section in combination with an Arizona cross-
8 categorical mild-moderate disabilities, specialized special education, or moderate to severe
9 disabilities ~~moderately to severely disabled~~ severe and profound teaching certificate as
10 described in R7-2-611.

11 B. For the purposes of this rule, public school early childhood education programs ~~are defined~~
12 ~~as means~~ education programs provided by local education agencies, including their sub-
13 grantees and contracted providers, for children birth through age 8 for the purpose of providing
14 academically and developmentally appropriate learning opportunities that are standards-based
15 with defined curriculum and comprehensive in content to include all appropriate developmental
16 and academic areas as defined by the Arizona Early Childhood Education Standards or the
17 Arizona K-12 Academic Standards approved by the Board. ~~The Arizona Early Childhood~~
18 ~~Education Standards: Arizona Department of Education, 1535 West Jefferson Street, Phoenix,~~
19 ~~AZ 85007, were adopted by the State Board of Education in June 2003 and the Arizona K-12~~
20 ~~Academic Standards: Arizona Department of Education, 1535 West Jefferson Street, Phoenix,~~
21 ~~AZ 85007, were adopted by the State Board of Education as follows: Arts, April 1997;~~
22 ~~Comprehensive Health/PE, April 1997; Foreign and Native Language, April 1997; Mathematics,~~
23 ~~March 2003; Reading, March 2003; Science, May 2004; Social Studies, March 2000;~~
24 ~~Technology, September 2000; Workplace Skills, March 1997; and Writing, June 2004, are~~
25 ~~incorporated by reference and are on file with the Arizona Department of Education. This~~
26 ~~incorporation by reference contains no further editions or amendments. Copies of the~~
27 ~~incorporated material are available for review at Arizona Department of Education, 1535 West~~
28 ~~Jefferson Street, Phoenix, AZ 85007 or on the Arizona Department of Education web site at~~
29 ~~www.ade.az.gov/standards. Public school early childhood education programs include, but are~~
30 ~~not limited to, half-day and full-day kindergarten programs, Early 2 Childhood Block Grant~~
31 ~~programs pursuant to A.R.S. § 15-1251, Family Literacy Programs for preschool children~~
32 ~~pursuant to A.R.S. § 15-191.01, and public school-administered early childhood education~~
33 ~~programs funded in whole or part with federal funds, such as the Head Start or Even Start~~
34 ~~programs, provided nothing in these rules conflicts with the terms of the federal grant. Extended~~
35 ~~day child care programs provided by local educational agencies are not considered early~~
36 ~~childhood education programs for purposes of this rule unless the program meets the definition~~
37 ~~of a public school early childhood education program set forth above.~~

38 C. Except as noted, all certificates are subject to the general certification provisions in R7-2-
39 607 and the renewal requirements in R7-2-619.

40 D. Provisional Standard Professional Early Childhood Education Certificate – birth through
41 age 8 or through grade three.

42 1. ~~This certificate is valid for three years and is not renewable but may be extended once for~~
43 ~~two years, upon written request of the holder to the Department, if the requirements in~~
44 ~~subsection (E)(3) have not been met.~~

45 2. The requirements are:

46 a. A bachelor's degree, and

47 b. One of the following:

48 i. Completion of a teacher preparation program in early childhood education from an
49 accredited institution or a teacher preparation program approved by the Board, or

- 1 ii. Early childhood education coursework and practicum experience which teaches the
2 knowledge and skills described in R7-2-602 and includes both of the following:
- 3 (1) Thirty-seven semester hours of early childhood education courses to include all of
4 the following areas of study:
- 5 (a) Foundations of early childhood education;
6 (b) Child guidance and classroom management;
7 (c) Characteristics and quality practices for typical and atypical behaviors of young children;
8 (d) Child growth and development, including health, safety and nutrition;
9 (e) Child, family, cultural and community relationships;
10 (f) Developmentally appropriate instructional methodologies for teaching language, math,
11 science, social studies and the arts;
12 (g) Early language and literacy development;
13 (h) Assessing, monitoring and reporting progress of young children; and
14 (2) A minimum of eight semester hours of practicum, including:
- 15 (a) A minimum of four semester hours in a supervised field experience, practicum, internship
16 or student teaching setting serving children birth through preschool. One year of full-time
17 verified teaching experience with children in birth through preschool may substitute for this
18 student teaching experience. This verification may come from a school-based education
19 program or center-based program licensed by the Department of Health Services or regulated
20 by tribal or military authorities; and
21 (b) A minimum of four semester hours in a supervised student teaching setting serving
22 children in kindergarten through grade three. One year of full-time verified teaching experience
23 with children in kindergarten through grade three in an accredited school may substitute for this
24 student teaching experience; or
- 25 iii. A valid early childhood education certificate from another state.
26 c. A valid Fingerprint Clearance Card issued by the Arizona Department of Public Safety, and
27 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
28 Assessment once that portion of the AEPA is adopted by the Board, and
29 e. A passing score on the early childhood subject knowledge portion of the Arizona Educator
30 Proficiency Assessment once that portion of the AEPA is adopted by the Board.
- 31 ~~E. Standard Early Childhood Education Certificate – birth through age 8 or through grade~~
32 ~~three.~~
- 33 ~~1. By July 1, 2012, either a provisional or a standard early childhood education certificate shall~~
34 ~~be required for individuals teaching in public school early childhood education programs, except~~
35 ~~as provided in R7-2-611 or in R7-2-615(L). For individuals teaching in grades one through three,~~
36 ~~this certificate is optional.~~
- 37 ~~2. This certificate is valid for six years.~~
- 38 ~~3. The requirements are:~~
- 39 ~~a. Qualification for the Provisional Early Childhood Education Certificate; and~~
40 ~~b. Two years of verified teaching experience, during the valid period of the Provisional Early~~
41 ~~Childhood Education Certificate, with children birth through age 8 or grade three in a school-~~
42 ~~based education program or center-based program licensed by the Department of Health~~
43 ~~Services or regulated by Tribal or military authorities; and~~
44 ~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
- 45 ~~4. An individual may also qualify for a Standard Early Childhood Education Certificate if the~~
46 ~~individual:~~
- 47 ~~a. Holds current National Board Certification in Early Childhood, and~~
48 ~~b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public Safety.~~
- 49 E. Standard Professional Early Childhood Education Certificate – birth through age 8 or
50 through grade three for applications received on and after August 1, 2018.

- 1 1. The requirements include all of the following:
- 2 a. A bachelor's degree;
- 3 b. Completion of a teacher preparation program in early childhood education from a Board-
- 4 approved educator preparation program or from an accredited institution offering substantially
- 5 similar training addressing the following topics and any others as required by law:
- 6 i. Research-based systematic phonics, including early language and literacy development;
- 7 ii. Research-based instructional strategies for delivering differentiated reading instruction,
- 8 assessment, intervention and remediation to support readers of varying ages and ability
- 9 levels, including students with dyslexia;
- 10 iii. Foundations of early childhood education;
- 11 iv. Teaching students with exceptionalities;
- 12 v. Child guidance and classroom management, including characteristics and quality practices
- 13 for typical and atypical behaviors of young children;
- 14 vi. Child growth and development, including health, safety and nutrition;
- 15 vii. Child, family, cultural and community relationships;
- 16 viii. Developmentally appropriate instructional methodologies for teaching language, math,
- 17 science, social studies and the arts;
- 18 ix. Assessing, monitoring and reporting progress of young children; and
- 19 x. Instructional design and lesson planning, including modifications and accommodations;
- 20 xi. Practicum as described in R7-2-604 serving children birth through preschool;
- 21 xii. Professional responsibility and ethical conduct; and
- 22 xiii. Twelve week capstone experience as described in R7-2-604 children in kindergarten
- 23 through grade three, which may be completed during the valid period of a teaching intern or
- 24 student teaching intern certificate. For individuals seeking dual certification, any capstone
- 25 experience requirements may be met through separate eight-week capstone experiences in
- 26 each of the certification areas sought.
- 27 c. A valid Fingerprint Clearance Card issued by the Arizona Department of Public Safety;
- 28 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
- 29 Assessment; and
- 30 e. A passing score on the early childhood subject knowledge portion of the Arizona Educator
- 31 Proficiency Assessment.
- 32 3. Applicants may meet the requirements in subsection (E)(1)(b) with the submission of an
- 33 application for the Standard Professional Early Childhood Education certificate that includes
- 34 evidence of one year of verified full-time teaching experience serving children birth through
- 35 grade three, and training or coursework which teaches the knowledge and skills described in
- 36 R7-2-602 and subsections (E)(1)(b)(i)-(xii). One year of verified full-time teaching experience
- 37 serving children in kindergarten through grade three may be substituted for the capstone
- 38 experience.

1 **A.A.C. R7-2-609. Elementary Teaching Certificates**

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

4 B. ~~Provisional Standard Professional Elementary Certificate – grades K through eight~~

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

7 ~~2. The requirements are:~~

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

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

10 ~~i. Completion of a teacher preparation program in elementary education from an accredited~~
11 ~~institution or a Board-approved teacher preparation program, described in R7-2-604; or~~

12 ~~ii. Forty-five semester hours of education courses which teach the knowledge and skills~~
13 ~~described in R7-2-602, including at least eight semester hours of practicum in grades K through~~
14 ~~eight. Two years of verified teaching experience in grades Prekindergarten through eight may~~
15 ~~be substituted for the eight semester hours of practicum; or~~

16 ~~iii. A valid elementary certificate from another state.~~

17 ~~c. A passing score on the professional knowledge portion of the Arizona Teacher Educator~~
18 ~~Proficiency Assessment;~~

19 ~~d. A passing score on the elementary education subject knowledge portion of the Arizona~~
20 ~~Teacher Educator Proficiency Assessment; and~~

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

22 ~~C. Standard Elementary Certificate – grades K through eight~~

23 ~~1. The certificate is valid for six years.~~

24 ~~2. The requirements are:~~

25 ~~a. A provisional elementary certificate;~~

26 ~~b. A passing score on the performance portion of the Arizona Teacher Proficiency~~
27 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
28 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
29 ~~requirement;~~

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

31 ~~d. f. Forty-five hours or three semester hours of instruction in research-based systematic~~
32 ~~phonics. An accredited institution or other provider may provide this instruction.~~

33 C. Standard Professional Elementary Certificate – grades kindergarten through eight for
34 applications received on and after August 1, 2018.

35 1. The requirements include all of the following:

36 a. A bachelor's degree;

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

40 i. Research-based systematic phonics, including language and literacy development;

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

44 iii. Developmentally appropriate instructional delivery, facilitation and methodologies for
45 teaching language, math, science, social studies and the arts;

46 iv. Instructional design and lesson planning, including modifications, and accommodations;

47 v. The learning environment, including classroom management;

48 vi. Assessing, monitoring and reporting progress;

49 vii. Teaching students with exceptionalities;

50 viii. Professional responsibility and ethical conduct; and

1 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades kindergarten
2 through eight, which may be completed during the valid period of a teaching intern or student
3 teaching intern certificate. One year of verified full-time teaching experience in grades
4 kindergarten through eight may be substituted for the capstone experience requirement. For
5 individuals seeking dual certification, any capstone experience requirements may be met
6 through separate eight-week capstone experiences in each of the certification areas sought.

7 c. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
8 Assessment;

9 d. A passing score on the elementary education subject knowledge portion of the Arizona
10 Educator Proficiency Assessment; and

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

12 2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an
13 application for the Standard Professional Elementary certificate that includes evidence of two
14 years of verified full-time teaching experience in grades kindergarten through eight, and training
15 or coursework which teaches the knowledge and skills described in R7-2-602 and subsections
16 (C)(1)(b)(i)-(viii). One year of verified full-time teaching experience in grades kindergarten
17 through eight may be substituted for the capstone experience.

1 **A.A.C. R7-2-610. Secondary Teaching Certificates**

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

4 B. ~~Provisional Standard Professional Secondary Certificate~~ - grades six through 12

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

7 2. The requirements are:

8 a. A bachelor's degree,

9 b. One of the following:

10 i. Completion of a teacher preparation program in secondary education from an accredited
11 institution or a Board-approved teacher preparation program, described in R7-2-604; or

12 ii. Thirty semester hours of education courses which teach the knowledge and skills described
13 in R7-2-602, including at least eight semester hours of practicum in grades six through 12. Two
14 years of verified teaching experience in grades six through postsecondary may substitute for the
15 eight semester hours of practicum; or

16 iii. A valid secondary certificate from another state.

17 c. A passing score on one or more subject knowledge portions of the Arizona ~~Teacher~~
18 Educator Proficiency Assessment;

19 d. A passing score on the professional knowledge portion of the Arizona ~~Teacher~~Educator
20 Proficiency Assessment; and

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

22 ~~C. Standard Secondary Certificate~~ - grades six through 12

23 1. ~~The certificate is valid for six years.~~

24 2. ~~The requirements are:~~

25 a. ~~A provisional secondary certificate;~~

26 b. ~~A passing score on the performance portion of the Arizona Teacher Proficiency~~
27 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
28 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
29 ~~requirement; and~~

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

31 C. Standard Professional Secondary Certificate - grades six through 12 for applications
32 received on and after August 1, 2018.

33 1. The requirements include all of the following:

34 a. A bachelor's degree;

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

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

41 ii. Instructional design and lesson planning, including modifications and accommodations;

42 iii. The learning environment, including classroom management;

43 iv. Developmentally appropriate instructional delivery, facilitation and methodologies;

44 v. Assessing, monitoring and reporting progress;

45 vi. Teaching students with exceptionalities;

46 vii. Professional responsibility and ethical conduct;

47 viii. Twelve weeks of capstone experience as described in R7-2-604 in grades six through
48 postsecondary, which may be completed during the valid period of a teaching intern or student
49 teaching intern certificate; one year of verified full-time teaching experience in grades six
50 through postsecondary may substitute for the capstone experience requirement. For individuals

1 seeking dual certification, any capstone experience requirements may be met through separate
2 eight-week capstone experiences in each of the certification areas sought.

3 c. A passing score on one or more subject knowledge portions of the Arizona Educator
4 Proficiency Assessment;

5 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
6 Assessment; and

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

8 2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an
9 application for the Standard Professional Secondary certificate that includes evidence of two
10 years of verified full-time teaching experience in grades six through postsecondary, and training
11 or coursework which teaches the knowledge and skills described in R7-2-602 and subsections
12 (C)(1)(b)(i)-(vii). One year of verified full-time teaching experience in grades six through
13 postsecondary may be substituted for the capstone experience.

14 D. Specialized Secondary Certificate — Science, Technology, Engineering or Mathematics —
15 grades seven through 12

16 1. The certificate is valid for six years.

17 2. The requirements are:

18 a. A bachelor's degree;

19 b. Completion of training in structured English immersion as prescribed by the Arizona State
20 Board of Education;

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

22 d. One of the following options:

23 i. Option A — Postsecondary teaching experience — science, technology, engineering or
24 mathematics

25 a) Have taught science, technology, engineering or mathematics courses for the last two
26 consecutive years, and for a total of at least three years, at one or more regionally or nationally
27 accredited public or private postsecondary institutions, to be demonstrated by providing written
28 proof of employment from each applicable qualifying postsecondary institution, including specific
29 durations of employment and the nature of the teaching assignment; and

30 b) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject
31 that is specific to science, technology, engineering or mathematics or a passing score the
32 professional knowledge portion of the Arizona Teacher Proficiency Assessment.

33 ii. Option B — Work experience — science, technology, engineering or mathematics:

34 a) A passing score on the professional knowledge portion of the Arizona Teacher Proficiency
35 Assessment;

36 b) Have ten or more years of work experience in science, technology, engineering or
37 mathematics, to be demonstrated by providing written proof of employment from each
38 applicable employer, including specific durations of employment and the nature of the
39 assignment; and

40 e) Demonstrate adequate subject matter knowledge through either:

41 (i) A baccalaureate degree, a master's degree or a doctoral degree in an academic subject
42 that is specific to science, technology, engineering or mathematics;

43 (ii) Twenty-four hours of relevant coursework in an academic subject that is specific to
44 science, technology, engineering or mathematics; or

45 (iii) A passing score the professional knowledge portion of the Arizona Teacher Proficiency
46 Assessment.

47 D. Notwithstanding any other provision, individuals seeking a secondary certificate with an
48 approved area in science, technology, engineering or mathematics are exempted from the
49 requirements of a passing score on one or more subject knowledge portions of the Arizona
50 Educator Proficiency Assessment based on:

- 1 1. Verified work experience of five or more years in science, technology, engineering or
- 2 mathematics; and
- 3 2. Demonstrated adequate knowledge of science, technology, engineering or mathematics by
- 4 a. master's or a doctoral degree in an academic subject that is specific to science, technology,
- 5 engineering or mathematics; or
- 6 b. Twenty-four hours of relevant coursework in an academic subject that is specific to science,
- 7 technology, engineering or mathematics.

DRAFT

1 **A.A.C. R7-2-610.01 Secondary Teaching Certificates**

2 **Specialized Secondary Certificate – Science, Technology, Engineering or Mathematics – grades**
3 **six through twelve**

4 **A. The requirements are:**

5 **1. One of the following:**

6 **a. Demonstrate expertise in the subject matter knowledge through:**

7 **i. A bachelor's, master's or a doctoral degree in an academic subject that is specific to**
8 **science, technology, engineering or mathematics; or**

9 **ii. Twenty-four hours of relevant coursework in an academic subject that is specific to science,**
10 **technology, engineering or mathematics; or**

11 **iii. Verified teaching experience for the last two consecutive years, and for a total of at least**
12 **three years at one or more accredited postsecondary institutions in science, technology,**
13 **engineering or mathematics**

14 **2. Verified work experience of five or more years in science, technology, engineering or**
15 **mathematics**

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

17 **B. An individual who meets the requirements of this section is exempt from the competency**
18 **requirements of the United States and Arizona Constitutions, and the professional knowledge**
19 **and the subject knowledge portions of the Arizona Educator Proficiency Assessments.**

1 **A.A.C. R7-2-610.02 Secondary Teaching Certificates**

2 **Subject Matter Expert Standard Teaching Certificate – grades six through twelve**

3 **A. The requirements are:**

4 **1. One of the following:**

5 **a. Verified teaching experience for the last two consecutive years, and for a total of at least**
6 **three years at one or more accredited postsecondary institutions in the applicable subject area**
7 **of certification. An individual seeking certification pursuant to this subdivision is exempt from**
8 **passing the professional knowledge portion of the Arizona Educator Proficiency Assessment; or**

9 **b. A bachelor's, master's or doctoral degree from an accredited postsecondary institution in**
10 **the applicable subject area of certification; or**

11 **c. Verification of expertise through work experience of a minimum of five years in the**
12 **applicable area of certification**

13 **2. A passing score on the professional knowledge Arizona Educator Proficiency Assessment**
14 **within two years except as provided by subsection (A)(1)(a). If an applicant fails to meet this**
15 **requirement within two years, the Department of Education or the Board may temporarily**
16 **suspend the standard certificate, but the suspension is not considered a disciplinary action and**
17 **the individual shall be allowed to correct the deficiency within the remaining time of the standard**
18 **certification.**

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

20 **B. An individual who meets the requirements of this section is exempt from the competency**
21 **requirements of the United States and Arizona Constitutions and the subject knowledge portion**
22 **of the Arizona Educator Proficiency Assessment.**

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

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

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

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

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

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

22 3. The requirements are:

23 a. A bachelor's degree,

24 b. One of the following:

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

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

29 iii. Semester hours of education courses as follows:

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

39 (2) For applications received on and after January 1, 2016: Forty-five semester hours of
40 education courses which teach the standards described in R7-2-602, including 37 semester
41 hours of special education courses with shall include:

42 (a) Foundations of special education;

43 (b) Legal aspects;

44 (c) Effective collaboration and communication practices;

45 (d) Research-based instruction in math;

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

47 (f) Classroom management and behavior analysis;

48 (g) Assessment and eligibility;

49 (h) Language development and disorders;

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

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

6 d. A passing score on the special education portion of the Arizona Teacher Educator
7 Proficiency Assessment, and

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

9 ~~D. Standard Cross-Categorical Special Education Certificate—grades K through 12 for~~
10 ~~applications received through December 31, 2015, and Standard Mild-Moderate Disabilities~~
11 ~~Special Education Certificate grades K through 12 for applications received on and after~~
12 ~~January 1, 2016.~~

13 ~~1. The certificate is valid for six years.~~

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

17 ~~3. The requirements are:~~

18 ~~a. A provisional cross-categorical Special Education certificate or mild-moderate disabilities~~
19 ~~special education certificate;~~

20 ~~b. A passing score on the performance portion of the Arizona Teacher Proficiency~~
21 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
22 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
23 ~~requirement; and~~

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

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

27 1. The holder is qualified to teach students with mild to moderate autism, intellectual
28 disabilities, traumatic brain injury, emotional disability, specific learning disability, multiple
29 disabilities, speech or language impairment, orthopedic impairments and/or other health
30 impairments.

31 2. The requirements include all of the following:

32 a. A bachelor's degree;

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

36 i. Research-based systematic phonics;

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

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

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

42 v. Instructional delivery, facilitation and methodologies;

43 vi. Legal aspects of special education, including individualized education programs and
44 transition planning;

45 vii. Effective collaboration and communication practices, including modifications and
46 accommodations;

47 viii. Research-based instruction in math;

48 ix. Research-based instruction in English language arts;

49 x. Assessment and eligibility, including monitoring and reporting requirements;

50 xi. Language development and disorders;

1 xii. Professional responsibility and ethical conduct;
2 xiii. Twelve weeks of capstone experience as described in R7-2-604 in mild-moderate special
3 education in grades kindergarten through twelve, which may be completed during the valid
4 period of a teaching intern certificate. One year of verified teaching experience in mild-
5 moderate special education in grades kindergarten through twelve may substitute for the
6 capstone experience requirement. For individuals seeking dual certification, any capstone
7 experience requirements may be met through separate eight-week capstone experiences in
8 each of the certification areas sought.

9 c. A passing score on the special education professional knowledge portion of the Arizona
10 Educator Proficiency Assessment;

11 d. A passing score on the elementary education subject knowledge portion of the Arizona
12 Educator Proficiency Assessment; and

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

14 3. Applicants may meet the requirements in subsection (D)(2)(b) with the submission of an
15 application for the Standard Professional Mild-Moderate Disabilities Special Education
16 Certificate grades kindergarten through twelve that includes evidence of two years of verified
17 full-time teaching experience in mild to moderate disabilities special education in grades
18 kindergarten through twelve and training or coursework which teaches the knowledge and skills
19 described in R7-2-602 and subsections (D)(2)(b)(i)-(xii). One year of verified full-time teaching
20 experience in mild to moderate disabilities special education in grades kindergarten through
21 twelve may be substituted for the capstone experience.

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

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

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

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

30 4. The requirements are:

31 a. A bachelor's degree,

32 b. One of the following:

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

35 ii. Forty-five semester hours of education courses which teach the knowledge and skills
36 described in R7-2-602, including 21 semester hours of special education courses and eight
37 semester hours of practicum in the designated area of disability. Special education courses
38 shall include survey of exceptional students, teaching methodologies for students with
39 disabilities, foundations of instruction in the designated area of disability, and diagnosis and
40 assessment of disabilities. Two years of verified teaching experience in the area of disability in
41 grades K through 12 may be substituted for the eight semester hours of practicum; or

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

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

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

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

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

49 1. The certificate is valid for ~~six~~ twelve years.

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

4 3. The requirements are:

5 a. A provisional Special Education certificate;

6 b. A passing score on the performance portion of the Arizona ~~Teacher~~ Educator Proficiency
7 Assessment. If a performance portion of the Proficiency Assessment has not been adopted by
8 the Board, two years of verified full-time teaching experience may be used to fulfill this
9 requirement; and

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

11 G. ~~Provisional~~ Standard Professional Severely and Profoundly Disabled Certificate – grades
12 K through 12.

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

15 ~~2-~~ The holder is qualified to teach students with severe and profound disabilities.

16 ~~3-~~ 2. The requirements are:

17 a. A bachelor's degree,

18 b. One of the following:

19 i. Completion of a teacher preparation program in severely and profoundly disabled education
20 from an accredited institution; or

21 ii. A valid severe and profound special education certificate from another state; or

22 iii. Semester hours of education courses as follows:

23 (1) For applications received through December 31, 2015: Forty-five semester hours of
24 education courses which teach the knowledge and skills described in R7-2-602, including 21
25 semester hours of special education courses and eight semester hours of practicum. Special
26 education courses shall include survey of exceptional students, teaching methodologies for
27 students with severe and profound disabilities, foundations of instruction of students with severe
28 and profound disabilities, and diagnostic and assessment procedures for students with severe
29 and profound disabilities. Two years of verified teaching experience with students in grades
30 PreK-12 who are severely and profoundly disabled may be substituted for the eight semester
31 hours of practicum; or

32 (2) For applications received on and after January 1, 2016: Forty-five semester hours of
33 education courses which teach the standards described in R7-2-602, including 37 semester
34 hours of special education courses with shall include:

35 (a) Foundations low incidence disabilities;

36 (b) Legal aspects;

37 (c) Effective collaboration and communication practices;

38 (d) Adaptive communication;

39 (e) Instructional strategies across the curriculum;

40 (f) Classroom management and behavior analysis;

41 (g) Assessment and eligibility;

42 (h) Electives; and a minimum of eight semester hours of practicum with students with severe
43 and profound disabilities. Two years of verified teaching experience in special education in
44 grades K through 12 who have severe and profound disabilities may substitute for the eight
45 semester hours of practicum.

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

48 d. A passing score on the severely and profoundly disabled special education portion of the
49 Arizona ~~Teacher~~ Educator Proficiency Assessment, and

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

1 ~~H. Standard Severely and Profoundly Disabled Certificate—grades K through 12.~~
2 ~~1. The certificate is valid for six years.~~
3 ~~2. The holder is qualified to teach students with severe and profound disabilities.~~
4 ~~3. The requirements are:~~
5 ~~a. A provisional severely and profoundly disabled certificate;~~
6 ~~b. A passing score on the performance portion of the Arizona Teacher Proficiency~~
7 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
8 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
9 ~~requirement; and~~
10 ~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
11 H. Standard Professional Moderate to Severe Disabilities Certificate – grades kindergarten
12 through twelve for applications received on or after August 1, 2018.
13 1. The holder is qualified to teach students with moderate to severe disabilities.
14 2. The requirements include all of the following:
15 a. A bachelor’s degree;
16 b. Completion of a teacher preparation program in moderate to severe disabilities education
17 from a Board-approved educator preparation program or from an accredited institution offering
18 substantially similar training addressing the following topics and any others as required by law:
19 i. Research-based systematic phonics;
20 ii. Research-based instructional strategies for delivering differentiated reading instruction,
21 assessment, intervention and remediation to support readers of varying ages and ability
22 levels, including students with dyslexia;
23 iii. Instructional design and lesson planning, including specially designed instruction;
24 iv. The learning environment, including classroom and individual behavioral management;
25 v. Instructional delivery, facilitation and methodologies for teaching research-based instruction
26 in math and English language arts;
27 vi. Legal aspects of special education, including individualized education programs and
28 transition planning;
29 vii. Effective collaboration and communication practices, including modifications and
30 accommodations;
31 viii. Adaptive communication, including language development and disorders;
32 ix. Assessment and eligibility, including monitoring and reporting requirements;
33 x. Professional responsibility and ethical conduct;
34 xi. Twelve weeks of capstone experience as described in R7-2-604 in special education in
35 moderate to severe disabilities grades K through 12, which may be completed during the valid
36 period of a teaching intern certificate. One year of verified full-time teaching experience in
37 special education in moderate to severe disabilities grades kindergarten through twelve may
38 substitute for the capstone experience requirement. For individuals seeking dual certification,
39 any capstone experience requirements may be met through separate eight-week capstone
40 experiences in each of the certification areas sought.
41 c. A passing score on the moderate to severe or severe and profound professional knowledge
42 portion of the Arizona Educator Proficiency Assessment,
43 d. A passing score on the elementary education subject knowledge portion of the Arizona
44 Educator Proficiency Assessment, and
45 e. A valid fingerprint card issued by the Arizona Department of Public Safety.
46 3. Applicants may meet the requirements in subsection (H)(2)(b) with the submission of an
47 application for the Standard Professional Moderate to Severe Disabilities Certificate grades
48 kindergarten through twelve that includes evidence of two years of verified full-time teaching
49 experience in moderate to severe disabilities special education in grades kindergarten through
50 twelve and training or coursework which teaches the knowledge and skills described in R7-2-

1 602 and subsections (H)(2)(b)(i)-(x). One year of verified full-time teaching experience in
2 moderate to severe disabilities special education in grades kindergarten through twelve may be
3 substituted for the capstone experience.

4 I. Provisional Standard Professional Hearing Impaired Certificate – birth through grade 12.

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

7 2. The requirements are:

8 a. A bachelor's degree,

9 b. One of the following:

10 i. Completion of a teacher preparation program in hearing impaired education from an
11 accredited institution; or

12 ii. Forty-five semester hours of education courses which teach the knowledge and skills
13 described in R7-2-602, including 21 semester hours of special education courses for the hearing
14 impaired and eight semester hours of practicum. Special education courses shall include survey
15 of exceptional students, teaching methodologies for students with hearing impairment,
16 foundations of instruction of students with hearing impairment, and diagnostic and assessment
17 procedures for the hearing impaired. Two years of verified teaching experience in the area of
18 hearing impaired in grades PreK-12 may be substituted for the eight semester hours of
19 practicum; or

20 iii. A valid hearing impaired certificate from another state.

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

23 d. A passing score on the hearing impaired special education portion of the Arizona ~~Teacher~~
24 Educator Proficiency Assessment, and

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

26 ~~J. Standard Hearing Impaired Certificate – birth through grade 12.~~

27 1. ~~The certificate is valid for six years.~~

28 2. ~~The requirements are:~~

29 a. ~~A provisional hearing impaired certificate;~~

30 b. ~~A passing score on the performance portion of the Arizona Teacher Proficiency~~
31 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
32 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
33 ~~requirement; and~~

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

35 K. Standard Professional Hearing Impaired Certificate – birth through grade twelve for
36 applications received on or after August 1, 2018.

37 1. The requirements include all of the following:

38 a. A bachelor's degree;

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

42 i. Research-based systematic phonics;

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

46 iii. Survey of exceptional students;

47 iv. Teaching methodologies for students with hearing impairment;

48 v. Foundations of instruction of students with hearing impairment;

49 vi. Diagnostic and assessment procedures for the hearing impaired;

50 vii. Professional responsibility and ethical conduct;

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

8 c. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
9 Assessment;

10 d. A passing score on the hearing impaired special education portion of the Arizona Educator
11 Proficiency Assessment; and

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

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

20 K. ~~L.~~ Provisional Standard Professional Visually Impaired Certificate – birth through grade 12.

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

23 2. The requirements are:

24 a. A bachelor's degree,

25 b. One of the following:

26 i. Completion of a teacher preparation program in visual impairment from an accredited
27 institution; or

28 ii. Forty-five semester hours of education courses which teach the knowledge and skills
29 described in R7-2-602, including 21 semester hours of special education courses for the visually
30 impaired and eight semester hours of practicum. Special education courses shall include survey
31 of exceptional students, teaching methodologies for students with visual impairment,
32 foundations of instruction of students with visual impairment, and diagnostic and assessment
33 procedures for the visually impaired. Two years of verified teaching experience in the area of
34 visually impaired in grades PreK-12 may be substituted for the eight semester hours of
35 practicum; or

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

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

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

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

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

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

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

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

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

1 ~~L. Standard Visually Impaired Certificate — birth through grade 12.~~
2 ~~1. The certificate is valid for six years.~~
3 ~~2. The requirements are:~~
4 ~~a. A provisional visually impaired certificate;~~
5 ~~b. A passing score on the performance portion of the Arizona Teacher Proficiency~~
6 ~~Assessment. If a performance portion of the Proficiency Assessment has not been adopted by~~
7 ~~the Board, two years of verified full-time teaching experience may be used to fulfill this~~
8 ~~requirement; and~~
9 ~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
10 M. Standard Professional Visually Impaired Certificate – birth through grade 12 for
11 applications received on or after August 1, 2018.
12 1. The requirements include all of the following:
13 a. A bachelor's degree;
14 b. Completion of a teacher preparation program in visual impairment from a Board-approved
15 educator preparation program or from an accredited institution offering substantially similar
16 training addressing the following topics and any others as required by law:
17 i. Research-based systematic phonics;
18 ii. Research-based instructional strategies for delivering differentiated reading instruction,
19 assessment, intervention and remediation to support readers of varying ages and ability levels,
20 including students with dyslexia;
21 iii. Survey of exceptional students;
22 iv. Teaching methodologies for students with visual impairment;
23 v. Foundations of instruction of students with visual impairment;
24 vi. Diagnostic and assessment procedures for the visually impaired;
25 vii. Professional responsibility and ethical conduct;
26 viii. Twelve weeks of capstone experience as described in R7-2-604 in visually impaired
27 special education birth through grade twelve, which may be completed during the valid period of
28 a teaching intern certificate. One year of verified full-time teaching experience in the area of
29 visually impaired in birth through grade twelve may be substituted for the capstone experience
30 requirement. For individuals seeking dual certification, any capstone experience requirements
31 may be met through separate eight-week capstone experiences in each of the certification
32 areas sought.
33 c. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
34 Assessment,
35 d. A passing score on the visually impaired special education portion of the Arizona Educator
36 Proficiency Assessment, and
37 e. Demonstration of competency in Braille through one of the following:
38 i. A passing score on the original version of the National Library of Congress certification
39 exam, or
40 ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress,
41 or
42 iii. A passing score on a Braille exam administered by another state, or
43 iv. A passing score on the Braille exam developed and administered by the University of
44 Arizona. Individuals who take this test and are not students at the University of Arizona may be
45 assessed a fee.
46 f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
47 3. Applicants may meet the requirements in subsection (M)(1)(b) with the submission of an
48 application for the Standard Professional Visually Impaired Certificate – birth through grade
49 twelve that includes evidence of two years of verified full-time teaching experience in visually
50 impaired special education birth through grade twelve and training or coursework which teaches

1 the knowledge and skills described in R7-2-602 and subsections (M)(1)(b)(i)-(vii). One year of
2 verified full-time teaching experience in visually impaired special education in birth through
3 grade twelve may be substituted for the capstone experience.

4 M. N. Provisional Standard Professional Early Childhood Special Education Certificate – birth
5 through 5 years for applications received through December 31, 2015, and birth through age 8
6 or grade 3 for applications received on and after January 1, 2016.

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

9 ~~2.~~ The requirements are:

10 a. A bachelor's degree,

11 b. One of the following:

12 i. Completion of a teacher preparation program in early childhood special education from an
13 accredited institution; or

14 ii. A valid early childhood special education certificate from another state; or

15 iii. Early childhood education coursework and practicum experience which teaches the
16 knowledge and skills described in R7-2-602 and includes the following:

17 (1) For applications received through December 31, 2015: Forty-five semester hours of
18 education courses which teach the standards described in R7-2-602, including child
19 development and learning, language development, social and emotional development,
20 curriculum development and implementation, and assessment and evaluation, early childhood
21 special education, and eight semester hours of practicum in early childhood special education.
22 Two years of verified teaching experience in the area of early childhood special education may
23 be substituted for the eight semester hours of practicum; or

24 (2) For applications received on and after January 1, 2016:

25 1. Thirty-seven semester hours of early childhood education courses which teach the
26 standards described in R7-2-602, to include all of the following areas of study:

27 a. Foundations early childhood education and special education;

28 b. Behavioral interventions for children with and without disabilities;

29 c. Characteristics and quality practices for typical and atypical behaviors of young children;

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

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

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

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

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

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

42 a. A minimum of four semester hours in a supervised field experience, practicum, internship or
43 student teaching setting serving children with identified special needs birth through preschool or
44 one year of full-time teaching experience with children identified with special needs birth
45 through preschool, and

46 b. A minimum of four semester hours in a supervised student teaching setting serving children
47 with identified special needs in kindergarten through grade 3 or one year of full time teaching
48 experience with children identified with special needs kindergarten through grade 3.

49 c. A passing score on the professional knowledge early childhood subject knowledge portion
50 of the Arizona Teacher Educator Proficiency Assessment,

1 d. A passing score on the early childhood special education portion of the Arizona Teacher
2 Educator Proficiency Assessment, and
3 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
4 ~~N. Standard Early Childhood Special Education Certificate—birth through 5 years for~~
5 ~~applications received through December 31, 2015, and birth through age 8 or grade 3 for~~
6 ~~applications received on and after January 1, 2016.~~
7 ~~1. The certificate is valid for six years.~~
8 ~~2. Requirements are:~~
9 ~~a. A provisional early childhood Special Education certificate;~~
10 ~~b. Passing score on the performance portion of the Arizona Teacher Proficiency Assessment.~~
11 ~~If a performance portion of the Proficiency Assessment has not been adopted by the Board, two~~
12 ~~years of verified full-time teaching experience may be used to fulfill this requirement; and~~
13 ~~c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~
14 O. Standard Professional Early Childhood Special Education Certificate – birth through age
15 eight or grade three for applications received on or after August 1, 2018.
16 1. The requirements include all of the following:
17 a. A bachelor’s degree;
18 b. Completion of a teacher preparation program in early childhood special education from a
19 Board-approved educator preparation program or from an accredited institution offering
20 substantially similar training addressing the following topics and any others as required by law:
21 i. Research-based systematic phonics;
22 ii. Research-based instructional strategies for delivering differentiated reading instruction,
23 assessment, intervention and remediation to support readers of varying ages and ability
24 levels, including students with dyslexia;
25 iii. Teaching students with exceptionalities;
26 iv. Characteristics and quality practices for typical and atypical behaviors of young children,
27 including behavioral interventions for children with and without disabilities;
28 v. Typical and atypical child growth and development, including health, safety and nutrition
29 with an emphasis on special health care needs for children birth through grade three;
30 vi. Child, family, cultural and community relationships including community organizations that
31 support and assist children with disabilities and their families;
32 vii. Developmentally appropriate instructional and inclusive methodologies for teaching social
33 and emotional development, language arts, math, science, social studies, the arts and diagnosis
34 and remediation of learning difficulties;
35 viii. Early language and literacy development including communication methods in early
36 childhood education/special education;
37 ix. Assessment and evaluation for early childhood special education to include observing,
38 assessing, monitoring and reporting on the progress of young children;
39 x. Substantial experience in practicum as described in R7-2-604 serving children with
40 exceptionalities birth through preschool;
41 xi. Professional responsibility and ethical conduct; and
42 xii. Twelve weeks of capstone experience as described in R7-2-604 serving children with
43 exceptionalities in kindergarten through grade three, which may be completed during the valid
44 period of a teaching intern certificate. For individuals seeking dual certification, any capstone
45 experience requirements may be met through separate eight-week capstone experiences in
46 each of the certification areas sought.
47 c. A passing score on the early childhood special education portion of the Arizona Educator
48 Proficiency Assessment,
49 d. A passing score on the professional knowledge early childhood subject knowledge portion
50 of the Arizona Educator Proficiency Assessment, and

1 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
2 3. Applicants may meet the requirements in subsection (O)(1)(b) with the submission of an
3 application for the Standard Professional Early Childhood Special Education Certificate – birth
4 through age eight or grade three that includes one year of verified full-time teaching experience
5 in early childhood special education serving children birth through prekindergarten and
6 kindergarten through grade three and training or coursework which teaches the knowledge and
7 skills described in R7-2-602 and subsections (O)(1)(b)(i)-(xi). One year of verified full-time
8 teaching experience in early childhood special education serving children birth through
9 prekindergarten and children kindergarten through grade three may be substituted for the
10 capstone experience.

DRAFT

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

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

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

5 1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural
6 resources and conservation; environmental design; landscape architecture; agricultural
7 biological engineering; forest engineering, biological and biomedical sciences; parks, recreation
8 and leisure facilities management; geological and earth sciences/geosciences;
9 veterinary/animal health technician/veterinary assistant; environmental health; and veterinary
10 medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-
11 165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street,
12 NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which
13 is incorporated by reference and on file with the Arizona Department of Education and the Office
14 of the Secretary of State. This incorporation by reference contains no future editions or
15 amendments. Copies of the incorporated materials are available for review at the Arizona
16 Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be
17 ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-
18 1398.

19 2. "Business and Marketing" means computer and information sciences and support services;
20 accounting and computer information services; business/commerce, general; business
21 administration, management and operations; accounting; business operations support and
22 assistant services; business/corporate communications; business/managerial economics;
23 entrepreneurial and small business operations; finance and financial management services;
24 hospitality administration/management; human resources management and services;
25 international business; management information systems and services; management sciences
26 and quantitative methods; marketing; real estate; taxation; insurance; general sales,
27 merchandising and related marketing operations; specialized sales, merchandising and
28 marketing operations; and business, management, marketing and related support services,
29 other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165),
30 U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW,
31 Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is
32 incorporated by reference and on file with the Arizona Department of Education and the Office
33 of the Secretary of State. This incorporation by reference contains no future editions or
34 amendments. Copies of the incorporated materials are available for review at the Arizona
35 Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be
36 ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-
37 1398.

38 3. "Career and Technical Education Field of Study" or "CTE Field of Study" means a field of
39 study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to
40 Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers,
41 Industrial and Emerging Technologies or Education and Training.

42 4. "Education and Training" means all occupational areas of secondary education and
43 teaching; junior high/intermediate/middle school education and teaching; elementary education
44 and teaching; kindergarten/preschool education and teaching; early childhood education and
45 teaching; adult education and teaching; and special education as described in Classification of
46 Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National
47 Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government
48 Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the
49 Arizona Department of Education and the Office of the Secretary of State. This incorporation by
50 reference contains no future editions or amendments. Copies of the incorporated materials are

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

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

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

33 7. "Industrial and Emerging Technologies" means audiovisual communications
34 technologies/technicians; graphic communications; cosmetology and personal grooming
35 services; electrical engineering technologies/technicians; electromechanical instrumentation and
36 maintenance technologies/technicians; environmental control technologies/technicians;
37 industrial production technologies/technicians; quality control and safety
38 technologies/technicians; mechanical engineering related technologies/technicians; mining and
39 petroleum technologies/technicians; construction engineering technologies; engineering-related
40 technologies; computer engineering technologies/technicians; drafting/design engineering
41 technologies/technicians; security and protective services; mason/masonry; carpenters;
42 electrical and power transmission installers; building/construction finishing, management and
43 inspection; electrical/electronics maintenance and repair technology; heating, air conditioning,
44 ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment
45 maintenance technologies; precision systems maintenance and repair technologies; vehicle
46 maintenance and repair technologies; precision metal working; construction/heavy
47 equipment/earthmoving equipment operation; design and visual communications, general;
48 commercial and advertising art; industrial design; commercial photography; and visual
49 performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES
50 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K
51 Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Codes

1 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the
2 Arizona Department of Education and the Office of the Secretary of State. This incorporation by
3 reference contains no future editions or amendments. Copies of the incorporated materials are
4 available for review at the Arizona Department of Education located at 1535 W. Jefferson
5 Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs,
6 P.O. Box 1398, Jessup, MD 20794-1398.

7 8. "Occupational Area" means employment in any of the areas identified in subsections B(1),
8 B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Education and
9 Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging
10 Technologies.

11 9. "Professional Knowledge" means the art of teaching including the knowledge and skills
12 necessary for instructional planning, delivery and evaluation in a career and technical education
13 setting.

14 10. "Subject Knowledge" means the information, understanding and skills specific to the broad
15 occupational area.

16 11. "Verified Work Experience" means written documentation from a current or former
17 supervisor for paid or unpaid work, a current school superintendent, or the Department of
18 Education Career and Technical Education Programmatic State Supervisor indicating that an
19 applicant for a career and technical education certificate performed work in a business or
20 industry setting related to the program to be taught as identified in subsections B(1), B(2), B(4),
21 B(5), B(6) and B(7).

22 **C. Provisional Standard Career and Technical Education (CTE) Certificate –CTE Field of** 23 **Study – grades K through 12**

24 1. ~~The requirements include all of the following: The certificate is valid for three years and is~~
25 ~~not renewable but may be extended once upon completion of the following:~~

26 a. ~~One half of the required semester hours of courses, or the equivalent with Department-CTE~~
27 ~~approved professional development, toward the requirements for the Standard CTE certificate.~~

28 b. ~~a. A passing score on the professional knowledge portion of the Arizona Teacher-Educator~~
29 ~~Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment.~~

30 2. ~~The requirements include all of the following:~~

31 a. ~~b. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

32 b. ~~c. At least one of the following options:~~

33 i. Option A – Bachelor's degree in the specified CTE field of study – requirements include all
34 of the following:

35 (1) A bachelor's or more advanced degree in the specified CTE field of study from an
36 accredited institution.

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

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

40 (4) Eighteen semester hours of courses in professional knowledge, to include any of the
41 following areas: principles/philosophy of career and technical education, operation of a career
42 and technical student organization, methods of teaching career and technical education,
43 curriculum design/development, instructional technology, educational philosophy, instructional
44 design/methodology, assessment/evaluation, or classroom management. Hours may be
45 obtained prior to issuance of the standard career and technical education certificate in the
46 specified CTE field of study. Eighteen semester hours may be obtained through Department-
47 CTE approved professional development. Fifteen clock hours equals one semester hour.

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

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

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

4 (3) Three semester hours of courses in career and technical education methods or content in
5 the specified CTE field of study.

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

8 (5) Twelve semester hours of courses in professional knowledge to include:

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

10 (b) Three semester hours of courses in professional knowledge to include any of the following
11 areas: principles/philosophy of career and technical education, operation of a career and
12 technical student organization, methods of teaching career and technical education, curriculum
13 design/development, instructional technology, educational philosophy, instructional
14 design/methodology, assessment/evaluation, or classroom management. Hours may be
15 obtained prior to issuance of the standard career and technical education certificate in the
16 specified CTE field of study. Twelve semester hours may be obtained through Department-CTE
17 approved professional development. Fifteen clock hours equals one semester hour; and

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

20 (1) Within three years, complete fifteen semester hours of courses in professional knowledge
21 to include any of the following areas: principles/philosophy of career and technical
22 education, operation of a career and technical student organization, methods of teaching
23 career and technical education, curriculum design/development, instructional
24 design/methodology, assessment/evaluation, instructional technology, educational
25 philosophy, or classroom management. Fifteen semester hours may be obtained through
26 Department-CTE approved professional development. Fifteen clock hours equals one
27 semester hour; and

28 (2) Within three years, a passing score on the professional knowledge portion of the Arizona
29 Educator Proficiency Assessment

30 iv. Option D – Bachelor's degree in the specified CTE field of study ~~education~~ teacher
31 preparation program – requirements include both of the following:

32 (1) A bachelor's or more advanced degree that included completion of a teacher preparation
33 program in the CTE field of study from an accredited institution, and

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

36 (3) Eighteen semester hours of courses in professional knowledge, to include any of the
37 following areas: principles/philosophy of career and technical education, operation of a career
38 and technical student organization, methods of teaching career and technical education,
39 curriculum design/development, instructional technology, educational philosophy, instructional
40 design/methodology, assessment/evaluation, or classroom management. Hours may be
41 obtained prior to issuance of the standard career and technical education certificate in the
42 specified CTE field of study. Eighteen semester hours may be obtained through Department-
43 CTE approved professional development. Fifteen clock hours equals one semester hour.

44 v. Option E – Subject Matter Expertise

45 (1) Demonstrate expertise in the subject matter knowledge through:

46 a) A bachelor's, master's or a doctoral degree in a subject that is specific to the course being
47 taught; or

48 b) Twenty-four hours of relevant coursework in a subject that is specific to the course being
49 taught; or

1 c) Verified teaching experience for the last two consecutive years, and for a total of at least
2 three years at one or more accredited postsecondary institutions in a subject that is specific to
3 the course being taught

4 (2) Verified work experience of five or more years in the subject area that is specific to the
5 course being taught

6 (3) Individuals seeking certification under Option E are exempt from the requirements of a
7 passing score on the professional knowledge portion of the Arizona Educator Proficiency
8 Assessment

9 ~~3. Applicants who qualify under option A, option B, or option C may may re-apply for the~~
10 ~~Provisional CTE certificate two months before its expiration date if they meet all of the following~~
11 ~~requirements:~~

12 ~~a. The certificate holder meets all requirements for the Standard CTE certificate except for~~
13 ~~two years of teacher evaluation(s) approved by a certified administrator, or the administrator's~~
14 ~~designee, in a secondary CTE school setting and issued during the term of the Arizona~~
15 ~~provisional CTE teaching certificate exhibiting satisfactory performance in the classroom; and~~

16 ~~b. The certificate holder submits verification that they did not teach for two years during the~~
17 ~~valid term of the Provisional CTE certificate.~~

18 **~~E. Standard Career and Technical Education (CTE) Certificate—CTE Field of Study—~~**
19 **~~grades K through 12.~~**

20 ~~1. The certificate is valid for eight years.~~

21 ~~2. The requirements include all of the following:~~

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

23 ~~b. At least one of the following options:~~

24 ~~i. Option A—Bachelor's degree in the specified CTE field of study—requirements include all~~
25 ~~of the following:~~

26 ~~(1) Qualification under subsection (C)(2)(b)(i), Option A for the provisional career and~~
27 ~~technical education certificate in the specified CTE Field of Study;~~

28 ~~(2) Eighteen semester hours of courses in professional knowledge, to include any of the~~
29 ~~following areas: principles/philosophy of career and technical education, operation of a career~~
30 ~~and technical student organization, methods of teaching career and technical education,~~
31 ~~curriculum design/development, instructional technology, educational philosophy, instructional~~
32 ~~design/methodology, assessment/evaluation, or classroom management. Hours may be~~
33 ~~obtained prior to issuance of the provisional career and technical education certificate in the~~
34 ~~specified CTE field of study. Eighteen semester hours may be obtained through Department-~~
35 ~~CTE approved professional development. Fifteen clock hours equals one semester hour.~~

36 ~~(3) Two years of teacher evaluation(s) approved by a certified administrator, or the~~
37 ~~administrator's designee, in a secondary CTE school setting and issued during the term of the~~
38 ~~Arizona provisional CTE teaching certificate in the specified CTE field of study exhibiting~~
39 ~~satisfactory performance in the classroom.~~

40 ~~ii. Option B—Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona~~
41 ~~CTE teaching certificate in another CTE field of study—requirements include all of the following:~~

42 ~~(1) Qualification under subsection (C)(2)(b)(ii), Option B for the provisional career and~~
43 ~~technical education certificate in the specified CTE field of study;~~

44 ~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the~~
45 ~~administrator's designee, in a secondary CTE school setting and issued during the term of the~~
46 ~~provisional career and technical education certificate in the specified CTE field of study~~
47 ~~exhibiting satisfactory performance in the classroom;~~

48 ~~(3) Twelve semester hours of courses in professional knowledge to include:~~

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

50 ~~(b) Three semester hours of courses in professional knowledge to include any of the following~~
51 ~~areas: principles/philosophy of career and technical education, operation of a career and~~

1 technical student organization, methods of teaching career and technical education, curriculum
2 design/development, instructional technology, educational philosophy, instructional
3 design/methodology, assessment/evaluation, or classroom management. Hours may be
4 obtained prior to issuance of the provisional career and technical education certificate in the
5 specified CTE field of study. Twelve semester hours may be obtained through Department CTE
6 approved professional development. Fifteen clock hours equals one semester hour; and
7 (4) An additional 240 clock hours of verified work experience in the occupational area. Hours
8 may have been accumulated before obtaining the provisional certification.

9 iii. Option C— Business and industry professional:

10 (1) Qualification under subsection D(2)(b)(iii), Option C for the provisional career and technical
11 education certificate in the specified CTE field of study;

12 (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the
13 administrator's designee, in a secondary CTE school setting and issued during the term of the
14 provisional career and technical education certificate in the specified CTE field of study
15 exhibiting satisfactory performance in the classroom; and

16 (3) Fifteen semester hours of courses in professional knowledge to include any of the
17 following areas: principles/philosophy of career and technical education, operation of a career
18 and technical student organization, methods of teaching career and technical education,
19 curriculum design/development, instructional design/methodology, assessment/evaluation,
20 instructional technology, educational philosophy, or classroom management. Fifteen semester
21 hours may be obtained through Department CTE approved professional development. Fifteen
22 clock hours equals one semester hour.

23 iv. Option D— Bachelor's degree in the specified CTE field of study education teacher
24 preparation program— requirements include all of the following:

25 (1) Qualification under subsection D(2)(b)(iv), Option D for the provisional career and technical
26 education certificate in the specified CTE field of study;

27 (2) Eighteen semester hours of courses in professional knowledge, to include any of the
28 following areas: principles/philosophy of career and technical education, operation of a career
29 and technical student organization, methods of teaching career and technical education,
30 curriculum design/development, instructional technology, educational philosophy, instructional
31 design/methodology, assessment/evaluation, or classroom management. Hours may be
32 obtained prior to issuance of the provisional career and technical education certificate in the
33 specified CTE field of study. Eighteen semester hours may be obtained through Department-
34 CTE approved professional development. Fifteen clock hours equals one semester hour; and

35 e. A passing score on the professional knowledge portion of the Arizona teacher proficiency
36 assessment for secondary teachers or qualification for a waiver of this assessment.

37 3. An individual may also qualify for a standard career and technical education certificate in
38 the specified CTE field of study pursuant to R7-2-621.

39

1 **A.A.C. R7-2-613. PreK-12 Teaching Certificates**

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

4 B. ~~Provisional Standard Professional~~ PreK-12 Arts Education Certificate: art, dance, dramatic
5 arts or music.

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

8 ~~2. The requirements are:~~

9 ~~a. A bachelor's degree.~~

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

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

14 ~~ii. Completion of a teacher preparation program in PreK-12 arts education in one of the~~
15 ~~following approved areas: art, dance, dramatic arts or music from an institution accredited by~~
16 ~~the National Association of Schools of Art and Design, National Association of Schools of~~
17 ~~Dance, National Association of Schools of Theatre, the National Association of Schools of~~
18 ~~Music, or National Council for Accreditation of Teacher Education; or~~

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

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

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

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

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

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

32 ~~1. The certificate is valid for six years.~~

33 ~~2. The requirements are:~~

34 ~~a. The provisional PreK-12 Arts Education certificate.~~

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

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

38 C. Standard Professional PreK-12 Arts Education Certificate for applications received on or
39 after August 1, 2018.

40 1. The requirements include all of the following:

41 a. A bachelor's degree;

42 b. Completion of a teacher preparation program in PreK-12 arts education from a Board-
43 approved teacher educator preparation program or from an accredited institution offering
44 substantially similar training, addressing the following topics and any others as required by law:

45 i. Studio art;

46 ii. Art history and analysis;

47 iii. Advanced work in studio or art application areas;

48 iv. Technical processes;

49 v. Instructional design and lesson planning, including modifications, and accommodations;

50 vi. The learning environment, including classroom management;

51 vii. Assessing, monitoring and reporting progress;

1 viii. Professional responsibility and ethical conduct;
2 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12 arts
3 education, which may be completed during the valid period of a teaching intern or student
4 teaching intern certificate. One year of verified full-time teaching experience in the certificate
5 area in grades PreK-12 arts education may substitute for the capstone experience requirement;
6 c. A passing score on the appropriate subject knowledge portion of the Arizona Educator
7 Proficiency Assessment.
8 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
9 Assessment and
10 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
11 2. Applicants may meet the requirements in subsection (C)(1)(b) with the submission of an
12 application for the Standard Professional PreK-12 Arts Education certificate that includes
13 evidence of two years of verified full-time teaching experience in grades Pre-K-12 arts
14 education, and training or coursework which teaches the knowledge and skills described in R7-
15 2-602 and subsections (C)(1)(b)(i)-(vii). One year of verified full-time teaching experience in
16 grades Pre-K-12 arts education may be substituted for the capstone experience.
17 D. Standard Professional PreK-12 Dance Education Certificate
18 1. The requirements include all of the following:
19 a. A bachelor's degree;
20 b. Completion of a teacher preparation program in PreK-12 dance education from an
21 accredited institution offering substantially similar training, addressing the following topics and
22 any others as required by law:
23 i. Performance;
24 ii. Choreography;
25 iii. Theoretical and historical studies of dance;
26 iv. Technical processes;
27 v. Instructional design and lesson planning, including modifications, and accommodations;
28 vi. The learning environment, including classroom management;
29 vii. Assessing, monitoring and reporting progress;
30 viii. Professional responsibility and ethical conduct; and
31 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12 dance
32 education, which may be completed during the valid period of a teaching intern or student
33 teaching intern certificate. One year of verified full-time teaching experience in grades PreK-12
34 dance education may substitute for the capstone experience requirement; and
35 c. A passing score on the appropriate subject knowledge portion of the Arizona Educator
36 Proficiency Assessment.
37 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
38 Assessment; and
39 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
40 2. Applicants may meet the requirements in subsection (D)(1)(b) with the submission of an
41 application for the Standard Professional PreK-12 Dance Education certificate that includes
42 evidence of two years of verified full-time teaching experience in grades Pre-K-12 dance
43 education, and training or coursework which teaches the knowledge and skills described in R7-
44 2-602 and subsections (D)(1)(b)(i)-(viii). One year of verified full-time teaching experience in
45 grades Pre-K-12 dance education may be substituted for the capstone experience.
46 E. Standard Professional PreK-12 Theatre Education Certificate
47 1. The requirements include all of the following:
48 a. A bachelor's degree;
49 b. Completion of a teacher preparation program in PreK-12 theatre education from an
50 accredited institution offering substantially similar training, addressing the following topics and
51 any others as required by law:

- 1 i. Foundations of production;
- 2 ii. Aesthetics, theatre history, literature, theory and criticism;
- 3 iii. Advanced work in theatre performance;
- 4 iv. Instructional design and lesson planning, including modifications, and accommodations;
- 5 v. The learning environment, including classroom management;
- 6 vi. Assessing, monitoring and reporting progress;
- 7 vii. Professional responsibility and ethical conduct and;
- 8 viii. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12
- 9 theatre education, which may be completed during the valid period of a teaching intern or
- 10 student teaching intern certificate. One year of verified full-time teaching experience in grades
- 11 PreK-12 theatre education may substitute for the capstone experience requirement; and
- 12 c. A passing score on the appropriate subject knowledge portion of the Arizona Educator
- 13 Proficiency Assessment.
- 14 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
- 15 Assessment; and
- 16 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 17 2. Applicants may meet the requirements in subsection (E)(1)(b) with the submission of an
- 18 application for the Standard Professional PreK-12 Theatre Education certificate that includes
- 19 evidence of two years of verified full-time teaching experience in grades Pre-K-12 theatre
- 20 education, and training or coursework which teaches the knowledge and skills described in R7-
- 21 2-602 and subsections (E)(1)(b)(i)-(vii). One year of verified full-time teaching experience in
- 22 grades Pre-K-12 theatre education may be substituted for the capstone experience.
- 23 F. Standard Professional PreK-12 Music Education Certificate
- 24 1. The requirements include all of the following:
- 25 a. A bachelor's degree;
- 26 b. Completion of a teacher preparation program in PreK-12 music education from an
- 27 accredited institution offering substantially similar training, addressing the following topics and
- 28 any others as required by law:
- 29 i. Performance;
- 30 ii. Musicianship skills and analysis;
- 31 iii. Composition and improvisation
- 32 iv. Music history and repertory;
- 33 v. Instructional design and lesson planning, including modifications, and accommodations;
- 34 vi. The learning environment, including classroom management;
- 35 vii. Assessing, monitoring and reporting progress;
- 36 viii. Professional responsibility and ethical conduct; and
- 37 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12 music
- 38 education, which may be completed during the valid period of a teaching intern or student
- 39 teaching intern certificate. One year of verified full-time teaching experience in grades PreK-12
- 40 music education may substitute for the capstone experience requirement; and
- 41 c. A passing score on the appropriate subject knowledge portion of the Arizona Educator
- 42 Proficiency Assessment.
- 43 d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
- 44 Assessment; and
- 45 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 46 2. Applicants may meet the requirements in subsection (F)(1)(b) with the submission of an
- 47 application for the Standard Professional PreK-12 Music Education certificate that includes
- 48 evidence of two years of verified full-time teaching experience in grades Pre-K-12 music
- 49 education, and training or coursework which teaches the knowledge and skills described in R7-
- 50 2-602 and subsections (F)(1)(b)(i)-(viii). One year of verified full-time teaching experience in
- 51 grades Pre-K-12 music education may be substituted for the capstone experience.

1 ~~D. G. Provisional Standard Professional PreK-12 Physical Education Certificate.~~

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

4 2. ~~The requirements are:~~

5 a. ~~A bachelor's degree.~~

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

7 i. ~~Completion of a teacher preparation program in PreK-12 physical education, including 12~~
8 ~~semester practicum hours evenly split between elementary and secondary physical education~~
9 ~~from an accredited institution or a Board-approved teacher preparation program; or~~

10 ii. ~~Thirty-three semester hours of education or physical education courses, including:~~

11 (1) ~~At least nine semester hours of elementary, secondary and adaptive physical education~~
12 ~~methods;~~

13 (2) ~~Foundational coursework in the areas of Growth and Motor Development, Movement~~
14 ~~Activities, Lifelong Physical Fitness and Comprehensive School Physical Activity Programming;~~
15 ~~and~~

16 (3) ~~Twelve semester hours of practicum in physical education in PreK-12 grades, evenly split~~
17 ~~between elementary and secondary physical education, and supervised by a licensed or~~
18 ~~certified physical education teacher. Two years of verified full-time teaching experience in the~~
19 ~~certificate area in grades PreK-12 may substitute for the Twelve semester hours of practicum; or~~

20 iii. ~~A valid PreK-12 physical education certificate from another state.~~

21 c. ~~A passing score on the professional knowledge portion of the Arizona Teacher Proficiency~~
22 ~~Assessment.~~

23 d. ~~A passing score on the Physical Education subject knowledge portion of the Arizona~~
24 ~~Teacher Proficiency Assessment.~~

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

26 ~~E. Standard PreK-12 Physical Education Certificate~~

27 1. ~~The certificate is valid for six years.~~

28 2. ~~The requirements are:~~

29 a. ~~The provisional PreK-12 Physical Education certificate.~~

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

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

33 H. Standard Professional PreK-12 Physical Education Certificate for applications received on
34 or after August 1, 2018.

35 1. The requirements include all of the following:

36 a. A bachelor's degree;

37 b. Completion of a teacher preparation program in PreK-12 physical education a Board-
38 approved educator preparation program or from an accredited institution offering substantially
39 similar training, addressing the following topics and any others as required by law:

40 i. Elementary, secondary and adaptive physical education methods;

41 ii. Foundational coursework in the areas of Growth and Motor Development,

42 iii. Movement Activities;

43 iv. Lifelong Physical Fitness;

44 v. Instructional design and lesson planning, including modifications, and accommodations;

45 vi. The learning environment, including classroom management;

46 vii. Assessing, monitoring and reporting progress;

47 viii. Professional responsibility and ethical conduct and;

48 ix. Twelve weeks of capstone experience as described in R7-2-604 in grades Pre-K-12
49 physical education, serving students in elementary and secondary physical education, which
50 may be completed during the valid period of a teaching intern or student teaching intern

1 certificate. One year of verified full-time teaching experience in the certificate area in grades
2 Pre-K-12 physical education may substitute for the capstone experience requirement;
3 c. A passing score on the professional knowledge portion of the Arizona Educator Proficiency
4 Assessment;
5 d. A passing score on the Physical Education subject knowledge portion of the Arizona
6 Educator Proficiency Assessment; and
7 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
8 2. Applicants may meet the requirements in subsection (H)(1)(b) with the submission of an
9 application for the Standard Professional PreK-12 Physical Education certificate that includes
10 evidence of two years of verified full-time teaching experience in grades Pre-K-12 physical
11 education, and training or coursework which teaches the knowledge and skills described in R7-
12 2-602 and subsections (H)(1)(b)(i)-(viii). One year of verified full-time teaching experience in
13 grades Pre-K-12 physical education may be substituted for the capstone experience.

DRAFT

1 **R7-2-614. Other Teaching Certificates**

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

4 B. Substitute Certificate -- PreK-12

5 1. The certificate is valid for six years and renewable by reapplication.

6 2. The certificate entitles the holder to substitute in the temporary absence of a regular
7 contract teacher. A person holding only a substitute certificate shall not be assigned a contract
8 teaching position.

9 3. An individual who holds a valid teaching or administrator certificate shall not be required to
10 hold a substitute certificate to be employed as a substitute teacher.

11 4. A person holding only a substitute certificate shall be limited to teaching 120 days in the
12 same school each school year.

13 5. The requirement for issuance is a bachelor's degree and a valid fingerprint clearance card
14 issued by the Arizona Department of Public Safety.

15 6. Substitute certificates previously issued as valid for life under this rule shall remain valid for
16 life.

17 7. A person holding only a substitute certificate may be exempt from the limit on teaching 120
18 days in the same school each school year if the school district superintendent has provided
19 verification to the Department of Education that the position is continuously advertised on a
20 statewide basis at a minimum of three sites with at least one being a higher education institution
21 and that a highly qualified and employable candidate was not found. An exemption from
22 teaching 120 days shall not be granted to the same individual more than three times.

23 C. Emergency Substitute Certificate -- PreK-12

24 1. The certificate is valid for one school year or part thereof. The expiration date shall be the
25 following July 1.

26 2. The certificate entitles the holder to substitute only in the district that verifies that an
27 emergency employment situation exists.

28 3. The certificate entitles the holder to substitute in the temporary absence of a regular
29 contract teacher. A person holding only an emergency substitute certificate shall not be
30 assigned a contract teaching position.

31 4. The holder of an emergency substitute certificate shall be limited to 120 days of substitute
32 teaching per school year.

33 5. The requirements for initial issuance are:

34 a. High school diploma, General Education diploma, or associate's degree;

35 b. Verification from the school district superintendent that an emergency employment situation
36 exists; and

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

38 6. The requirements for each reissuance are:

39 a. Two semester hours of academic courses completed since the last issuance of the
40 Emergency Substitute Certificate. District in-service programs designed for professional
41 development may substitute for academic courses. Fifteen clock hours of in-service is
42 equivalent to one semester hour. In-service hours shall be verified by the district superintendent
43 or personnel director. Individuals who have earned 30 or more semester hours are exempt from
44 this requirement,

45 b. Verification from the school district superintendent that an emergency employment situation
46 exists, and

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

48 D. Emergency Teaching Certificate – birth through grade 12

1 1. The emergency teaching certificate is valid one school year or part thereof. The expiration
2 date shall be the following July 1. An emergency teaching certificate shall not be issued more
3 than three times to an individual.

4 2. The emergency teaching certificate entitles the holder to enter into a teaching contract.

5 3. Emergency teaching certificates shall be issued for early childhood, elementary, and
6 secondary, ~~and special education~~ certificates required by A.R.S. § 15-502(B), and required
7 endorsements.

8 4. The emergency teaching certificate entitles the holder to teach only in the district or charter
9 school that verifies that an emergency employment situation exists.

10 5. The requirements for initial issuance are:

11 a. A bachelor's degree,

12 b. Verification from the school district superintendent or charter school administrator that an
13 emergency employment situation exists, and

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

15 ~~d. Verification from the school district superintendent or charter school administrator that the~~
16 ~~following requirements have been met and that a highly qualified and employable candidate was~~
17 ~~not found:~~

18 ~~i. The position was advertised on a statewide basis and with at least three career placement~~
19 ~~offices of higher education institutions, and~~

20 ~~ii. The district or charter school is participating in any available Board approved alternative~~
21 ~~path to certification program(s). This requirement may be waived if a district superintendent or~~
22 ~~charter school administrator provides evidence that an alternative path to certification program~~
23 ~~is either not available or not capable of alleviating the emergency employment situation.~~

24 6. In addition to the requirements listed in subsection (D)(5) the requirements for reissuance
25 shall include ~~six semester hours of education courses completed since the last issuance of the~~
26 ~~emergency teaching certificate.~~

27 E. Teaching Intern Certificate -- PreK-12

28 1. ~~Except as noted, the teaching intern certificate is subject to the general certification~~
29 ~~provisions in R7-2-607.~~

30 2. The certificate is valid for ~~one year~~ two years from the date of initial issuance and may be
31 extended yearly for no more than two consecutive years at no cost to the applicant if the
32 provisions in subsection ~~(E)(6)~~ (E)(5) are met.

33 3. 2. The teaching intern certificate entitles the holder to enter into a teaching contract while
34 completing the requirements for an Arizona teaching certificate. During the valid period of the
35 intern certificate the holder may teach in a Structured English Immersion classroom, or in any
36 subject area in which the holder has passed the appropriate Arizona Teacher Educator
37 Proficiency Assessment. Teaching Intern certificate holders who teach in a Structured English
38 Immersion classroom shall hold a valid Provisional or full Structured English Immersion
39 Endorsement, an English as a Second Language Endorsement, or a Bilingual Endorsement, if
40 applicable. The candidate shall be enrolled in a Board authorized alternative path to certification
41 program or a Board approved teacher educator preparation program.

42 4. 3. An individual is not eligible to hold the teaching intern certificate more than once in a five
43 year period.

44 5. 4. The requirements for initial issuance of the teaching intern certificate are:

45 a. A bachelor's degree or higher from an accredited institution;

46 ~~b. A passing score on one or more subject knowledge portions of the Arizona Teacher~~
47 ~~Proficiency Assessment that corresponds to the Board approved alternative path to certification~~
48 ~~program, or Board approved educator preparation program, in which the applicant is enrolled;~~

49 ~~e. b.~~ Verification of enrollment in a Board approved alternative path to certification program, or
50 a Board approved educator preparation program; and

- 1 ~~d. c.~~ A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 2 ~~6- 5.~~ The requirements for the extension of the intern teaching certificate are:
- 3 a. ~~The teaching intern certificate outlined in subsection (E)(5)-(E)(4),~~
- 4 b. Official transcripts documenting the completion of required coursework,
- 5 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 6 ~~7- 6.~~ The holder of the teaching intern certificate may apply for an ~~Arizona Teaching Certificate~~
- 7 a Standard Alternative Preparation teaching certificate upon completion of the following:
- 8 a. Successful completion of a Board authorized alternative path to certification program or a
- 9 Board approved educator preparation program. ~~This shall include satisfactory completion of a~~
- 10 ~~field experience or capstone experience of no less than one full academic year. The field~~
- 11 ~~experience or capstone experience shall include performance evaluations in a manner that is~~
- 12 ~~consistent with policies for the applicable alternative professional preparation program, as~~
- 13 ~~described pursuant to R7-2-604.04(B)(5),~~
- 14 b. A passing score on the ~~required~~ professional knowledge portion of the Arizona Teacher
- 15 Educator Proficiency Assessment as applicable;
- 16 c. A passing score on one or more subject knowledge portions of the Arizona Educator
- 17 Proficiency Assessment that corresponds to the Board approved alternative path to certification
- 18 program in which the applicant is enrolled;
- 19 ~~e. d.~~ The submission of an application for the ~~provisional~~ a Standard Alternative Preparation
- 20 teaching certificate to the Department,
- 21 ~~d. e.~~ A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 22 ~~8- 7.~~ Placement decisions of teaching intern certificate holders shall only be based on
- 23 agreements between the educator preparation provider, the provider's partner organizations
- 24 and the local education agency except as otherwise provided in R7-2-614(E).
- 25 ~~8.~~ The holder of the teaching intern certificate may apply for a Classroom-Based Standard
- 26 Teaching Certificate upon:
- 27 1. Successful completion of a classroom-based alternative preparation program
- 28 2. Verification of satisfactory progress and achievement with students
- 29 3. Demonstration of subject knowledge proficiency with:
- 30 a. Verification of teaching courses relevant to a content area or subject matter for the last two
- 31 consecutive years, and for a total of at least three years at one or more accredited
- 32 postsecondary institutions; or
- 33 b. A bachelor's, master's or doctoral degree from an accredited institution in the applicable
- 34 subject area; or
- 35 c. Verification of a minimum of five years of experience in the applicable subject area of
- 36 certification; or
- 37 d. Three years of verified teaching experience in the same area of certification in which the
- 38 individual is applying for certification; or
- 39 e. A passing score on the applicable subject knowledge portion of the Arizona Educator
- 40 Proficiency Assessment
- 41 9. Demonstration of professional knowledge proficiency with:
- 42 a. Three years of verified teaching experience in the same area of certification in which the
- 43 individual is applying for certification; or
- 44 b. A passing score on the applicable professional knowledge portion of the Arizona Educator
- 45 Proficiency Assessment
- 46 10. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 47 11. An individual seeking certification who was teaching courses or subjects tested by the
- 48 statewide assessment must also provide:
- 49 a. Verified evidence of two years of full-time teaching; and
- 50 b. Verified evidence that the individual's students performed at grade level; or

1 c. Verified evidence that the individual's students achieved at least one year of academic growth
2 at a rate equivalent to the state average for the students' associated peer groups

3 F. Adult Education Certificates

4 1. The adult education certificates are issued for individuals teaching in the areas of Adult
5 Basic Education, Adult Secondary Education, English Language Acquisition for
6 Adults, or Citizenship.

7 2. ~~Provisional~~ Standard Adult Education Certificate.

8 a. ~~The certificate is valid for three years and is not renewable.~~

9 ~~b.~~ The requirement for issuance is a valid fingerprint clearance card issued by the Arizona
10 Department of Public Safety and a bachelor's degree or three years of experience as a teacher,
11 tutor, or aide in an adult education program or in grades K through 12. Up to two years of
12 experience may be waived by postsecondary academic credit, with 30 semester hours
13 equivalent to one year of experience.

14 ~~3.~~ Standard Adult Education Certificate.

15 a. ~~The certificate is valid for six years.~~

16 b. ~~The requirements are:~~

17 i. ~~One year of part-time or full-time teaching experience under a provisional adult education~~
18 ~~certificate, verified by an adult education program administrator;~~

19 ii. ~~Completion of 10 clock hours in a professional development program described in R7-2-~~
20 ~~619(B) since the issuance of the provisional adult education certificate; and~~

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

22 e. ~~b.~~ The renewal requirements are completion of 60 clock hours in a professional
23 development program, described in R7-2-619(B).

24 G. Junior Reserve Officer Training Corps Teaching Certificate – grades nine through 12

25 1. ~~The certificate is valid for six years and is renewable upon application.~~

26 ~~2.~~ The standard certificate is valid at any local education agency which conducts an approved
27 Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or
28 Marine Corps.

29 ~~3.~~ 2. The requirements are:

30 a. Verification by the district of an approved Junior Reserve Officer Training Corps program of
31 instruction in which the applicant will be teaching,

32 b. Verification by the district that the applicant meets the work experience required by the
33 respective military service, and

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

35 H. Athletic coaching certificate – grades seven through 12

36 1. ~~The certificate is valid for six years.~~

37 ~~2.~~ The standard certificate entitles the holder to perform coaching duties in interscholastic and
38 extracurricular athletic activities. It is not required for teachers who hold a valid elementary,
39 secondary or special education certificate.

40 ~~3.~~ 2. The requirements are:

41 a. Valid certification in first aid and Coronary and Pulmonary Resuscitation (CPR);

42 b. Completion of ~~45 semester hours of courses, seminars or modules of study~~ which shall
43 include at least three semester hours in courses related to each of the following:

44 i. Methods of coaching,

45 ii. Anatomy and physiology,

46 iii. Sports psychology,

47 iv. Adolescent psychology, ~~and~~

48 v. The prevention and treatment of athletic injuries; and

49 vi. Signs of physical abuse, emotional abuse, sexual abuse, neglect, bullying, hazing and
50 cyberbullying.

1 c. Two hundred fifty hours of verified coaching experience in the sport to be coached.
2 Coaching experience may include experience as a head coach or assistant coach in a school
3 program or in an organized athletic league; and

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

5 4. Renewal requirements are:

6 a. Completion of ~~60 clock hours~~ in a professional development program described in R7-2-
7 619(B),

8 b. Valid certification in first aid and CPR.

9 I. ~~Provisional~~ Standard Foreign Teacher Teaching Certificate

10 1. This certificate is required for a teacher or professor from any foreign country, state,
11 territory or possession of the United States contracted through the foreign teacher exchange
12 program as authorized by federal statutes enacted by the Congress of the United States or
13 other foreign teacher recruitment programs approved by the
14 United States Department of State.

15 2. This certificate is valid for one year and may be extended yearly for up to two additional
16 years upon request by the contracting governing board. The contracting teacher shall submit a
17 letter of intent to hire to the Arizona Department of Education on official letterhead signed by the
18 Superintendent or Director of Human Resources.

19 3. The requirements are:

20 a. Verification that training and background comply with the comparable Arizona teaching
21 certificate as provided in R7-2-608, R7-2-609(B)(2), R7-2-610(B)(2), R7-2-611(C)(3), (E)(3),
22 (G)(2), (I)(2), (K)(2), (M)(2), R7-2-612(D)(2), (F)(2), (H)(2),
23 (J)(2), or (L)(2) and R7-2-613.

24 b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public Safety.

25 c. Demonstrates fluency in English as verified by the Test of English as a Foreign Language
26 (TOEFL) or other English proficiency tests approved by the
27 Board.

28 d. The passing score by the Test of English as a Foreign Language (TOEFL) or other English
29 proficiency tests approved by the Board shall be determined by the Board using the results of
30 validity and reliability studies. The passing score for each assessment shall be reviewed by the
31 Board at least every three years.

32 4. A prospective teacher seeking to instruct in a language other than English may furnish a
33 letter for submission to the Arizona Department of Education, on official letterhead, signed by
34 the dean or designee of the home university to verify mastery of the purposed language of
35 instruction. The Arizona Department of Education shall review and may approve submissions
36 for the prospective teacher's exemption to the American Council of the Teaching of Foreign
37 Languages Exam.

38 J. Native American Language Certificate

39 1. The standard certificate is optional and issued to individuals to teach only a Native
40 American language in grades preK-12.

41 2. ~~The certificate is valid for six twelve years.~~

42 3. ~~The requirements are:~~

43 a. A valid ~~NP~~ fingerprint clearance card issued by the Arizona Department of Public Safety.

44 b. Language proficiency in a Native American Language. Proficiency shall be verified on
45 official letterhead by a person, persons, or entity designated by the appropriate tribe.

46 4. 3. The certificate may be renewed upon completion of ~~60 clock hours~~ of professional
47 development, as prescribed in R7-2-619(B).

48 K. Student Teaching Intern Certificate – PreK-12. This subsection becomes effective on
49 February 1, 2017 for placements beginning in the 2017-2018 school year.

1 1. The student teaching intern certificate is optional and is not a requirement for participation
2 in a student teaching capstone experience.

3 2. The certificate entitles the holder to perform teaching duties under the supervision of a
4 program supervisor as defined in R7-2-604(14) and is only valid in the school district or charter
5 school requesting the certificate.

6 3. The certificate is valid for one year from date of initial issuance and may be extended for
7 one year at no cost to the applicant if the provisions in subsection (K)(4) are met.

8 4. The requirements are:

9 a. Verification of enrollment in the culminating student teaching capstone experience of a
10 Board approved educator preparation program (EPP) pursuant to R7-2-604.01,

11 b. Verification documenting completed coursework with a minimum GPA of 3.0 on a 4.0 scale
12 or the equivalent,

13 c. A passing score on the professional knowledge portion of the Arizona ~~Teacher~~ Educator
14 Proficiency Assessment that corresponds to the teaching certificate the student teaching intern
15 is pursuing,

16 d. A passing score on the subject knowledge portion of the Arizona ~~Teacher~~ Educator
17 Proficiency Assessment that corresponds to the teaching certificate the student teaching intern
18 is pursuing,

19 e. A request for issuance of the student teaching intern certificate from the district
20 superintendent or charter school superintendent and the EPP.

21 f. Verification from the educator preparation provider that a written supervision plan, approved
22 by the Board, includes the following:

23 i. the educator preparation provider's roles and responsibilities for the Program Supervisor,
24 and

25 ii. the onsite mentorship and induction provided by the Local Education Agency (LEA).

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

27 5. Placement decisions of student teaching intern certificate holders shall only be based on
28 collaborative agreements between the Board approved educator preparation provider and the
29 LEA. Notwithstanding any other provision, a student teaching intern certificate holder may not
30 teach in a special education classroom unless the certificate holder has a bachelor's degree.

31 6. The holder of the student teaching certificate may apply for an Arizona Teaching
32 Certificate upon completion of the following:

33 a. Successful completion of a Board approved EPP.

34 b. The submission of an application, and all required documentation including an institutional
35 recommendation, for the Arizona teaching certificate to the Department.

36 L. Classroom-Based Standard Teaching Certificate

37 1. The requirements are:

38 a. A bachelor's degree

39 b. Successful completion of a Classroom-Based Alternative Preparation Program;

40 c. Verification of satisfactory progress and achievement with students

41 d. Demonstration of subject knowledge proficiency with:

42 i. Verification of teaching courses relevant to a content area or subject matter for the last two
43 consecutive years, and for a total of at least three years at one or more accredited
44 postsecondary institutions; or

45 ii. A bachelor's, master's or doctoral degree from an accredited institution in the applicable
46 subject area; or

47 iii. Verification of a minimum of five years of work experience in the applicable subject area of
48 certification; or

49 iv. Three years of verified teaching experience in the same area of certification in which the
50 individual is applying for certification; or

- 1 v. A passing score on the applicable subject knowledge portion of the Arizona Educator
2 Proficiency Assessment
- 3 e. Demonstration of professional knowledge proficiency with:
- 4 i. Three years of verified teaching experience in the same area of certification in which the
5 individual is applying for certification; or
- 6 ii. A passing score on the applicable professional knowledge portion of the Arizona Educator
7 Proficiency Assessment
- 8 f. An individual seeking certification who was teaching courses or subjects tested by the
9 statewide assessment must also provide:
- 10 i. Verified evidence of two years of full-time teaching; and
11 ii. Verified evidence that the individual's students performed at grade level; or
12 iii. Verified evidence that the individual's students achieved at least one year of academic growth
13 at a rate equivalent to the state average for the students' associated peer groups
- 14 g. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

DRAFT

1 **R7-2-616. Standard Professional Administrative Certificates**

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

4 **B. Standard Professional Supervisor Certificate – grades PreK through 12**

5 1. Except for individuals who hold a valid Arizona principal or superintendent certificate,
6 the standard professional supervisor certificate is required for all personnel whose
7 primary responsibility is administering instructional programs, supervising certified
8 personnel, or similar administrative duties.

9 ~~2. The certificate is valid for six years.~~

10 ~~3~~2. The requirements are:

11 a. A valid Arizona early childhood, elementary, secondary, special education, CTE
12 certificate or other professional certificate issued by the Department;

13 b. A master's or more advanced degree;

14 c. Three years of verified full-time teaching experience or related education services
15 experience in a PreK through 12 setting;

16 d. Completion of a program in educational administration which shall consist of a
17 minimum of 18 graduate semester hours of educational administration courses which
18 teach the knowledge and skills described in R7-2-603 to include three credit hours in
19 school law and three credit hours in school finance;

20 e. A practicum in educational administration or two years of verified educational
21 administrative experience in grades PreK through 12;

22 f. A passing score on the Arizona Administrator Proficiency Assessment;

23 g. An SEI endorsement or an ESL endorsement or a Bilingual Endorsement; and

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

25 **C. Standard Professional Principal Certificate – grades PreK through 12**

26 1. The standard professional principal certificate is required for all personnel who hold
27 the title of principal, assistant principal, or perform the duties of principal or assistant
28 principal as delineated in A.R.S. Title 15.

29 ~~2. The certificate is valid for six years.~~

30 ~~3~~2. The requirements are:

31 a. A master's or more advanced degree,

32 b. Three years of verified teaching experience in grades PreK through 12,

33 c. Completion of a program in educational administration for principals including at least
34 30 graduate semester hours of educational administration courses teaching the
35 knowledge and skills described in R7-2-603 to include three credit hours in school law
36 and three credit hours in school finance,

37 d. A practicum as a principal or two years of verified experience as a principal or
38 assistant principal under the supervision of a certified principal in grades PreK through
39 12,

40 e. A passing score on either the Principal or Superintendent portion of the Arizona
41 Administrator Proficiency Assessment,

42 f. An SEI endorsement or an ESL endorsement or a Bilingual Endorsement, and

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

44 **D. Standard Professional Superintendent Certificate – grades PreK through 12**

45 1. Individuals who hold the title of superintendent, assistant superintendent or associate
46 superintendent and who perform duties directly relevant to curriculum, instruction,

- 1 certified employee evaluations, and instructional supervision may obtain a
2 superintendent certificate.
- 3 ~~2. The certificate is valid for six years.~~
- 4 3. The requirements are:
- 5 a. A master's or more advanced degree including at least 60 graduate semester hours;
 - 6 b. Completion of a program in educational administration for superintendents, including
 - 7 at least 36 graduate semester hours of educational administrative courses which teach
 - 8 the standards described in R7-2-603 to include three credit hours in school law and
 - 9 three credit hours in school finance;
 - 10 c. Three years of verified full-time teaching experience or related education services
 - 11 experience in a PreK through 12 setting;
 - 12 d. A practicum as a superintendent or two years verified experience as a
 - 13 superintendent, assistant superintendent, or associate superintendent in grades PreK
 - 14 through 12;
 - 15 e. A passing score on the Superintendent portion of the Arizona Administrator
 - 16 Proficiency Assessment; and
 - 17 f. An SEI endorsement or an ESL endorsement or a Bilingual endorsement; and
 - 18 g. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 19 **E. Interim Supervisor Certificate – grades Pre-K through 12**
- 20 1. Except as noted, the administrative interim certificate is subject to the general
 - 21 certification provisions in R7-2- 607.
 - 22 2. The certificate is valid for one year from the date of initial issuance and may be
 - 23 extended yearly for no more than two consecutive years at no cost to the applicant if the
 - 24 provisions in subsection (F)(6) are met.
 - 25 3. The administrative interim certificate entitles the holder to perform the duties
 - 26 described in subsection (B)(1). The candidate shall be enrolled in a Board approved
 - 27 alternative path to certification program, or a Board authorized administrative
 - 28 preparation program.
 - 29 4. An individual is not eligible to hold the administrative interim certificate more than
 - 30 once in a five year period.
 - 31 5. The requirements for initial issuance of the administrative interim certificate are:
 - 32 a. A valid Arizona early childhood, elementary, secondary, special education, CTE
 - 33 certificate, PreK through 12 Arts, or other professional certificate issued by the
 - 34 Department;
 - 35 b A bachelor's degree or higher in education from an accredited institution;
 - 36 c. Three years of verified full-time teaching experience or related education services
 - 37 experience in a PreK through 12 setting;
 - 38 d. Verification of enrollment in a Board approved alternative path to administrator
 - 39 certification program, or a Board approved administrator preparation program;
 - 40 e. Verification the holder of the interim certificate shall be under the direct supervision of
 - 41 an Arizona certified district administrator or the appropriate county school
 - 42 superintendent; and
 - 43 f. A valid fingerprint clearance card issued by the Arizona
 - 44 Department of Public Safety.
 - 45 6. The requirements for the extension of the administrative interim certificate are:

- 1 a. Qualification for the initial issuance of the administrative interim certificate outlined in
- 2 subsection (F)(5),
- 3 b. Official transcripts documenting the completion of required coursework,
- 4 c. Verification the holder of the interim certificate shall be under the direct supervision of
- 5 an Arizona certified district administrator, and
- 6 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 7 7. The holder of the administrative interim certificate may apply for an Arizona Standard
- 8 Professional Supervisor Certificate upon completion of the following:
- 9 a. Successful completion of a Board approved alternative path to administrator
- 10 certification program or a Board approved administrator preparation program. This shall
- 11 include satisfactory completion of a field experience or capstone experience of no less
- 12 than one full academic year. The field experience or capstone experience shall include
- 13 performance evaluations in a manner that is consistent with policies for the applicable
- 14 alternative professional preparation program, as described pursuant to R7-2-
- 15 604.04(B)(5);
- 16 b. A passing score on the Arizona Administrator Proficiency Assessment;
- 17 c. The submission of an application for the Standard Professional Supervisor certificate
- 18 to the Department; and
- 19 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 20 **F. Interim Principal Certificate – grades Pre-K through 12**
- 21 1. Except as noted, the administrative interim certificate is subject to the general
- 22 certification provisions in R7-2- 607.
- 23 2. The certificate is valid for one year from the date of initial issuance and may be
- 24 extended yearly for no more than two consecutive years at no cost to the applicant if the
- 25 provisions in subsection (G)(6) are met.
- 26 3. The administrative interim certificate entitles the holder to perform the duties
- 27 described in subsection (C)(1). The candidate shall be enrolled in a Board approved
- 28 alternative path to certification program, or a Board authorized administrative
- 29 preparation program.
- 30 4. An individual is not eligible to hold the administrative interim certificate more than
- 31 once in a five year period.
- 32 5. The requirements for initial issuance of the administrative interim certificate are:
- 33 a. A bachelor's degree or higher in education from an accredited institution;
- 34 b. Three years of verified full-time teaching experience in grades PreK through 12;
- 35 c. Verification of enrollment in a Board approved alternative path to administrator
- 36 certification program, or a Board approved administrator preparation program;
- 37 d. Verification the holder of the interim certificate shall be under the direct supervision of
- 38 an Arizona certified district principal or superintendent or the appropriate county school
- 39 superintendent; and
- 40 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 41 6. The requirements for the extension of the administrative interim certificate are:
- 42 a. Qualification for the initial issuance of the administrative interim certificate outlined in
- 43 subsection (G)(5),
- 44 b. Official transcripts documenting the completion of required coursework,
- 45 c. Verification the holder of the interim certificate shall be under the direct supervision of
- 46 an Arizona certified district principal or superintendent, and

- 1 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
2 7. The holder of the administrative interim certificate may apply for an Arizona Principal
3 Certificate upon completion of the following:
- 4 a. Successful completion of a Board approved alternative path to administrator
5 certification program or a Board approved administrator preparation program. This shall
6 include satisfactory completion of a field experience or capstone experience of no less
7 than one full academic year. The field experience or capstone experience shall include
8 performance evaluations in a manner that is consistent with policies for the applicable
9 alternative professional preparation program, ~~as described pursuant to R7-2-~~
10 ~~604.04(B)(5)~~;
 - 11 b. A passing score on either the Principal or Superintendent portion of the Arizona
12 Administrator Proficiency Assessment;
 - 13 c. The submission of an application for the Principal certificate to the Department; and
 - 14 d. A valid fingerprint clearance card issued by the Arizona
15 Department of Public Safety.
- 16 **G. Interim Superintendent Certificate – grades Pre-K through 12**
- 17 1. Except as noted, the administrative interim certificate is subject to the general
18 certification provisions in R7-2- 607.
 - 19 2. The certificate is valid for one year from the date of initial issuance and may be
20 extended yearly for no more than two consecutive years at no cost to the applicant if the
21 provisions in subsection (H)(6) are met.
 - 22 3. The administrative interim certificate entitles the holder to perform the duties
23 described in subsection (D)(1). The candidate shall be enrolled in a Board approved
24 alternative path to certification program, or a Board authorized administrative
25 preparation program.
 - 26 4. An individual is not eligible to hold the administrative interim certificate more than
27 once in a five year period.
 - 28 5. The requirements for initial issuance of the administrative interim certificate are:
 - 29 a. A master’s degree or higher from an accredited institution;
 - 30 b. Three years of verified full-time teaching experience or related education services
31 experience in a PreK through 12 setting;
 - 32 c. Verification of enrollment in a Board approved alternative path to administrator
33 certification program, or a Board approved administrator preparation program;
 - 34 d. Verification the holder of the interim certificate shall be under the direct supervision of
35 an Arizona certified district superintendent or the appropriate county school
36 superintendent; and
 - 37 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 - 38 6. The requirements for the extension of the administrative interim certificate are:
 - 39 a. Qualification for the initial issuance of the administrative interim certificate outlined in
40 subsection (H)(5),
 - 41 b. Official transcripts documenting the completion of required coursework,
 - 42 c. Verification the holder of the interim certificate shall be under the direct supervision of
43 an Arizona certified district superintendent or the appropriate county school
44 superintendent, and
 - 45 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

- 1 7. The holder of the administrative interim certificate may apply for an Arizona
- 2 Superintendent Certificate upon completion of the following:
- 3 a. Successful completion of a Board approved alternative path to administrator
- 4 certification program or a Board approved administrator preparation program. This shall
- 5 include satisfactory completion of a field experience or capstone experience of no less
- 6 than one full academic year. The field experience or capstone experience shall include
- 7 performance evaluations in a manner that is consistent with policies for the applicable
- 8 alternative professional preparation program, as described pursuant to R7-2-
- 9 604.04(B)(5);
- 10 b. A passing score on the Superintendent portion of the Arizona Administrator
- 11 Proficiency Assessment;
- 12 c. The submission of an application for the Superintendent certificate to the Department;
- 13 and
- 14 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

1 **R7-2-617. Other Professional Certificates**

2 **A.** All certificates are subject to the general certification provisions in R7-2-607 and the
3 renewal requirements in R7-2619.

4 **B. Standard Guidance Counselor Certificate - grades PreK-12**

5 ~~1. The guidance counselor certificate is valid for six years.~~

6 ~~2~~1. The requirements are:

7 a. A master's or more advanced degree,

8 b. Completion of a graduate program in guidance and counseling. A valid guidance
9 counselor certificate from another state may substitute for this requirement,

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

12 d. One of the following:

13 i. Completion of a supervised counseling practicum in school counseling;

14 ii. Two years of verified, full-time experience as a school guidance counselor; or

15 iii. Three years of verified teaching experience.

16 **C. Standard School Psychologist Certificate - grades PreK-12**

17 1. A standard school psychologist certificate is required for all personnel whose primary
18 responsibility is in the role of a school psychologist providing services that include but
19 are not limited to the duties of student psychoeducational assessment, therapeutic
20 consultation and intervention,

21 and involvement in the process of determination of student disabilities or disorders.

22 ~~2. The school psychologist certificate is valid for six years.~~

23 ~~3~~2. The requirements are:

24 a. A master's or more advanced degree;

25 b. Completion of a graduate program in school psychology consisting of at least 60
26 graduate semester hours, or completion of a doctoral program in psychology and
27 completion of a re-training program in school psychology from an accredited institution
28 or Board approved program with a letter of institutional endorsement from the head of
29 the school psychology program;

30 c. A supervised internship of at least 1200 clock hours with a minimum of 600 of those
31 hours in a school setting. Three years experience as a certified school psychologist
32 within the last 10 years may be substituted for the internship requirement; and

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

35 4. Any of the following may be substituted for the requirement described in subsection
36 (C)(3)(b):

37 a. Five years experience within the last 10 years working full time in the capacity of a
38 school psychologist in a school setting serving any portion of grades kindergarten
39 through 12; or

40 b. A Nationally Certified School Psychologist Credential; or

41 c. A diploma in school psychology from the American Board of School Psychology.

42 **D. Standard Speech-Language Pathologist Certificate - grades PreK-12**

43 1. The standard speech-language pathologist certificate is required for school-based
44 speech-language pathologists.

45 2. The certificate is ~~valid for six years and~~ may be renewed consistent with the
46 provisions of R7-2-619 with the completion of a minimum of 60 clock hours of relevant

1 professional development in the field of speech pathology, or professional development
2 in the areas of articulation, voice, fluency, language, low incidence disabilities,
3 curriculum and instruction, professional issues and ethics, or service delivery models.

4 3. The requirements are:

- 5 a. A master's or more advanced degree, from an accredited institution, in speech
6 pathology or communication disorders;
- 7 b. A minimum of 250 clinical clock hours supervised by a university or a speech-
8 language pathologist with a certificate of clinical competence;
- 9 c. A certificate of clinical competence, or a passing score on the national exam, or a
10 passing score on the speech and language impaired special education portion of the
11 Arizona Teacher Proficiency Assessment; and
- 12 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

13 **E. Standard Speech-Language Technician - grades PreK-12**

14 1. The standard speech-language technician certificate is required for school-based
15 speech-language professionals.

16 2. No new applications for a speech-language technician certificate will be accepted
17 after June 30, 2014.

18 3. The certificate is ~~valid for six years and~~ may be renewed consistent with the
19 provisions of R7-2-619 with ~~the completion of a minimum of 180 clock hours of graduate~~
20 ~~level coursework in the field of speech pathology,~~ or professional development in the
21 areas of articulation, voice, fluency, language disorders, low incidence disabilities,
22 professional issues and ethics, or service delivery models.

23 4. The requirements are:

- 24 a. A bachelor's degree from an accredited program in Speech-Language Pathology,
25 Speech Hearing Sciences, or Communication Disorders;
- 26 b. A minimum of 50 hours of university supervised observation;
- 27 c. A minimum of 150 university clinical clock hours, or 150 clock hours supervised by a
28 master's level licensed speech-language pathologist, or two years' experience as a
29 school speech-language therapist or technician;
- 30 d. A passing score on the speech and language impaired special education portion of
31 the Arizona
32 Teacher Proficiency Assessment; and
- 33 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

34 **F. Standard School Social Worker Certificate - grades PreK-12**

35 1. The standard School Social Worker certificate is optional but may be required by
36 local governing

37 ~~2. The certificate is valid for eight years.~~

38 32. The requirements are:

- 39 a. Master's or more advanced degree in Social Work from an accredited institution or
40 completion of a Board approved school social worker program;
- 41 b. A valid fingerprint clearance issued by the Arizona Department of Public Safety; and
- 42 c. One of the following:
 - 43 i. Completion of at least 6 semester hours of practicum in Social Work in a school
44 setting completed through an accredited institution; or
 - 45 ii. One year of full time experience as a Social Worker in a setting which primarily
46 serves children in preschool through grade 12.

- 1 4. A valid, comparable School Social Worker certificate from another state may be
- 2 substituted for the requirements of R7-2-617(F)(3) provided that the holder is in good
- 3 standing with that state.

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

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

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

12 **C.** Renewal of certificates requires the completion of continuing education credits after the
13 most recent issuance or renewal of the certificate, except that continuing education credits
14 completed during the valid term of the certificate that expires first meets the requirement of
15 certificates being aligned. Not less than fifteen hours of continuing education credits are
16 required per year to renew a certificate. One hour of continuing education credit shall be
17 equivalent to one clock hour of a professional development activity. Continuing education
18 credits must relate to Arizona academic or professional educator standards or apply toward the
19 attainment of an additional Arizona certificate, endorsement, or approved area, and may include
20 training regarding suicide awareness and prevention; child abuse, human trafficking of children
21 and the sexual abuse of children, including warning signs that a child may be a victim of child
22 abuse, human trafficking, or sexual abuses; screening, intervention, accommodation, use of
23 technology and advocacy for students with reading impairments, including dyslexia; or other
24 training programs explicitly permitted by state law. Professional development that may be
25 counted toward the required hours of continuing education credit shall consist of any of the
26 following activities:

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

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

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

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

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

48 6. Serving in a leadership role of a professional organization that provides training, activities,
49 or projects related to the profession of teaching or the field of public education. A maximum of
50 30 clock hours per year may be earned by serving in a leadership role of a professional

1 organization. The required documentation shall be written verification by the governing body of
2 the professional organization of the dates of service and clock hours earned.

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

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

11 **D.** An individual holding a Standard teaching certificate, an standard administrative
12 certificate, a Guidance Counselor certificate, ~~or a~~ School Psychologist certificate, or speech
13 pathologist certificate may renew the certificate for ~~eight~~ twelve years upon completion of fifteen
14 hours of continuing education credits each year of the certificate term or with a verified current
15 professional license as a guidance counselor, psychologist or speech pathologist.

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

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

26 **G.** Notwithstanding any other provision in this section, an individual with a valid fingerprint
27 clearance card who has had a certificate or certificates expire for at least two years but not more
28 than ten years may renew the expired certificate(s) and any endorsement(s) or approved
29 area(s) if the individual had ten or more years of verified full-time experience in this state in the
30 area the individual is seeking renewed certification and is in good standing. Standard
31 certificate(s) issued to that individual pursuant to this subsection shall be identical to the expired
32 certificate(s).

1 **A.A.C. R7-2-621. Reciprocity**

2 A. The Board shall issue a comparable standard Arizona teaching certificate or endorsement
3 as applicable, if one is established pursuant to this Article, to an applicant who holds a valid
4 certificate or endorsement from another state ~~that included a requirement to pass that state's~~
5 ~~certification exams in order to be certificated in that state if required at the time of certification,~~
6 and is in good standing with that other state. These applicants are exempt from all provisions of
7 the Arizona Educator proficiency Examinations except as pursuant to subsection D.

8 ~~1. DB. Standard certificates shall be valid for eight twelve years and are renewable.~~

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

11 ~~3. FD. Notwithstanding any other provision,~~ the deficiencies allowed pursuant to Arizona
12 Revised Statutes in Arizona Constitution and United States Constitution shall be satisfied prior
13 to the issuance of the same type of certificate prescribed in this Article, but are subject to
14 expiration as follows:

15 ~~a. 1.~~ An applicant's standard Arizona teaching certificate shall expire three years from the date
16 of issuance if the applicant has not completed the required class or passed a satisfactory
17 examination on the provisions and principles of the Constitutions of the United States and
18 Arizona.

19 ~~b. 2.~~ An applicant's standard Arizona teaching certificate shall expire one year from the date of
20 issuance if the applicant has not completed the required class or passed a satisfactory
21 examination on the provisions and principles of the Constitutions of the United States and
22 Arizona if the applicant applies for a certificate authorizing the person to teach an academic
23 course that focuses predominantly on history, government, social studies, citizenship, law or
24 civics.

25 ~~—B. The Board shall issue a comparable Arizona supervisor, principal or superintendent~~
26 ~~certificate to an applicant who holds a valid equivalent certificate from another state, that~~
27 ~~included a requirement to pass that state's administrator exams in order to be certificated in that~~
28 ~~state if required at the time of certification, and is in good standing with that other state.~~

29 ~~—1. Certificates shall be valid for eight years and are renewable.~~

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

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to open rulemaking of proposed Board rule R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services
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 Action/Discussion Item Information Item**Background and Discussion**

SB 1317 passed during the 2017 legislative session and requires the Board to adopt new rules 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 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.

The proposed changes to R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services consist of the following:

- Definitions:
 - "Accommodations" now includes access to the general education curriculum
 - "Boundaries of responsibility" are expanded to include a charter school and a public agency other than a school district or charter school
 - Defines "child with a disability"
 - "Evaluator" is clarified to be a person trained and knowledgeable in a field relevant to the child's disability
 - "Informed written consent" is defined
 - "Multidisciplinary Evaluation Team" is defined
 - A "private special education school" was clarified to be defined as a non-public educational institution where instruction is provided primarily to students with disabilities
 - "Psychiatrist" was defined as a licensed physician who has completed three years of graduate training in psychiatry in a program approved by the American medical association or the American osteopathic association
 - "Qualified professionals" was added to the list of definitions
 - "Specially designed instruction" was added to the list of definitions
 - "Suspension" is defined as the temporary withdrawal of the privilege of attending a school for a specified period of time

Contact Information:

Dr. Karol Schmidt, Executive Director
State Board of Education

EXECUTIVE SUMMARY

- Child identification and referral procedures were identified
 - It was clarified that each public education agency must develop and implement a practical method to identify, locate and evaluate children with disabilities who are in need of, but are not currently receiving special education and related services
 - Identification, which includes screening for possible disabilities, shall be completed within 45 calendar days after a student transfers into a school and the student's enrollment documentation indicates a history of special education for a student not currently eligible, or who has sustained and unexplained poor progress in school
 - If, on the basis of the screening, the public education agency reasonably suspects that the child's performance might be the result of a disability that has not yet been identified, the public education agency must refer the child for a full and individual evaluation
 - Parents shall be notified within a reasonable amount of time but not to exceed 15 school days to inform them of screening procedures if the child is suspected of having a disability
 - If, after a reasonable amount of time not to exceed one school semester, the student's teacher determines that the general education supports and/or interventions have not resolved the concerns identified in the screening, the public education agency shall refer the student for a full and individual evaluation
 - Implementation of general education supports and/or interventions shall not be put in place in order to delay or deny the student an evaluation
 - At any time during the implementation of general education supports and/or interventions, the parent may request an evaluation in writing to determine if the child is a child with a disability in need of special education and related services

- Evaluation/Re-Evaluation
 - The initial evaluation shall be conducted within 60 calendar days from the public education agency's receipt of the parent's informed written consent
 - If the parent requests the evaluation, the public education agency 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 public education agency may accept current information about the student from another state, public agency, public education agency or through an independent educational evaluation. In such instances, the

EXECUTIVE SUMMARY

Multidisciplinary Evaluation Team shall be responsible for reviewing and approving or supplementing an evaluation

- The public education agency shall conduct a full and individual evaluation of a child with a disability before determining that the child is no longer a child with a disability, unless the child's eligibility is being terminated due to graduation from secondary school with a regular high school diploma or because the child is no longer eligible to receive a free and appropriate public education due to age requirements

- Individualized Education Program (IEP)
 - Each IEP of a student with a disability, developed with the opportunity for parent participation, shall stipulate a statement of the special education and related services that will be provided to enable to child to advance appropriately toward attaining his or her annual goals and to be involved in and make progress in the general education curriculum
 - Each child's IEP must include the projected date for the beginning of the services and modifications; the anticipated frequency, duration, and location of those services, the provision of instructional or support services and designate the types of qualified professionals and other providers to provide instructional or support services to the student
 - If appropriate to meet to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that the special education personnel are involved in the planning, progress monitoring and when appropriate, involved in the delivery of the specially designed instruction
 - After an annual review of a child's IEP, the public education agency and the parent may agree not to convene an IEP team meeting for the purposes of making changes and instead may develop a written document to amend or modify the student's current IEP
 - A parent or public education agency may request in writing a review of the IEP and shall identify the basis for requesting review
 - Such review shall take place within 30 school days of the receipt of the request or at a later date as mutually agreed upon by the parent and the public education agency but not to exceed 60 school days
 - Notwithstanding the foregoing, a public education agency may deny a parent's request for review of an IEP with prior written notice

- Procedural Safeguards
 - In accordance with the requirements of IDEA, prior written notice must be issued within 15 school days following a decision by a public education

EXECUTIVE SUMMARY

agency to propose to initiate or change, or refuse to initiate or change, the identification, evaluation, educational placement or the provision of a free and public education to the child

Board staff met with the Department of Education to develop revisions to the rules regarding special education on June 6, 2017. Proposed revisions to R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services are recommended for the Board to open rulemaking.

Consistent with the provisions of SB 1317, a copy of the proposed revisions were provided to the Governor and the Chairs of the Senate and House Education Committees.

Recommendation to the Board

It is recommended that the Board open rulemaking of proposed Board rule R7-2-401 regarding Special Education Standards for Public Agencies Providing Educational Services.

1 ARTICLE 4. SPECIAL EDUCATION

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

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

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

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

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

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

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

26 4. ~~5.~~ “Boundaries of responsibility” means for:

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

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

29 c. ~~b.~~ 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 agency.

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

33 5. ~~7.~~ “Certified school psychologist” means a person holding a certificate from the Arizona State
34 Board of Education issued pursuant to 7 A.A.C. 2, Article 6, in the area of school psychology.

35 6. ~~8.~~ “Certified speech-language therapist” means a person holding a speech-language pathologist or
36 speech-language technician certificate from the Arizona State Board of Education issued pursuant to 7

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

- 1 16. ~~17.~~ “Licensed psychologist” means a person holding a psychologist license from ~~the a state~~ licensing
2 body of Arizona Board of Psychologist examiners in accordance with A.R.S. Title 32, Chapter 19.1,
3 Article 2.
- 4 17. “Multidisciplinary Evaluation Team” means a team of persons including individuals described as the
5 individualized education program team and other qualified professionals who shall determine whether a
6 child is eligible for special education and related services.
- 7 18. “Modifications” means substantial changes in what a student is expected to learn and to
8 demonstrate. Changes may be made in the instructional level, the content or the performance criteria.
9 Such changes are made to provide a student with meaningful and productive learning experiences,
10 environments, and assessments based on individual needs and abilities.
- 11 ~~19. —“Paraeducator” means a person employed to assist with the education of students but who is~~
12 ~~not certified to teach by the Arizona Department of Education. Alternate terms may include~~
13 ~~paraprofessional, teacher aide, instructional assistant or other similar titles.~~
- 14 19. ~~20.~~ “Private school” means any nonpublic educational institution where academic instruction is
15 provided, including nonsectarian and parochial schools, that are not under the jurisdiction of the state
16 or a public education agency.
- 17 20. ~~21.~~ “Private special education school” means a private school that is established to serve primarily
18 nonpublic educational institution where instruction is provided primarily to students with disabilities.
19 The school may also serve students without disabilities.
- 20 21. ~~22.~~ “Psychiatrist” means a ~~doctor of medicine who specializes in the study, diagnosis, treatment and~~
21 ~~prevention of mental disorders~~ licensed physician who has completed three years of graduate training
22 in psychiatry in a program approved by the American medical association or the American osteopathic
23 association.
- 24 22. ~~21.~~ “Public education agency” or “PEA” means a school district, charter school, accommodation
25 school, state supported institution, or other political subdivision of the state that is responsible for
26 providing education to children with disabilities.
- 27 23. ~~22.~~ “Qualified professionals” means individuals who have met state approved or recognized degree,
28 certification, licensure, registration or other requirements that apply in the areas in which the
29 individuals are providing services such as screening, identification, evaluation, general education, special
30 education or related services, including supplemental aids and services.
- 31 24. “Screening” means an informal or formal process of determining the status of a child with
32 respect to appropriate developmental and academic norms. Screening may include observations, family
33 interviews, review of medical, developmental, or education records, or the administration of specific
34 instruments identified by the test publisher as appropriate for use as screening tools.
- 35 25. ~~24.~~ “Specially designed instruction” means adapting, as appropriate to the needs of an eligible child
36 the content, methodology, or delivery of instruction to address the unique needs of the child that result
37 from the child’s disability; and to ensure access of the child to the general curriculum, so that the child
38 can meet the educational standards within the jurisdiction of the PEA that apply to all children.
39

1 25. 26. "Special education teacher" means a teacher holding a special education certificate from the
2 Arizona Department of Education.

3 26. 27. "Suspension" means the temporary withdrawal of the privilege of attending a school for a
4 specified period of time. ~~a disciplinary removal from a child's current placement that results in a failure~~
5 ~~to provide services to the extent necessary to enable the child to progress appropriately in the general~~
6 ~~curriculum and advance toward achieving the goals set out in the child's IEP. The term does not include~~
7 ~~disciplinary actions or changes in placement through the IEP process if the child continues to receive the~~
8 ~~services described above. The term does include actions such as "in-school" and "going home for the~~
9 ~~rest of the day" removals if the child does not receive the services described above.~~

10 C. Public Awareness.

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

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

17 ~~3.~~ School districts are responsible for public awareness in private schools located within their
18 geographical boundaries of responsibility.

19 D. Child Identification and Referral.

20 1. All children with disabilities residing in the state, including children with disabilities who are
21 homeless or are wards of the state, including children with disabilities who attend private schools,
22 regardless of the severity of their disability, and who are in need of special education and related
23 services must be identified, located, and evaluated. Child find must include children who are suspected
24 of being a child with a disability in need of special education and related services, including children who
25 are advancing from grade to grade, and children who are highly mobile, including migrant children.

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

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

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

- 1 ~~3.~~ Procedures for child identification and referral shall meet the requirements of the IDEA and
2 regulations, A.R.S. Title 15, Chapter 7, Article 4 and these rules.
- 3 ~~4.~~ 5. Each ~~The~~ public education agency is responsible for child identification activities in the school
4 district in which the parents reside unless:
- 5 a. The student is enrolled in a charter school or public education agency that is not a school
6 district. In that event, the charter school or public education agency is responsible for child identification
7 activities;
- 8 b. The student is enrolled in a non-profit private school. In that event, the school district within
9 whose boundaries the private school is located is responsible for child identification activities.
- 10 ~~5.~~ 6. Identification (screening for possible disabilities) shall be completed within 45 calendar days
11 after:
- 12 a. Entry of each preschool or kindergarten student and any student enrolling without appropriate
13 records of screening, evaluation, and progress in school; ~~or~~
- 14 b. A student transfers into a school and the student's enrollment documentation indicates a
15 history of special education for a student not currently eligible, or sustained and unexplained poor
16 progress in school; or
- 17 ~~b.c.~~ Written notification by parents of concerns to the public education agency ~~by parents of~~
18 ~~concerns~~ regarding developmental or educational progress by their child aged 3 years through 21 years.
- 19 ~~6.~~ 7. Screening procedures shall include vision and hearing status and consideration of the following
20 areas: cognitive or academic, communication, motor, social or behavioral, and adaptive development.
21 Screening does not include a full and individual evaluation ~~detailed individualized comprehensive~~
22 ~~evaluation procedures.~~
- 23 ~~7.~~ ~~For a student transferring into a school; the public education agency shall review enrollment~~
24 ~~data and educational performance in the prior school. If there is a history of special education for a~~
25 ~~student not currently eligible for special education, or poor progress, the name of the student shall be~~
26 ~~submitted to the administrator for consideration of the need for a referral for a full and individual~~
27 ~~evaluation or other services.~~
- 28 ~~7.~~ 8. If, on the basis of the screening, the public education agency reasonably suspects that the child's
29 performance might be the result of a disability that has not yet been identified, the public education
30 agency must refer the child for a full and individual evaluation.
- 31 ~~8.~~ 9. If a concern about a student is identified through screening procedures or through review of
32 records that does not rise to the level of suspecting the child is a child with a disability in need of special
33 education and related services, the public education agency shall notify the parents of the student in
34 writing of the concern ~~within 10~~ within a reasonable amount of time but not to exceed 15 school days
35 and inform them of the public education agency procedures to follow-up on the student's needs which
36 may include specific general education supports and/or interventions that will be put in place to address
37 the concerns, including who will provide the supports and/or interventions, in what setting, and how the
38 parent will be notified of the progress the child is making with those supports and/or interventions.

~~Local education agencies may implement general education interventions concurrently or before initiating a referral for evaluation in an effort to resolve areas of concern.~~

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

a. Implementation of general education supports and/or interventions shall not be put in place in order to delay or deny the student an evaluation.

b. At any time during the implementation of general education supports and/or interventions, the parent may request an evaluation in writing to determine if the child is a child with a disability in need of special education and related services.

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

911. Each public education agency shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents made pursuant to subsection (D)(5), and the dates of screening. The results shall be maintained in the student’s permanent records in a location designated by the administrator. In the case of a student not enrolled, the results shall be maintained in a location designated by the administrator.

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

~~11. 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 conducted within

1 ~~completed as soon as possible, but shall not exceed 60 calendar days from the public education agency's~~
2 ~~receipt of the parent's informed written consent. If the public education agency initiates the evaluation,~~
3 ~~the 60-day period shall commence with the date of receipt of the parent's informed written consent~~
4 ~~and shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of~~
5 ~~eligibility. If the parent requests the evaluation and the MET concurs, the 60-day period shall~~
6 ~~commence with the date that the written parental request was received by the public education agency~~
7 ~~and shall conclude with the date of the MET determination of eligibility., the PEA must, within a~~
8 reasonable amount of time not to exceed 15 school days from the date it receives a parent's written
9 request for an evaluation, either begin the evaluation by reviewing existing data, or provide prior
10 written notice refusing to conduct the requested evaluation.

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

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

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

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

24 b. Hearing impairment:

25 i. An audiological evaluation by an audiologist, and

26 ii. An evaluation of communication/language proficiency.

27 c. Other health impairment: verification of a health impairment by a doctor of medicine, licensed
28 psychologist, licensed nurse practitioner or physician's assistant as appropriate.

29 d. Specific learning disability: a determination of whether the child exhibits a pattern of strengths
30 and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level
31 standards, or intellectual development that meets the public education agency criteria through one of
32 the following methods:

33 i. A discrepancy between achievement and ability;

34 ii. The child's response to scientific, research-based interventions; or

35 iii. Other alternative research-based procedures.

36 e. Orthopedic impairment: verification of the physical disability by a doctor of medicine, or
37 physical therapist licensed pursuant to ARS Title 32, Chapter 19.

- 1 f. Speech/language impairment: an evaluation by a certified speech-language therapist.
- 2 g. For students whose speech impairments appear to be limited to articulation, voice, or fluency
3 problems, the written evaluation may be limited to:
- 4 i. An audiometric screening within the past calendar year,
- 5 ii. A review of academic history and classroom functioning,
- 6 iii. An assessment of the speech problem by a speech therapist, or
- 7 iv. An assessment of the student's functional communication skills.
- 8 h. Traumatic brain injury: verification of the injury by a doctor of medicine.
- 9 i. Visual impairment: verification of a visual impairment by a licensed doctor of medicine
10 practicing in the specialty of ophthalmology or a licensed optometrist.
- 11 7. The Multidisciplinary Evaluation Team shall determine, in accordance with the IDEA and
12 regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a student's
13 re-evaluation.
- 14 8. The public education agency shall conduct a full and individual evaluation of a child with a
15 disability before determining that the child is no longer a child with a disability, unless the child's
16 eligibility is being terminated due to graduation from secondary school with a regular high school
17 diploma or because the child is no longer eligible to receive a free and appropriate public education due
18 to age requirements under A.R.S. §15-764(a)(1).
- 19 F. Parental Consent.
- 20 1. A public education agency shall obtain informed written consent from the parent of the child
21 with a disability before the initial provision of special education and related services to the child.
- 22 2. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial
23 provision of special education and related services, the public education agency may not use mediation
24 or due process procedures in order to obtain agreement or a ruling that the services may be provided to
25 the child.
- 26 3. If the parent of the child refuses to consent to the initial provision of special education and
27 related services, or the parent fails to respond to a request to provide consent for the initial provision of
28 special education and related services, the public education agency:
- 29 a. Will not be considered to be in violation of the requirement to make available FAPE to the child
30 because of the failure to provide the child with the special education and related services for which the
31 parent refuses to or fails to provide consent, and
- 32 b. Is not required to convene an IEP Team meeting or develop an IEP in accordance with these
33 rules.

1 4. If, at any time subsequent to the initial provision of special education and related services, the
2 parent of a child revokes consent in writing for the continued provision of special education and related
3 services, the public education agency:

4 a. May not continue to provide special education and related services to the child, but shall
5 provide prior written notice before ceasing the provision of special education and related services;

6 b. May not use the mediation procedures or the due process procedures in order to obtain
7 agreement or a ruling that the services may be provided to the child;

8 c. Will not be considered to be in violation of the requirement to make FAPE available to the child
9 because of the failure to provide the child with further special education and related services; and

10 d. Is not required to convene an IEP Team meeting or develop an IEP for the child for further
11 provision of special education and related services.

12 5. If a parent revokes consent in writing for their child's receipt of special education services after
13 the child is initially provided special education and related services, the public agency is not required to
14 amend the child's education records to remove any references to the child's receipt of special education
15 and related services because of the revocation of consent.

16 G. Individualized Education Program (IEP).

17 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
18 school-based personnel, and ~~make available to~~ parents, written procedures for the development,
19 implementation, review, and revision of IEPs.

20 2. Procedures for IEPs shall meet the requirements of the IDEA and its regulations, ~~and~~ state
21 statutes and State Board of Education rules.

22 3. Procedures shall include the incorporation of Arizona Academic ~~S~~standards as adopted by the
23 State Board of Education into the development of each IEP and address grade-level expectations and
24 grade-level content instruction. ~~IEP goals aligned with the Arizona Academic Standards shall identify the~~
25 ~~specific level within the standard that is being addressed.~~

26 4. Each IEP of a student with a disability, developed with the opportunity for parent participation, shall
27 stipulate include a statement of the special education and related services that will be provided to
28 enable to child to advance appropriately toward attaining his or her annual goals and to be involved in
29 and make progress in the general education curriculum. Each child's IEP must include the projected date
30 for the beginning of the services and modifications; the anticipated frequency, duration, and location of
31 those services; and a description of the instructional or support services, including a designation of the
32 types of qualified professionals and other providers that will provide those instructional or support
33 services to the student. If appropriate to meet to meet the needs of a student and to ensure access to
34 the general curriculum, an IEP team may include specially designed instruction in the IEP that may be
35 delivered in a variety of educational settings by a general education teacher or other certificated
36 personnel provided that certificated special education personnel are involved in the planning, progress
37 monitoring and when appropriate, the delivery of the specially designed instruction. ~~the provision of~~
38 ~~instructional or support services by a special education teacher, certified speech-language therapist,~~
39 ~~and/or ancillary service provider(s), as appropriate.~~
40

- 1 4. ~~Each IEP of a student with a disability shall stipulate the provision of instructional or support~~
2 ~~services by a special education teacher, certified speech language therapist, and/or ancillary service~~
3 ~~provider(s), as appropriate.~~
4
- 5 5. Each student with a disability who has an IEP shall participate in the state assessment system.
6 Students with disabilities can test with or without ~~standard~~ accommodations or modifications as
7 indicated in the student's IEP. Students who are determined to have a significant cognitive disability
8 based on the established eligibility criteria will be assessed with the state's alternate assessment as
9 determined by the IEP team.
- 10 6. A meeting of the whole IEP team shall be conducted to review and revise each student's IEP at
11 least annually or more frequently if the student's progress substantially deviates from what was
12 anticipated. The public education agency shall provide written notice of the meeting to the parents of
13 the student to ensure that parents have the opportunity to participate in the meeting. After the annual
14 review, the public education agency and parent may agree not to convene an IEP team meeting for the
15 purposes of making changes, and instead may develop a written document to amend or modify the
16 student's current IEP.
17
- 18 7. A parent or public education agency may request in writing a review of the IEP, and shall identify
19 the basis for requesting review. Such review shall take place within 30 school days of the receipt of the
20 request ~~or at a mutually agreed upon date and time but not to exceed 30 school~~.
- 21 H. Least Restrictive Environment.
- 22 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
23 school-based personnel, ~~and make available to parents,~~ written procedures to ensure the delivery of
24 special education services in the least restrictive environment as identified by IDEA and its regulations,
25 ~~and state statutes and State Board of Education rules.~~
- 26 2. A continuum of services and supports for students with disabilities shall be available through
27 each public education agency.
- 28 I. Procedural Safeguards.
- 29 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
30 school-based personnel and parents of students with disabilities written procedures to ensure children
31 with disabilities and their parents are afforded the procedural safeguards required by federal statute
32 and regulation and state statute. These procedures shall include dissemination to parents information
33 about the public education agency's and state's dispute resolution options.
- 34 2. In accordance with the ~~prior written notice~~ requirements of IDEA, prior written notice must be
35 provided to the parents of a child within a reasonable time after the ~~a timely manner following a~~
36 ~~decision by a PEA to propose to initiate or change, or refuses to initiate or change, the identification,~~
37 evaluation, educational placement or the provision of FAPE to the child, but before the decision is
38 implemented.
- 39 J. Confidentiality.

- 1 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
2 personnel, and ~~make available to~~ parents, written policies and procedures to ensure the confidentiality
3 of records and information in accordance with the IDEA and its regulations, the Family Educational
4 Rights and Privacy Act (FERPA) and its regulations, and state statutes.
- 5 2. Parents shall be fully informed about the requirements of the IDEA and regulations, including an
6 annual notice of the policies and procedures that the PEA must follow regarding storage, disclosure to a
7 third party, retention, and destruction of personally identifiable information.
- 8 3. The rights of parents regarding education records are transferred to the student at age 18,
9 unless the student has been ~~declared legally incompetent~~ adjudicated incapacitated, or the student has
10 executed a delegation of rights to make educational decisions pursuant to A.R.S. § 15-773.
- 11 4. Upon receiving a written request, each public education agency shall forward special education
12 records to any other public education agency in which a student has enrolled or is seeking is attempting
13 to enroll. Records shall be forwarded within the time-frame specified in A.R.S. § 15-828(F). The public
14 education agency shall also forward records to any other person or agency for which the parents have
15 given signed consent.
- 16 K. **Preschool Programs.** Each public education agency responsible for serving preschool children
17 with disabilities shall establish, implement, and ~~disseminate~~ make available to its personnel, and ~~make~~
18 ~~available to~~ parents, written procedures for:
- 19 1. The operation of the preschool program, in accordance with federal statute and regulation, and
20 state statute, that provides a continuum of placements to students;
- 21 2. The smooth and effective transition from the Arizona Early Intervention Program (~~AZEIP~~) to a
22 public school preschool program in accordance with the agreement between the Department of
23 Economic Security and the Department; and
- 24 3. The provision of a minimum of 360 minutes per week of instruction in a program that meets at
25 least two hundred sixteen hours over the minimum number of days that operates at least three days a
26 week.
- 27 L. **Children in Private Schools.** Each public education agency shall establish, implement, and
28 ~~disseminate~~ make available to its personnel, and ~~make available to~~ parents, written procedures
29 regarding the access to special education services to students enrolled in private schools by their
30 parents as identified by the IDEA and its regulations, and state statutes and State Board of Education
31 rules.
- 32 M. ~~State Education Agency Department~~ **State Education Agency Department** Responsible for General Supervision and Obligations
33 Related to and Methods of Ensuring Services.
- 34 1. The Department is responsible for the general supervision of services to children with disabilities
35 aged 3 through 21 served through a public education agency.
- 36 2. The Department shall ensure through fund allocation, monitoring, dispute resolution, and
37 technical assistance that all eligible students receive a ~~free appropriate public education~~ FAPE in
38 conformance with the IDEA and its regulations, A.R.S. Title 15, Chapter 7, Article 4, and these rules.

- 1 3. In exercising its general supervision responsibilities, the Department shall ensure that when it
2 identifies noncompliance with the requirements of the IDEA Part B, the noncompliance is corrected as
3 soon as possible, and in no case later than one year after the Department's written notification to the
4 PEA of its identification of the noncompliance.
- 5 N. Procedural Requirements Relating to Public Education Agency Eligibility.
- 6 1. Each public education agency shall establish eligibility for funding with the ~~Arizona~~ Department
7 in accordance with the IDEA and its regulations, ~~and~~ state statutes and with schedules and methods
8 prescribed by the Department.
- 9 2. In the event the Department determines that a public education agency does not meet eligibility
10 for funding requirements, the public education agency has a right to a hearing before such funding is
11 withheld.
- 12 3. The Department may ~~temporarily interrupt~~ suspend payments during any time period when a
13 public education agency has not corrected deficiencies in eligibility for federal funds as a result of fiscal
14 requirements of monitoring, auditing, complaint and due process findings.
- 15 4. Each public education agency shall, on an annual basis, determine the number of children within
16 each disability category who have been identified, located, evaluated, and/or receiving special
17 education services. This includes children residing within the boundaries of responsibility of the public
18 education agency who have been placed by their parents in private schools or who are home schooled.
- 19 O. Public Participation.
- 20 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
21 personnel, and ~~make available to parents,~~ written procedures to ensure that, prior to the adoption of
22 any policies and procedures needed to comply with federal and state statutes and regulations, there
23 are:
- 24 a. Public hearings;
- 25 b. Notice of the hearings; and
- 26 c. An opportunity for comment available to the general public, including individuals with
27 disabilities and parents of children with disabilities.
- 28 2. This requirement does not pertain to day-to-day operating procedures.
- 29 P. Suspension and Expulsion.
- 30 1. Each public education agency shall establish, implement, and ~~disseminate~~ make available to its
31 personnel, and ~~make available to parents,~~ written procedures for the suspension and expulsion of
32 students with disabilities.
- 33 2. Each public education agency shall require all school-based staff involved in the disciplinary
34 process to review the policies and procedures related to suspension and expulsion on an annual basis.
35 The public education agency shall maintain documentation of staff review.

- 1 3. Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its
- 2 regulations, and state statutes.

DRAFT

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to open rulemaking regarding R7-2-810 regarding Emergency Administration of Inhalers

Action/Discussion Item Information Item

Background and Discussion

In 2017, the legislature passed HB2208 which requires the Board to open rulemaking regarding the emergency administration of inhalers.

The public health intent of this statute is to reduce 911 calls and emergency department admissions due to severe respiratory episodes at schools.

Asthma, a common respiratory disease, affects more than 750,000 Arizonans. The Centers for Disease Control estimates that 10.9% of Arizona children currently have asthma and over their lifetimes, 24% of youth under age 17 will have asthma. Arizona has a higher prevalence nationally, and the incidence of asthma is increasing.¹

Asthma can be controlled with quality health care, correct medications and good self-management skills.

When not well controlled, asthma can be life threatening. Children often experience severe episodes, or asthma attacks, while at school. Symptoms include coughing, wheezing, chest tightness and shortness of breath. The best treatment for such an emergency is to administer an emergency dose of inhaler “rescue” medication, usually Albuterol. If the child does not have an inhaler at school, then the school must call 991 and the child will be transported to an emergency department or hospital.

The result is a frightening experience for the child, an expensive charge for the service, and lost time at school. All these outcomes can be prevented if trained school staff members have the medication on hand and the authority to administer an emergency dose of inhaler medication to the person undergoing the episode.

The Inhaler for Schools statute is based on a successful 2-year pilot program conducted in Tucson schools by Professor Lynn Gerald, Associate Director of Clinical Research at the Asthma & Airways Disease Research Center, Mel and Enid Zuckerman College of Public Health, University of Arizona. The program demonstrated that a stock Albuterol program inhaler policy reduced 911 calls by 20% and Emergency Medical System (EMS) transports by 40%. The program also demonstrated the effectiveness of a video module to train school staff. The success of the pilot program in Tucson generated a group of supporters who promoted the Inhaler legislation and continued to assist in

Contact Information:

Barbara Burkholder, Secretary/Treasurer and Policy Chair, Arizona Asthma Coalition
Lynn Gerald, PhD, Professor, Mell & Enid Zuckerman College of Public Health, University of Arizona

EXECUTIVE SUMMARY

development of the rules.

The following provided consultation in the development of the regulation and other supporting documents: pediatric pulmonary physicians, pharmacists, school nurses, the School Nurse Organization of Arizona, the Deputy Director of the State Board of Education, school administrators, the American Lung Association, the Maricopa County Department of Public Health, the Arizona Asthma Coalition and Professor Lynn Gerald of the College of Public Health, University of Arizona.

This new inhaler legislation is in the same section of the statute as the Epi Pen and has similar provisions.

The proposed inhaler regulation, pursuant to A.R.S. 155-158, includes the following provisions:

- School district and charter schools that elect to administer inhalers shall develop inhaler policies and procedures in compliance with the regulations.
- At least two designated employees per school must have annual training to recognize the symptoms of respiratory distress and how to render emergency treatment, the proper storage of medications, and emergency follow-up procedures.
- Participating schools are required to have a standing order for the use of the medication and a prescription issued by the chief medical officer of a county health department, a physician or nurse practitioner.
- Schools are allowed to accept monetary donations or grants for the purchase of inhalers, spacer and holding chambers.
- Persons who issue the standing order or employees of schools are immune from civil liability.

The annual cost to provide a stock inhaler and spacer or holding chamber to a school is \$114.

Recommendation to the Board

It is recommended that the Board open rulemaking for R7-2-810 regarding Emergency Administration of Inhalers.

EXECUTIVE SUMMARY

R7-2-810 Emergency Administration of Inhalers

- A. Applicability. This rule applies to:
1. Any school district or charter school that voluntarily chooses to stock inhalers pursuant to A.R.S § 15-158.
 2. All school districts when required to stock inhalers pursuant to A.R.S. § 15-158.
- B. Definitions. The following definitions are applicable to this rule:
1. "Authorized Entity" refers to any school district or charter school.
 2. "Bronchodilator" means Albuterol or another short-acting bronchodilator that is approved by the United States Food and Drug Administration for the treatment of respiratory distress.
 3. "Inhaler" means a device that delivers a bronchodilator to alleviate symptoms of respiratory distress that is manufactured in the form of a metered-dose inhaler or dry-powder inhaler that includes a spacer or holding chamber that attaches to the inhaler to improve the delivery of the bronchodilator.
 4. "Respiratory distress" includes perceived or actual present coughing, wheezing or shortness of breath.
 5. "Standing order" means a prescription protocol or instructions issued by the chief medical officer of a county health department, physicians licensed pursuant to Title 32, Chapter 13 or 17, or nurse practitioners licensed pursuant to Chapter Title 32, Chapter 15.
- C. Annual training on recognition of symptoms of respiratory distress and administration of inhalers.
1. Each school district and charter school that elects to administer inhalers shall designate at least two employees at each school site who shall be required to be trained in the recognition of respiratory distress symptoms and the procedures to follow when respiratory distress occurs, and at least two employees at each school to be trained in the administration of inhalers, as directed on the prescription protocol. Schools may also designate agents to receive training. While each school is required to have two trained personnel in order to implement the stock inhaler policies, schools are welcome to train as many personnel or agents as they feel necessary.
 2. Training in the administration of inhalers shall be conducted by a nationally recognized organization that is experienced in training laypersons in emergency health treatment.
 3. Training may be conducted online or in person and at a minimum shall include:
 - a. How to recognize signs and symptoms of respiratory distress in accordance with good clinical practice.
 - b. Standards and procedures for storage of inhalers.
 - c. Standards and procedures for administration of an inhaler, as directed on the prescription protocol.
 - d. Emergency follow-up procedures after the administration of an inhaler.

EXECUTIVE SUMMARY

4. The organization that conducts the training shall issue a certificate to each person who successfully completes the training. The school employee or authorized agent should submit this certificate to the school.
 5. Annual training is required for all designated employees or agents of the school.
 6. School districts and charter schools shall maintain and make available on request a list of school personnel or authorized agents who are authorized to administer inhalers pursuant to a standing order.
- D. Procedures for annually requesting a standing order and the prescription for the inhaler and holding chamber.
1. Each participating school district or charter school shall obtain a standing order and prescription for inhalers and spacers or holding chambers pursuant to Section 15-158 from the chief medical officer of a county health department, a physician licensed pursuant to Title 32, Chapter 13 or 17, or a nurse practitioner pursuant to Title 32, Chapter 15.
 2. Standing orders and prescriptions shall be requested and renewed annually.
- E. Procedures for the administration of inhalers in emergency situations.
1. School districts and charter schools that elect to administer inhalers shall:
 - a. Prescribe and enforce policies and procedures for the emergency administration of inhalers by designated and trained medical and non-medical personnel.
 - b. Designate at least two employees at each school to be trained to recognize respiratory distress and administer inhalers.
 - c. Require designated personnel or agents to participate in annual training and provide a certificate of successful completion to the school.
 - d. Designate employees who have completed the required training to be responsible for the storage, maintenance, control and general oversight of the inhalers and spacers or holding chambers acquired by the school.
 - e. Acquire and stock a supply of inhalers and spacers or holding chambers pursuant to a standing order prescription.
 - f. Store medication in a secure, temperature appropriate location, unlocked and readily accessible to designated personnel.
 2. Pursuant to a standing order, an employee or agent of a school district or charter school who is trained in the administration of inhalers may administer or assist in the administration of an inhaler to a pupil or adult whom the employee believes in good faith to be exhibiting symptoms of respiratory distress while at school or a school-sponsored activity.
 3. Procedures adopted by school shall address at a minimum, the following requirements:
 - a. Determine if symptoms indicate possible respiratory distress or emergency.
 - b. Administer the correct dose of inhaler medication, as directed by the prescription protocol, regardless of whether the individual who is believed

EXECUTIVE SUMMARY

to be experiencing respiratory distress has a prescription for an inhaler and spacer or holding chamber or has been previously diagnosed with a condition requiring an inhaler.

c. Restrict physical activity, encourage slow breaths and allow the individual to rest.

d. Assure that a trained employee stay with the subject who has been administered inhaler medication until it is determined whether the medication alleviates symptoms.

e. Instruct office staff to notify the school nurse if the inhaler is administered by a trained but non-licensed person. (If applicable).

f. Instruct school staff to notify the parent or guardian.

g. Call 911 if severe respiratory distress continues. Advise that inhaler medication was administered and stay with the person until emergency medical responders arrive.

h. If the individual shows improvement, keep him/her under supervision until breathing returns to normal, with no more chest tightness or shortness of breath, and he/she can walk and talk easily.

i. Allow a student to return to class if breathing has returned to normal and all symptoms have resolved.

j. Notify a parent or guardian once the inhaler has been administered.

k. Document the incident detailing who administered the inhaler, the approximate time of the incident, notifications made to the school administration, emergency responders, and parents/guardians.

l. Retain the incident data on file at the school for 5 years.

m. Order replacement inhalers, spacers and holding chambers as needed.

4. A school district or charter school may accept monetary donations for or apply for grants for the purchase of inhalers and spacers or holding chamber or may accept donations of inhalers and spacers or holding chambers directly from the product manufacturers.

F. Immunity from Civil Liability.

1. Chief medical officers of county health departments, physicians licensed pursuant to Title 32, Chapter 13 or 17, nurse practitioners licensed pursuant to Title 32, Chapter 15, school districts, charter schools and employees or agents of school districts and charter schools are immune from civil liability with respect to all decisions made and actions taken that are based on good faith implementation of the requirements of this statute, except in cases of gross negligence, willful misconduct or intentional wrongdoing.
2. The immunity from civil liability does not affect a manufacturer's product liability regarding design, manufacturing or instructions for use of medication, an inhaler device and spacer or holding chamber.
3. The administration of an inhaler pursuant to this statute is not the practice of medicine or any other profession that otherwise requires a license.

STOCK ALBUTEROL INHALER PROTOCOL & ACTION PLAN

For Treating Emergency Respiratory Distress

Is this **SEVERE** Respiratory Distress?

- Struggling to breathe
- Nasal flaring (front part of nose opens wide)
- Difficulty speaking
- Blueness around the lips or fingernails might look gray or “dusky”
- Chest retractions (chest/neck are pulling in)
- Use of accessory muscles (stomach muscles are moving up and down)
- Fast pulse (e.g., tachycardia)
- Agitation

YES

NO

CALL 911

AND follow the Actions for Severe Respiratory Distress Below

1. Immediately administer 8 puffs of albuterol with valved holding chamber, each puff 15-30 seconds apart.
2. Document the time 911 was called.
3. Restrict physical activity, encourage slow breaths & allow individual to rest. **DO NOT LEAVE THE INDIVIDUAL UNATTENDED!**
4. Instruct office staff to contact parent/caregiver AND school nurse and/or principal.
5. Document the time EMS services arrived AND the name of the EMS provider.
6. Observe individual after 10 minutes if EMS has not yet arrived.

*****If the individual shows improvement, wait for EMS to arrive & assess the individual.**

NO IMPROVEMENT AND EMS HAS NOT YET ARRIVED

1. Repeat 8 puffs of albuterol with valved holding chamber, each 15-30 seconds apart.

For **Mild-to-Moderate** Respiratory Distress:

1. Administer 4 puffs of albuterol with valved holding chamber, each 15-30 seconds apart.
2. Restrict physical activity & allow the individual to rest. **DO NOT LEAVE THE INDIVIDUAL UNATTENDED!**
3. If albuterol is administered by a trained, but non-licensed person, instruct office staff to notify parent/caregiver AND school nurse and/or principal (if applicable).
4. Observe individual again after 10-15 minutes.

NO IMPROVEMENT

IMPROVEMENT

If there is no improvement:

1. Administer 4 more puffs of albuterol with valved holding chamber, each 15-30 seconds apart.
2. If there is still no improvement, **immediately call 911** AND follow actions for **Severe Respiratory Distress**.

IMPROVEMENT

Individual should demonstrate the following:

- No more chest tightness or shortness of breath
- Can walk & talk easily

If the individual shows improvement:

1. Keep him/her in the health office under supervision until their breathing returns to normal AND the office staff has contacted the student's parent/caregiver (if the individual is a student).
2. Follow the post-incident instructions on the back of this form.

STOCK ALBUTEROL INHALER PROTOCOL & ACTION PLAN

For Treating Emergency Respiratory Distress

This protocol is intended for use by trained personnel to respond to respiratory distress. It is not intended to replace an individual's personal Asthma Action Plan. Instead, it should be used when an Asthma Action Plan and/or prescribed short-acting bronchodilator inhaler (e.g., albuterol inhaler) are not available or easily accessible.

Possible signs/symptoms of respiratory distress may include any of the following symptoms:

- *Struggling to breathe, coughing, wheezing, noisy breathing, decreased breath sounds, whistling in the chest, chest pain, chest tightness, shallow breathing, breathing hard or fast, shortness of breath, nasal flaring, difficulty speaking, blueness around the lips or fingernails, chest retractions, and/or use of accessory muscles*

STEPS FOR POST-INCIDENT DOCUMENTATION:

1. If the individual is a student, document the student's school health record.
2. If the individual is a student, follow-up with the student's parent/caregiver.
3. Follow-up with the school nurse and/or principal if applicable.
4. Document the incident using the "Albuterol Documentation Form".
5. The "Albuterol Documentation Form" shall remain on file with the school for a minimum of 5 years.

**STANDING MEDICAL ORDER FOR THE EMERGENCY
ADMINISTRATION OF SHORT-ACTING BRONCHODILATOR
(E.G., ALBUTEROL INHALER) BY A TRAINED INDIVIDUAL
FOR A PUPIL OR ADULT EXHIBITING RESPIRATORY
DISTRESS PURSUANT TO PUBLIC ACT S.B. 2208**

STANDING ORDER ISSUED TO:

Name of School District (If applicable)

Name of School

School Street Address

City

AZ
State

Zip Code

STANDING ORDER:

Any employee of a school district or charter school (or agent of that school district or charter school) who is trained in the administration of inhalers may administer or assist in the administration of a short-acting bronchodilator inhaler (e.g., albuterol inhaler) to a pupil or adult whom the employee believes in good faith to be exhibiting symptoms of respiratory distress while at school or at a school-sponsored activity. The employee must have completed the mandatory online curriculum, “Stock Inhalers for Schools” training in accordance with S.B. 2208.

ASSESSMENT:

Signs of respiratory distress include any of the following symptoms, or combination thereof: struggling to breathe, coughing, wheezing, noisy breathing, decreased breath sounds, whistling in the chest, chest pain, chest tightness, shallow breathing, breathing hard or fast, shortness of breath, nasal flaring, difficulty speaking, blueness around the lips or fingernails, chest retractions, and/or use of accessory muscles.

IMPLEMENTATION AND STANDING MEDICAL ORDER:

The trained employee will assess the individual’s symptoms of respiratory distress and respond according to the attached “Stock Albuterol Inhaler Protocol and Action Plan”.

QUALITY ASSURANCE:

The trained employee will complete the Albuterol Documentation Form detailing the name of the individual, description of the individual, information regarding albuterol use, and EMS information. The completed documentation form shall be signed by the trained employee and remain on file with the school for a minimum of 5 years.

EXPIRATION AND DISPOSAL OF UNUSED SHORT-ACTING BRONCHODILATOR INHALER(S):

A trained employee shall check the expiration date located on the stock inhaler(s) monthly and obtain a new prescription for a replacement short-acting bronchodilator inhaler(s) prior to the expiration date.

A trained employee shall dispose of any expired stock inhaler(s) in a manner consistent with current state medication policies for disposal.

Effective Date (Month/Day/Year)

Renewal Date (Month/Day/Year) / *One year from effective date*

Physician Signature

Physician Name (Please Print)

Physician Phone Number

Physician License Number

**PRESCRIPTION FOR SHORT-ACTING BRONCHODILATOR
(E.G., ALBUTEROL INHALER) FOR SCHOOL USE PURSUANT
TO S.B. 2208**

ISSUED TO:

Name of School District (If applicable)

Name of School

School Street Address

City

AZ
State

Zip Code

Rx: Albuterol HFA Inhaler(s)

Sig: Use per protocol

To be administered, as needed, to an individual exhibiting symptoms of respiratory distress in accordance with “Standing Medical Order for the Emergency Administration of Short-Acting Bronchodilator (e.g., albuterol inhaler) by a Trained Individual for a Pupil or Adult Exhibiting Respiratory Distress Pursuant to Public Act S. B. 2208”. The stock inhaler must be administered by a trained employee or licensed health care provider.

Quantity Inhaler(s)

Quantity Thayer LiteAire® valved holding chamber(s), DAW

Refills: ZERO

Physician Name (Print)

Physician Street Address

City

AZ
State

Zip Code

Physician Phone Number

DEA Number

Date Issued (Month/Day/Year)

Physician Signature

STOCK INHALER FOR SCHOOLS PROGRAM

STOCK ALBUTEROL DOCUMENTATION FORM

School Name: _____

DATE: / /

INDIVIDUAL PRESENTING WITH RESPIRATORY DISTRESS			
Individual's Last Name:		Individual's First Name:	
Description of Individual Receiving Albuterol Medication:		<i>(Please select the appropriate box)</i> <input type="checkbox"/> Student <input type="checkbox"/> School Staff <input type="checkbox"/> Visitor	
<i>(If Applicable)</i> Individual's Age:		(Years)	
Individual's Gender:	<i>(Please select the appropriate box)</i> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		
Individual's Ethnicity:	<i>(Please select the appropriate box)</i> <input type="checkbox"/> Hispanic / Latino <input type="checkbox"/> non-Hispanic / non-Latino		
Individual's Race:	<i>(Please select all that apply)</i> <input type="checkbox"/> American Indian / Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> White <input type="checkbox"/> Black / African American <input type="checkbox"/> Native Hawaiian / Pacific Islander		
<i>(If Applicable)</i> Did the individual have a known diagnosis of asthma before this day?:		<i>(Please select the appropriate box)</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do Not Know	

ALBUTEROL ADMINISTRATION INFORMATION			
Trained Staff's Last Name:		Trained Staff's First Name:	
Location where symptoms developed:			
Time of day individual presented to the school health office:		<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	
Time of day albuterol was administered:		<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	
Time of day individual was released from the health office:		<input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	
No. of albuterol puffs administered to the individual:			(Puffs)
Disposition Status:	<i>(Please select the appropriate box)</i> <input type="checkbox"/> Returned to class <input type="checkbox"/> Sent home <input type="checkbox"/> Called 911 & <u>no</u> EMS transport <input type="checkbox"/> Called 911 & transported by EMS to hospital		
<i>(Standing Order Authority)</i> Physician's Name:		.	

EMS INFORMATION	
<i>(If Applicable)</i>	Time 911 was called: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
<i>(If Applicable)</i>	Time EMS services arrived: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
<i>(If Applicable)</i>	Name of transporting EMS agency:
<i>(If Applicable)</i>	Name of hospital individual was transported to:

COMMENTS

EXECUTIVE SUMMARY

Issue: Review and Approve the Recommended Vendor for School Safety Program Training Design, Facilitation, and Technical Assistance

Action/Discussion Item

Background and Discussion

The Arizona Department of Education (ADE) provides annual training for School Safety Program officers, administrators, and other key personnel of grant-awarded schools for the School Safety Program, established in 1994 pursuant to A.R.S. § 15-154. The trainings offered include New Officer training and Advanced Law Related Education (LRE) trainings for school safety officers, and leadership training and Advanced Leadership training for school administrators and key personnel. All new School Safety Program officers are required to receive new officer training as soon as practicable after beginning their service.

Statute requires the State Board of Education to review and approve the law-related education provider before a contract is awarded.

The purpose of the solicitation is to secure a competent, responsive, reliable, and experienced contractor to assist in the design, facilitation, and execution of trainings, and provide technical assistance and support for the School Safety Program. The contracted law-related education provider will assist ADE in meeting the statutory requirements for the School Safety Program. All of the trainings offered under this contract will be expected to serve the goals and objectives of the School Safety Program.

Timeline

- The RFP was released on April 11, 2017.
- Letters of Intent were e-mailed through ProcureAZ on April 11, 2017 to 1,839 suppliers obtained from the ProcureAZ bid list.
- The RFP was advertised in the Daily News Sun on April 14, 2017.
- A Pre-offer conference was held on April 24, 2017 with one (1) vendor in attendance.
- The RFP closed on May 9, 2017, with one (1) offer received.

As allowed by Arizona procurement law, an independent evaluation team consisting of three (3) evaluators was assembled to review vendor proposals, to assess the extent to which proposals address the requirements listed in the RFP and to recommend a contract award to the vendor that best addressed the state's requirements and is most advantageous to the state based on the evaluation factors set forth in the solicitation. Pursuant to AAC R2-7-C309, the ADE Chief Procurement Officer has reviewed the sole offer and determined in writing that the price submitted is fair and reasonable, and that the Offeror is responsive and responsible.

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board approve ADE's recommendation for the selected vendor for School Safety Program Training Design, Facilitation, and Technical Assistance.

Source of Funds: Proposition 301 Funding in connection with State General Fund

Responsible Unit at the Department of Education:

Steven Paulson, Chief Procurement Officer

Jenny Walker, School Safety Program Specialist

Melissa Conner, Associate Superintendent, Health and Nutrition Services Division

EXECUTIVE SUMMARY

Issue: Recommended Vendor for Online Distance Learning: Adult Basic Education and Adult Secondary Education (ABE/ASE).

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

Federal P.L. 113-128, Title II, of the Workforce Innovation and Opportunity Act of 2014, Arizona Revised Statutes 15-232, 15-233 and 15-234, and the Arizona State Plan for Adult Education authorize the establishment and maintenance of adult education, including instruction in basic literacy and numeracy skills, skills necessary to attain a high school equivalency diploma, English language skills and the skills and knowledge needed for individuals to succeed in postsecondary education and the workforce and skills and knowledge to engage in the communities in which they live.

Distance education is regarded as one way to increase the capacity of the system by expanding access to educational opportunities for adult learners using distance learning (DL) strategies to eliminate barriers and extend learning beyond traditional classroom settings. In 2004, the Arizona Department of Education/Adult Education Services (ADE/AES) implemented the **Arizona Distance Education for Adult Learners (ADEAL)** initiative. ADEAL was initially designed to develop and maintain a framework for the delivery and management of distance education for Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners. It was later expanded to include English language learners, also known as English Language Acquisition for Adults (ELAA) learners.

All Arizona adult learners, including distance learners, are pre/post-tested using standardized assessments approved by the Office of Career, Technical and Adult Education (OCTAE), information on OCTAE requirements are located at this link: <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html?exp=3> Currently, the approved assessments used in Arizona are the TABE 9/10 for ABE/ASE learners and the TABE CLAS-E for ELAA learners.

The goal of the solicitation was to identify a vendor who could deliver a high quality online distance learning product to meet the needs of Arizona's ABE/ASE learners.

Timeline

- The RFP was released on January 31, 2017
- 1934 suppliers were obtained from the ProcureAZ bid list
- Pre-Offer Conference was held on February 7, 2017
- The RFP closed on February 28, 2017 and 9 responses were received. Four of the responses were deemed not susceptible for award.

Contact Information:

Steven Paulson, Chief Procurement Officer

Sheryl Hart, Deputy Associate Superintendent, Adult Education Services

Mike Mannelly, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

As allowed by Arizona procurement law, an independent evaluation team consisting of four (4) evaluators was assembled to review vendor proposals, to assess the extent to which proposals address the requirements listed in the RFP and to recommend a contract award to the vendor that best addressed the state's requirements and is most advantageous to the state based on the evaluation factors set forth in the solicitation.

Recommendation to the Board

It is recommended that the Board approve ADE's recommendation for the selected vendor for Online Distance Learning: Adult Basic Education and Adult Secondary Education (ABE/ASE).

Contact Information:

Steven Paulson, Chief Procurement Officer

Sheryl Hart, Deputy Associate Superintendent, Adult Education Services

Mike Mannelly, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

Issue: Recommended Vendor for Online Distance Learning: English Language Acquisition for Adults Learners (ELAA).

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

Federal P.L. 113-128, Title II, of the Workforce Innovation and Opportunity Act of 2014, Arizona Revised Statutes 15-232, 15-233 and 15-234, and the *Arizona State Plan for Adult Education* authorize the establishment and maintenance of adult education, including instruction in basic literacy and numeracy skills, skills necessary to attain a high school equivalency diploma, English language skills and the skills and knowledge needed for individuals to succeed in postsecondary education and the workforce and skills and knowledge to engage in the communities in which they live.

Distance education is regarded as one way to increase the capacity of the system by expanding access to educational opportunities for adult learners using distance learning (DL) strategies to eliminate barriers and extend learning beyond traditional classroom settings. In 2004, the Arizona Department of Education/Adult Education Services (ADE/AES) implemented the ***Arizona Distance Education for Adult Learners (ADEAL)*** initiative. *ADEAL* was initially designed to develop and maintain a framework for the delivery and management of distance education for Adult Basic Education (ABE) and Adult Secondary Education (ASE) learners. It was later expanded to include English language learners, also known as English Language Acquisition for Adults (ELAA) learners.

All Arizona adult learners, including distance learners, are pre/post-tested using standardized assessments approved by the Office of Career, Technical and Adult Education (OCTAE). Currently, the approved assessments used in Arizona are the *TABE 9/10* for ABE/ASE learners and the *TABE CLAS-E* for ELAA learners.

The goal of the solicitation was to identify a vendor who could deliver a high quality online distance learning product to meet the needs of Arizona's ELAA learners.

Timeline

- The RFP was released on January 31, 2017
- 1934 suppliers were obtained from the ProcureAZ bid list
- Pre-Offer Conference was held on February 7, 2017
- The RFP closed on February 28, 2017 and 3 responses were received. Two of the responses were deemed not susceptible for award.

As allowed by Arizona procurement law, an independent evaluation team consisting of four (4) evaluators was assembled to review vendor proposals, to assess the extent to

Contact Information:

Steven Paulson, Chief Procurement Officer

Sheryl Hart, Deputy Associate Superintendent, Adult Education Services

Mike Mannelly, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

which proposals address the requirements listed in the RFP and to recommend a contract award to the vendor that best addressed the state's requirements and is most advantageous to the state based on the evaluation factors set forth in the solicitation. Pursuant to AAC R2-7-C309, the ADE Chief Procurement Officer has reviewed the sole susceptible offer and determined in writing that the price submitted is fair and reasonable, and that the offeror is responsive and responsible.

Recommendation to the Board

It is recommended that the Board approve ADE's recommendation for the selected vendor for Online Distance Learning: English Language Acquisition for Adults Learners (ELAA).

Contact Information:

Steven Paulson, Chief Procurement Officer

Sheryl Hart, Deputy Associate Superintendent, Adult Education Services

Mike Mannelly, Associate Superintendent, Highly Effective Schools

EXECUTIVE SUMMARY

Issue: Approval process for industry-based credentials and certifications related to the A-F accountability models

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

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

Recommendation to the Board

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

Contact Information:

Cathie Raymond, Deputy Associate Superintendent, Career and Technical Education

Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

Issue: Acceptance of donation made by Denise Ottenheimer to support Work Based Learning
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X Action/Discussion Item

Information Item

Background and Discussion

Denise Ottenheimer would like to make a donation to the Arizona Department of Education, Career & Technical Education (ADE-CTE) unit in the amount of \$9,386.08. This donation is on behalf of the Arizona Cooperative Education Association (now disbanded) in support of work based learning activities (please see attached letter).

Review and Recommendation of State Board Committee

There are no recommendations related to this matter by a State Board Committee.

Recommendation to the Board

It is recommended that the Board accept this donation made by Denise Ottenheimer to the Arizona Department of Education, Career and Technical Education unit in support of Work Based Learning activities.



Centennial High School

Creating a Culture of Achievement through Coyote Pride

April 21, 2017

Marilyn Gardner – CTE
Arizona Department of Education
1535 West Jefferson, Bin #42
Phoenix, AZ 85012

RE: ~~\$~~9,386.08 Donation to AZ Dept of Education for Work Based Learning

To Whom it May Concern:

My name is Denise Ottenheimer and I was a volunteer for the AZ Cooperative Education Association. About ten years ago I was voted in as Treasurer and Ken Mattern was voted in as President. Soon after our term began, the economy took a downturn and the association disbanded.

The money was left in a credit union account and since it was untouched for several years, the credit union sent it to the state of AZ as unclaimed property. I was made aware of this unclaimed property within the last year and received the funds earlier this year. Originally the funds were earmarked for conferences for Work Based Learning teachers. Since the association has been disbanded, it has been decided through numerous conversations with Ken Mattern, Shea Padilla, Pam Ferguson, Julie Ellis, Jan Bright, Robert Waller and Marilyn Gardner that the funds would best be donated to the Arizona Department of Education for the purpose of helping fund work based learning activities.

Please accept this donation of \$9,386.08 to the Arizona Department of Education for work based learning activities and to help students who participate in work based learning CTE programs in our state. Thank you, if you have any questions, please contact me at dottenheimer@pusd11.net or by telephone at 623-412-4446.

Sincerely,

Mrs. Denise Ottenheimer, DECA Advisor
CTE Business & Marketing Instructor

cc: Ken Mattern

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Allen Johnson
Case No. C-2016-579

Action/Discussion Item

Information Item

Background and Discussion

Allen Johnson holds a Standard Secondary (6-12) certificate, which expires on November 16, 2017.

The investigative unit received a report from the Human Resources Department at Paradise Valley Unified School District that Mr. Johnson committed sexual acts on a minor female student.

Mr. Johnson was contacted by the investigative unit and surrendered his Arizona teaching certificate on May 2, 2017.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding guidelines on educator applications and certification enforcement actions involving individuals with DUIs or domestic violence

Action/Discussion Item Information Item

Background and Discussion

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

A.R.S. §15-203(B)(4) states that the Board may provide for an advisory committee to determine whether grounds exist to approve or deny an initial application for certification or a request for a renewal of a certificate.

Board staff has reviewed and compiled a list of recent actions taken by the Board at previous meetings regarding applications, negotiated settlement agreements and contested actions for cases involving DUIs. An insufficient amount of domestic violence cases exist to form a recommendation.

Based on this review, Board staff recommends the following guidelines for DUI cases:

Applicant	Action	Certified Educator	Settlement Agreement	Contested Action
DUI within 12 months of application or 1 DUI more than 3 years from application	Grant with letter from IU that file will be flagged and additional misconduct should be avoided up to NSA with conditions	First DUI	Closed and flagged with letter from IU that file will be flagged and additional misconduct should be avoided up to 6 month suspension with conditions based on aggravation factors	Closed and flagged Letter from IU that file will be flagged and additional misconduct should be avoided up to 1 year suspension with conditions based on aggravation factors
2 -3 DUIs within 3 years of application	Denial for six months – 1 year	2-3 DUIs within 3 years	6 month – 1 year suspension with conditions	1 year suspension with conditions
More than 3 DUIs	Denial for 1 – 2 years	More than 3 DUIs	1 – 2 year suspension with conditions	2-3 year suspension with conditions
Aggravating:	BAC, child in vehicle, property damage or personal injury			
Mitigating:	Remorse, rehabilitation/treatment, abstention, length of sobriety			
Non mitigating:	Type of certificate, location of employment			

Recommendation to the Board

It is recommended that the Board create a range of suggested action for immoral or unprofessional conduct by applicants and certificated individuals involving DUIs.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Lesley Ann Belan, C-2016-632R

Action/Discussion Item

Information Item

Background and Discussion

Ms. Belan is applying for a renewal of a Standard Cross Categorical Special Education (K-12) certificate.

Ms. Belan was arrested in September of 2014 for Extreme DUI in Phoenix, Arizona. After a blood draw at the police station, it was concluded that her BAC was 0.216. She subsequently pled guilty to Extreme DUI, a Class 1 Misdemeanor.

On previous applications for Arizona certification, Ms. Belan had properly disclosed a 2006 DUI arrest in Pennsylvania. However, she did not disclose the 2006 DUI on her most recent Arizona application.

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

The PPAC, at its March 14, 2017 meeting, recommended by a vote of 4 to 1, that the Board grant Ms. Belan’s application for certification despite evidence showing that Ms. Belan engaged in unprofessional conduct.

State Board of Education Action

At the April 24, 2017 State Board of Education meeting, the State Board of Education voted to deny Ms. Belan’s application for renewal of her certification.

Following the Board’s decision, Ms. Belan received the Board Order by certified mail and submitted a letter of appeal in a timely manner through her attorney. Prior to scheduling an application denial hearing in front of PPAC, Board staff and the Attorney General’s Office worked with Ms. Belan’s counsel to draft a negotiated settlement agreement.

No application denial hearing has been scheduled in order to first give the Board the opportunity to consider Ms. Belan’s negotiated settlement agreement.

Settlement Agreement and Conditions

Ms. Belan agrees to the following:

The State Board of Education will grant Ms. Belan’s application for renewal with the following conditions:

“If Applicant is arrested for driving under the influence of alcohol, drugs, or any other intoxicant at any time within three years from the date this Agreement is approved and

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

adopted by the Board, Applicant shall notify the Board of that arrest in writing within five working days of the date of that arrest, and Applicant 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 Applicant from applying for any certificate for five years."

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, of Lesley Ann Belan.

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Donald Brown, C-2017-239

Action/Discussion Item

Information Item

Background and Discussion

Mr. Brown holds a Substitute certificate, which was issued on December 29, 2016, and expires September 10, 2022, and a Standard Arts Education PreK-12 Music certificate, which was issued on January 26, 2017, and expires January 26, 2020.

Since 1989, Mr. Brown has been a teacher in Wyoming, Utah, Colorado, Nevada, Tennessee, and New Mexico. Mr. Brown has not worked for, or applied for any teaching positions with, any schools in Arizona.

Prior to becoming a certified teacher in Arizona, Mr. Brown was last employed as a music teacher by the Santa Fe Public Schools ("SFPS") in Santa Fe, New Mexico, for approximately four years. During his tenure with SFPS, Respondent possessed a valid teaching license issued by the New Mexico Public Education Department ("NMPED").

Mr. Brown currently holds a New Mexico teaching license that was issued on July 1, 2011, and has an expiration date of June 30, 2020.

On August 23, 2016, SFPS placed Mr. Brown on administrative leave pending investigation into allegations that Mr. Brown had used SFPS computers to view adult pornography. Mr. Brown resigned from his position with SFPS effective September 8, 2016.

Mr. Brown and the NMPED subsequently entered a settlement agreement entitled Agreement on Licensure: Suspension Followed by Deferred Suspension ("New Mexico Settlement") which outlined disciplinary action to be taken against Mr. Brown's New Mexico teaching license. Mr. Brown signed the New Mexico Settlement on February 27, 2017, and the NMPED Secretary of Education signed it on March 7, 2017. (A copy of the New Mexico Settlement is attached to the proposed Arizona settlement agreement as Exhibit 1.)

Mr. Brown self-reported that out-of-state disciplinary action to the Investigative Unit of the Arizona Department of Education ("ADE") on March 8, 2017.

Settlement Agreement and Conditions

Mr. Brown agrees to the following:

Mr. Brown's teaching certificates will be suspended through December 27, 2017, consistent with the terms of the New Mexico discipline. Mr. Brown will successfully complete all the terms and conditions set forth in the New Mexico Settlement. If Mr. Brown fails to complete any of the terms and conditions in the New Mexico Settlement, and the failure results in any change of

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

disciplinary action taken against Mr. Brown in New Mexico, he will be required to notify the Board in writing within five working days. If additional discipline is issued from New Mexico, Mr. Brown waives his due process rights to a hearing and will automatically be subject to the same discipline in Arizona.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, of Donald Brown.

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Marian Carr Dawley, C-2016-581-2R

Action/Discussion Item

Information Item

Background and Discussion

Ms. Dawley is applying for a renewal of her Standard Elementary Education (K-8) certificate.

On July 29, 2016, the Pima County Sheriff's Department ("PCSD") went to Ms. Dawley's house in response to a suicide attempt call regarding her adult daughter. Subsequently, Ms. Dawley was arrested by the PCSD on charges of Aggravated Assault on a Police Officer, a Class 4 Felony, and Domestic Violence/Assault, a Class 1 Misdemeanor.

On October 20, 2016, Ms. Dawley entered a plea agreement in Pima County Superior Court wherein she agreed to plead guilty to one count of Resisting Arrest, a Class 6 Undesignated Felony, as a result of the July 29, 2016 arrest. All other charges were dismissed.

In 2009, Ms. Dawley was convicted of Aggravated DUI While a Person Under 15 Years of Age is in the Vehicle. That offense was subsequently designated a Class 1 Misdemeanor after Ms. Dawley successfully completed the terms of her probation.

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

The PPAC, at its February 14, 2017 meeting, recommended by a vote of 4 to 1, that the Board grant Ms. Dawley's application for certification despite evidence showing that Ms. Dawley engaged in unprofessional conduct.

State Board of Education Action

At the April 24, 2017 State Board of Education meeting, the State Board of Education voted to deny Ms. Dawley's application for renewal of her certification.

Following the Board's decision, Ms. Dawley received the Board Order by certified mail and submitted a letter of appeal in a timely manner. Prior to scheduling an application denial hearing in front of PPAC, Board staff and the Attorney General's office worked with Ms. Dawley to draft a negotiated settlement agreement.

No application denial hearing has been scheduled in order first to give the Board the opportunity to consider Ms. Dawley's negotiated settlement agreement.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Settlement Agreement and Conditions

Ms. Dawley agrees to the following:

The State Board of Education will grant Ms. Dawley's application for renewal with the following conditions:

"If Applicant is arrested for any criminal offense at any time within three years from the date this Agreement is approved and adopted by the Board, Applicant shall notify the Board of that arrest in writing within five working days of the date of that arrest, and Applicant 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 Applicant from applying for any certificate for five years."

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions of Marian Carr Dawley.

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation for Certificate Suspension of Cara Criteser, Case No. C-2015-192
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Action/Discussion Item

Information Item

Background and Discussion

Ms. Criteser holds a Standard Elementary Education (1-8) certificate, which expires on July 21, 2021.

In August 2007, Ms. Criteser was arrested and charged with a DUI. On April 24, 2008, Ms. Criteser was found guilty by a jury on one count of DUI with a Blood Alcohol Content of .08 or More, a Class 1 Misdemeanor, in Pima County.

On August 28, 2015, an Arizona State University Police Department (“ASUPD”) officer conducted a traffic stop on a vehicle that Ms. Criteser was driving. There was a passenger in the car at the time.

The officer reported that he smelled a strong odor of both burned and unburned marijuana.

When the officer asked Ms. Criteser if she had been drinking, Ms. Criteser stated that she had consumed three Angry Orchard alcoholic beverages.

While Ms. Criteser was outside of the vehicle going through a field sobriety test, another ASUPD officer arrived and began to search the vehicle because of the strong odor of marijuana.

During the search, the officer found a usable quantity of marijuana and items of drug paraphernalia inside Ms. Criteser’s vehicle.

Ms. Criteser was arrested on one count of Possession of Marijuana, a Class 6 Felony, and one count of Possession of Drug Paraphernalia, a Class 6 Felony.

Once the case was transferred over to the Maricopa County Attorney’s Office (“MCAO”), MCAO provided a letter to Ms. Criteser explaining her options. Ms. Criteser elected to participate in the TASC Marijuana Diversion Program rather than face criminal prosecution.

Ms. Criteser completed the program and no charges were filed by MCAO.

On July 5, 2016, Ms. Criteser submitted an application for employment as a teacher to the Dysart Unified School District (“DUSD”).

On that application form, Ms. Criteser answered “no” to the question “Have you ever been convicted of a violation of law other than a minor traffic violation?”

Contact Information:

Alicia Williams
Director of Special Projects
State Board of Education

EXECUTIVE SUMMARY

On the application form, directly above that question, is the following statement: "CONVICTION means the final judgment on a verdict or finding of guilt, a plea of guilty, or a plea of nolo contendere, in any state or federal court of competent jurisdiction in a criminal case, regardless of whether an appeal is pending or could be taken. When answering questions involving convictions, you must answer "YES" even if the matter was later reduced, dismissed, deferred, vacated, or expunged."

Ms. Criteser affirmed her agreement with all of the terms contained in the DUSD application form, including the following: "I affirm that all information set forth in this application is accurate, truthful, and complete. . . . In the event that I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information."

Ms. Criteser was subsequently hired as a teacher by DUSD for the 2016-2017 school year beginning July 29, 2016 and ending May 25, 2017. The Certificated Employee Contract signed by Ms. Criteser for the 2016-2017 schoolyear contains the following provision: "Teacher warrants the truth of all representations and statements made by Teacher to District in connection with Teacher's employment. Any breach of this warranty may be grounds for termination of employment."

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

The PPAC, at its May 9, 2017 meeting, recommended, by a vote of 4 to 2, that the State Board of Education suspend any and all certificates held by Cara Criteser for a period of one year.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and suspend any and all certificates held by Cara Criteser for a period of one year, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Director of Special Projects

State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation for Certificate Suspension of Michael Gaul, Case No. C-2014-140

Action/Discussion Item

Information Item

Background and Discussion

Mr. Gaul held a Standard Career and Technical Education certificate, which expired on December 16, 2016. On or about December 7, 2016, Respondent filed an application for renewal of that certificate with the Certification Unit of the Arizona Department of Education.

Mr. Gaul was a teacher at Kingman High School ("KHS") in the Kingman Unified School District ("KUSD"), located in Kingman, Arizona.

Mr. Gaul was a teacher in the culinary arts program at KHS from August 2000 until May 2012.

Mr. Gaul created the Chef's Club at KHS and acted as its sponsor. Mr. Gaul received a stipend for his work with the Chef's Club.

The culinary arts program and the Chef's Club provided catering services to KUSD entities, local businesses, and private individuals. Sales from these services were public monies and should have been deposited in KUSD accounts and used for the benefit of KUSD students.

On April 27, 2012, Mr. Gaul was administratively reassigned by KUSD because of allegations KUSD received regarding misappropriation of school resources by Mr. Gaul.

On May 4, 2012, Mr. Gaul submitted a letter of resignation to KUSD with an effective date of May 25, 2012.

The Arizona Auditor General's Office ("Auditor General") investigated the matter and determined that from January 2011 through April 2012 Mr. Gaul had embezzled and misused \$12,918 by creating false KHS invoices to arrange payment in his name on 18 checks, instead of KHS. Mr. Gaul then spent those monies on personal living expenses.

On May 5, 2014, Mr. Gaul was charged with the following crimes:

Count 1: Theft (Class 3 Felony)

Count 2: Fraudulent Schemes and Artifices (Class 2 Felony)

Count 3: Misuse of Public Monies (Class 4 Felony)

Count 4: Misuse of Public Monies (Class 4 Felony)

Count 5: Misuse of Public Monies (Class 4 Felony)

Count 6: Misuse of Public Monies (Class 4 Felony)

Count 7: Misuse of Public Monies (Class 4 Felony)

Contact Information:

Alicia Williams

Director of Special Projects

State Board of Education

EXECUTIVE SUMMARY

Mr. Gaul subsequently agreed to plead guilty to one count of Theft, an Undesignated Class 6 Felony. Pursuant to the plea agreement, all other charges were dismissed and Mr. Gaul agreed to pay restitution to KUSD in the amount of \$12,918.

On October 10, 2014, Mr. Gaul paid the full amount of the restitution (\$12,918) that he owed to KUSD.

On October 23, 2014, Mr. Gaul was found guilty of one count of Theft, an Undesignated Class 6 Felony, and was placed on two years of probation.

On November 9, 2015, Mr. Gaul was granted early termination of his probation, and the offense of Theft was designated as a Class 1 Misdemeanor.

From July 2013 to the present, Mr. Gaul has been employed as the Food Service Director for the Mohave Accelerated Learning Center.

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

The PPAC, at its May 9, 2017 meeting, recommended, by a vote of 5 to 0, that the State Board of Education suspend any and all certificates held by Michael Gaul for a period of five years.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and suspend any and all certificates held by Michael Gaul for a period of five years, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Director of Special Projects

State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Revoke certificate(s) held by Kelly Cozad, Case No. C-2015-188

Action/Discussion Item

Information Item

Background and Discussion

Ms. Cozad holds a Substitute certificate, which expires on January 22, 2021.

From November 2008 through May 2013, Ms. Cozad was employed as a bookkeeper by the Roosevelt Elementary School District ("RES D"), located in Phoenix, Arizona.

In July 2013, RES D officials discovered discrepancies in the district's accounting records and filed a complaint with the Phoenix Police Department.

From February 2013 through April 2013, Ms. Cozad embezzled \$22,016 in public monies from RES D by issuing 23 unauthorized checks to herself and a friend.

In addition, Ms. Cozad improperly deposited two checks totaling \$8,386, in the wrong RES D account, in an attempt to conceal her embezzlement of funds.

Lastly, Ms. Cozad unlawfully deposited a \$520 RES D check that had been issued to a retired employee for the individual's health insurance subsidy into her personal account.

Ms. Cozad was initially charged with multiple Felony counts in Maricopa County Superior Court, based upon her embezzlement from RES D.

Ms. Cozad entered into a plea agreement on May 2, 2016, where Ms. Cozad pled guilty to:
One count Fraudulent Schemes and Artifices, a Class 2 Felony
One count Theft, a Class 3 Felony
One count Violation of Duties of a Custodian of Public Monies, a Class 4 Felony

Ms. Cozad was found guilty of all three crimes and was ordered to pay restitution to RES D in the amount of \$22,016, placed on three years of probation, sentenced to 90 days in jail, and assessed various fines, fees, and penalties.

Recommendation of the Professional Practices Advisory Committee (PPAC)

On May 9, 2017, the PPAC recommended, by a vote of 5 to 0, that the Board take disciplinary action through revocation of any and all of Ms. Cozad's teaching certificates.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke any and all of Kelly Cozad's teaching certificates and that all states and territories be so notified.

Contact Information

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Revoke certificate(s) held by Stephen Selby, Case No. C-2016-576

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

Mr. Selby holds a Standard Secondary Education 6-12 certificate, which expires August 30, 2017.

Mr. Selby was a teacher at the Elfrida Elementary School ("Elfrida") in the Elfrida Elementary School District ("EESD"), located in Elfrida, Arizona.

On October 4, 2016, Mr. Selby made inappropriate comments to two girls who were hugging in class.

The students' parents reported the incident to the principal and filled out sexual harassment paperwork based on the October 4, 2016 incident.

The principal, who is also the superintendent, of Elfrida and EESD, conducted an investigation and notified Mr. Selby of her intent to impose discipline against him by suspending him for two days without pay and requiring him to attend sensitivity training.

At an EESD school board meeting on October 13, 2016, Mr. Selby addressed the school board and stated that this is who he is, that he did "says things sometimes", and that he had "no filter."

The school board subsequently voted to table to matter to give Mr. Selby the opportunity to appeal the discipline.

On October 24, 2016, the school board took action to begin termination proceedings against Mr. Selby.

Based on the school board's action on October 24, 2016, Mr. Selby was reassigned to home on paid administrative leave pending the outcome of his termination hearing.

On October 28, 2016, Mr. Selby signed a settlement agreement wherein Mr. Selby agreed to provide EESD with a letter of resignation effective at the end of the Fall 2016 school term and EESD agreed to end its proceedings against Mr. Selby.

On March 31, 2017, one of the parents of one of the students was granted an Injunction Against Harassment against Mr. Selby on behalf of her children and herself. The Injunction prohibits:

- Mr. Selby from having any contact with the parent or her children
- Mr. Selby from going to or near the parent's residence
- Mr. Selby from going to or near Elfrida Elementary School or Elfrida High School

Contact Information

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

- Mr. Selby from going “on/near any property of the Elfrida School District, including all playing fields.”

The Injunction also orders that Mr. Selby “may meet with school administrations on school property by appointment only.”

Recommendation of the Professional Practices Advisory Committee (PPAC)

On May 9, 2017, the PPAC recommended, by a vote of 6 to 0, that the Board take disciplinary action through revocation of any and all of Mr. Selby’s teaching certificates.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and the Recommendation of the PPAC and revoke any and all of Stephen Selby’s teaching certificates and that all states and territories be so notified.

Contact Information

Alicia Williams

Director of Special Projects, State Board of Education